November 2018

Teacher Attitude and Self-Efficacy Differences Regarding English Language Learners and Disabled Learners.

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Teacher Attitude and Self-Efficacy Differences Regarding English Language Learners

and Disabled Learners.

by

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A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
in Curriculum and Instruction with an emphasis in
Adult Education
Department of Leadership, Counseling, Adult, Career, Higher ED
College of Education
University of South Florida

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Date of Approval
November 6, 2018

Dedication

Dedicated to my beloved parents,

always supporting me in whichever path I took.

Acknowledgements

I would like to begin by acknowledging those who worked tirelessly to make this degree and dissertation possible. To Dr. Pete Borghese, thank you for helping me through the statistical process of this dissertation that was crucial for this degree. To Dr. Ann Cranston-Gingras, thank you for pushing me to pay attention to detail through the dissertation process and always making the time for me. To Dr. Eddie Fletcher, thank you for looking at different perspectives and the constructive criticism to make my manuscript better. To Dr. Thomas Miller for accepting to be part of the committee and also helping with constructive criticism to better my manuscript. Also, to Dr. Waynne James, thank you for being patient and guiding me throughout the entire process. Because of your help, I was able to complete this dissertation. Your guidance throughout the entire process is what helped me from the very beginning to complete this program.

I would also like to thank Mrs. Lucinda Kelley for giving me an opportunity to teach at your school eight years ago. Your decision to take a chance on me has made a great impact on my work at University of South Florida and as a professional. I will be forever grateful.

Finally, I would like to thank my mother, Miriam, and my father, Fernando. My father taught me how to work hard and never to give up. With the combination of hard work and support from my parents, the opportunities have been endless. Thank you for the unselfish acts of love made throughout my life. I would not be here without you today. To my son Alex Carballo, may our struggles, sacrifices, and triumphs pave the way for your future dreams. I would also like to thank Kathy Gebhardt who was there for Alex when I could not be. He is an amazing child because of all the support and guidance that has been given to him.

Table of Contents

List of Tables

List of Figures

Abstract

There has been little research combining both groups of students who were English Language Learners (ELLs) and Exceptional Student Education (ESE) students in relation to teacher attitudes and self-efficacy. The purpose of this study was to compare teacher attitudes and self-efficacy related to instructing either ELLs with or without disabilities in elementary schools

Teachers from six elementary schools in the XYZ Excellence School District participated in a 52-item comprehensive survey. Two questionnaires and the demographic form were combined to create one comprehensive questionnaire totaling 52 questions for the purposes of this study. Teachers were solicited to participate in the study by email, which generated 92 responses for analysis.

The results of this study indicated there were no significant differences between the perceptions of individuals when instructing English Language Learners (ELLs) and Exceptional Student Education (ESE) students. If people feel confident teaching ELLs, they probably feel confident teaching ESE. Equally, if they do not feel confident teaching ESE students, they are more than likely to not feel comfortable teaching ELLs. Thus, there were no significant differences between beliefs and attitudes in both groups. Still, data gathered from the regression analysis demonstrated training in ELL and ESE were strong indicators regardless of which other variables were added to teacher attitudes and self-efficacy when instructing ELLS or students with or without disabilities.

The results of this study also indicated teachers felt they needed additional training in special education and communication was the greatest barrier between teacher and students, since many teachers could not speak Spanish and students could not comprehend or speak English very well. The results also indicated some teachers felt resources available to them in teaching a lesson were a positive component for ELLs, with or without disabilities, to be able to grasp content.

The findings from this study could serve as positive change for reform of a multi-culturally and diverse climate in public schools. States, school districts, and on-site school administrators could support teachers by creating professional development programs in the learning of learning profiles, preferences, interests, and readiness proficiency levels are essential to multicultural diverse education. The states could also encourage these actions by restructuring certification policies recognizing multicultural diverse education.

Chapter 1

Introduction

Over the past decade there has been a substantial increase in individuals from diverse racial and ethnic population in the United States. Between 2000 and 2010, data provided by the 2010 Census show rapid growth among Latin/Hispanic population increasing to 15.2 million (Humes, Jones, & Ramirez, 2011). The 2010 Census defines a person of Latin/Hispanic background as any person of Mexican, Cuban, Puerto Rican, South American, Central American, or anyone who is of a Spanish culture or origin regardless of race (Humes et al., 2011). The total population in the United States during the 2010 census was 27.3 million including 15.2 million people from the Latin/Hispanic population, which was over half of the total population during that time.

As previous data have shown, if Latin/Hispanic individuals continue to migrate consistently into the United States, it is projected by 2050 the United States will have approximately 400 million Latin/Hispanic residents. The Census Bureau expects the Latin/Hispanic population to nearly triple during the 2008-2050 period making the Latin/Hispanic population the fastest growing minority group.

The dramatic change of the Latin/Hispanic population in the United States is reflected within diversified classrooms in public schools. According to Fry and Gonzales (2008), enrollment of Latin/Hispanic students in public school systems nearly doubled

1

from 1990 to 2006. The data show the enrollment of these students account for 60% of the total growth in the public-school system.

As stated previously, Latin/Hispanics account for several ethnic groups within multi-cultural populations displaying a dramatic shift of an overall makeup in population currently, as well as for the future. The International Federation of Library Associations (2016) defines multi-culture as the "coexistence of diversity where culture include racial, religious, or cultural groups and is manifested in customary behaviors, cultural assumptions and values, patterns of thinking, and communication styles" (para. 1). Consequently, by the year 2050, Fry and Gonzales (2008) foresee "one in every three U.S residents will be Hispanics" (para. 2).

Problem Statement

The increase of a multicultural population which is also mirrored in public schools illustrates an increase of 166% Latin/Hispanic school-aged students of 5-17 years. Nationwide, this will increase the numbers of the Latin/Hispanic population in public schools at 11 million students from 2006 to 28 million students by the year 2050. Although not all school-aged children are classified as immigrants, almost 80% of all Latin/Hispanic students are English Language Learners (ELLs) with Spanish being their native language. Professionals often use varied terms when addressing Latin/Hispanic students in academics such as English language learners (ELLs), students with limited English proficiency (LEP), native language speakers, dialect speakers, and students who are learning English as a second language (ESL). Bardack (2010) defines an ELL as "An individual who in the process of actively acquiring English, and whose primary language is one other than English" (p. 7).

While the Latin/Hispanic population increases in American public schools, the ELL student population also rises. Halle, Hair, Wandner, McNamara, and Chien (2012) compare the growth of ELLs at more than 60% in the K-12 student population with a 10-year period (1994-2005) whereas the overall growth in the K-12 student population was only 2%. Thus, any discussion regarding ELLs and/or students with disabilities must involve an analysis of the teachers' attitude and self-efficacy. Moreover, a debate of whether a connection exists between teachers' attitudes and self-efficacy, and if so, the results in the learning of ELLs with or without disabilities in American schools may be important. Goodwin (2002) expresses apprehension about whether teachers are prepared to meet the needs of Latin/Hispanic students who are ELLs and/or disabled in their classroom.

The learning of English is only one of the many factors ELLs are confronted with which will lead to either successful or unsuccessful transition into U.S. public education. Although overall ELLs have many things in common, they also possess different strengths and weaknesses. According to Andreou (2016), strengths and weaknesses also acknowledged as abilities and disabilities, are responded to by varied additional instruction through special education. Florian (2007) states that the definition of special education is "concerned with the educational responses that are made when students experience difficulties in learning and to those who have or are considered to have disabilities" (p. xxi). For this reason, the proper education for exceptional students is contingent on special education since it sets the course in their daily lives and in their life long achievements in learning. The debate of conceptualizing differences in students has been ongoing. Andreou (2016) clarifies a number of stakeholders who

3

see disabilities as a result of students' limitations and deficits, while others see disabilities in light of the limitations and deficits of the school system and the lack of accommodations for the students' varied learning abilities.

Countless factors influence teachers' self-efficacy, determining the level of confidence when meeting the needs of Latin/Hispanic ELLs with or without disabilities. In Yoo's (2016) research, self-efficacy has been extensively analyzed because it closely relates to the field of education and has been acknowledged as an important element which affects student learning success and behavior. Teachers' self-efficacy refers to the concept of what individuals can do to maintain high levels of student engagement; at the same time for students who are struggling, can more instruction be allowed for teachers to realize they are teachable with extra attention and support (Yoo, 2016). However, a teacher's self-efficacy is often challenged because of preconceived assumptions which have resulted from the multi-cultural populations' background religious, traditions, values, and beliefs. Kolano and King's (2015) research indicates teachers' support on multicultural education and social inequalities is often influenced by the teachers' experiences. Amidst the 2011-2012 school year, innumerable schools have taken in 4.4 million ELLs, often leaving teachers' unprepared to meet the complicated needs of ELLs' academic learning (Kolano & King, 2015). The importance of teachers' attitudes controls self-efficacy and stresses a powerful critical pedagogy based heavily on the teachers' personal and professional lives (Kolano & King, 2015). Degener (2001) defines critical pedagogy as instruction services which are culturally relevant, participant driven, and socially empowering. While, attendance of multicultural students increases in American public schools, teachers become the essential piece to

4

the academic failure or success of ELL and/or students with disabilities.   Alliaud and

Feeney (2015) continue to explain how teachers' personal and professional lives are the

key players for the improvement of education systems through a pedagogic perspective.

The study revealed teachers' pedagogic perspectives relied on the creation of

knowledge, school contexts, and teaching practice, which ultimately impacts the

development of methodologies which have an effect on classroom instruction practices.

Alliaud and Feeney (2015) observe teachers' curriculum as a *complex conversation*

containing topics of paradigms, knowledge, popular culture, socio-political, power, etc.,

mixed with teachers' and students' own personal experiences. Through the pedagogic

perspective, both the students and the teachers discover themselves and the world they

live in as well as the world they already know.

The demographics are quickly changing, not only within our communities, but

also for Latin/Hispanic students with or without disabilities. These students are rapidly

filling American public schools altering the student body across the United States.

Teachers have the challenging task of being innovative when instructing Latin/Hispanic

students taking into account their religion, values, and traditions. However, this task of

instructing Latin/Hispanic students can be even more challenging for some teachers

since many do not understand or speak the Spanish language (Goodwin, 2002). Often

misidentification takes place labeling ELLs with disabilities, because of improper

training, preconceived judgments, and lack of cultural competence. As a result,

disproportionality occurs with over representation of ELLs in special education programs

receiving improper services and support. Shepherd, Linn, and Brown (2005) insist the

over representation of ELLs in special education programs is a complex problem when

several factors, such as incorrect use of pre-referral interventions and the inadequate and inequitable assessment procedures, are also added. The over placement of ELLs placed in special education programs who are not learning disabled is known as disproportionality.

Purpose of Study

The purpose of this study was to compare teacher attitudes and self-efficacy related to instructing English Language Learners (ELLs) with or without disabilities in elementary schools. The outcome of this exploratory study could contribute to further understanding of the type of relationship between teachers' attitude and self-efficacy, if any, when teaching ELL students with or without disabilities. Exploring existing personal views on this specific population could reveal obstacles professionals encounter such as traditions, habits, and language barriers among ELLs. Additionally, another goal of this study was to provide understanding and insight to determine varied interventions when instructing ELL and/or ESE students.

Quantitative research methods guided by the Standards for Language Learning were used for this exploratory study. The purpose of using the Standards for Language Learning provided a guide for educators to focus on students' proficiency in language when distinguishing difficulties in academics due to a language deficit rather than a learning disability (Magnan, Murphy, Sahakyan, and Suyeon, 2012). Using the framework of the Standards for Language Learning allowed for an investigation of teachers' attitudes, self-efficacy, and perspectives on interventions and supports/services needed for ELL and/or ESE students within a school district.

6

Research Questions

The following questions guided this study:

1. Are there differences in elementary teacher attitudes and self-efficacy with regard to teaching ELLs or students with disabilities?

2. To what extent, if any, do demographic variables (gender, age, highest degree earned, years of teaching, certification, training level on teaching special needs education, training level on teaching English language learners, and level of proficiency in Spanish) predict teacher attitude and self-efficacy?

3. What do K-5 teachers identify as barriers and supports when instructing ELLs with or without disabilities?

Theoretical Framework

Magnan et al. (2012) explain the Standards for Foreign Language, also known as the Standards for Language Learning, is a framework which provides a strategy for setting goals for language instruction implemented at various instructional levels in schools across the United States. This method implements five areas known as the five Cs--communication, cultures, connections, comparisons, and communities. Byrnes (2008) stated the five Cs "pertain to diverse facets of language use" (p. 106). The five standards for language learning provide a framework which guides organizations to pursue interconnected goals. This framework can be carried out by teachers' providing learning goals that ELLs are able to achieve (Magnan et al., 2012).

Standards for language learning. In order to provide teachers an overview of encouraging effects when applying positive attitudes and beliefs when teaching ELLs who are also disabled, the standards-based approach for language education provides

7

a way to focus on students' proficiency in language. The standards-based approach for language is a framework consisting of five categories communication, cultures, connections, comparison, and communities.

The National Capital Language Resource Center (2014) supports the focus of the standards-based approach is for ELLs to use language in real-life situations. The general education teacher needs to consider the standards framework when working with ELLs disabled or non-disabled. According to the National Capital Language Resource Center (2014), the standards-based approach has major implications for both curriculum and assessment.

Either spoken and written language or both are the foundation of all learning and instruction. Most students in public schools are able to understand and express themselves in a learning environment and are able to learn; however, some are not (Turnbull, Turnbull, Wehmeyer, & Shogren, 2013). Students who display a communication disorder can have difficulty in varied settings within the school environment (e.g., during teacher instruction, social interaction, in advancement of literary skills, and the learning of knowledge and language). For ELLs with or without disabilities, English is important because all courses in the schools are taught in English. If ELLs are unable to express themselves in English, then education will falter since only the basics will be taught, creating a mediocre education system in the United States (McMillan, 2016). Consequently, it is essential for teachers to be able to teach ELLs. Centering on the *communicative approach* provides a framework for teachers to provide activities using language with patterns associated with the audiological method engaging ELLs in more meaningful and authentic use of language. Per Bowen (2016),

the audiological method is used by teachers when students are directed to repeat and use grammatical structures such as rhythms and intonation,

Communicative. The communicative approach has shown through research to be more effective because ELLs feel more at ease when learning the English language, because it allows them to express themselves without feeling the stress of being grammatically correct. Byrnes (2008) also explains within the multilingual society, the communicative language teaching method is an essential approach since its goals focus on the learning of information. McMillan (2016) adds ELLs do not respond positively to a grammatical approach in learning a second language. The most important factor when considering the five elements of the theoretical framework is oral communication because it allows ELLs to express themselves with the basic knowledge of English which is required before applying the systematic grammatical technique. The overall standards shorthand descriptor for the communicative approach is "what students know and be able to do with another language" (Byrnes, 2008, p. 104). Before the standards were implemented in the 1990s, students learned through the form of an activity the student was doing. Even if this activity included receptive (listening or reading) or productive skills (speaking or writing), these activities did not necessarily consider a reason about why the communication took place (National Capital Language Resource Center, 2014). However, the Standard for Language Learning (Magnan et al., 2012) centers on the purpose of what activity the student is doing and uses three communication modes when language is being taught:

- Interpersonal communication uses the technique of ongoing negotiation of meaning through the practice of language. The standards of language learning

9

similarly state interpersonal communication may also happen when the student is conversing (speaking or listening) or during writing communication (writing, reading, signing) (National Capital Language Resource Center, 2014).

- Interpretive communication involves the student in an activity while listening, viewing, or reading. This type of communication may involve any type of activity which may take place during the day such as listening to music or an announcement, watching a movie, or reading a letter. Interpretive communication does not allow for the student to ask questions or repeat information (National Capital Language Resource Center, 2014).

- Presentational communication permits the student to offer one-way communication to the audience. This kind of communication permits students an opportunity to best express themselves to be better understood. Presentational communication lets students fully use their language proficiency by entirely expressing their ideas, concepts, and information. This form of communication includes oral presentations such as poetry readings, telling stories, performing skits, writing reports, brochures, and essays (National Capital Language Resource Center, 2014).

Cultures. Culture is another element which is closely embedded in the Standards for Language Learning and is an essential piece of the theoretical framework. The National Capital Language Resource Center (2014) confirms language occurs within a cultural context, this the language proficiency of ELLs is learned with the understanding of cultural knowledge. The emphasis of learning the English language also provides ELLs the chance to learn the culture's world view as well as its perspectives, values,

concepts, and attitudes. The National Capital Language Resource Center (2014) goal is for students to be able to make a connection between language, perspectives, and cultural practices. For ELLs in American schools, it allows them to be able to adapt in cultural practices in the classroom environment to how their peers behave or act. The National Capital Language Resource Center (2014) asserts as ELLs acquire the English language, they learn where and how to address people, age appropriate customs, and awareness of the American culture.

Connections. The connection part of the Standard for Language Learning (Magnan et al., 2012) provides ELLs the chance to learn another language in ways which were not available to them before. The National Capital Language Resource Center (2014) believes by increasing their content knowledge in learning their second language English, they are using resources which are introduced by second language learning strategies and connections when reading about events online, using multimedia, or using other assistive technology devices in the language they are learning. This type of method permits ELLs to expand their views and learn about world events in the second language they are learning.

Comparisons. The comparison piece is connected to the communication and cultures sections. The National Capital Language Resource Center (2014) suggests ELLs analyze and compare the English language and its culture, the broader abstract concepts of the English language become easier to understand. ELLs become cognizant of aspects of the human life as they can appreciate the commonalities of people's behavior and habits and distinguish differences as the students begin to self-actualize through the learning of a second language and compare it with their own. This

method teaches students that, although all cultures represent a different value system, no one language or culture is better than the other (The National Capital Language Resource Center, 2014)

Communities. The final objective for the Standards for Language Learning is the definitive goal, which is to provide ELLs the prospect of belonging and have access to a community which in any other way would have not been possible (The National Capital Language Resource Center, 2014). By means of progressing through the five goals (communication, culture, connections, comparisons, communities), ELLs become world citizens and take their knowledge and apply it to a much larger community other than the classroom through personal and professional events.

Professional development. The theoretical framework is only one resource from many which is organized to help teachers prepare to teach ELL students in the classroom. It comprises five areas which are essential for teachers in properly teaching ELLs. However, the growth of foreign language learners in public schools has continued to increase; organizations have determined an urgent need for professional development in training teachers on techniques and strategies to meet the growing demand of culturally diverse needs (Shreve, 2005).

There is a myriad of professional development programs available, some offered at the university level while others are provided as in-service sessions in school districts. Programs such as study abroad and/or immersion experiences are now an option for university students seeking certification in teaching (LeLoup & Schmidt-Rinehart, 2015). This type of program provides pre-service teachers the opportunity to interact with native speakers learning the language and the culture while traveling abroad.

12

The *Target Language* proficiency program is designed to provide professional development to teachers who are seeking an integration of technology, classroom strategies, authentic materials, and in-depth understanding of cultural traditions necessary to teach in a multi-cultural society present today (LeLoup & Schmidt-Rinehart, 2015).

The *Connection Cultures* program provided by school districts is similar to the immersion program for pre-service teachers. The Connection Cultures program allows teachers to study abroad while on the job developing their own strategies and materials to use in their classroom. Data have shown this type of pedagogical sophisticated professional development is a necessity specific to the communicative era existent in public schools today. According to LeLoup and Schmidt-Rinehart (2015), teachers in public schools are exposed to professional development which is generic and does not relate to the specialized content or provide informative academic material beneficial to their classroom. As a result, the teacher is left with a feeling of inadequacy, which reduces their self-efficacy.

Sheltered Instruction is a best practice which has been adopted by districts in the United States (Short, 2013). Sheltered instruction professional development is an approach, which provides teachers with strategies and techniques at the same time combining them with language, making the content of the curricula topics relevant and understandable to ELL students (Short, 2013). The Sheltered Instruction Observation Program uses the (SIOP) model using lesson preparation, building background, comprehensive input, strategies, interaction, practice and application, lesson delivery, and review and assessment. This research-based model is easier for school districts to

13

offer teachers other than the immersion programs. Additionally, this model offers

guidance to plan and deliver effective in-service teacher training, so ELLs can access

the core curriculum at the same time they become English proficient (Short, 2013).

According to Abbott and Rossiter (2011) for newcomers with limited English proficiency

to participate fully in society, they need opportunities to develop communicative and

cultural competence.

Definition of Terms

The following terms are used in this study:

Barriers--Obstacles teachers face in their careers as educators.

Cultural and Linguistically Diverse (CLD)--A student who speaks a different language

other than English as their primary language, is from another country, and has varied

traditions, customs, and backgrounds (Florida Department of Education, 2017b).

English Language Learners (ELL)--Students who do not speak English as their first

language (Florida Department of Education, 2017b).

Exceptional Special Education (ESE)--Programs in schools provided to students who

have varied exceptionalities who require specific instruction which addresses in

individual differences and needs. It is used interchangeably with students with

disabilities in this research (Florida Department of Education, 2017c).

Inclusion--Each state must establish procedures to assure children with disabilities are

educated with children who are not disabled. However, a disabled child who cannot be

educated with other peers in a regular classroom due to the student's severe disability

even with the use of supplementary aids is considered self-contained (Florida

Department of Education, 2017c).

14

Individuals with Disabilities Education Act (IDEA)--A law enacted by congress to guarantee children with disabilities are provided a Free Appropriate Public Education adapting it to their unique needs preparing them for future education, employment, and independent living (Florida Department of Education, 2017c).

Latin/Hispanic--The background of any person of Mexican, Cuban, Puerto Rican, South American or Central American, or anyone who is of a Spanish Culture or origin regardless of race (Florida Department of Education, 2017b).

Learning Disabled (LD)--A person who has difficulty learning in a conventional manner caused by varied factors (LDonline, 2017)

Least Restrictive Environment (LRE)--A student with a disability and is educated with non-disabled peers in a general education classroom (Florida Department of Education, 2017c).

Multi-culture--The existence of diversity where culture includes racial, religious, or cultural groups, and is displayed in customary behaviors, cultural assumptions, and values, patterns of thinking, and communication styles.

Self-efficacy--The concept of one's belief in one's ability to succeed in specific situations or accomplish a task.

Special needs--A special or unique, out-of-the ordinary concern created by a person's medical, physical, mental, or developmental condition or disability.

Supports--Assistance given to teachers during instruction and activities in their careers as educators.

Teacher Attitude—Beliefs and how teachers feel about teaching their students. Teachers' attitude influences students' learning of a subject.

15

Glossary of Acronyms

CLD   Culturally and Linguistically Diverse

ELL   English Language Learner

ESE   Exceptional Student Education

ESL   English Second Language

FAPE   Free Appropriate Public Education

IDEA   Individuals with Disabilities Education Act

IEP   Individualized Education Program

LD   Learning Disabled

LEP   Limited English Proficient

LRE   Least Restrictive Environment

MTSS   Multi-Tiered System of Supports

NCATE   National Council for Accreditation of Teacher Education

NES   Native English Speaking

RTI   Response to Intervention

SLD   Specific Learning Disabled

Organization of the Study

The study consists of five chapters. Chapter 1 of this study introduced the

problem statement and describes the specific problem addressed, purpose of the study,

research questions, theoretical framework, definition of terms, glossary of acronyms,

and organization of the study. Chapter 2 is a review of literature which includes; special

needs and IDEA; cultural and linguistic diverse families; rate of second language

acquisition; identifying ELLs with disabilities; Latin/Hispanic population; ELL lifestyle

16

challenges; ELL special education; disproportionality; ELLs disabled/nondisabled difficulties; Bandura's self-efficacy dimensions; conceptual rational; and summary. Chapter 3 consists of the research design and questions followed by population and samples, instrumentation, pilot study, data collection, and data analysis. Chapter 4 consists of the research questions, demographic characteristics of respondents, data preparation, analysis of research questions, and summary of findings. The data was interpreted to allow comprehension of the data results and how they corresponded to the review of literature. Chapter 5 includes the summary of the study, limitations, conclusions, implications and recommendations for future research.

Chapter 2

Literature Review

The purpose of this study was to compare teacher attitudes and self-efficacy related to instructing English Language Learners (ELLs) with or without disabilities in elementary schools.

This chapter is organized beginning with a synopsis of special needs and the mandates the regulations the Public Law 94-142 *Individuals with Disabilities Act* (IDEA) enforces students with disabilities who must be provided with the same education as their non-disabled peers. The chapter further explains culturally and linguistic diverse families. The chapter then concentrates on the rate of acquisition of ELLs second language and identifying ELLs with disabilities. The chapter provides an overview of the Latin/Hispanic population increasing the United States, as well as its effects of the growth of the Latin/Hispanic enrollment in American schools. The chapter further centers on the ELL's lifestyles challenges. The next section includes ELL, special education, and disproportionality followed by ELLs disabled/nondisabled difficulties. Bandura's self-efficacy dimensions are discussed next. Finally, the chapter ends with conceptual rational and summary.

Special Needs and Individuals with Disabilities Education Act (IDEA)

 Bullock, Gable, Lewis, Collins, Zolkoski, Carrero, and Lusk (2013) indicated in 2011 research accounted for an approximate number of 75 million children living in the United States.   Seventy million children, 6.6 mill-five million of those students receive

specialized services in public schools. The official website of Sarawak State Library (2017) defines *special needs* as "A special or unique, out-of-the ordinary concern created by a person's medical, physical, mental, or developmental condition or disability" (para. 1). This one term with many definitions often provides students with a special needs requirement of additional services to help them function in public classrooms. Frequently many of these services are included in some of the following areas: communication (speech and language), behavioral and emotional, self-care, academic instruction, and independent functioning (occupational therapy and physical therapy). Under the umbrella of diagnoses of students with special needs, these students are also referred to as students with *varied exceptionalities*, *students with disabilities,* and *disabled students.*

Before Congress executed The Education for All Handicapped Children Act (Public Law 94-142) in 1975 to help states to advocate and defend the rights of meeting the needs of and developing the results for students with disabilities. Many individuals with mental illness and intellectual disabilities have been subjected to living in state institutions (U.S. Office of Special Education Programs, 2007). Historically, research established approximately 200,000 individuals with disabilities were simply accommodated rather than being evaluated, provided with interventions, and educated focusing on rehabilitation. In 1997, Public Law 94-142 was amended to *Individuals with Disabilities Education Act* (IDEA) providing individuals with disabilities the opportunity with *Free Appropriate Public Education* (FAPE) advocating for all students to be given the chance to reach their full potential. The IDEA strives to administer laws to all states, these laws are targeting proper early interventions for the majority of children with

19

disabilities in all public schools, improvement in graduation rates, and employment among high school students with disabilities, as well as promoting the rights of students with disabilities and their parents for an equal education, which empathizes special education and related services suitable for their unique needs (U.S. Office of Special Education Programs, 2007). However, teachers today have expressed concern about their lack of experience and training in teaching children with varied and significant exceptionalities (Scarborough & Deck, 1998). With regulations mandated by the Federal Government and passed down to states, school districts are then expected to train general education teachers to instruct all students, including students with varied exceptionalities within an inclusion classroom. It is IDEA's belief that students with disabilities are to be educated with non-disabled peers within a general education classroom. The definition for inclusion in *Exceptional Lives Special Education in Todays Schools* states:

> each state must establish procedures to assure that, to the maximum extent appropriate, children with disabilities are educated with children who are not disabled, and special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in a regular education with the use of supplementary aids cannot be achieved satisfactorily. (Turnbull et al., 2013, p. 38)

As teachers apply the states' mandated curriculum in the general classroom, the IDEA advocates for students with disabilities to be educated in a Least Restrictive Environment (LRE). Turnbull et al. (2013) define LRE as "students with disabilities should participate in the school's academic, extracurricular, and other activities with students without disabilities" (p. 36).

Learning disability. The diversity of Latin/Hispanic students throughout the U.S. continues to evolve into large numbers of enrollments in the public schools demanding more resources to properly educate tomorrow's future. This is a struggle for teachers who are often unprepared to instruct students with extreme eclectic learning needs and, at the same time, who can conform to the standard mandated state curriculum. There is a broad dissimilarity between an individual who displays a learning difficulty from an individual who has a learning disability (LD). The student with learning difficulties can learn with the use of traditional instructional techniques, while the student with LD is contingent on specialized interventions depending on the type of disability. Previous research has excluded LD as type of mental delay; however, research strongly indicates a LD is related directly to some form of brain impairment (Carlson, 2005). LD has been identified dating back to the 1800s. Although researchers have learned a vast amount about LD in previous years, scientists, researchers, and educators still struggle with LD in the classrooms since students recognized with varied learning disabilities have doubled in the late 1980s to over 2.8 million students (Carlson, 2005)**.**

School professionals have been confused for many years about why some students struggle with the ability to learn, comprehend, and succeed with the general curriculum. While some students do well and achieve in academics, others get frustrated only to obtain unexceptional outcomes (Carlson, 2005)**..** At the same time, some students may do well in elementary school only to struggle in middle school and high school, while others proceed to higher education; others become aggravated with the entire public-school system, which continuously fails them and eventually drop out altogether. Despite countless speculations of the many reasons why students do not

21

achieve success or fail in public education, the most common cause is underachievement.

Culturally and Linguistically Diverse Families

Latin/Hispanic families bring with them an array of cultural norms, which have been previously learned behavior patterns. These behavior patterns are learned from parents, teachers, and peers, as well other members of the community within their culture. Values, beliefs, and attitudes are behavior patterns, which are not embraced by American educators, since they do not comprehend how Latin/Hispanic students' views and interactions with their new environment are adapted from previous accustomed cultural norms. As the total number of all children living in the United States rises, the population of children with special needs also increases. Harry (2002) believes the role of cultural norms regarding diversity present great challenges for families of children with disabilities. This is because culturally and linguistically diverse (CLD) families struggle to learn to adapt to their new environment with the learning of a new language as well as comprehending the perplexing and unfamiliar systems, which govern U.S. public schools. Equally, in the field of Exceptional Student Education (ESE), the roles of cultural norms have contributed to the conflict and uncertainty of teacher instruction, student evaluation programs, norm-referenced assessments, and accommodations and services to be provided. Because teachers do not have an in-depth understanding of cultural norms, evaluating diverse exceptional learners in American education has created disproportionate representation among CLD families of children with disabilities. In addition to cultural norms, socio-economic status, academic, learning styles, and social class are often a concern with CLD families of children with disabilities (Terry &

22

Irving, 2010). ELL students attending public schools in the United States face many challenges not limited to language barriers, cultural differences, discrimination, etc. It becomes more complicated when ELL students along with their diverse struggles have a disability. These students may reveal a variety of characteristics differing from one student to the next. For example, one ELL student may display strength in reading, but struggle in math. Another ELL student may show strength in receptive language but may display weakness in expressive language. Turnbull et al. (2013) affirm it is common for students with disabilities to have average to above average intelligence. Nonetheless, individuals with disabilities most of the time show low academic achievement in one or more areas and have difficulty in how the student learns and processes new information (Turnbull et al., 2013).

Cross cultural misunderstanding. Regulations are holding general education teachers more accountable and mandate that teach all non-disabled and students with disabilities in an inclusion environment. Districts' main concern is providing students with disabilities with an LRE and providing them with the proper support. Wright and Wright (2015) believe, as much as possible, school districts must provide instruction to students with disabilities in general education using appropriate aids and supports along with their nondisabled peers in the public schools. As previously indicated, many general teachers have a difficult time with instructing students with disabilities as well as CLD and/or disabled students due to proper lack of training. Although many universities have programs where students are required to receive dual certification in general education and exceptional student education, teachers are still finding themselves unprepared because they either do not have the skills, experience, and/or their attitudes

23

need to be modified in the areas of teaching and learning strategies to meet the needs of CLD students with disabilities. Based on the CLD students with disabilities individual needs, the general education teacher must develop a curriculum providing support and strategies to ensure quality of educational services. Seasoned teachers also encounter difficulty in teaching CLD students, because the lack of communication between schools and CLD families has led research to focus on issues related to discrimination and cross-cultural misunderstanding (Turnbull et al., 2013). Since schools are held to strict regulations and policies related to ESE, programs and services, which are ideal to educate families about ESE and their child's needs are almost non-existent and thus CLD families of students with disabilities needs are undermined. Additionally, cross-cultural misunderstandings prevent diverse students with disabilities to be properly provided with effective programs. Because the United States will continue to experience an increase in individuals from the diverse racial and ethnic group. Among Latin/Hispanic population including those with disabilities, the general education classroom teachers must diligently plan lessons to make sure all students are engaged in high-interest exercises, which are directly relevant to the students' life (Moore & Hansen, 2011). In *Teaching Diverse Students* to maximize student learning (Moore & Hansen, 2011) the source states, general education teachers need to create culturally sensitive learning communities, develop positive teacher-student-parent relationships, design lessons to motivate all CLD students with or without disabilities to learn, and implement those lessons using differentiated instructional strategies. According to Cassady (2011), many general educators feel they are not able to teach large groups of students and at the same time teach diverse students with disabilities, because of the

24

lack of enough training and support. Furthermore, teachers' attitudes dramatically affect the success and effectiveness of their instruction towards CLD students with disabilities. Many educators are not willing to accommodate CLD students with disabilities, because they do not have the confidence to effectively manage an inclusion classroom. Teachers today feel concerned mainstreaming CLD students with disabilities in the general education classroom, because many of these students display lack of social skills, emotional outbursts, plus their curriculum needs to be modified, and the teachers do not know the proper procedures in capably handling their classroom.

  Cultural competence and multicultural education. General education teachers' today need to exercise cultural competence in their classrooms on a deeper level. Since extensive data have confirmed a substantial increase of diversity in the classroom, teachers need to have the breadth, understanding, and varied skills to be able to meet the exclusive needs of CLD and/or disabled students (Samson & Collins, 2012). It is essential for the teacher to have a deeper empathetic appreciative understanding towards students' language, traditions, values and beliefs, habits, attitudes, and religious beliefs. Piotrowski and Stark (2014) define cultural competence as a "characterized set of skills and developmental experiences constituting on ongoing awareness of important differences among individuals from communities with different backgrounds related to biological, environmental, historical, political, psychological, religious, and other social aspects of heritage" (p. 529). An educator's responsibility is to provide proper instruction to CLD students with disabilities and be able to appreciate, be aware, and assess interaction with other students of varied cultural backgrounds (Piotrowski & Stark, 2014). These educational relationships among all stakeholders are

the basis for academic achievement for all students involved. For nearly four decades, multicultural education has become an integral component for teacher readiness programs (Yang & Montgomery, 2011). Multicultural education is defined by the National Council for Accreditation of Teacher Education (2017, NCATE) as "preparation for social, political, and economic realities that individuals experience in culturally diverse and complex human encounters" (p. 1). Furthermore, the NCATE uses this definition to evaluate university teacher preparation programs. Multicultural education and cultural competence are interchangeable and a requirement for teachers to successfully teach students with diversified backgrounds. According to Yang and Montgomery (2011), knowledge and praxis are two core components relevant to grasping cultural competence. Yang and Montgomery (2011) explain that for teachers to be culturally competent, it is essential for them to have the quantity and profoundness of *knowing and understanding* multicultural diversity in student ethnic backgrounds. Historical research affirms the ignorance of diversity knowledge to teaching and learning, which has been argued in the past by theorists in multicultural education, is due to the lack of knowing and understanding. Additionally, Yang and Montgomery (2011) confirm being culturally competent relies heavily in comprehending prejudice, racism, discrimination, and white privilege as well as understanding varied and cultural differences.

Rate of Second Language Acquisition

Immigrant families move to the United States for a promise of a better life for their children leaving family, traditions, and everything they know behind. Children who migrate into the United States earlier into the school system have a better chance of

26

developing pre-critical skills needed for future academic success. An ELL student who begins school in the first grade will have much better opportunity to learn and master the English Language than an ELL student who begins school in the tenth grade. According to Ardasheva, Tretter, and Kinny (2012), research shows ELL students may take 2-5 years to master oral skills of the English Language. Oral skills for mastery of English include sound discrimination, vocabulary, listening comprehension, oral expression, syntactic, morphological and pragmatic skills (Ardasheva et al., 2012). Additionally, to reach high levels of literacy skills comparable to native English speaking (NES) students performing on standardized testing, ELL students need up to seven years or more apart from the 2-5 years' mastery of oral skills to reach high levels of literacy skills (Ardasheva et al., 2012). Teachers, administrators, and policy makers often confuse conversational English fluency with academic language fluency. They falsely assume because ELL students can informally talk about personal topics they can also participate in formal academic content capable of being able to read, write, and converse naturally (Szpara, 2017). Migration into the United States for families can be overwhelming, but ELL students are also at a greater risk for low academic achievement not only because of language challenges, but also because many are living in poverty, parents themselves have low education levels, and for children of immigrant parents the stress of legal status pending for their families (Halle et al., 2012).

The rate of second language acquisition varies among ELL students and depends on personality traits, immigrant status, socioeconomic status, the development of ELL students' first language, second language exclusive features, and the difference between first and second language. Furthermore, second language acquisition is also

27

contingent on how many years they have been in the United States, to what degree their home and school environment are similar in relation to language and literacy experiences (Halle et al., 2012). Thus, the learning of a second language involves interaction of complicated factors between family and the student's attributes mixed with policies, classroom, and teacher characteristics.

Language acquisition or disability. English language learners who are having difficulty with reading, because of a disability or language challenges have become a controversial topic among school leaders. Klingner, Artiles, and Barletta (2006) add many teachers become perplexed about the practice of identifying ELL students with disabilities, because of district policies (e.g. the referral process) and the ELL students' level of English proficiency before the referral procedure begins. The ELL population continues to grow with 20% of people after the age of five years who speak another language other than English at home. Additionally, by the year 2030, it is projected the school population speaking English as a second language will be at 40% (Klingner at al., 2006).

Previous research looks at the causes of ELL's struggles and the type of interventions needed for them to learn and achieve proficiency in the English language. The common concern, which continues to complicate the identification process is "Do ELL's struggle to develop literacy because of their limited proficiency of the English language or because of a learning disability?" (Klingner et al., 2006, p. 109). Additionally, Klingner et al. (2006) confirm research in the past has been deficient in this issue. Limited data on ELL's with disabilities is separated into two different categories: the first category includes 56% of learning disabled ELL's with reading deficits as the

core problem, and the second most common type of disability among ELL's is speech-language impaired. Kirk, Gallagher, Coleman, and Anastasiow (2015) explain language develops differently for CLD students who are bilingual. For this reason, general education teachers have the responsibility to determine if the students have a learning disability or simply are having a normal delay due to becoming proficient in both languages.

Identifying ELLs with Disabilities

When identifying ELL students with a disability, schools rely on a system which distinguishes an ELL student with a disability from one with an English language deficit. Definitions of disabilities are indefinite and a challenge to define since disabilities is a broad term classifying many developmental delays. According to Fletcher (2015), to regulate a consistent model in determining a learning disability, there would need to be considerable amount of discrepancy between achievements in one or more areas: (a) oral expression, (b) listening comprehension, (c) written expression, (d) basic reading skills, (e) reading comprehension, (f) mathematics calculation; or (g) mathematic reasoning.

Fletcher (2015) presented a learning disability model in 1977, he believed would be used for the next 30 years by public schools to shape the practices used to identify students with specific learning disabilities (SLD) many who are also ELL. However, in 2004, IDEA adjusted the seven areas where lack of academic performance may occur adding an eighth domain of reading fluency and changed mathematics problem solving as opposed to reasoning (GreatSchool Staff, 2010). This newly revised definition by IDEA (2004) guides public schools to use a variety of models (e.g., Response to

29

Intervention [RTI]) to represent an alternative inclusionary criterion for labeling students SLD (Fletcher, 2015). The definition for SLD is aligned with the seven areas of IDEA learning disabled model; "a disorder in one or more of the basic learning processes involved in understanding or in using language, spoken or written, that may manifest in significant difficulties affecting the ability to listen, speak, read, write, spell, or do mathematics" (Florida Department of Education, 2017, para, 1). Moreover, it is essential to separate a student who has been designated as SLD applying the RTI process and is not categorized due to socio-economic status, limited English proficiency, cultural, environmental, emotional/behavioral, visual, hearing, motor, and intellectual disabilities (Florida Department of Education, 2017c).

Public schools who chose to implement the model need to follow a consistent and structured process in which to distinguish ELL students who may be SLD as opposed to ELL students who may only have a language barrier because of their culture. According to Fuchs and Fuchs (2008), the main purpose of RTI is to not only identify ELL students at the beginning of their academic career with a learning disability, but also provide interventions in which to address their specific learning disability. Fuchs and Fuchs believe implementing RTI in the classroom is an ambitious and complex process which requires administrators to be knowledgeable and organized. There are a variety of models and procedures in which a district may choose to implement RTI.

RTI can be applied by means of three to seven tiers. According to "Florida's Multi-Tiered System of Support," (n.d., para 1), RTI exemplifies a Multi-Tiered System of Supports (MTSS) which administers high quality instruction and interventions (Florida

Department of Education, 2017b). These methods are coordinated for ELL students'
needs utilizing rate over time and performance level allowing for further instructional
decisions. In 2011, the implementation of RTI (problem solving) emerged with phase II
of MTSS statewide. The first and second phases are taught in the regular classroom by
the general education teacher; however, the third tier is for students who need intensive
intervention. Within the Tier 1 phase, a preventative method is instructed to all students
in the general education classroom using a comprehensive curriculum. Equally, Tier 2
is then implemented, and data are collected showing which students are responding to
the curriculum and which students are struggling. Students who respond during Tier 2
can then benefit from instruction in the general education classroom. Students who do
not respond to the curriculum in Tier 2 validate they need the outmost intense
instruction and interventions and move on to the third tier. Fuchs and Fuchs (2008)
reaffirm Tier 3 to be initiated by specialized instruction using appropriate interventions
by trained RTI/MTSS professionals. This implies during Tier 3 when students are not
meeting benchmarks of academic achievement, additional support staff get involved,
such as school psychologists and reading coaches. RTI/MTSS specialists determine
the severity of the student's struggles, evaluate its cause, recommend a goal-directed
intervention, monitor the student progress, modify interventions, determine if modified
interventions were effective, and record data and determine future strategies (Fuchs &
Fuchs, 2008).

        Since the RTI/MTSS method is primarily used to determine students who may be
eligible for SLD services, part of the evaluation process is to also assess language
impairment by the speech therapist. The language evaluation can determine if the

31

student is in need of language services for expressive and receptive therapy. Turnbull et al. (2013) emphasize students who possess a language disorder may have difficulty receiving, understanding, or formulating ideas and information. A receptive language disorder is described as the challenge of receiving and understanding information. Expressive language disorder is described as the challenge of formulating ideas and information. Blanton, Pugach, and Florian (2014) insists the RTI/MTSS model provides a much-needed consistent process in identifying specific learning disabilities which has instigated a positive movement in the field of education. The RTI/MTSS model provides the opportunity to recognize students who are wrongly referred for evaluations for eligibility to exceptional student education programs (Blanton et al., 2014). Either spoken and written languages or both are the foundation of all learning and instruction. Despite most students in public schools can understand and express themselves in a learning environment and can learn, some are not able to (Turnbull et al., 2013). ELL students who display a communication disorder can have difficulty in varied settings within the school environment (e.g., during teacher instruction, social interactional in advancement of literary skills, and the learning of knowledge and language).

Students who do not qualify for the Individualized Education Program (IEP), but may still be struggling in school, a good alternative may be Section 504 of the Rehabilitation Act of 1973. Stanberry (2017) clarifies the 504 is a plan created by the Rehabilitation Act of 1973. This plan protects students against discrimination in public schools. The 504 plan, like the IEP, allows students with learning and attention deficits to participate and learn in the general education classroom. Unlike an IEP, which provides a plan for the students' special education experience at a public school, the

504 plan allows students to have access to learning at school. Also, an IEP provides

students with individualized special education and related services to meet the unique

needs of the student, whereas a 504 provides services and changes to the learning

environment to meet the needs of the students similar to their peers. The IEP is a

federal special education law for students under the Individuals with Education Act for

students in K-12 schools. Because 504 comes from the Rehabilitation Act of 1973,

which is a federal civil rights law, people with disabilities are protected

 in all environments outside of public education. The 504 defines disabilities in broad

terms, which explains why individuals who are not eligible for an IEP may qualify for a

504. Stanberry (2017) defines a 504 as a "person with disability as someone who has a

physical or mental impairment that substantially limits one or more major life activity

(such as reading or concentrating), has a record of impairment, if regarded as having an

impairment, or a significant difficult that isn't temporary" (p. 1).

Latin/Hispanic Population

Wenze (2004) affirmed the structure of American society was assembled by

immigrants from diverse cultural backgrounds. Historically, U.S. society is

characterized as the *melting pot* conveying character when describing America's

diversified population. However, the Latin/Hispanic population is steadily becoming

larger, not only because of the migration of the Latin/Hispanics into the United States,

but also the increase of minority births within the Latin/Hispanic population.

Immigration. Immigration previously was the primary cause for the rising

population in the United States among the Latin/Hispanic culture. However, Passel,

Livingston, and Cohn (2012) assert birth rates among Latin/Hispanics have taken

precedence regarding the rapid growth across the country causing non-Hispanic whites to be the minority in births in the United States. Passel et al. (2012, p. 1) reported the Census Bureau's definition of minorities "as anyone who is not a single-race non-Hispanic white--made up 50.4% of the nation's population younger than age 1 on July 1, 2011. Moreover, the Census Bureau claims children who are younger than five years of age account for 49.7% of members of Latin/Hispanic group. This minority group constitutes 36.6% of the total population in the U.S. As the Census Bureau's primary set of estimates in relation to national population since 2010, Latin/Hispanics are more than a quarter of the youngest U.S. residents with 49.5% of the Hispanic minority babies under the age of one. The birth rates for other major non-Hispanic groups are Asians 4.4%, blacks 13.7%, and whites at 49.6% with the Latin/Hispanic group outnumbering white births at 49.7% (Passel et al., 2012). These data of minority births reflect a continuous, consistent, and rapid growth of the Latin/Hispanic population. This analysis of minority births among the variety of races is important since it further adds and emphasizes the long-term results of Latin/Hispanics becoming the majority and non-Latin/Hispanic whites the minority residing in the United States by 2050 (Passel et al., 2012).

   States with largest Latin/Hispanic population. In 2010 Census report, California had the largest Latin/Hispanic group. Equally, the 2010 Census announced the states with the largest Latin/Hispanic population also had the largest non-Hispanic white population (Humes et al., 2011). However, the Latin/Hispanic population has been quickly expanding in non-traditional states of the midwest and southwest and the country is experiencing a growing presence among Latin/Hispanic population including

32.1% of the Latin/Hispanic to be enrolled in public schools (Kohler & Lazarin, 2007).

Latin/Hispanic students enrolled in pre-kindergarten to 12th grade account for

approximately 10.9 million enrolled in public schools. Along with previous and current

research, the Latin/Hispanic culture is increasing in every region of the United States.

To further illustrate the scope of the growing Latin/Hispanic population, in 1972 and

2004 minority enrollment exceeded white enrollment in the west from 15% to 39% in the

United States public schools (Kohler & Lazarin, 2007). At the same time, in the south,

Latin/Hispanic enrollments have increased from 5% to 17%, midwest from 2% to 7%

and northeast minority enrollment have increased 6% to 14% in the Nation's public

school (Kohler & Lazarin, 2007). According to Bullock et al. (2013), data indicate

students who were Caucasian and 3-years old were more likely not to be enrolled in

school, instead the majority of the students enrolling in public school are of

Latin/Hispanic origin. Fry and Lopez (2012) confirmed by evaluating data from the U.S.

Census Bureau by October 2011 that Latin/Hispanic students beginning from pre-k

through 12th grade were enrolled in United States public schools. Altogether

Latin/Hispanic students account for almost one-quarter (23.9%) of America's public-

school enrollment. To further exemplify the idea of the rapid change of demographics in

the United States, Bullock et al. (2013) add for the first time that Latin/Hispanic students

comprise much of students enrolled in Texas public schools. From a total of 4.9 million

students who attend Texas public school, Latin/Hispanic students account for 50.2% of

that population. If it has not happened already, classrooms in this country will soon be

profoundly affected due to the rapid changing demographics (Costa, McPhail, Smith, &

Brisk, 2005).

ELL Lifestyle Challenges

Aside from ELLs' wide-ranging challenges of learning a new language, ELLs face other challenges making it difficult for students to focus on academics such as low parental education, poverty, low parental wages, limited access to early education programs, and health-related concerns (Hernandez, Takanishi, & Marotz, 2009). Many times, these students begin their academic careers in public schools displaying deficits academically due to their ELL backgrounds. The ELL group composed from the Latin/Hispanic population is confronted with the most stringent challenges because many possibly live in poverty with the least educated parents. Students who come from families with low income and low education tend to have low success in school due to negative developmental and environmental experiences resulting in academic deficits. ELLs having lower educational accomplishments also produces lower wage employment during their adult life (Hernandez et al., 2009). Along with the common struggles ELLs face of socio-economic, language barriers, and cultural differences; disabilities and other societal systematic developments further mold the students' academic experiences. Other developments which complicate the educational experiences for ELLs include a government which adheres to English standards, the lack of language supports, and the critical shortage of culturally competent professionals (Sullivan, 2011). Halle et al. (2012) adds ELL elementary students during 2000, 68% were recognized as low in-income. Additionally, 35% of the 68% of these ELL students had parents with minimum education. In the year 2000, students who spoke Spanish at home comprised of 76% of the least proficient English (LEP) students (Halle et al., 2012). To be able to determine ELLs' academic results, it is essential to

36

take into account family factors such income, immigrant legal status, and parent education along with school factors as well as the large percentage of LEP students (Halle et al., 2012). These limits imposed on ELLs' educational capabilities can have adverse effects on the students' future academic outcomes (e.g., lack of engagements, behavioral concerns, and dropouts).

Characteristics influencing ELLs in academics*. Even though all new ELLs want to learn English, essential characteristics influencing ELLs' proficiency in academics vary among students. Several factors determining different levels of ELLs' proficiency in the classroom are age at the time of migration into the states, their home country's level of schooling compared to the U.S., if any English was spoken or taught in their country's schools, family interaction in the labor force, and the type of language environment in which ELLs' families settle (Goodwin, 2002). Immigrants who come to the United States want to learn English because for them learning English is envisioned as *making it* in society. Nonetheless, ELLs are confronted with a range of other convoluted political, economic, and ideological factors affecting academic learning. Goodwin (2002) confirms the reduction of school budget services for ELLs of bilingual education and English as a Second Language (ESL) programs have become deficient. The funding shortfall has also created shortages of professional development in bilingual education adding significant implications for teacher preparation for the fastest growing population within American schools. Halle et al. (2012) maintain an estimated 5.5 million ELLs during the 2003-2004 years were enrolled in United States Schools.

Scrutiny involving the beliefs and necessary bilingual education, second-language learning theories, type and duration of instructional support ELL students

need, and whether the primary language spoken at home deters the ability to grasp the English language all reveal the political conflict of educating English language learners. Over the years, these debates are often highlighted in various parts of the United States where some states support the English-only movement. The English-only movement promotes only English to be spoken and applied over other languages in governmental agencies and political movements (Goodwin, 2002). Despite all of the controversy, it is necessary for school officials to recognize the friction in educating ELL students in learning English is more complicated than an instructional concern.

ELL, Special Education, Disproportionality

   Disproportionality of ELL. Terry & Irvin (2010) affirm educators, who often lack the knowledge of evaluating, targeting the needs, and using proper intervention strategies add to the under and overrepresentation of ELLs with or without disabilities by placing them in the wrong special education programs. This is a concern of importance, because it is an ultimate denial of access to equal educational opportunity. Additionally, educators who are unfamiliar and inexperienced with diversity, multicultural traditions, and beliefs tend to be judgmental and often discriminate based on their own misconceptions for Latin/Hispanic students. Furthermore, past research confirms disabled or non-disabled ELLs are often discriminated against by race, ethnicity, culture, and language (Terry & Irvin, 2010). Ultimately, the consequences for misidentification of ELLs who are inappropriately placed in special education programs results in disproportionality. Generally, disproportionality occurs when more of a particular group is overrepresented because that group has been identified as disabled and receives

special education services at an equal rate within the general population (The National

Education Association, 2007). Overrepresentation is defined as:

> The percentage of minority students in special education programs is greater than that in the school population as a whole. However, underrepresentation and misidentification of ELLs also adds to disproportionality. Underrepresentation is seen when disabled students are not identified and appropriate services are not provided. Likewise, misidentification happens when disabled students are identified with an incorrect disability than the one they really have. (Guiberson, 2009, p. 167)

Overrepresentation. Guiberson (2009) defines overrepresentation as "the

percentage of minority students in special education programs is greater than that in the

school population as a whole" (p. 167). Additionally, Guiberson (2009) also illustrates

overrepresentation of ELLs would be less likely if there were a higher percentage of

diverse student populations in schools, it would also seem schools with wealthier

budgets would be able to provide more affluent resources then reducing the continuous

problem of disproportionality of minority students in ESE. However, research confirms

states and school districts do not place special education services as a priority. This

lack of priority occurs because, although special education is federally mandated by the

1975 Education for all Handicapped Children Act, local school districts are essentially

responsible for providing Free Appropriate Public Education (*Understanding Special

Education*, 2009). Guiberson (2009) explains that some state level studies point out

specific patterns in ELL representation in special education. For example, findings from

a study by Ortiz and Yates (1983) revealed Latin/Hispanic students in Texas were

overrepresented in ESE programs by over 300%. Moreover, another study by

Wilkinson, Ortiz, Robertson, and Kushner (2006) documented assessment data which

were reviewed by bilingual education specialists revealing 21 of the Latin/Hispanic

students who spoke both Spanish and English were also classified as students with disabilities. The bilingual education specialists found out of the 21 Latin/Hispanics classified as learning disabled, 10 (49%) of the Latin/Hispanic students were not learning disabled, instead their dissimilarities in learning were due to their multicultural and linguistic backgrounds (Guiberson, 2009).

Underrepresentation. In other programs, such as gifted and/or enrichment, underrepresentation of ELLs is commonly seen. The National Education Association (2007) defines underrepresentation as a "particular population or demographic group in special education programs relative to the presence of this group in the overall population" (p. 6). For example, in gifted programs, CLD groups are underrepresented since the specific population of that ethnic group who receive special services are considerably less than the number of the same students in the general school population (The National Education Association, 2007).

Misidentification. Accumulated national data suggest misidentification of ELLs is not a pattern seen nationally, but rather a local trend since funding for special education services varies from states and district to district. Furthermore, out of the 21 Latin/Hispanic students who were misidentified as learning disabled because of their ethnicity, five (24%) of those Latin/Hispanic students showed behaviors, which were not representative of learning disabilities, but other forms of disabilities. Wilkinson et al.'s (2006) research is an exemplary study demonstrating Latin/Hispanic students (70%) who were either over identified or misidentified as learning disabled may be due to their ELL background (Guiberson, 2009). Research cited by Cranston-Gingras and Paul (2008) illustrated that out of the adult farmworkers who live in the U.S., 78% were born

in Mexico. Additionally, their research indicated 81% used Spanish as their main form of communication and approximately half of them could neither speak or write English. Many of these adult migrant workers have attained minimal education knowledge, most averaging a seventh-grade public education. As expected, students who come from migrant families who cannot speak or write the English language are at a greater risk of being misidentified and placed in inappropriate educational programs (Cranston-Gingras & Paul, 2008). Due to the nomadic lifestyle migrant students endure because of harvesting season, their educational experiences are fragmented, presenting many challenges in the participation of assessments as well as their learning. Rivera-Singletary's (2014) personal struggles as a family member of migrant farmworkers emphasizes the difficulty of maintaining educational continuity because of enrolling late or leaving in the middle of the school year because the students often need to travel with their parents to other parts of the country for harvesting fruits and vegetables. Rivera-Singletary (2014) introduced the migrant population in her research by discussing her experiences as the daughter of migrant parents. Her insight into the struggles migrant students face in schools today are not different than the challenges she underwent when she was a student in this country. Thereby, making meeting the educational needs of Latin/Hispanics a continuing problem.

Sullivan (2011) declares CLD students are the largest increasing population in the U.S. with ELL's making up for the fastest growing subgroup. Along from the common struggles CLD students face (such as socio-economic, language barriers, and cultural differences), other societal and systematic developments further mold students' academic experiences; these developments include a government which adheres to

41

English standards, the lack of language supports, and the critical shortage of culturally competent professionals (Sullivan, 2011). Additionally, Sullivan (2011) asserts 30% of CLD students live in areas in the U.S. where the legislation governs the type and amount of language support provided to ELLs. These limits imposed on ELL's educational capabilities can have adverse effects on the students' future academic outcomes (e.g., lack of engagements, behavioral concerns, and dropouts). Throughout this country, practitioners continue to have problems implementing best practices of curriculum and instruction for ELLs. Remediation of disabled ELLs in special education is not clear to specialists, which creates overrepresentation and underrepresentation resulting in misidentification and then disproportionality. Kirk et al. (2015) state continuously ELLs are inappropriately placed in special education programs, when in reality to support their success they need a different set of learning experiences.

As seen from data discussed, there is no question the United States is experiencing an excessive increase of diversity in society as well as in the classroom. The complicated issues regarding academic success of ELLs with disabilities need to be properly assessed by educators when deciphering student performance. On the same topic, this can be a challenge because Darling-Hammond, Chung, and Frelow (2002) affirm the demand for teachers has increased resulting in hiring teachers without the proper training. It is vital for teachers to be able to distinguish ELLs' cultural or linguistic differences as opposed to ELLs with disabilities affecting academic performance. Subsequently the inexperienced and unprepared teachers who continue to teach ELLs with or without disabilities and make poor decisions since they lack proper teaching strategies are placing the ELLs in inappropriate ESE programs. This

has been happening since the beginning of the regulation of providing individuals with

disabilities the opportunity for FAPE (Terry & Irving, 2010). There have been many

court cases related to Latin/Hispanic students to guarantee they are provided with

FAPE and are evaluated by taking their culture into account with nondiscriminatory

methods. The U.S. Department of Education shows data where ELLs continue to be

misinterpreted in special education programs (Terry & Irving, 2010).

ELLs disabled/non-disabled Difficulties

The *Venn diagram of disability difficulties* between disabled ELLs and non-

disabled ELLs describes some of the learning difficulty characteristics they both have in

common when attending an American institution. See Figure 1 for an overview

comparing disabled and non-disabled difficulties.

ELLs Learning Difficulties

ELL with disabilities
- Language Barriers
- Religious Beliefs
- Traditions/cultural differences
- Values
- Low SES
- Specific Learning Disabilities
- Shortage of special educators

Teachers' attitude And self-efficacy
- Inclusion
- Shared Knowledgebase
- Understanding of students 'multicultural Background
- Collaborative Parent and teacher relationship
- Effective instruction
- Distinguishing ELL disabled/nondisabled students

ELL without Disabilities
- Language Barriers
- Religious Beliefs
- Traditions/cultural differences
- Values
- Low SES

Figure 1. Venn diagram of overview of learning difficulties for ELLs with or
without disabilities.

43

The middle of the diagram illustrates the shared characteristics both disabled/nondisabled ELLs share in relation to teachers' self-efficacy and attitude, which ultimately affect their learning. The Venn diagram explains many facets where students can experience learning struggles and at any level. According to Ortiz (2015), some ELLs may struggle to learn because they may not have an effective teacher who is able to provide English as a second language (ESL) instruction. Other ELLs may have trouble in learning in an inclusion setting because of linguistics, low SES, cultural differences and middle-class practices their Caucasian peers are accustomed to experiencing. The middle of the Venn diagram are teachers' attitude and self-efficacy characteristics affecting both disabled/non-disabled ELLs. The implementation of those characteristics differs within teachers and often affect the effectiveness of learning with both groups. Ortiz (2015) stated those characteristics, which are represented in the Venn diagram as learning difficulties, can overtime become more serious unless the needs of the students are met through the modification of teacher instruction resulting in a positive learning environment.

Teacher attitudes and beliefs. Poverty and family structure were seen in Harry's (2008) research as contributing factors of diverse families at risk adding to disproportionality. Moreover, Harry and Klingner (2006) affirm that professionals' personal beliefs create stereotypes. This type of stereotype is troubling because generalizations of beliefs and labels many times influence the educational decisions. The placement of ELL in improper Exceptional Students Education (ESE) programs affected by teachers' attitude is a problematic issue because of the insensitivity teachers many have towards individual differences (Grant & Wong, 2003). For

44

instance, discussions regarding placement services for students become biased because of teachers own beliefs and judgments against the ELLs' ethnicity. This in turn, creates a disproportional number of ELL students being referred as ESE students. Harry (2008) reflects on previous research and determines many Cultural Linguistic Diverse (CLD) families feel professionals lack respect for them, their culture, as well as their children's disability. This perception of professionals' negative judgments towards families' cultures and children's disabilities was the emphasis to the lack of services their child received**.**

Lack of ELL services. It is vital for teachers to be able to distinguish ELLs' cultural or linguistic differences as opposed to ELLs with disabilities affecting academic performance. It becomes unclear what type of services ELLs may need when the students have been misidentified and placed inappropriately in ESE programs. Kirk et al. (2015) state continuously ELLs are incorrectly placed in special education programs when, in reality, in order to support their success, they need a different set of learning experiences. Because schools often do not offer proper linguistic services in the classroom, ELLs tend to struggle with learning the English language. Zimmerman (2014) confirms ELLs' lack of second language acquisition resources, often leads to inappropriately labeling students with cognitive disabilities. In the United States, most schools, if not all schools, the curriculum content is taught in English. This can be a confusing experience for many ELLs imposing an oppressive learning hardship. ELLs do not express the English language effectively at the same pace as their English-speaking peers making understanding of the English language instruction laborious (Zimmerman, 2014). These allegations confirm ELLs who are wrongly placed into

45

special education programs often do not receive ELL services to accommodate their specific education needs (Zimmerman, 2014).

Bandura's Self-Efficacy Dimensions

Bandura (1977) defines self-efficacy as one's beliefs of the ability to yield a desired course of action. In *Self-Efficacy: Toward Unifying Theory of Behavioral Change*, Bandura (1977) illustrates the dimensions of efficacy expectations. The article explains in detail there are three dimensions which measure a person's self-efficacy when carrying out a task. The efficacy expectations differ in magnitude. This implies when a task is difficult to accomplish, the individual's self-efficacy expectations may be inclined toward the simpler task, it may develop into a moderately difficult task, or the individual may undertake the most complicated performance in completing the task (Bandura, 1977). The second dimension explains generality and how it differs. Thus, the mastery expectations in achieving a task may be structured, restrained, and outlined as opposed to a more generalized, broader, and expansive sense of expectations. Bandura's final dimension is strength and how it relates to an individual's desire to retain mastery and hold one's own and persevere regardless of confounding encounters in the pursuit of any project. A person who is weak will give up because of deterrent factors and become inefficient resulting in lack of self-efficacy. Tschannen-Moran, Hoy, and Hoy (1998) confirm first-year teachers related self-efficacy to stress, the commitment to teaching, along with the comfortability of preparation and support. Research further showed novice teachers ending their first year of teaching with higher self-efficacy expressed less stress, had a larger sense of fulfillment in teaching, and had positive outlook towards the teaching career (Tschannen-Moran et al., 1998). Efficacy

46

affects the main responsibilities of a teachers' obligations such as the effort devoted in their teaching, setting their goals, and the level of passion invested in their teaching (Tschannen-Moran & Hoy, 2001).

Coincidently, the three dimensions are an integral part of the general education teachers' instruction and its effect on ELLs with or without disabilities. Gordon (2013) supports historical research which shows teachers, who have a strong sense of self-efficacy, will modify, differentiate, and accommodate students' needs and are inclined to be more supportive of all students in an inclusion setting. Additionally, teachers with high self-efficacy understand their attitudes and behaviors can ultimately affect the learning of their students (Gordon, 2013). These teachers have a high magnitude of self-efficacy to recognize their role and their power to make important decisions affecting their students' willingness to invest in their learning (Gordon, 2013). See Figure 2 for a diagram of overview of teacher self-efficacy.
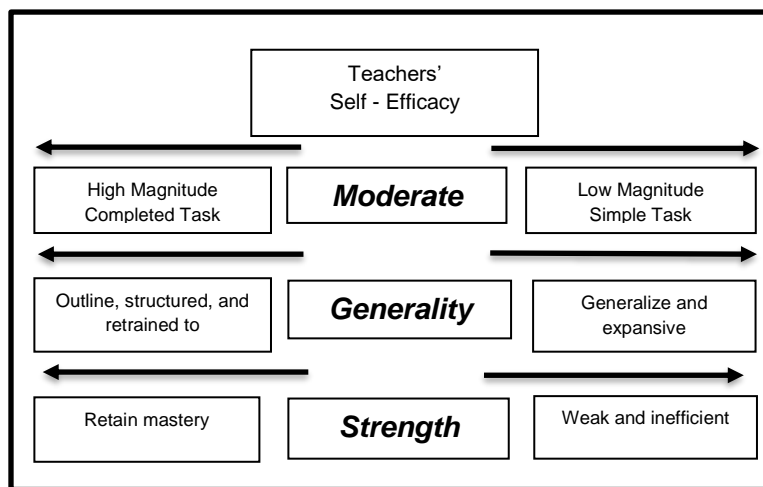
Figure 2. Diagram of teacher competencies relative to self-efficacy instructing ESE and/or ELL students showing intensity of teacher self-efficacy.

Teacher self-efficacy is essential in student learning outcomes because teachers with high self-efficacy will detect student struggles and implement and modify instruction and accredit their own resourcefulness in ensuring the students' attainment of their learning (Gordon, 2013).

Although there is little research in combining both groups of students who are ELLs and are also disabled or non-disabled in relation to teachers' attitudes and self-efficacy, there are studies which focus on each category independently. *Teachers' Perceptions of their Preparation for Teaching Linguistically and Culturally Diverse Learners in Rural Eastern North Carolina* focused on teachers' preparedness when teaching multicultural students in an inclusion classroom (O'Neal, Ringler, & Rodriguez, 2008). The teacher demographic information used for this study is similar to this research, several of those descriptors provide similar personal and career background as those teachers in this study.

Another research which focused on ESE students in the general education classroom is the *Teachers' Attitude and Self-Efficacy Towards Inclusion of Pupils With Disabilities in Tanzanian Schools* (Kilimo, 2014). Kilimo's research also revealed teachers' attitudes significantly and positively affected their working environment when instructing students with disabilities in an inclusive setting. This current quantitative design combined both teachers' attitudes and self-efficacy, adapting measurement from previous studies when instructing disabled/non-disabled students, who are also ELL in an inclusion setting.

48

Conceptual Rational

The ELL subgroup within the Latin/Hispanic face challenges in public schools such as lack of language services affected by teachers 'attitudes and beliefs creating disproportionality. The high numbers of overrepresentation of ELL's in special education may Influence the quality of education in the United States in the upcoming years. According to Fernandez and Inserra (2013), the ELL population in this country has grown by 51% within the last 10 years. The overall make up of ELLs in special education programs is initiated from the increase of the Latin/Hispanic population in the United States. Nevertheless, the results of disproportionality are a cumulative effect beginning from one event setting off a chain of events. Endless conflicts of limited ESL certified teachers not trained in meeting the needs of ELLs mixed with the eminent demand of ELLs passing state assessments may lead to problems in the future in our county's overall public education system. ELLs' not receiving the proper language support and resources also leads to ELLs' inadequate academic success and is the cause for this subgroup being referred into special education programs (Fernandez & Inserra, 2013). The limited language support and misidentification of ELLs' academic deficits lead to greater challenges later, which result in dropout rates of 15-20% greater than other non-English language learners (Fernandez & Inserra, 2013).

Summary

Chapter two provided a description of the Public Law 94-142 IDEA and its policies protecting and advocating for the rights of students with disabilities including those of Latin/Hispanic ethnicity. This study emphasizes implications for school officials addressing the needs of ELLs in a rural school and teacher preparations in educating

49

ELLs with or without disabilities. For this research, the focus of the study was the latter teachers' preparations in educating ELLs with or without disabilities. The review of the literature illustrates several studies indicating general education teachers may have concerns they do not have the proper training to teach the growing population of students not only with cultural differences, but also with varied exceptionalities. Therefore, the purpose of this study was to assess teachers' perceptions based on their attitudes and self-efficacy effecting their preparedness to instruct ELLs with or without disabilities in an inclusion classroom located in a rural migrant farming area.

In summary, the Latin/Hispanic families have made the United States their home, bringing with them an array of multi-cultural traditions, values, and beliefs into the local communities. Per Costa, Cooper, and Shierholz (2014), as of 2012 immigrants make up about 3.7% of the entire total U.S population and approximately 5.2% of the labor force. The reason for high percentages in the labor force is because many immigrants are also business owners and have some level of college education. Costa et al. (2014) illustrate data have shown some immigrants are represented in some high level paying jobs as well as middle class income. With immigrants being in this middle class to higher level stratified income levels, many are found to have careers in dental, nursing, and health aides representing about 22%. Additionally, 31% are represented in careers which include computer software engineers (Costa et al., 2014). Based on Costa et al.'s (2014) study, it is imprecise to state all immigrant workers are in low-wage jobs and work in the farming industry. On the contrary, the immigrant population presents a positive impact on economic outcomes leveling out the labor market.

Despite the misconception of immigrants in the United States in relation to the work force, public school officials continue to struggle with generalizations of ELLs in the academic environment. Along with the generalizations, teachers' misunderstanding of ELLs multicultural backgrounds creates problems. Thus, general education teachers' attitudes and self-efficacy affect ELLs learning outcomes with or without disabilities bringing to the surface topics such as discrimination, cultural competence and proper strategies when distinguishing between ELLs who are disabled or not disabled. In chapter three, the study method includes participant selection, data collection, and data analysis.

Chapter 3

Methods

The purpose of this study was to compare teacher attitudes and self-efficacy related to instructing English Language Learners (ELLs) with or without disabilities in elementary schools. This study emphasizes implications for school officials addressing the needs of ELLs in rural schools and teacher preparations in educating ELLs with or without disabilities. This chapter includes the discussion of the approaches utilized in administering this study and is organized into six parts: (a) research design and questions, (b) population and sample, (c) instrumentation, (d) pilot study, (e) data collection, and (f) data analysis.

Research Design and Questions

The following questions guided this study:

1. Are there differences in elementary teacher attitudes and self-efficacy with regard to teaching ELLs or students with disabilities?

2. To what extent, if any, do demographic variables (gender, age, highest degree earned, years of teaching, certification, training level on teaching special needs education, training level on teaching English language learners, and level of proficiency in Spanish) predict teacher attitude and self-efficacy?

3. What do K-5 teachers identify as barriers and supports when instructing ELLs with or without disabilities?

This section explains the design for the research as well as the rationale for utilizing survey research using psychometric scales for this quantitative study. Other similar quantitative studies were researched applying comparable instruments revealing outcomes in relation to attitudes and self-efficacy towards ELLs with or without disabilities. Creswell (2009) states an outline of survey research starts with a dialogue of the purpose, population, and instrument relationship between variables, interpretation, and analysis. The design for this study is survey research where a convenience sample of respondents was selected representing the population. The rationale for the selection of this design was for the questionnaire to reveal teachers' attitudes and self-efficacy when teaching ELL and/or ESE students. The data collected allowed insight of teachers' personal reactions when teaching ELL or ESE students and whether teachers felt they had the skills needed when teaching ELL or ESE students. Also, the analyzed data disclosed if professional qualifications influenced teachers' attitudes and self-efficacy when teaching ELL or ESE students. The data collected allowed insight to understand struggles, success, and possible remedies when identifying barriers and supports when instructing ELLs with or without disabilities. Creswell (2009) endorses quantitative research in terms of survey studies using the approach of varied perspectives of design, process, findings, for expected results.

Population and Sample

Per USACityFacts (2015), the county's population includes 4,640 individuals. The population is divided at white 68.3%, Hispanic 47.0%, Black or African American 8.1%, two or more races 1.6%, Asian 0.6%, American Indian, and Alaskan Native 0.4%, and Native or Pacific Islander 0.1%. According to Focus (the schools' registration

platform), the migrant population in all the six elementary schools is 11%. This county is located in south-central Florida and includes two cities within the XYZ Excellence School District containing 12 public schools. Farmers throughout the country, specifically in Florida, generally depend on migrants for harvesting in the field and packaging in the factories (Phillips, 2015). Brown (n.d.) clarifies citrus, mostly oranges and grapefruit, as well as vegetables are the towns' main sources of economy. The county is mainly a farmland with citrus plantings doubling since 1986 from 40,000 to more than 90,000 acres. Presently, this county has more than 15 million citrus trees. This is more than any other county in the state of Florida, making this county home to many migrant families. Through research, Cranston-Gingras and Paul (2008) believe students from migrant farmworker families are historically the most economically challenged group in the United States.

There is a total of 7,468 students enrolled in all 12 schools at the XYZ Excellence School District providing an idea of the size of the district. The school platform Focus displays the 12 schools, which include two alternative schools--One Youth Developmental Academy (OYDA) with 16 students and Second Youth Developmental Academy (SYDA) with 17 students; two high schools--Wrangler High School (WHS) with 1207 students and Tiger High School (THS) with 941 students; the middle schools include Tiger Middle School (TMS) with 765 students and Lake Middle School (LMS) with 802 students; and the elementary schools include Dolphin Elementary School (DES) with 588 students, Warriors Elementary School (WES) with 609 students, Hurricane Elementary School (HES) with 575 students, Cubs Elementary School (CES) with 627 students, Mustangs Elementary School (MES) with 805 students, and Indian

Elementary School (IES) with 516 students. Table 1 provides a summary of the elementary schools in the district and their student population.

Table 1

District Elementary School Population

Schools *	Number of Students
Dolphin Elementary School (DES)	588
Warriors Elementary School (WES)	609
Hurricane Elementary School (HES)	575
Cubs Elementary School (CES)	627
Mustangs Elementary School (MES)	805
Indian Elementary Students (IES)	516

Note. * Names have been changed for anonymity purposes.

For the purpose of this study, elementary schools were the focus not only because of accessibility and knowledge of the researcher at the elementary level schools, but also because most children with educational disabilities and possible interventions are identified in the early grades. L. Kelley (Director of Exceptional Student Education & Student Services, personal communication, December 27, 2016) confirmed "Early intervention and proper supports in inclusive setting is our best hope for truly removing barriers for children with disabilities." Identifying students early who may have a learning disability and providing them interventions related to their unique learning needs gives them an opportunity for school and societal success.

55

Sample. For this study, teachers for analysis included all 225 elementary teachers with professional contracts at the six elementary schools located in the district. Specifically, the criteria for participation of this study included all kindergarten through grade five teachers. The demographic questionnaire identified teacher backgrounds including their certification and endorsement areas. According to the Florida Department of Education (2017a), a professional certificate denotes the teacher has completed the appropriate requirements of a subject. An endorsement is an *add on* of a subject to a current Florida certificate with a full subject coverage. The endorsement implies the teacher has expertise in an instructional level in a subject. Likewise, an endorsement cannot stand alone on a certificate. The district's human resources department stated 225 teachers were all active classroom instructors at the six elementary schools: however, this did not include guidance personnel, librarians, or academic coaches. The participants who had professional certificates were identified through the schools' teacher directories provided by human resources. The self-contained Exceptional Student Education (ESE) teachers in this study also taught in the K-5 classroom. Self-contained classrooms have teachers who instruct students with disabilities in an ESE classroom most of the day. Those students are inside a regular classroom less than 40% of the day. ESE teachers may also struggle with the multi-cultural aspects in the instruction of ELLs as well as the diverse disabilities which are found in their classrooms. By including self-contained ESE teachers in the research, the study may show more of a true measurement of all professional education teachers who feel prepared or unprepared in teaching ELLs with or without disabilities. The demographic questionnaire identified the certification/endorsements components of the

56

participating teachers as well as other demographic characteristics. See Appendix A for a copy of the demographic survey.

The G*Power data analysis determined the needed sample size detecting a *true* effect of teacher attitudes and self-efficacy using *t* test between two dependent means. Cohen (1969) describes .20 as a small effect size, 0.5 as a medium effect, and .80 as a large effect size. The G*Power indicated the sample participants needed for this study is 90 teachers from the total 225 available teachers in the six schools with an effect size of .30, an alpha of .05, and a standard of .80 statistical power. Additionally, an analysis used an *F* test linear multiple regression. The G*Power program determined a power of .80 with a medium effect size of .30. This analysis indicated a smaller sample of 59. The *t* test analysis indicated 90 teachers to be the size required to represent the district population, but a higher number would increase the chance of finding a significant difference. The alpha error indicated a 5% risk of concluding there were no differences in teacher attitudes and self-efficacy in teaching ELLs with or without disabilities. The effect size of .30 determined if any significant difference existed relative to the comparison in reporting and interpreting the effectiveness of the data. Likewise, the statistical power at .80 detected a genuine effect leaving a 20% chance of error in failing to reject teacher attitudes and self-efficacy in teaching ELLs with or without disabilities when it really was false reporting of a type ll error (Myers & Hansen, 2012).

Instrumentation

The instrument used in this study included three sections. The first section included questions developed to gather demographic characteristics from participant responses in this study with eight multiple choice questions plus four open-ended

57

questions in relation to barriers and supports teachers face when instructing ELL with or without disabilities totaling 12 questions. The second section included *teacher attitudes and self-efficacy toward students with disabilities* (TASTSD) with 20 questions. TASTSD included 14 attitudes and 6 self-efficacy questions. The third section included questions associated with *teacher attitudes and self-efficacy toward ELL students* (TASTES) with 20 questions. TASTES included 8 attitudes and 12 self-efficacy questionnaires.

The questionnaire obtained data from the participating K-5 certified teachers. Unlike Kilimo's study which used a 5-point Likert scale, this questionnaire used an even-numbered response scale and provided more of a true response, since the measure did not provide an option for neutrality. Matell and Jacoby (1972) emphasized that in including an "undecided" or "no difference" item may provide an opportunity for respondents to mark a response that does not truly reflect their opinion.

Demographic survey.   A demographic questionnaire was developed and administered to all respondents participating in this study. The questionnaire included personal background and professional credential variables such as gender, age, highest degree earned, years of teaching, certification/endorsement, training level on teaching special needs education, training level on teaching English language learners, and level of proficiency in Spanish. Additionally, four open-ended questions focused on barriers and supports teaching ELLs with or without disabilities (see Appendix A). These questionnaire variables offered insight and delivered responses from a variety of teachers who instruct ELLs with or without disabilities.

58

Teacher attitudes and self-efficacy toward students with disabilities

(TASTSD). In addition to the first section on the demographic information, other questionnaires were reviewed in relation to instruction of ESE students in public education. For the use of this current study, portions of the survey reported in Kilimo's (2014) *Teachers' Attitudes and Self-Efficacy Towards Inclusion of Pupils with Disabilities in Tanzanian Schools* were adapted. This study utilized a Likert scale exploring elementary teachers' experiences with students with disabilities. The original survey had three different sections A, B, and C. However, for the current study, section B was the only section of interest, because it measured teachers' self-efficacy and attitudes towards teaching students with disabilities in a general education environment providing some initial items for this study (19 items were used). Sections A and C in Kilimo's (2014) study were not consistent with the purpose of the current study. Section A in Kilimo's (2014) study included the types of students' disabilities in the teacher's classroom. Similarly, section C in Kilimo's research was relative to the severity of student disabilities. Permission to use this instrument was given for this study to develop a similar measurement tool related to attitudes and self-efficacy teaching students with disabilities in Florida. See Appendix B for a copy of the permission letter. The measurement tool was adapted from Kilimo's (2014) scale focusing on questions relative to teacher attitudes and self-efficacy when teaching students with disabilities. Changes to this section of the instrument included the updating of vocabulary consistent with current language usage in the United States.

Reliability for TASTSD. To measure internal consistency of the psychometric scales, Cronbach's Alpha was be utilized. Kilimo's (2014) research reported a reliability

(Cronbach's alpha) of .71 on teachers' self-efficacy and a .65 for the attitudes scale when teaching students with disabilities in a mainstreamed environment. However, the alpha measurement for teachers' attitude was slightly lower at .65. The format of Kilimo's questions in relation to attitudes and self-efficacy were on a Likert scale ranging from (1) strongly disagree to (5) strongly agree. The article also provided examples of self-efficacy items such as "I believe that I can teach well every child individually including those with disabilities" and "I think that teaching pupils with disabilities is better done by resource room or special teachers than by regular teachers." Some examples for attitude items are "Many of the things which I do with regular pupils in regular classroom are also appropriate for pupils with disabilities" and "If a pupil in my classroom doesn't learn well, I give up because I don't have time to give him/her additional instruction."

For the current study, a process was implemented with revised questions to establish reliability using Cronbach's alpha. Warrens (2015) adds the reliability of the psychometric measurement heightens and produces similar values for participants, if administration of the test conditions are kept consistent when retested. Warrens (2015) further explains the interpretation of a classical test theory is the test ratio of the true score variance and the total score variance for authentic reliability. The reliability of a psychometric test score must be estimated since it is not possible to directly observe the true score variance (Warrens, 2015). Section 2 used a similar process as in Kilimo's (2014) study to measure internal consistency. Moreover, historically the psychometric and test theory method is known to be the standard and common

approach for estimating true test scores and the coefficient alpha for internal

consistency reliability (Warrens, 2015).

   Validity for TASTSD. Zywno (2003) explains to measure validity, the instrument

has to measure with a degree of accuracy what it is designed to measure. In Kilimo's

study (2014), with a range from 1 to 5, the mean for teachers' self-efficacy in teaching

students with disabilities was 3.2 where teachers perceived themselves as performing in

the middle range. On the other hand, the mean for teachers' attitude in teaching pupils

with disabilities in an inclusion classroom was significantly lower at 2.7. These data

indicate in Tanzania, inclusion classroom teachers have a more negative than positive

attitude when teaching students with disabilities in a mainstreamed environment.

   To establish the validity of questions, a panel of experts including teachers with

ELL and/or ESE certification were asked to review the questionnaire. See Appendix C

for the names of the Panel of Experts who participated in reviewing the questionnaire

for *Teacher Attitudes and Self-efficacy Toward Students with Disabilities (TASTSD)*.

The reviewers read through the questionnaire and determined if the questions were

asking valid questions relevant to the current study. They were asked to rate the

importance of each question relevant to attitudes and self-efficacy teaching students

with disabilities in a K-5 environment. Similarly, the reviewers were also asked to add

any comments or suggestions to improve each question. Based on the responses,

changes were made until the questions asked what they intended to measure. Panel

members were asked to review and/or revise the information for the suitability and

appropriateness each question. Once the panel of experts provided their feedback,

changes to the questions were made. See Appendix D for the final version of the

TASTSD. Some of the changes included rewording of items questions. According to JRC European Commission (2007), the panel of experts is a method which intends to gather expert knowledge in revising questionnaires. The panel of experts provide expert reviews in which they draft the questionnaire by focusing on editing the questions to establish validity (Bolarinwa, 2015). The panel of experts is a system designed to decrease errors in questions to establish validity through repetitive correction of the questions until the measurement tool no longer needs further modifications. Bolarinwa (2015) explains Likert-scale questionnaires are a form of theoretical construct (operational measure) known as representation validity. In this study, the criterion outcomes provided validity representation for the population of the entire XYZ Excellence school district.

Additionally, for the establishment of validity, the revised instrument for TASTSD was tested utilizing the cognitive interview method through a convenience sample of three certified K-5 teachers who were not part of the sample. Based on the results from the first round of cognitive interviews of the TASTSD instrument, items with problematic responses were revised. In Willis (1999) Cognitive Interviewing—A "How to" Guide, he promotes the think-aloud procedure of cognitive interviewing as a technique in administering a process whereby individuals' understanding of each question is checked. The teachers were asked to read each question of the TASTSD aloud and then asked to state what they thought the question meant. Willis (1999) explained "cognitive interviewing techniques are used to study in the manner in which targeted audiences understand, mentally process, and respond to the materials we present--with a special emphasis on potential breakdowns in this process" (p. 3).

Teacher attitudes and self-efficacy toward ELL students (TASTES). Section three used another instrument designed to assess attitudes and self-efficacy of teachers when teaching ELL students (TASTES). Permission was provided from the study *How Prepared are the U.S. Preservice Teachers to Teach English Language Learners?* (Durgunoğlu & Hughes, 2010). See Appendix E for a copy of the permission letter. This study was administered to 62 preservice teachers in a Midwestern university located in the United States. As stated by Durgunoğlu and Hughes (2010), these students had fulfilled many of the course work and rigorous requirements prior to participating in this study. They had also completed a Diversity Immersion Experience requirement of 60 volunteer hours in a multi-culture classroom setting. This study provided insight to the questionnaire which was also adapted for this study focusing on teacher attitudes and self-efficacy towards ELL students with or without disabilities.

Although most self-efficacy questions from Durgunoğlu and Hughes (2010) study were used but reworded, there were few questions related to attitudes or self-efficacy towards teaching ELLs. This led to the need to add more attitude questions to ensure a reflection of teachers' true feelings towards teaching ELLs with or without disabilities in the general education classroom. The rationale for adapting the instrument to this research was because it concentrates on similar aspects of the current study, adding the component of disabilities to instructing ELLs in the K-5 classroom. The component of disabilities with ELL was essential since many students are disportionally placed due in K-5 classrooms due to misdiagnoses of disabilities or language deficits.

Reliability for TASTES. In the study of *How Prepared are the U.S. Preservice Teachers to Teach English Language Learners?* (Durgunoğlu & Hughes, 2010), there

were five constructs within each survey which were scored independently, and the results were compared. If the reliability analysis showed an unacceptable low level of reliability, the construct would not be included in the study. The two constructs which were essential for this current study had acceptable alpha levels for reliability and were adapted to this current study. The alpha level for self-efficacy in teaching ELLs was at .83 and attitudes towards ELLs in the classroom were at .79. These levels were similar to the alpha levels in Kilimo's study (2014) since self-efficacy was also higher than the attitudes of teaching students with disabilities in an inclusive setting. Kilimo (2014) stated when interpreting the reliability levels, the .83 is a high reliability score indicating more perceived self-efficacy when instructing ELLs. In Durgunoğlu and Hughes' (2010) study, they also had a high reliability of .79. Some examples of the questions which were included in Durgunoğlu and Hughes's (2010) study in the area of the self-efficacy construct were "If I try very hard I can get through to most ELL students" and "I am confident in my ability to teach all ELL students to high levels." In the attitudes towards teaching ELLs in the general education classroom, some examples were, "ELL students in the general education classroom setting slow down the progress with the other students in the class" and "Inclusion of ELL students in general education classes is good in theory but does not work in the real world." In Durgunoğlu and Hughes's (2010) study, the measurement tool provided meaningful information in understanding attitudes and self-efficacy in terms of instructing ELLs providing an overview of teachers' perceptions in public schools. The reliability of the measurement tool in the Durgunoğlu and Hughes (2010) research provided a basis to continue the study on the topics of

ELLs with or without disabilities in a K-5 environment. This study determined whether

K-5 teachers feel similar to those in the Durgunoğlu and Hughes (2010) study.

     Validity for TASTES. Minimal validity data were provided in relation to the

surveys used in the study of *How Prepared are the U.S. Preservice Teachers to Teach*

English Language Learners? (Durgunoğlu & Hughes, 2010). The lack of strong validity

data required this study to use a variety of approaches in order to establish validity for

the measurement tool. The adjusted instrument related to TASTES were tested using

the same process as the TASTSD measurement tool. The panel members rated each

question by reviewing and/or revising the information to fit what the questions intended

to ask. This process determined if questions were asking the correct information needed

to measure teacher attitudes and self-efficacy toward ELL students (TASTES). The

same panel members provided feedback on both questionnaires at the same time,

since the final version of the two instruments for this study were combined into one

questionnaire. See Appendix F for instrument measuring the teacher attitudes and self-

efficacy toward ELL students (TASTES) using the four-point Likert scale.

     A convenience sample of three certified teachers completed the questionnaire

tool through the cognitive interviewers. Once more providing feedback towards any

revisions or problematic responses. Ryan, Gannon-Slater, and Culberstson (2012),

confirm cognitive interviews allow the researcher to thoroughly investigate how the

participants understand the questionnaires using a variety of techniques (e.g., think

aloud procedures, verbal analysis). Similarly, the same process was administered for

items with problematic responses in the TASTES in which the statements were revised

based on the results from the first round of cognitive interviews.

The researcher conducted three independent rounds of cognitive interviews to provide insight from the K-5 teachers. The respondents were invited to verbalize their thoughts and feelings as each question is read for both the TASTSD and the TASTES questionnaires. The cognitive interviews were scheduled within a span of a week. During this time, the researcher introduced herself and thanked each teacher for participating while establishing rapport. During the conversation, the process as well as the purpose of the study was explained. The researcher reminded the teacher this interview would be anonymous and voluntary. Also, there was an interest on their input about the material. At that time, it was also explained the interview would be recorded. Similarly, the beginning time and the end time of the interview would also be recorded. The researcher read the questions and there was concurrent verbal probing. For example, "Thinking aloud is fine, please know there are no wrong answers." If the interviewee seemed to be struggling about what a question was asking, the researcher would state "I am interested in what you are thinking if a student with disabilities was socially isolated by students without disabilities." Also, if the interviewee was thinking and verbalizing with no difficulty, the researcher encouraged by stating "That is great. The responses are helpful. Your feedback has given me some insight." These procedures were repeated three times to improve the development of the questionnaire.

In closing, the researcher stated "Thank you for taking the time to talk to me about the survey. What questions do you have?" At that point, questions were answered, and the stop time was recorded. The length of each interview varied. The first interview was 45 minutes, the second was 55 minutes, and the final interview lasted an hour and 10 minutes. At this point of validating the questionnaires, the main interest

of administering the cognitive interview was to establish the soundness of the survey questions. Due to the panel of experts prior to the cognitive interviews, the results from the cognitive interviews showed teachers interpreted and responded to many of the tested survey questions the way it was cognitively intended. The findings from the cognitive interview process was invaluable in the revision of the questionnaires, because this approach can be adapted by other studies which want to delve deeper and understand more about Teacher Attitudes and Self-Efficacy Differences Regarding English Language Learners and Disabled Learners.

Pilot Study

In addition to establishing the validity of the measurement tool by means of the panel of experts and cognitive interviews, a trial run of the questionnaire was administered to clarify and simplify the understanding of the questionnaire tool. In administering the pilot study, the researcher was able to refine the questions, adjusting where necessary.

Administering the Pilot Study.   The questionnaires were tested by providing all three parts of the surveys to 10 K-5 teachers who agreed to participate in the pilot study. The K-5 teachers who participated in the pilot study were not part of the final survey administered to all six schools. The pilot study was administered by the researcher by providing the questionnaire in its entirety in paper form. All 10 respondents were given instructions to provide information on any parts of the questionnaires which they did not understand related to clarity or simplicity of the questions. Before moving forward with the pilot study, the purpose of the study was explained as well informing the participants their responses were anonymous and

67

voluntary. Also, the surveys were given to the participants on a Monday and were returned to the researcher by Friday giving them five days to answer the questions and provide feedback. The surveys were returned to the researcher through the district courier mail in a blank white envelope for anonymity purposes. All five teachers were ELL certified and two were ESE certified.

Results and brief analysis. A few recommendations from the K-5 teachers led to some minor changes of the surveys. The feedback provided by some respondents led to further rewording and recommendations to the surveys. The completion of the survey varied with all five participants with 20 minutes being the longest.

The survey revealed a sample of responses of five K-5 teachers and their Attitude and Self-Efficacy Differences Regarding English Language Learners and Disabled Learners. This section provided an overview and a summary of key analytical points of the questionnaire. The analysis of the survey data identified central views about teacher attitudes and self-efficacy toward teaching ELL and disabled students. While there were a total number of 52 questions, some samples of the type of responses exhibited by one teacher who felt strongly they are prepared to tailor instructional and other services to the needs of ELL students, while another teacher disagreed and felt they did not feel prepared to tailor instructional and other services to the needs of ELL students. Another example of a teacher's attitude with relation to special education were the teacher who felt strongly the needs of students with disabilities can best be served through special, separate classes, while another teacher strongly disagreed and believed students with disabilities would benefit more if they were taught in a general education setting. However, all responses were the same

68

where all five-teachers felt strongly the population of Latin/Hispanic students is increasing, and their teaching style needs to be modified.

The pilot survey data, together with the panel of experts and cognitive interviews, enabled the gathering of meaningful data in regard to teacher attitudes and self-efficacy toward teaching ELL and disabled students. Overall, the data gathered from the pilot study resulted in providing a snap shot of the type of varied responses which could be expected when administering the final survey to all six schools in the XYX Excellence School District.

Demographic survey, TASTSD, and TASTES. The two questionnaires from these studies and the created demographic form were combined for the purposes of this study, this created one comprehensive questionnaire totaling 52 questions. Through several provisions of the measurement tool, the intention of this research was to deliver true, meaningful, and relevant information of the reality teachers face on a daily basis to best reach students of varying learning abilities. Because little research has combined teachers' attitudes and self-efficacy when teaching ELL or ESE students, this study provided data from both an ESE and a multicultural perspective in the K-5 classroom.

Data Collection

Permission was granted by the Deputy Superintendent to conduct research at the XYZ Excellence School District. See Appendix G for a copy of the permission letter to conduct research. Proper amount of time of the administration of the questionnaire was essential for true responses. Teacher and school schedules were considered to optimize response rates. In the public schools, teachers are mentally stressed and distracted preparing students for state assessments. This year the state assessments

were during the month of April 2018. After careful consideration due to teachers' daily

schedules, the school year being so close to the end, and the state assessments in

April, it was determined it was best to email the link to the survey to the teachers with

complete instructions for completion. This process of emailing the link to the teachers

was decided, because it would give teachers the flexibility to complete the survey if they

chose to participate to work around their busy work schedule. Given all the obstacles of

scheduling of state mandated assessments and teacher daily work responsibilities at all

six schools, emailing the survey to the teachers was the most efficient process to

consider.

Data were collected from K-5 teachers who held a professional teaching

certificate and/or endorsements in the six schools. These data were analyzed using the

education version of Qualtrics software (2017). To collect the data from the

respondents for this research, participants logged onto the Qualtrics link sent through

email to complete the questionnaire. The Qualtrics system was used to generate and

process data received. Subsequently, the questionnaires were combined into one

where ELL and ESE attitudes and self-efficacy were compared. IRB approval was

granted to proceed with this study. See Appendix H for a copy of the IRB letter. Also,

the study met the criteria for exemption from the federal regulations. See Appendix I for

a copy of the USF IRB Exempt Study of Approval. A consent for this study was not

necessary since participants taking part of this questionnaire could not be identified

individually. The teachers were given two weeks to complete the survey. In the mail,

the purpose and the nature of the study were explained and special considerations to

preserve the integrity of the research began with the survey to being completed

70

anonymously. Likewise, the email also explained participation was voluntary. Although completing the survey online has some risks (e.g., minimal participation), it was the best method to avoid coercion, which also provided teachers anonymity. Furthermore, since respondents completed the questionnaire at their own discretion in a less stressful environment, anticipation of more truthful and accurate responses was an incentive. See Appendix J for a copy of the Participant Survey Email.

Similarly, for confidentiality, data received from respondents were kept in a password-protected folder on the researcher's desktop computer. The management, storage, and data entry were independent of the district and were to be supervised by the study coordinator. Collected data from the participants will be kept for five years.

Data Analysis

After data were collected from the respondents, the analysis of the data calculated reliability using Cronbach's Alpha based on the teachers' response rating their level of attitude and self-efficacy on the 4-point Likert scale. The same process was implemented rating K-5 attitude and self-efficacy when teaching ELL students. In interpreting the alpha for both instruments, a coefficient of consistency 0.8 is an acceptable score for internal reliability.

As previously stated, from the available 225 professional teachers, a sample of 90 were needed to represent all teachers in the XYZ Excellence School District. The first question was, *are there differences in elementary teacher attitudes and self-efficacy with regard to teaching ELL or students with disabilities?* A dependent *t* test compared the mean differences between the attitude and self-efficacy when teaching ELL or ESE students. The primary purpose of the paired sample test was to compare the means of

71

the two related groups of ELL and ESE attitudes and ELL and ESE self-efficacy (dependent variables) and determine whether there was a statistically significant difference between these means. A descriptive analysis provided the standard deviation, then computed confidence intervals around the means using the SPSS program. A small number of respondents were tested more than once to determine a test-retest reliability score. The participants were measured on two occasions on the same dependent variable making it possible to have the same participants in each group. The test identified if any difference existed between teacher attitudes and self-efficacy when teaching ELL and ESE students. This design, also known as a correlated group design, was applicable since the participants were not independently assigned but were in groups, the participants are matched (paired) based on the same characteristics for example all are K-5 professional teachers and teaching in the same schools.

The second research question, *to what extent, if any, do demographic variables (gender, age, highest degree earned, years of teaching, certification, training level on teaching special needs education, training level on teaching English language learners, and level of proficiency in Spanish) predict teacher attitude and self-efficacy?* was analyzed using multiple regression. These factors established which variables were found to be the most important predictors of attitudes and self-efficacy faced by teachers based on their personal and career backgrounds. Multicollinearity occurs with regression analysis when two or more predictors in the model are correlated and provide redundant information about a response. The variance inflation factor (VIF) identified the standard error for the coefficient of the predictor variable when correlated.

72

According to Hair, Anderson, Tatham, and Black (2010) if the VIF value exceeds 4.0, than there is a high correlation among variables. Under ideal conditions, small VIF values indicate low correlation among variables.

The third research question *What do K-5 teachers identify as barriers and supports when instructing ELLs with or without disabilities?* was analyzed using a simple tally for the four open-ended questions. 1. What barriers do you see when teaching ELLs with disabilities? 2. What barriers do you see when teaching ELLs without disabilities? 3. What supports do you see when teaching ELLs with disabilities? 4. What supports do you see when teaching ELLs without disabilities? This method identified the top barriers perceived to be problematic by the respondents, as well as the top supports when teaching ELLs with or without disabilities. Some examples of barriers included: not enough professional development towards ELL/ESE in teacher trainings, no parental support, lack of resources, etc. Possible examples of supports were: enough resources were available, ESE department provided proper support, good administrational support, etc. These responses were analyzed by grouping responses and simple counting of responses. This analytical data provided a hierarchy of the perceived barriers and supports teachers encountered in the general education setting in the XYZ Excellence School District.

Chapter 4

Results

The purpose of this study was to compare teacher attitudes and self-efficacy related to instructing English Language Learners (ELLs) with or without disabilities in elementary schools. The parts of this chapter are research questions, demographic characteristics of respondents, analysis of research questions one and two, and an examination of open-ended comments, and summary.

Research Questions

The following questions guided this study:

1. Are there differences in elementary teacher attitudes and self-efficacy with regard to teaching ELLs or students with disabilities?

2. To what extent, if any, do demographic variables (gender, age, highest degree earned, years of teaching, certification, training level on teaching special needs education, training level on teaching English language learners, and level of proficiency in Spanish) predict teacher attitude and self-efficacy?

3. What do K-5 teachers identify as barriers and supports when instructing ELLs with or without disabilities?

Demographic Characteristics of Respondents

This section provides information on the demographic characteristics of the respondents. According to the G*Power, 90 responses were needed for a true effect, the output for SPSS illustrated 92 useable responses from the 225 K-5 teachers

74

employed by the XYZ Excellence School District. Table 2 includes the frequency and the percentages of the demographic characteristics based on the questions. Based on gender, 6 respondents were male (5.2%) and 86 females (75.99%). This is in keeping with the percentages of male and female teachers in elementary schools. The two largest percentages for age in the study were the ages of 30-39 years (19.8%) and 50-59 (19.8%). Out of the 92 teachers, 67 (58.6%) held a bachelors and 23 (20.7%) held a masters and 2 (1.7%) held an educational specialist degree. The teachers who scored the highest at 23.3% had teaching experience of only 1-5 years. This indicated 27 out of the 92 teachers were new to the teaching profession. The second highest percentage 18.1%, indicated teachers had more than 20 years of teaching experience. No responses showed teachers had less than a year in the teaching profession. The percentage of 63.8% also implied most teachers had an English Speakers of Other Language Endorsement. However, only 21.6% held an Exceptional Student Education (ESE) certification or endorsement.

Of the 92 teachers, 43 indicated they had some training in special needs education, but only 10 reported they had extensive training making them feel confident about teaching students with disabilities. At the same time, *how much training have you had with English Language Learners?* Only seven indicated they had extensive training, which showed those teachers felt confident when teaching ELLs. At the same time, 45 reported they had a lot of training which made them feel adequate when teaching the ELL population. Most respondents teaching at the XYZ Excellence School District reported that 30.2% do not speak Spanish leaving only 6.9% who felt proficient in Spanish. The summary of the descriptive analysis is provided in Table 2

75

Table 2

Characteristics of Respondents

Characteristics	*n*	*%*	*Cumulative %*
What is your Gender?			
Male	6	5.2	6.4
Female	86	75.9	100.0
What is your age?			
20-29 years	18	16.4	20.2
30-39 years	23	19.8	44.7
40-49 years	20	18.1	67.0
50-59 years	23	19.8	91.5
60- + years	8	6.9	100.0
Highest Degree Earned?			
Bachelors	67	58.6	72.3
Masters	23	20.7	97.9
Educational Specialist	2	1.7	100.0
Years have you taught in all?			
1-5 years	27	23.3	28.7
6-10 years	19	16.4	48.9
11-15 years	11	10.3	61.7
16-20 years	14	12.9	77.7
Other (please specify)	21	18.1	100.0
Certification/endorsement (English Speakers of other Languages)			
yes	74	63.8	
no	11	9.5	
No response	7	26.3	100.0
Certification/endorsement (Exceptional Student Education)			
Yes	25	21.6	
No	46	39.7	
No response	21	38.7	100.0
How much Training have you had with Special Needs Education?			
Minimal	21	19.0	3.4
Some	43	37.9	70.2
A lot	18	15.5	89.4
Extensive	10	8.6	100.0
How much training have you had with English Language Learning?			
Minimal	12	10.3	12.8
Some	28	25.0	43.6
A lot	4	39.7	92.6
Extensive	7	6.0	100.0
How well do you speak Spanish?			
None	34	30.2	37.2
Minimal	48	42.2	89.4
Good	2	1.7	91.5
Proficient	8	6.9	100.0

Note. N = 92 *May not equal to 100 due to rounding.

76

To find the main predictors of teacher attitudes and self-efficacy differences regarding English Language Learners and students with disabilities, five types of multiple regression were conducted. Also, the means for the descriptive statistics of the demographics were analyzed. The overall mean score was 2.18 with a standard deviation of .85. SPSS analysis also calculated the means to help the researcher draw conclusions if the standard deviation was close to average and occurred most often close to the average. The summary of the means and standard deviations is provided in Table 3.

Table 3

Mean Responses to Categories with Scale

Item	Mean	*SD*
How much training have you had with special needs education?	2.18	.91
How much training have you had with English Language Learners?	2.53	.81
How well do you speak Spanish?	1.84	.84
Total mean scores	**2.18**	**.85**

Note. N = 92, scale range = 1- 4.

Data Preparation

The data were collected through Qualtrics and analyzed using SPSS provided a variety of techniques to manage data, analyze the data, and share results. Prior to analysis of the *t* test, raw data were reviewed for missing responses or outliers (e.g.,

teacher went to school for 50 years and had 10 degrees) existing in the teacher survey responses. For the TASTSD and TASTES surveys, some items needed to be reverse scored with positive statements rather than using a negative statement. For a stronger, more valid measure and accurate data, raw data were examined. Some questions on the surveys were based on a Likert scale from 1 to 4. Examples of the questions which were reversed were *Inclusion of ELL students in the general education class is a good theory, but it does not work in the real world*. Another question was, *I think that the behavior of students with disabilities sets a bad example to other students in my classroom.* Green and Salkind (2005) stated items which are reversed scored are generally found in attitude scales.

Using SPSS, new variables for ELL and ESE were created and total of raw scores for each question for ELL and ESE were constructed. Values between 1-4 were entered for each response and repeated for each variable which was included in the data set. The dependent *t-* test then compared the total raw scores of ELL and ESE.

Although there were 92 surveys completed, seven of those had random missing values. Subsequently, data imputation (data for missing numbers) was initiated using dependent *t* test analysis. According to Enders (2010), it is common in all analyses to encounter missing data, which is a problem in nearly any discipline which employs quantitative research methods. Enders continues to define missing data as "missing data mechanisms describe relationships between measured variables and the probability of missing data and essentially function as assumptions for missing data analyses" (p. 2). For the responses in the teachers' data set, the pattern indicated the location of the *holes* in the data and did not explain why the data were missing. Even

though there were missing data in the data set, there was still a generic mathematical relationship between the data and what is missing (e.g., in the survey design, there may be a systematic relationship between the educational level, the consistency of the responses, and the predilection for the missing data). Imputed data of missing values allowed for the data set to be examined using standard techniques for complete data.

Analysis of Research Questions

As previously stated in chapter three, the results of this study were organized by the analysis for each of the research questions. The first question, *Are there differences in elementary teacher attitudes and self-efficacy with regard to teaching ELL or students with disabilities?* was analyzed using a dependent *t* test. The second research question, *to what extent, if any, do demographic variables (gender, age, highest degree earned, years of teaching, certification, training level on teaching special needs education, training level on teaching English language learners, and level of proficiency in Spanish) predict teacher attitude and self-efficacy,* was analyzed using multiple regression. Multiple regression analysis of the demographic variables would result if there were any effect on teachers' attitude and self-efficacy when teaching ELLs or students with disabilities. The third research question, *what do K-5 teachers identify as barriers and supports when instructing ELLs with or without disabilities?*, was analyzed using a frequency count for teacher responses using Microsoft Excel. Green and Salkind (2005) define frequency distribution as categorical variables in which occurrences of each response chosen by the respondents have no quantitative meaning.

Research question one. To better understand the effect of imputation, analysis was completed before and after imputation relating to the question *Are there differences in elementary teacher attitudes and self-efficacy with regard to teaching ELLs or students with disabilities?* The examination of data with imputation and without would determine if there would be a different outcome with teacher attitudes and self-efficacy when teaching ELLs or students with disabilities. Values in this analysis were treated as missing. The statistics for each analysis were based on the cases with no missing or out-of-range data for any variable in the analysis. The responses without imputation by respondents of teacher attitude and self-efficacy did not show a significant difference between attitude and self-efficacy when teaching ELLs with or without disabilities. The responses of teacher attitude and self-efficacy in teaching students with disabilities resulted with a mean of 55.63, which was close to the mean of teachers' attitude and self-efficacy when teaching ELLs which was 56.09. As mentioned in chapter three, the process of this analysis was drawn from the paired sample *t* test with a sample of $N = 78$. The averaged responses provided a medium effect demonstrating no significant difference with teachers' opinions and their capabilities when teaching ELLs or students with disabilities. This implies teachers at the XYZ Excellence School District did not feel they had a better attitude or self-efficacy when teaching either ELLs or students with disabilities.

Consequently, the data were also analyzed in SPSS with imputation with a sample of $N = 92$. The analysis imputed missing values keeping the sample full, providing advantages for bias and precision. The responses for teacher attitudes and self-efficacy in teaching students with disabilities resulted with a mean of 55.01, which

was only two standard deviations for means of teachers' attitudes and self-efficacy when teaching ELLs, which was 56.46. These data indicated a medium effect size, which exhibited no significant differences between teachers' attitudes and their self-efficacy when teaching ELLs or student with disabilities. When evaluating both *t*- tests with or without imputation, there were no significant differences with the perceptions of individuals when instructing ELLS or ESE. If individuals feel confident teaching ESE, they probably feel confident teaching ELLs. Equally, if they do not feel confident teaching ESE students, they are more than likely not to feel comfortable teaching ELLs. Thus, were no significant differences between beliefs and attitudes.

For an appropriate and more valid result, since both ELL and ESE groups revealed a similar mean with no significant difference, both groups were combined. Through the combination of both groups, a new variable was created resulting in a larger test, yielding greater results, producing more reliability with a total new score for attitudes and self-efficacy when teaching ELLs with or without disabilities (ESERS + ELLRS)

A simplified explanation when quantifying the difference between teacher attitudes and self-efficacy with regard to teaching ELLs or students with disabilities is analyzing the effect size. As previously discussed in Chapter 3, Cohen (1969) stated 0.5 as a medium effect, the claim for this research according to both *t* tests with/without imputation exhibited a large enough (real world interpretation) effect indicting no significant differences existed between teachers' attitudes and beliefs when teaching ELLs or students with disabilities. Furthermore, analysis provided a consistent and

81

quantified spread of scores enough to determine a variation in relation to the overlap

determining the calculation of the effect size. See differences in the means in Table 4.

Table 4

Teaching ELLs and ESE With and Without Imputation

Item	Mean without imputation	Mean with imputation
Teaching ELLs	56.09	56.46
Teaching ESE	55.63	55.01
Total mean scores	**111.10**	**112.09**

Note. Without imputation *N=78*, with imputation *N=92*

Research question two. To identify the main predictors chosen to analyze with

the new variable (ESERS + ELLRS), five types of multiple regression were conducted

for best results. *How well do you speak Spanish?* was the constant predictor for the five

models.

The first multiple regression showed teachers' perceived self-efficacy scores

could be predicted by teachers' training in ESE and training in ELL regarding to

teaching ELLs or students with disabilities (F(3,88) = 6.88, $p <$. 01). Data show a

positive attitude of training in ELL (β = .31) led to increased teacher perceived self-

efficacy. Additionally, teachers' perceived self-efficacy in training in ESE was a

moderate positive attitude (β = .23). The constant of *how well do you speak Spanish?*

had little affect when teaching ELLs or students with disabilities (β = .058). This model

82

found a .19 variance of teachers' perceived self-efficacy scores. Details concerning the

prediction of perceived self-efficacy is presented in Table 5.

Table 5

Regression Model Predicting Teachers' Perceived Self-Efficacy of Training in ESE and ELL

Component	B	SE B	β	t	p	Collinearity Tolerance	VIF*
Constant	93.70	4.30		21.80	.000*		
Training In ESE	2.70	1.19	.230	2.28	.025	.928	1.08
Training In ELL	4.14	1.36	.310	3.05	.003*	.916	1.10
Speaking Spanish	.75	1.30	.058	.60	.550	.987	1.01

*Note. R² =.19, * p < .01 * Variance Inflation Factor*

The second multiple regression analysis revealed teachers' attitude can be

predicted by teachers' training in ESE, training in ELL, and certification of ELL and ESE

with a constant of how well do you speak Spanish regarding teaching ELLs or students

with disabilities *(F*(22,86) = .422, *p* < .01). Data continue to indicate teachers perceived

training in ELL as a positive attitude (*β* = .32). Training in ESE was moderately positive

with teachers' attitudes when instructing students with disabilities (*β* = .20). At the same

time, teachers' attitudes about certification of ESE (*β* = .058), ELL (*β* = .074), and how

well do you speak Spanish (*β* = .063) were not as strong predictors of teachers'

perceived self-efficacy regarding teaching ELLs or students with disabilities. This model

found a .20 variance predictive regression value. Details are provided in Table 6.

83

Table 6

Regression Model Predicting Teachers' Perceived Self-efficacy of Training in ESE,
Training in ELL, ESE/ELL Certification, and Speaking Spanish

Component	B	SE B	β	t	p	Collinearity	
						Tolerance	VIF*
Constant	92.81	4.60		20.36	.000*		
Training In ESE	2.20	1.50	.200	1.46	.147	.61	1.63
Training In ELL	4.26	1.44	.320	3.00	.004*	.82	1.21
Speaking Spanish	.81	1.30	.060	.64	.520	.98	1.02
Certification ESE	1.51	2.60	.058	.58	.561	.95	1.05
Certification ELL	1.81	3.00	.074	.61	.544	.64	1.56

*Note. R^2 =.20, * p < .01 *Variance Inflation Factor*

The third multiple regression analysis revealed teachers' attitude can be predicted by adding age, the purpose of adding variables is to determine if any affect might occur with existing variables. Adding age to teachers' training in ESE, teachers' training in ELL, certification ESE/ELL ($F(1,85) = .340$, $p < .01$) the analysis indicates adding age has a negative effect ($β = -.062$) towards the self-efficacy when instructing ELLs or student with disabilities. Teacher training in ELL ($β = .314$) continues to be the stronger predictor towards the attitude and self-efficacy when instructing ELLs or student with disabilities. The data are consistent with the values of the predictors indicating in ESE continues to have a moderate positive attitude ($β = .20$). Details are provided in Table 7.

84

Table 7

Regression Model Predicting Teachers' Perceived Self-efficacy of Training in ESE, Training in ELL, ESE/ELL Certification, Speaking Spanish, and Age

Component	*B*	*SE B*	*β*	*t*	*p*	Collinearity Tolerance	VIF*
Constant	94.70	4.82		19.44	.000*		
Training In ESE	2.35	1.50	.200	1.55	.124	.579	1.72
Training In ELL	4.25	1.44	.314	2.94	.004*	.822	1.21
Speaking Spanish	.72	1.25	.056	.57	.571	.965	1.04
Certification ESE	1.92	2.70	.073	.71	.478	.887	1.27
Certification ELL	1.79	3.00	.073	.60	.550	.638	1.56
Age	-.53	.91	-.062	-.59	.561	.83	1.18

*Note: R^2 = .20, * p < .01 * Variance Inflation Factor*

The fourth model indicates that teachers' attitudes are positively affected by training in ELLs (($β$ = .317) and training in ESE ($β$ = .206) by teachers' perceptions of self-efficacy ($F(1.84)$ = .279, p < .01). This model explains 20% of the variance of teachers' attitude score with strongest predictor of teachers' attitudes being teachers' perceived training in ELLs (($β$ = .317). The numbers of years taught all together had little effect with a moderate and negative relationship ($β$ = -.068). Control variables (age, and years taught) were found to have a negative predictive power in the model resulting in lesser impact of the variable. The regression values for the fourth model are found in Table 8.

85

Table 8

Regression Model Predicting Teachers' Perceived Self-efficacy of Training in ESE, Training in ELL, ESE/ELL Certification, Speak Spanish, Age, and Years Taught

Component	*B*	*SE B*	*β*	*t*	*p*	Collinearity Tolerance	VIF*
Constant	93.63	4.84		19.34	.000*		
Training In ESE	2.45	1.50	.206	1.59	.114	.571	1.75
Training In ELL	4.28	1.45	.317	2.94	.004*	.821	1.21
Speaking Spanish	.61	1.30	.047	.47	.642	.937	1.06
Certification ESE	2.23	2.77	.085	.80	.423	.848	1.17
Certification ELL	1.71	3.00	.069	.57	.571	.636	1.57
Age	.02	1.38	-.003	-.02	.986	.363	2.75
Years taught	-.62	1.17	-.068	-.51	.599	.338	2.96

Note. $R^2 = .20$, * $p < .01$ *Variance Inflation Factor

The *fifth* multiple regression (Table 9) revealed the added variable of highest degree earned ($β = .067$) has less of a positive effect on teachers' perceived self-efficacy when teaching ELLs or students with disabilities ($F(1,83) = .389$, $p < .01$). Highest degree earned was added to all of the other variables related to teachers' attitudes towards teaching ELLs or students with disabilities, still supporting the main predictors of teachers' self-efficacy to be training in ESE ($β = .20$) and training in ELL ($β = .32$), which is similar to the regression results as in the first model. Throughout the five types of multiple regression, no control variable (how well do you speak Spanish,

certification ESE/ELL, age, years taught in all, and highest degree earned) was found to have predictive power in the model. However, this model explains only 21% of variance of teachers' perceived self-efficacy when instructing English Language Learners in elementary schools with or without disabilities.

Table 9

Regression Model Predicting Teachers' Perceived Self-efficacy of *Training in ESE, Training in ELL, ESE/ELL Certification, Speaking Spanish, Age, Years Taught, and Highest Degree.*

Component	*B*	*SE B*	*β*	*t*	*p*	Collinearity Tolerance	VIF
Constant	92.66	5.10		18.15	.000*		
Training In ESE	2.34	1.50	.200	1.51	.134	.564	1.77
Training In ELL	4.31	1.46	.320	2.96	.004*	.820	1.22
Speaking Spanish	.41	1.34	.032	.31	.760	.886	1.12
Certification ESE	2.05	2.80	.078	.74	.465	.840	1.19
Certification ELL	1.98	3.10	.081	.65	.571	.623	1.60
Age	-.25	1.46	-.029	-.17	.865	.331	3.02
Years taught	-.47	1.20	-.067	-.53	-.697	.324	3.08
Highest Degree	1.43	2.30	.067	.62	.543	.824	1.21

*Note. R^2 = .21, * p < .01*

Research question three. To better help interpret teachers' true feelings and their capabilities when teaching ELLs with or without disabilities, open-ended questions were carried out. The analysis of the last research question *what do K-5 teachers*

87

identify as barriers and supports when instructing ELLs with or without disabilities? required additional thought by the respondents to include more information on their attitudes, feelings, and their perceptions of their competence when teaching ELLS with or without disabilities. Data were gathered and inputted using Microsoft Excel. Out of 92 respondents, 78 completed the open-ended questions with one or more responses per questions. The four-open ended questions yielded a total of 206 responses with reference to teachers' attitude and self-efficacy when instructing ELLs with or without disabilities.

Nine themes were established to organize the 206 responses. The 206 open-ended replies allowed the researcher to reflect on respondents' real feelings since time closed-ended surveys do not provide contextual information. The summary of teachers' comments by theme are provided in Table 10.

Communication was the first theme which had the highest number of comments of $n = 54$. Many of the respondents felt that language barrier was the most concerning challenge when it came to the open-ended question *What barriers do you see when teaching ELLs with or without disabilities?* Examples of some of the responses were "the language difference," while some respondents felt that it was the student's responsibility to learn English with types of responses such as "The obvious is language, the ability to speak English is a hindrance and may sometimes be confused and giving students extra time and special attention during instruction is time consuming" Other teachers provided responses such as "The fact that I do not speak their language at all causes problems," "not being fluent in their language," and "the lack of resources to help teachers with connecting with students in their language."

88

Table 10

Teachers' Comments by Themes

Theme	n	%
Communication (Barrier)	54	26.21
Staff support (Support)	47	22.82
Training (Barrier)	46	22.33
Resources (Support)	27	13.11
Supports/accommodations in the classroom (Support)	14	6.80
No parental support (Barrier)	7	3.40
Cultural mismatch (Barrier)	5	2.42
Delayed placement (Barrier)	4	1.94
Lack of schooling Experiences (Barrier)	2	0.97
Total	**206**	**100%**

N = 78

Training was the next theme which was the third highest frequency of responses

with concerns of barriers when teaching ELLs with or without disabilities. Out of the 78

respondents, 46 felt that needed training when teaching ELLs with or without

disabilities. Most of the responses provided mirrored a belief they needed training in

order to determine if the ELL student was having academic challenges due to a

language barrier or because of a disability. Most respondents' attitudes felt they had

89

not had any training and felt little self-efficacy when teaching ELLs with or without disabilities. In analyzing the training frequency data, it was similar to the previous mean response data, presented the two highest mean responses which were related to *how much training have you had with special needs education?* which yielded a mean of 2.18 (*SD* =.913). Also, *how much training have you had with English language learners?* had a mean of 2.53 (*SD* =.805). The theme of training in the frequency data also closely related consistently to the five multiple regression models where *Training in ESE and Training is ELL* also had the highest of positive attitudes. Some of the similar type of responses from the frequency models were "it is hard to pinpoint if the issue is language or mental;" another type of response was "not knowing how to use time and resources to meet the needs to the best of my abilities. One respondent also stated, "I have not had ELL students without disabilities in my classrooms." All associated analyzed data indicated the teacher training of ELLs with or without disabilities is more of a concern in this study then all the other variables.

The theme lack of schooling experiences had only two comments, where these teachers felt some students had little experience in a school setting in their previous country. Responses were "I have had experiences where students recently arrived in the United states, did not attend school regularly in their country and did not have access to records, doctor recommendations or previous successful accommodations." Also, another person added, "some of the students, come without much schooling which makes them even more behind when compared to other students in their grade level."

Cultural mismatch was also a theme when teaching ELLs with or without disabilities with 5 out of 78 responding to the theme as a barrier. This was somewhat a

concern for some respondents who saw it as a challenge to be able to relate to ELLs cultural ethnicity and integrating it into their lessons. Some types of responses were "not knowing all the differences in their culture," and "not being able to differentiate to meet their needs because of not understanding in depth their multicultural values."

Delayed placement contained 4 out of 78 at 1.94% responses. These respondents felt the process of determining if the ELL student was struggling due to a language or a disability and placing them for services took too long. Examples of these types of responses included," I feel that some ELL students that the teacher has suggested that they may have a disability do not get identified early enough because of their ELL label. These students get left behind because they are required to accomplish the same amount of work as a general education student meanwhile they may have a disability." Another type of response "because it is a long process to identify an ELL student with a disability, they maybe two and even three grade levels behind by the time he/she is placed for services."

Some respondents felt no parental support was a concern with seven comments. Some of the responses where closely related to language barrier because some teachers felt because parents also had language barriers they could not communicate with the teachers and were not able to help their child with their homework. The problem of parents not being able to help their child at home with homework or communicate with the teacher places the parent into a vulnerable place.   As some result, parents withdraw creating no parental support for the teacher to help the child in this unfamiliar and stressful environment.

However, on a more positive note, the frequency model showed 22.82% respondents felt there were sufficient staff supports in the classroom to help ELL students with or without disabilities. Data analysis showed 47 out 78 felt ELLs with or without disabilities were given sufficient staff and tools for them to acquire the English language. Staff supports included professionals who included certified teachers, occupational therapist, physical therapists, ESE teachers, ELL teachers, and other staff for extra support in the classroom. Some of the responses for this theme included "During part of the day, I do get extra support from ELL teacher inside the classroom during instruction lesson," also "The ESE teacher comes and pushes in for support for students with disabilities and works with them in small groups reinforcing the lesson." Respondents comments about the staff supports theme conveyed a sense of appreciation for the extra support provided by the staff to help meet the students' needs.

Respondents also positively expressed supports/accommodations in the classroom were also helpful in meeting the needs of ELLs with or without disabilities. Analysis found 14 out of 78 respondents believed providing ELLs with or without disabilities supports/accommodations such as small group, extra time in assignments, one-on-one help, etc., can make a difference with the students' learning. Some examples of responses were "the one-on-one correspondence the child receives without pressures or interruptions results in focused intensive instruction," another person stated "some students just need extra time to finish their work because they have to translate from Spanish to English. It is a mindset that many have to learn to do and they have not gotten very good at it yet."

The final theme analyzed was resources with 27 comments out of 78 respondents. Resources included any materials facilitates instruction of a lesson in helping ELLs with or without disabilities understand the lesson. Data indicated 27 out of 78 respondents felt resources available to them in teaching a lesson are a positive component for ELLs with or without disabilities to be able to grasp content. Some examples of these types of comments were "Computer programs our district has given us access to help students reinforce instruction, especially for ELL students." Another resource type comment was "as a teacher I use many visuals, using cultural words and discussions that ELLs are familiar with."

Although the district does provide staff and resources, many of the teachers believed it was basically up to the teacher on how those supports, accommodations, resources were used. A teacher explained;

> supports are dependent upon the teacher. There is an ELL program in
> our school but when it comes down to it, it is up to the teacher to use
> their own supports, accommodations, and instruction to fit all those
> all of the different ways of learning in the classroom.

Also, it was common for teachers to state "the supports for ELLs with disabilities by the school seemed to be the same as for those without disabilities." For one teacher the comment seemed to reflect a feeling of defeat and frustration as the emphasis was the lack of support from the district with the comment "not much for supports only what I know to do."

Summary of Findings

In order to examine the data, a quantitative and descriptive analysis were performed using the SPSS program as well as Microsoft Excel. Research question one attempted to determine if elementary teachers' attitudes and self-efficacy scored any different when teaching ELLs or students with disabilities. The *t* test analysis confirmed teacher attitudes and self-efficacy in teaching students with disabilities with a mean of 55.01 and ELLs with a mean of 56.46 exhibited no significant difference when instructing either group. The medium effect interprets the analysis stating that teachers feel indifferent. As previously stated, if people are confident teaching ESE, they probably feel confident teaching ELLs. Equally, if they do not feel confident teaching ESE students, they are more than likely not to feel comfortable teaching ELLs. Thus, were no significant differences between beliefs and attitudes. However, as the study progressed, analysis revealed that teachers were more comfortable in teaching ELLs rather than ESE. This outcome may be because of Florida's requirement for teacher certification which includes Multicultural Education. In August of 1990, there was an agreement between the Florida State Board of Education and the Multicultural Education represented by a coalition of eight groups. This agreement states Florida teachers who have students with Limited English Proficiency (LEP) are required to participate in training for English for speakers of Other Languages (ESOL) renewable towards their professional certificate (Florida Department of Education, 2017a).

Research question two centered around determining if any demographic variables (gender, age, highest degree earned, years of teaching, certification, training level on teaching special needs education, training level on teaching English language

94

learners, and level of proficiency in Spanish) have any effect on teacher attitudes and self-efficacy when teaching ELLs or student with disabilities. A descriptive analysis of how much training in special education, training in ELL and speaking Spanish provided a standard deviation of .85 indicating numbers were somewhat spread-out from the mean average of 2.18. In order to delve into which predictors affected teacher attitudes and self-efficacy in regard to teaching ELLs and student with disabilities, five models of multiple regression were analyzed. The data revealed, through all of the regression models, the main predictors consistently affected teacher attitude and self-efficacy when instructing ELLs and/or students with disabilities were *training in ESE* (β = .20) and *training in ELLs* (β = .32) similar to all regression models.

Research question three sought to identify which barriers and supports where prevalent when instructing ELLs and/or students with disabilities. The data were gathered from two open-ended questions. Based on varied teacher comments, the data were organized into nine themes. The most important barrier in the classroom teachers identified was communication. Teachers' believe the lack of language acquisition in both teacher and ELLs is the main predictor about the challenges students face at the XYZ Excellence School district. Teacher feel they are not meeting the students' need, because most teachers cannot speak Spanish and ELLs with or without disabilities do not understand the English language enough to be successful in the classroom. Similarly, training provided to the teachers was the third highest and seen as a barrier. Teachers' believed not enough professional development was being provided by the XYZ Excellence School District when teaching students with a language barrier with or without disabilities.

Staff support was the second to the highest and was seen as a support. Teachers felt the district did provide sufficient help in the form of support in the classroom by staff and administrators when teaching ELLs with or without disabilities. Staff support was seen by the respondents as push-in help by paraprofessionals or certified teacher during classroom instruction.

When the collected data were gathered and examined, it provided varied information and produced statistically significant findings. However, looking at teacher attitude and self-efficacy when teaching ELLs with or without disabilities, teachers found training in ELL and ESE programs would be a benefit towards helping meet the needs of ELLs with or without disabilities at the XYZ Excellence School district.

Chapter 5

Summary, Limitations, Conclusions, Implications, and Recommendations

The purpose of this study was to compare teacher attitudes and self-efficacy related to instructing English Language Learners (ELLs) with or without disabilities in elementary schools. The parts of this chapter include a summary and discussion of the study, limitations, conclusions of the research, implications, and recommendations for future research.

Summary of the Study

This study obtained information by investigating teachers' attitudes and self-efficacy when instructing students in an inclusion setting. This study sought to add an element of distinguishing difficulties in academics due to a language deficit rather than a learning disability. Harry (2002) affirms culturally and linguistically diverse students struggle with adapting to cultural norms in American public schools, the learning of a new language can impede academic learning which can falsely be identified as a learning disability. Teachers from the XYZ Excellence School District located in south-central Florida an area representative of a multicultural population, agreed to participate. A combination of two instruments, the Teacher Attitudes and Self-efficacy Toward ELL Students (TASTES) and the Teacher Attitudes and Self-efficacy towards Students with Disabilities (TASTSD) were used to collect the data based on a similar measurement tool successfully used in Kilimo's (2014) study *Teachers' Attitude and Self-Efficacy Towards Inclusion of Pupils With Disabilities in Tanzanian Schools.* Both

TASTES and TASTSD measured teachers' attitudes and self-efficacy differences when teaching ELLs or students with disabilities in the elementary setting. This unified instrument measured teachers' response rating levels of attitude and self-efficacy on the 4-point Likert scale: Strongly Disagree, Disagree, Agree, and Strongly Agree based on each question. There were also four open-ended questions*: What barriers do you see when teaching ELLs with disabilities?, What barriers do you see when teaching ELLs without disabilities?, What supports do you see when teaching ELLS with disabilities?, and What supports do you see when teaching ELLS without disabilities?, which* were analyzed using the frequency method for teacher responses using Microsoft Excel.

A panel of experts and a pilot study were utilized to assess the validity of the questionnaires. This process was essential because it established three things: (a) clarity of the content of the survey appropriately so the responses from the participants would be representative of the district's teacher population, (b) research procedures and the narrative of the measurement tool were easy to follow and understand, and (c) assessment of the validity of survey. Consequently, the data generated from the pilot study also established reliability.

Limitations

Although the study revealed significant findings, there were some limitations. First, because the research was conducted in a small rural community, the findings reflected a small size population. Consequently, to generalize the results to a larger group, the study would need to involve more participants in larger school districts. Second, this study was focused only in elementary school districts limiting the sample size. To include middle schools and high schools, other points of view might provide a

98

different perspective based on those secondary teachers' opinions and feelings when teaching ELLs with or without disabilities. Finally, providing the survey in another form rather than email might also provide more participation from the K-5 elementary schools. Administration of the survey during a faculty meeting, when all teachers are present, would yield more participation in this research representing generalizability and possibly yielding different results when teaching ELLs with or without disabilities.

Conclusions

The conclusions developed from the survey included similar experiences of teacher attitudes and self-efficacy regardless of gender, age, highest degree earned, years of teaching, certification, training level on teaching special needs education, training level on teaching English language learners, and level of proficiency in Spanish.

The data revealed regardless of whether students were ELLs with or without disabilities, teachers felt neutral, reaffirming responses were similar by variable (e.g., gender, age, highest degree, years taught, certification, training in ELL/ESE, Speaking Spanish, barriers, and supports) between the teachers' attitudes and self-efficacy. Most teachers at the XYZ Excellence School District felt confident or not confident when teaching English Language Learners with or without disabilities. By combining both ELL and ESE groups, the results confirmed there were similarities between both groups with regard to teaching ELLs with or without disabilities.

Teachers believed additional training in ELL and ESE was an important role to their success in teaching ELLs with or without disabilities. The perceived need for additional training predicted the teachers' attitudes and self-efficacy toward teaching ELLs or students with or without disabilities. This reaffirms Goodwin's (2002)

99

apprehension stating teachers may not be prepared to meet the needs of Latin/Hispanic students who are ELLs with or without disabilities in their classroom. Nonetheless, the constant *how well do you speak Spanish?* was not perceived as a strong benefit during the analysis of the multiple regression models and had little impact on the outcome of the entire analysis.

Most of the demographic variables did not impact the prediction of teacher attitudes and self-efficacy. The analysis of all the open-ended question themes captured a variation of the teachers' true responses when identifying barriers and supports while instructing ELLs with or without disabilities. Regardless of their personal and career experience, the teachers' comments were mostly identified as barriers. The analysis discovered communication was the greatest barrier between teacher and students, since many teachers could not speak Spanish and students could not speak English well this was also in opposition to the findings of the multiple regression models. As previously stated in Chapter 1, while most teachers saw it as their personal responsibility to communicate in Spanish to help these ELL students, historical research states ELL students may take 2-4 years to master oral skills of the English language (Ardasheva et al., 2012).

The teachers felt the top concerns regarding barriers when teaching ELLs with or without disabilities was training. Szpara (2017) adds professional development for teachers is an essential piece for success when teaching ELLs with or without disabilities. Capitalizing on teachers' skills empowers teachers to be more supportive in their students' cultural needs. At the same time, ELLs who feel a cultural connection are more than likely to be interested in the content being taught by the teacher (Szpara,

100

2017). Despite the importance of professional development in ELL and ESE and the influx of ELL population across the country in public schools, Goodwin (2002) affirms professional development for English as a Second Language programs are lacking and not preparing teachers for this growing ELL population in American schools which will one day be the United States' economic force.

Teachers either felt they were successful or were not successful teaching ELL or ESE students. Data gathered from the regression analysis demonstrated training in ELL and ESE were strong indicators regardless of which other variables were added towards teacher attitudes and self-efficacy when instructing ELLs with or without disabilities. This finding was consistent with this study using the frequency analysis based on themes where teachers stated their true concerns. The analysis had shown the lack of communication was their main concern and training was the second to the highest concern when it came to teaching ELLs with or without disabilities. However, the three areas which were perceived to be supports for teachers were resources, staff supports, and supportive accommodations in the classroom.

Implications

This study can contribute to key findings based on the current literature as well data gathered and analyzed to provide essential information in making decisions to promote professional development for teaching ELLs with or without disabilities. Furthermore, it could also provide several implications for the development of teaching practices. The implications from this study included the following components: Individual school districts need to be concerned whether teachers feel positively or negatively about their attitudes and self-efficacy when teaching ELLs and/or student

101

with or without disabilities. Understanding the student ELL population with or without disabilities in the district is essential for providing the proper support and resources when meeting the needs of this specialized population. Previous data have shown ELL growth in K-12 student population will increase 60% within the 10-year period of 1994-2005 (Halle et al., 2012).

Along with many struggles the ELL population may encounter in American public schools, analyzed data identified communication to be the greatest barrier in the general education classroom at the XYZ Excellence School District. The language barrier between ELLs and teachers was a concern as many teachers expressed in the open-ended questions, but also the communication issue becomes more complicated because there is a grey area with distinguishing between ELLs, who are having trouble in academics because of a language barrier or a disability.

As previously discussed, to reach high levels of literacy skills comparable to native English-speaking students performing on standardized testing, ELL students need up to seven years or more aside from the 2-5 years' mastery of oral skills to reach high levels of literacy skills (Ardasheva et al., 2012). It is not surprising why many elementary schools in the United States with a higher population of ELLs students struggle with state assessments. Despite the legislative goal to improve the academic outcomes for student success in society by implementing the Common Core State Standards (CCSS), school districts have not increased professional supports in the public schools, because the CCSS does not provide detailed guidelines (Szpara, 2017). The academic and language standards have been raised with the implementation of CCSS, and although CCSS recognizes ELLs need additional time, appropriate

102

instructional support, and aligned assessments. School districts continue to hold teachers accountable for ELLs progress without providing teachers with the proper support of increased planning and instructional time (Szpara, 2017).

Also, administrators must understand the supports and resources needed for teachers to feel successful when teaching ELLs and/or students with or without disabilities. An understanding by administrators that teachers need to learn strategies to teach courses which incorporate ELLs learning profiles, preferences, interests, and readiness proficiency levels is essential. Quality instruction known as responsive teaching prepares teachers to sharpen their expertise in English as a Second Language pedagogy through professional development and be better prepared to meet the needs of this multicultural population (Abbott & Rossiter, 2011).

Many teachers are influenced by their own experiences of school, while they were students themselves or in their student teaching internship as college students. Their experiences in a predominately white, middle class population may not have exposed them to a lack of proficiency in language instruction. This early experience in academics may not have challenged their ability to progress in their learning (Costa et al., 2005). It is the administrator's responsibility to provide professional development in successfully educating their faculty for change. If teachers take the initiative in experiencing change collectively, they have a mindset to make the effort which will take on those challenges which are an essential vital part of change (Franco-Fuenmayor et al., 2015).

Shreve (2005) claimed organizations have declared an urgent need for professional development in training teachers on techniques and strategies in meeting

103

the growing demand for culturally diverse environments. The XYZ Excellence School District attracts Latin/Hispanic families from many different countries and these families bring with them varied education, skills, and/or work experience from their home countries. According to Abbott and Rossiter (2011), quality of instruction is a key factor in determining the success of ELLs with or without disabilities in the general education classroom.

Recommendations for Further Research

Based on this study's finding, recommendations for future research follow.

Expanding the study into secondary education. This research focused on elementary schools in K-5 classroom settings. Further research modifications can be made to improve the research by expanding the setting to include middle and/or high schools. Perceptions of middle school and high school teachers may offer different perspectives when teaching ELLs with or without disabilities. Similarly, in including the middle and high school population, this may provide additional teachers' viewpoints related to their personal and career experiences when teaching ELLs with or without disabilities and other types of multicultural behaviors seen in secondary education.

Comparing with Florida districts of ELL/ESE population. Adapting this research to other Florida districts could provide more data and answers if teachers in other parts of Florida are experiencing similar or different issues when teaching ELLs with or without disabilities. This research was based in a rural community with a 7,468-student population within the XYZ Excellence School District. Resources provided with larger district or metropolitan areas could have a different impact on ELLs with or without disabilities based on data from this current study. Likewise, mainstreaming

students across schools in the district for equal distribution of ELLs with or without disabilities (e.g., leveling out the playing field) could provide more information on the success of individual schools.

Expanding and comparing ELL/ESE populations with other states.   The research can collect and analyze data by further expanding the study to include public schools in other states which include ELLs with or without disabilities. Additional research could include data gathered and analyzed from this study in a rural population area and compare it to other states. As stated at the beginning of the study, the area of this study was mostly farmland and generally depends on migrants for harvesting in the field and packaging in the factories (Phillips, 2015). For example, this rural area could be compared to another state's metropolitan area with a migrant population (e.g., the educational system in New York), which may have different perspectives and policies in the education system. One could hypothesize the laws in New York may be more proactive and progressive, compared to other parts of the country (e.g., the mid-west is more agriculture and conservative in terms of public education policies). All this is related to the data analyses from this current study, but new information can look at a greater picture of individual states and their Departments of Education regarding laws and their limitations.

Research in depth of ELL/ESE professional development. This research can be also be extended to include the types and amount of professional development for teachers' when teaching ELLs and/or ESE students. Professional development could include training where programs could help teachers understand ELLs on a deeper level are available.   As previously stated, where data confirm a substantial increase of

diversity in the classroom, teachers need to have an understanding and varied skills to be able to meet the exclusive needs of Culturally Linguistic Diverse students with or without disabilities (Samson & Collins, 2012). In providing background information about multicultural families and their challenges, teachers' attitudes and self-efficacy when teaching ELLs may become more understanding towards the challenges which come with learning in an American school. Professional development in ELL and ESE programs can take many forms. Some types of professional development may include teaching strategies for ELLs with or without disabilities, Spanish instruction for teachers, and training to help teachers and administration in determining if an ELL student is having difficulty with academics because of a language barrier or a disability.

Research types of curriculum beneficial to ELL/ESE students. This research study could also be expanded to embrace types of curriculum beneficial to ELLs with or without disabilities. This research has illustrated this diverse population comes not only with unique academic needs, but also with unique background experiences, culture, language, and interests. Analysis of different types of curricula could offer information about what should be included in a successful program meeting a student's multicultural needs. Whichever the program, teachers should be provided the professional development to teach these programs with accuracy. An effective teacher should be able to recognize how background experiences, culture, language, and interests affect ELLs learning in the classroom, adjust, and differentiate their instruction to meet the diverse needs of the student. According to Szpara (2017), providing teachers the opportunity to participate in learning how to teach a specialized curriculum will provide

106

skills needed to implement language skills in their instruction and include a variety of differentiation strategies in their lessons.

      Bilingual teachers in the classroom. Another recommendation for further research may include *do bilingual teachers make a difference in teaching ELLs with or without disabilities in the classroom?* Someone who is bilingual who may have personal experience with a different culture may be more compassionate, understanding, and patient. A bilingual teacher may have empathy in cultural upbringing and a positive attitude towards different cultures and education. These bilingual teachers may also have personal experiences from family members from older generations in making transition from their home country to the United States and what the transition was like for them.

      Finally, state legislators, district officials, school administrators, and faculty are most likely the stakeholders who can affect the perceived need for change. These recommendations can provide in-depth research to better understand other perspectives on teacher attitudes and self-efficacy differences regarding English language learners with or without disabilities. It is essential to understand how those involved feel about the current state of concerns when teaching ELLs with or without disabilities, and what other possibilities can be researched for positive change in the future for the academic learning of ELL with or without disabilities.

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Appendices

Appendix A: Teacher Demographic Survey

Directions: Please respond to each question by clicking the appropriate responses.

1. What is your gender?

    a. Female

    b. Male

2. What is your age?

    a. 20-29 years

    b. 30-39 years

    c. 40-49 years

    d. 50-59 years

    e. 60- + years

3. Highest Degree Earned?

    a. Bachelors

    b. Masters

    c. Educational Specialist

    d. Doctoral

    e. Other (please specify) _____

4. How many years have you taught in all?

    a. 1-5 years

    b. 6-10 years

    c. 11-15 years

    d. 16-20 years

    e. Other- and/ or (please specify) _____

117

Appendix A (continued)

5. Certification/Endorsement

    a. English Speakers of other Languages Endorsement (ESOL)   1. yes   2.

    No

    b. Exceptional Student Education (ESE)   1. yes   2. no

6. How much training have you had with special needs education?

    a. Minimal

    b. Some

    c. A lot

    d. Extensive

7. How much training have you had with English Language Learning?

    a. Minimal

    b. Some

    c. A lot

    d. Extensive

8. How well do you speak Spanish?

    a. Minimally

    b. Fair

    c. Good

    d. Proficient

Appendix A (continued)

For questions 9, 10, 11, and 12 please respond with as many thoughts or observations as you wish.

9. What barriers do you see when teaching ELLs with disabilities?

_____

_____

10. What barriers do you see when teaching ELLs without disabilities?

_____

_____

11 What supports do you see when teaching ELLs with disabilities?

_____

_____

12. What supports do you see when teaching ELLs without disabilities?

_____

_____

Appendix B: Permission to Use Measurement from Study of Teachers Attitudes and Self Efficacy of Pupils with Disabilities

Re: thesis Kilimo with scales

Hofman, R.H.

Reply|
Mon 10/17, 12:01 PM
You;
Roelande Hofman (r.h.hofman@rug.nl)
PermissionInstruments

On Monday, 17 October 2016, Hofman, R.H. <r.h.hofman@rug.nl> wrote:

Dear Miriam,

Due to illness, I am not working at RUG university anymore. However, I found the original thesis and hope that will help you.
In the appendix, the two scales are clear regarding which include the 10 and 20 items.
Hope to hear more from you if it all works out. Hope you will conduct an interesting research. Please be sure to mention the thesis and the article in your texts and reference list.
Hope all will go fine.

Kind regards
Roelande Hofman

Appendix C: List of Content Validity Panel Members

Name	Gender/Race-ethnicity	Certification/Expertise
A. M.	Female/white	ESE/ESOL
K. E.	Female/white	ESOL/ESE
M. V.	Female/white	ESOL
R. J.	Female/white	ESE/ESOL

Appendix D: Teacher attitudes and self-efficacy toward students with disabilities (TASTSD)

Please put a cross under the number under the column that best describes your level of agreement or disagreement with the following statements. There are no correct answers; the best answers are those that honestly reflects your feelings.

Disabilities—A physical or mental condition that limits a person's movements, senses or activities.

1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Agree (A); 4 = Strongly Agree (SA)

Item #*	Statement	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)
		1	2	3	4
1 SE	Many of the things which I do with non-disabled students in the regular classroom are also appropriate for students with disabilities.				
2 ATT	I believe that the needs of students with disabilities can best be served through special, separate classes.				
3 ATT	I think that inclusion promotes more academic growth for students with disabilities.				
4 ATT	The extra attention that students with disabilities require will be the detriment to the other students.				
5 SE	I believe that I have had enough training to determine if a child needs to be referred for special services.				
6 SE	I find it difficult to maintain order in a classroom that contains students with disabilities.				

122

Appendix D Continued

Item #*	Statement	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)
		1	2	3	4
7 SE	I believe that I have sufficient expertise, knowledge, and skills to teach students with disabilities in my general education classroom.				
8 ATT	I think that the behavior of students with disabilities sets a bad example to other students in my classroom.				
9 ATT	I believe that isolation in a special class has a negative effect on the social and emotional development of the student with a disability.				
10 ATT	In my classroom students with disabilities do not make an adequate attempt to complete their assignments.				
11 SE	In my classroom, if a student with a disability does not understand something that I explained, I will find another way to increase his/her understanding.				
12 SE	I am sure that I have the ability and skills to teach and motivate students with disabilities in my classroom.				
13 ATT	I think that inclusion of students with disabilities in a general education classroom promotes their social independence.				

123

Appendix D Continued

Item #*	Statement	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)
		1	2	3	4
14 ATT	I think that teaching students with disabilities is better done by resource-room or special teachers than by general education teachers.				
15 ATT	I believe that the inclusion of students with disabilities can be beneficial for students without disabilities.				
16 ATT	I think that inclusion has negative effects on the emotional development of students with disabilities.				
17 SE	I need more training to know how to teach and deal with students with disabilities in the general education classroom.				
18 ATT	I believe that students with disabilities are socially isolated by students without disabilities.				
19 ATT	I think that inclusion of students with disabilities in a regular classroom requires extensive retraining of general education teachers.				

124

Appendix D Continued

Item #*	Statement	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)
		1	2	3	4
20 ATT	I think that students with disabilities should be given every opportunity to function in the general classroom setting where possible.				

* Att = Attitude: questions measuring teacher attitudes

* Se = Self-efficacy: questions measuring teacher attitudes

Appendix E: Permission to Use Measurement from How Prepared are the U.S Preservice Teachers to Teach English Language Learners?

Aydin Durgunoglu <adurguno@d.umn.edu>

Reply
Sat 10/15, 6:37 PM
You
Dear Miriam,

Thank you for your interest, I'd be honored to have our tools used in your work. Thank you for asking. One request, as you collect data and work with students and their teachers, please keep me posted of your findings. It is really challenging to distinguish learning difficulties from language struggles.

Best wishes for your doctoral work and all your professional endeavors,
Aydin

126

Appendix F: Teacher Attitudes and Self-Efficacy Toward ELL Students (TASTES)

Please put a cross under the number under the column that best describes your level of agreement or disagreement with the following statements. There are no correct answers; the best answers are those that honestly reflects your feelings.

1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Agree (A); 4 = Strongly Agree (SA)

Item #*	Statement	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)
		1	2	3	4
1 SE	I am knowledgeable of teaching strategies and instructional practices for ELLs that are developmentally appropriate.				
2 SE	I am knowledgeable of alternate ways of giving feedback to ELL students.				
3 SE	I am knowledgeable of teaching practices that are attuned to student language proficiencies and cognitive levels.				
4 SE	I have had training to determine if a student is either ELL or has a disability.				
5 SE	I am confident in my ability to teach ELL students effectively.				

Appendix F Continued

Item #*	Statement	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)
		1	2	3	4
6 SE	I am confident that I am making a difference in the lives of my ELL disabled/nondisabled students.				
7 SE	I am certain on how to teach some of my ELL students.				
8 SE	I am confident of my skills to effectively communicate with parents and/or guardians of ELL students.				
9 SE	I am confident of my skills to provide differentiated instruction to ELL disabled/nondisabled students.				
10 SE	I feel confident in providing linguistically and culturally appropriate learning experiences for ELLs in the general education classroom.				

128

Appendix F Continued

Item #*	Statement	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)
		1	2	3	4
11 ATT	The Inclusion of ELL students in the general education classroom is a good theory but does not work in the real world.				
12 SE	I feel that I have the cultural competence and understand ELL student struggles in my classroom.				
13 ATT	I believe that the Response to Intervention process to determine ELL students if disabled or not is an effective process.				
14 ATT	I believe some schools would rather say that an ELL student is disabled so that they can have an IEP to receive support because of the state-mandated assessments.				
15 ATT	I believe that ELL disabled or non-disabled students should receive every opportunity to learn and are capable of being successful in academics.				

Appendix F Continued

Item #*	Statement	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)
		1	2	3	4
16 SE	I think I need training in teaching ELLs.				
17 ATT	The population of Latin/Hispanic students is increasing and teaching styles need to be modified for that population				
18 ATT	There is little parent support with ELL students.				
19 ATT	Some ELL students fall between the cracks because teachers have not been trained to teach them appropriately.				
20 ATT	I feel there are ELL non-disabled students who are inappropriately placed in ESE programs.				

* Att = Attitude: questions measuring teacher attitudes

* Se = Self-efficacy: questions measuring teacher attitudes

130

Appendix G: Permission Letter to Conduct Research

Superintendent

August 8, 2017

To whom it may concern,

Please accept this letter as confirmation that Miriam Carballo has permission to conduct the educational research for her dissertation in ███████ District Schools.
Please feel free to contact me if you have questions or need further information.

Sincerely,

Deputy Superintendent
███ District Schools

Appendix H: Informed Consent to Participate in Research

Information to Consider Before Taking Part in this Research Study

Pro #00033404

Researchers at the University of South Florida (USF) study many topics. To do this, we need the help of people who agree to take part in a research study. This form tells you about this research study. We are asking you to take part in a research study that is called: Teacher Attitude and Self-Efficacy Differences Regarding English Language Learners and Disabled Learners. The person who is in charge of this research study is Miriam Carballo. This person is called the Principal Investigator.

Purpose of the Study
The purpose of this study is to compare teacher attitudes and self-efficacy related to instructing either disabled or nondisabled English Language Learners in elementary schools.

Why are you being asked to take part?
We are asking you to take part in this research study because
As educators you have experiences teaching students who are English Language Learners with or without disabilities. These experiences will provide vital information in helping to explore existing personal views on this specific population revealing obstacles professionals encounter such as traditions, habits, and language barriers among disabled/non-disabled ELLs. Additionally, to provide understanding and insight in determining varied interventions when instructing English Language Learners and/or Exceptional Special Education students.

Study Procedures
If you take part in this study, you will be asked to complete a short survey on Teacher Attitude and Self-Efficacy Differences Regarding English Language Learners and Disabled students. Upon completion of the study, data will be presented. For those who are interested in the result, survey results will be debriefed.

Participants taking part of this questionnaire will not be identified individually. To collect the data from the respondents for this research, participants will log onto the Qualtrics link to complete the questionnaire. The Qualtrics system will be used to generate and process data that will be received. The study will be done during a faculty meeting using individual computers providing anonymity. Subjects will also be provided ample time do decide if they choose to participate or not.

Alternatives / Voluntary Participation / Withdrawal
You have the alternative to choose not to participate in this research study. N/A

You should only take part in this study if you want to volunteer; you are free to participate in this

132

Appendix H Continued

research or withdraw at any time. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in this study. As an employee your decision to participate or not to participate will not affect your job status, employment record, employee evaluations, or advancement opportunities.

Benefits and Risks
You will receive no benefit from this study. This research is considered to be minimal risk.

Compensation
We will not pay you for the time you volunteer while being in this study.

Privacy and Confidentiality
We must keep your study records as confidential as possible. It is possible, although unlikely, that unauthorized individuals could gain access to your responses because you are responding online.

Certain people may need to see your study records. By law, anyone who looks at your records must keep them completely confidential. The only people who will be allowed to see these records are: The researcher. The management storage and data entry will be independent of the district and continued to be supervised by the researcher. The data will be kept in a password protected folder on the researcher's computer.

- It is possible, although unlikely, that unauthorized individuals could gain access to your responses. Confidentiality will be maintained to the degree permitted by the technology used. No guarantees can be made regarding the interception of data sent via the Internet. However, your participation in this online survey involves risks similar to a person's everyday use of the Internet. If you complete and submit an anonymous survey and later request your data be withdrawn, this may or may not be possible as the researcher may be unable to extract anonymous data from the database.

A federal law called Title IX protects your right to be free from sexual discrimination, including sexual harassment and sexual violence. USF's Title IX policy requires certain USF employees to report sexual harassment or sexual violence against any USF employee, student or group, but does not require researchers to report sexual harassment or sexual violence when they learn about it as part of conducting an IRB-approved study. If, as part of this study, you tell us about any sexual harassment or sexual violence that has happened to you, including rape or sexual assault, we are not required to report it to the University. If you have questions about Title IX or USF's Title IX policy, please call USF's Office of Diversity, Inclusion & Equal Opportunity at (813) 974-4373.

www.manaraa.com

Appendix H Continued

Contact Information

If you have any questions about your rights as a research participant, please contact the USF IRB at (813) 974-5638 or contact by email at RSCH-IRB@usf.edu. If you have questions regarding the research, please contact the Principal Investigator at miriam4@mail.usf.edu.

We may publish what we learn from this study. If we do, we will not let anyone know your name. We will not publish anything else that would let people know who you are. You can print a copy of this consent form for your records. You have been given a copy of this form.

I freely give my consent to take part in this study. I understand that by proceeding with this survey that I am agreeing to take part in research and I am 18 years of age or older.

Appendix I: USF IRB Exempt Study of Approval

USF

UNIVERSITY OF
SOUTH FLORIDA

RESEARCH INTEGRITY AND COMPLIANCE
Institutional Review Boards, FWA No. 00001669
12901 Bruce B. Downs Blvd., MDC035 • Tampa, FL 33612 4799
(813) 974-5638 • FAX (813) 974-7091

February 19, 2018

Miriam Carballo
L-CACHE - Leadership, Counseling, Adult, Career & Higher Education
Tampa, FL 33612

RE: **Exempt Certification**
IRB#: Pro00033404
Title: Teacher Attitude and Self-Efficacy Differences Regarding English Language Learners and
Students with Disabilities.

Dear Ms. Carballo:

On 2/19/2018, the Institutional Review Board (IRB) determined that your research meets criteria
for exemption from the federal regulations as outlined by 45CFR46.101(b):

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement),
survey procedures, interview procedures or observation of public behavior, unless:
(i) information obtained is recorded in such a manner that human subjects can be identified,
directly or through identifiers linked to the subjects; and (ii) any disclosure of the human
subjects' responses outside the research could reasonably place the subjects at risk of criminal or
civil liability or be damaging to the subjects' financial standing, employability, or reputation.

As the principal investigator for this study, it is your responsibility to ensure that this research is
conducted as outlined in your application and consistent with the ethical principles outlined in
the Belmont Report and with USF HRPP policies and procedures.

Please note, as per USF HRPP Policy, once the Exempt determination is made, the application is
closed in ARC. Any proposed or anticipated changes to the study design that was previously
declared exempt from IRB review must be submitted to the IRB as a new study prior to initiation
of the change. However, administrative changes, including changes in research personnel, do not
warrant an amendment or new application.

Given the determination of exemption, this application is being closed in ARC. This does not
limit your ability to conduct your research project.

We appreciate your dedication to the ethical conduct of human subject research at the University
of South Florida and your continued commitment to human research protections. If you have
any questions regarding this matter, please call 813-974-5638.

Sincerely,

Kristen Salomon, Ph.D., Vice Chairperson
USF Institutional Review Board

Appendix J: Participant Survey Email

Subject: Invitation to Participate in USF Research Study

Dear Educator,

You are invited to participate in a University of South Florida research study (Pro #00033404). This study looks into teachers' personal views and their ability in the classroom when teaching English Language Learners and Disabled Learners. With the rise of the Latin/Hispanic population in schools today, teachers are faced with the struggles of instructing the diverse population as well as distinguishing whether the students have a learning difficulty based on language deficits or a learning disability. The study will look at demographics and how the rise of Latin/Hispanic population has affected the area as well as the public schools. It will also look at the challenges the ELL population face in schools today as well as how teachers need to address cultural competence and multicultural education in today's classrooms. This survey is anonymous and voluntary. Should you have any questions regarding the survey please do not hesitate to contact me. Thank you in advance for your consideration to participate.

Respectfully,

Miriam Carballo
Adult Education Doctoral Candidate
University of South Florida

About the Author

Miriam Carballo came from Mérida, Yucatán Mexico at seven years old. Miriam did not speak any English and was enrolled in public schools in Florida in the Fall of 1978. She was an immigrant for 23 years until sworn in as a Citizen of the United States on March 22, 2001. Miriam received her Master in Educational Leadership from Florida Agricultural Mechanical University in Tallahassee. She has been a teacher in public education for the last 20 years. Miriam has worked as an art teacher for most of her career and went into special education in 2013 also as a teacher. In 2014 Miriam had the opportunity to be an Exceptional Special Education specialist. Her varied career and personal experiences served as the inspiration for her dissertation research. Due to Miriam's multi-cultural and career background, her research interests include professional development, English as a second language, and Exceptional student education,