Public Abstract

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Title:Teaching English Language Learners Scale (TELLS): A Study of Validity and Reliability

There is a lack of research regarding mainstream teachers' beliefs about their abilities to teach English Language Learners (ELLs). 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 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.