

Public Abstract

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Title:A Mixed-Methods Study of Teacher Efficacy with English Language Learners in Rural Schools

The United States of America is experiencing a demographic change as dramatic as in the early 20th century when thousands of immigrants entered Ellis Island. Ballantyne, Sanderman, and Levy (2008) reported over the past decade that the number of English Language Learner (ELL) students in this country has increased more than 60%. The purpose of this study was to explore this phenomenon from the perspective of the teachers and their perception of their efficacy in educating ELL students. study included 212 educators from three different school districts in rural Missouri. The researcher obtained the data by administering the modified Teacher Efficacy of Teaching English Language Learners (TETELL). The teachers expressed their efficacy in the areas of instruction, social cohesion, interclassroom dynamics, classroom management, and motivation of ELL students. Teachers also shared their specific experiences with ELL students.

The final conclusions pertaining to the first research questions were that teachers expressed the lowest efficacy in the area of instruction. Teachers also rated themselves in the mid-3.0<sup>TM</sup>s, or "Some" in the academic expectations, interclassroom dynamics, and social cohesion. In the area of teachers<sup>TM</sup> experiences with ELL students, a theme emerged that teachers expressed frustration with the lack of time, resources, and preparation to instruct these ELL students. Overall, the findings of this study could implicate that schools, especially rural schools, need prepare teachers to teach ELL students. School districts should also use this research to understand the need for more resources and staffing to assist the teachers in mainstream classrooms.