

TEACHING ENGLISH LANGUAGE LEARNERS SCALE (TELLS): A STUDY OF
VALIDITY AND RELIABILITY

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ABSTRACT

This paper describes the confirmatory factor analysis, validity, and reliability data collection stage of the development of a scale to measure mainstream teachers' self-efficacy beliefs for teaching ELL (English Language Learner) students. Data were collected from 708 K through 12 teachers and pre-service teachers with varying degrees of training specific to teaching ELL students. Using confirmatory factor analysis, a 23 item scale consisting of two factors *instruction and assessment* (14 items) and *native language support and resources* (9 items) was assessed for model fit. The data were not a good fit for the hypothesized two factor model (CFI = .82, RMSEA= .12). Additionally, the scale was positively correlated with social desirability. However, the scale maintained adequate convergent and discriminant validity with measures of culturally responsive teaching self-efficacy, multicultural teaching competencies, satisfaction with life, and self-esteem. The scale also demonstrated strong internal consistency and test-retest reliability.