SCHOOL LEADERS' EFFICACIES AND PERCEPTIONS ON THE ENGLISH

LANGUAGE PROFICIENCY STANDARDS (ELPS) AND THE TEXAS

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM

(TELPAS) IN BILINGUAL AND ENGLISH AS A SECOND

LANGUAGE (ESL) CLASSROOMS

Pilar Moreno-Recio, M. Ed

DISSERTATION

Presented to the Faculty of

The University of Houston-Clear Lake

In Partial Fulfillment

Of the Requirements

For the Degree

DOCTOR OF EDUCATION

in Educational Leadership

THE UNIVERSITY OF HOUSTON-CLEAR LAKE

MAY, 2018

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Dedication

This study is dedicated to my husband Viren and my son Aditya. Viren's unconditional love and support always help me reach higher goals. Aditya's love makes me a better human being as it gives me a reason to get up every day and persevere. To all the English language learners who I have had and I have the honor to work with, they have enriched and continue enriching my life in so many different ways and made me the professional I am today. They inspire me every day to continue advocating for social justice and capital.

Acknowledgements

I am greatly indebted to the support of my family in the pursuit of my doctoral degree. This was a family project. The countless hours and days that my husband stayed home with my son so that I could work on my dissertation will never come back. However, the gratification of reaching higher goals and collective family perseverance during this journey made us all stronger and compensated for all the sacrifice done. Life and success happened, but death too during this process. Special acknowledgements go to my father who passed away while I was working on chapter two. I had to rush to Spain and reach in time to see him before he died. He was a fighter even in his last hours. He resisted death till his last breath. My parents are an inspiration and give me strength when I think about them. They never finished elementary education in a country at the time dominated by fascism. Due to their hard work, they were able to raise a family of eleven children and put one of their daughters fulfilling her fullest dream in education. We all made it in this big family due to love, hard work, resilience, and grit. During my doctoral program journey, I was reminded every day of not taking anything for granted and continue working with determination. A big gracias to my district and all the professors for their empathy, encouragement, and recognizing hard work. Obtaining this doctoral degree is a lifetime dream that comes true for my family and me. My mission is and will be to continue making the exciting world of education a better place by providing other students with the same or better opportunities in life I received.

ABSTRACT

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Pilar Moreno-Recio
University of Houston-Clear Lake, 2018

Dissertation Chair: Antonio Corrales, Ed.D.

The purpose of this sequential mixed methods study was to determine if there were differences between central office administrators', school administrators' and bilingual and English as a second language (ESL) teachers' overall and levels of action, self-regulation, and means efficacies when controlling for years of experience with bilingual and English as a second language (ESL) classrooms and hours of training on the English language proficiency standards (ELPS). The study also revealed school leaders' perceptions regarding the amount and quality of ELPS and Texas English Language Proficiency Assessment System (TELPAS) training and their schools TELPAS composite scores. Additionally, the study focused on the leaders' perceptions about the implementation of ELPS and TELPAS in their bilingual and ESL classrooms. In the explanatory sequential mixed method design, the quantitative data collection phase included the data survey analysis from a purposeful sample of 150 leaders in a large urban school district in Texas. The qualitative phase involved data analysis from face-to-face interviews from a purposeful sample of 24 leaders. Results indicated that there were significant differences among the leaders' overall efficacies and the leaders' different efficacies: action, means, and self-regulation when controlling for leaders' hours of ELPS training, but not when controlling for years of experience. Leaders' perceptions on ELPS and TELPAS professional development revealed the importance of ELPS and TELPAS training as support for teachers and students; value of integrating and implementing trainings; the positives of revisiting ELPS training; the value of professional learning

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communities; TELPAS isolation; and positive district support. The ELPS and TELPAS, professional learning communities, district systems, and objectivity of rating with the new online TELPAS tests were positives. Areas for growth included developing teachers' knowledge on the ELPS; need for school administration instructional leadership; their advocacy for the ELPS and TELPAS; need for differentiated instruction; need for more objective rating with TELPAS; the logistics and format of the new TELPAS online testing; teachers' and students' fear and stress with TELPAS. Recommendations included long-range strategic planning; the implementation of a dual-two-way language program model; hiring for ELPS and TELPAS school instructional leadership; implementation of shared learning goals and linguistically accommodated instruction as part of a viable curriculum; professional development with systemic follow-up and coaching of teachers; and monitoring of goals through English language learners' talk, portfolio-based assessments, and instructional rounds.

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CHAPTER I: INTRODUCTION

The planet is in the middle of record human migration. In 2013, the number of international migrants reached the record of 232 million. If the current pace of migration continues, by the year 2050, the number of international migrants could reach 405 million (Lee, Guadagno, Wagner, Cho, & Takehana, 2015; United Nations News Centre, 2013). The United States (US) ranks as number one country with the largest migrant population that includes 40 million foreign-born people. In addition, the United States and Mexico have the biggest international migration in the world (Lee et al., 2015; Vavrus, 2015).

According to the National Center for Education Statistics (2017a), the percentage of English learners (ELs) in public school was 9.5% or an estimated 4.6 million students in school year 2014-2015, compared to the 9.3% or 4.5 million students in 2013-2014. In 2014-2015, the percentage of ELs in public schools was greater in lower grades than in upper grades. For example, 16.7 % of kindergarteners were ELs, compared to 8% of sixth-grade and 7% of eighth-grade students. Among twelfth-grader students, only 4% of students were ELs. In 2014-2015, the District of Columbia, Alaska, California, Colorado, Illinois, Nevada, New Mexico, and Texas reported the 10% or more of public school students were ELs. California reported the highest percentage of ELs in public schools, at 22%, followed by Nevada at 17% percent. The percentage of public school students who were ELs increased between 2004-2005 and 2014-2015 in all but 15 states. The largest percentage increase occurred in Maryland, 4.4%, and the largest percentage decrease, in Arizona 13.8% (Nation Center for Education Statistics, 2017a).

In Texas, EL population is growing every year. In the 2016-2017 school year, there were 1,010,756 ELs, which represented an increase of 30,888 when compared to the previous 2015-2016 school year numbers and 62,365 ELs more when compared to the numbers of the 2014-2015 school year. The total number of students in bilingual programs in 2016-2017 was 537,055, which represents an increase of 36,522 from 2015-2016 and 69,589 bilingual students more from 2014-2015. The total number of students in ESL programs in 2016-2017 was 468,710, which meant 35,425 ESL students more than in 2015-2016 and an increase of 70,934 ESL students from 2014-2015 (Texas Education Agency, 2015b).

The United States is a linguistically diverse country. Spanish was the home language of four million ELs student in 2014-2015, representing 77% of all ELs and 8% of all public kindergarten through twelfth grade students. Arabic, Chinese, and Vietnamese were the next most common home languages, spoken by approximately 109,000, 104,000, and 85,300 students, respectively Nation Center for Education Statistics, 2017a). In Texas, there are more than 120 different language represented. A total of 852,555 or 90% of the ELs speak Spanish. Other prominent languages are Vietnamese spoken by 16,089 or 1.69% ELs; Arabic, including 9,346 or 0.98% ELs; Urdu, reporting 4,309 or 0.45% ELs; Mandarin, consisting of 3,992 or 0.42% ELs and Burmese, representing 3,303 or 0.34% (Texas Education Agency, 2017a) ELs.

The large and growing numbers ELs born in the US calls for language assistance programs to ensure they attain English proficiency and mastery of all academic content and achievement standards that all students are expected to master. Despite the amount

of research on the effectiveness of bilingual education, there are school districts that do not meet the needs of ELs (Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Thomas & Collier, 1997). In addition, and in spite of the political controversy of English as a second language (ESL) programs, and the complex situation that school districts face with effective implementation and monitoring of bilingual and ESL programs, they have demonstrated resilience in the United States (Collier & Thomas, 2004; Slavin & Calderâon, 2000). The school administrators are key in school reform. The principal helps create community partnerships and oversees monitoring of the program implementation and program evaluation, along with student performance on tests (Collier & Thomas, 2004). As the English language learner (ELs) population continues to grow across rural, urban, and suburban schools in the United States (US), many school leaders are not equipped to deal with the challenges that EL students present with regard to a culturally and linguistically relevant education (Baecher, Knoll, & Patti, 2013).

According to research, the more experience members of an organization have, the higher their self-efficacy is (Brissie, Hoover-Dempsey & Bassler, 1988; Brouwers and Tomic, 2000; Brouwers, Tomic & Boluijt, 2011; Pas, Bradshaw & Hershfeldt, 2011). In addition, leaders with high levels of self- and means-efficacy have better job performance (Stajkovic & Luthans, 1998). Effective school administrators are key in ensuring academic success for all students through the mastery of each district specific standard-based curriculum (Leithwood, Louis, Anderson, & Wahlstrom, 2004; Slavin & Calderâon, 2000; Waters, Marzano & McNulty, 2003). When leaders at all levels engage themselves and encourage a culture of high expectations and accountability and when this

culture is supported by clear goals in the plan, it does help promote academic achievement (Coleman & Goldenberg, 2010a;2010b; Marzano & Waters, 2009). Leadership as a social phenomenon requires recognition of the leader's context (Osborn, Hunt, & Jauch, 2002; Porter & McLaughlin, 2006). Therefore, when joining leader's self-efficacy and means efficacy, outside resources and people such as supervisors, and peers, effective leadership happens. The present study will be a contribution to the former analyses revealing answers to the dynamic between school leaders' efficacies and their perceptions on the implementation of the English Language Proficiency Standards (ELPS) and the Texas English Language Proficiency Assessment System (TELPAS) in bilingual and ESL classrooms.

Research Problem

Schools with large proportions of ELs require strong leadership so that these students can succeed academically (Becerra, 2012; Goldenberg, 2003; Slavin & Calderâon, 2000). There is a correlation between the capacity of the leaders regarding preparation and experience and the leadership effectiveness to produce results (Coleman & LaRoque, 1998; Corrales, 2017; Leithwood, Louis, Anderson, & Walhstrom, 2004; Mintrop & Trujillo 2005; Smith, 2008; Waters, Marzano, & McNulty, 2003). In addition, leaders with high levels of self- and means-efficacy lead to better performance at work (Stajkovic & Luthans, 1998). Leader self-efficacy has been associated with organizational performance (Wood & Bandura, 1989), leader performance (Chemers, Watson, & May, 2000), and leader potential and motivation to lead (Chan & Drasgow, 2001). Research has shown that means efficacy goes hand-in-hand with self-efficacy and both influence performance (Eden,

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Ganzach, Granat-Flomin, & Zigman, 2010; Walumbwa, Avolio, & Zhu, 2008; Walumbwa, Cropanzano, & Goldman, 2011). Means efficacy is the "other half of the story" (Eden, Ganzach, Granat-Flomin, & Zigman, 2010, p. 668). Means efficacy or a leader's belief in the extent that resources, people, and other means around them can contribute to enhancing or deterring their leadership (Eden, 2001).

There is general agreement in research that a consistent and coherent academic focus in schools and districts yields higher academic results (Coleman & Goldenberg 2010a; DuFour & Marzano, 2011; Saunders, Goldenberg, & Gallimore, 2009; Williams, Hakuta, Haertel et al., 2007). School leaders' sense of collective efficacy has a positive impact on student achievement and a strong, positive relationship with practices found to be effective in leadership (Hattie, 2017). District focus on student learning and the quality of instruction seem to influence both types of leadership, leader's self and collective efficacy (Hattie, 2017; Leithwood & Janzi, 2008). Schools cannot be effective without the support of the central office (DuFour & Marzano, 2011) because what both schools and districts emphasize will influence what teachers deliver and students acquire (Coleman & Goldenberg, 2010a).

Strong leadership is key for a research-based bilingual/ESL programs to be implemented effectively (Slavin & Calderâon, 2000). With the emergence of standard-based reform, district leaders are seen as a bridge between federal or state policy and campuses and principals are mediators between district expectations and teachers. Additionally, effective language program implementation requires campus and district school leaders who are knowledgeable about the requirements and goals of these programs.

In addition, campus administrators need to be able to reach out to seek administrative support when needed (Coleman & Goldenberg, 2010a; Freeman, Freeman & Mercuri, 2005; Genesee et al., 2006). One example of a topic that school administrators may need to seek support and help is with standard based reform or the implementation of English language standards.

A clear example of the standard-based reform is the World-class Instructional Design and Assessment (WIDA) English language development standards implemented in 2004 and currently used in 39 states in US. The WIDA standards were developed to advance language development and academic achievement of culturally and linguistically diverse youth. In recent years, a growing interest in WIDA's standards and assessments from educators outside the U.S. has emerged in schools that have adopted American educational models and curricula and that deliver content instruction in English. In response, the WIDA standards have expanded the English language standards work into international contexts. The aim is to provide educators in these international schools with tools for designing instruction and using assessments to support their students as they acquire the academic language necessary for achievement in English (Wisconsin Center for Education Research, 2014).

In Texas, the Chapter 74.4 of the Texas Administrator Code provides guidance on the type of English language instruction that ELs will receive (Texas Education Agency, 2007a). In order to master the Texas core content area standards or Texas essential knowledge and skills (TEKS), every school district shall ensure the implementation of English language development instruction through the cross-curricular ELPS to learn both

language and content. Despite the amount of years that an EL needs to master English as their second language (Thomas & Collier, 1997), ELs are held to the same academic standards as their English-fluent peers (Costa, 2015).

English learners need to master not only content, but also the English language. The ELPS include instructional strategies and specific standards for the areas of listening, speaking, reading, and writing. English learners do double the work as they try to learn the English language, and the content of the specific knowledge and skills. English learners' instruction needs to be linguistically accommodated and supported, which means meeting the students at the level they are with language and build their language proficiency to higher levels through the implementation and assessment of the ELPS. In the state of Texas, the TELPAS is the tool used to measure the ELPS. The TELPAS measures the English learners' proficiency on the four language domains of listening, speaking, reading, and writing. The TELPAS instrument provides results on the four language domains as well as a composite score and results that weights the four domains. In spring, two consecutive years of students' TELPAS composite data are compared to determine if students show English language growth. The TELPAS measures the implementation of the ELPS as the state of Texas Assessment of Readiness (STAAR®) test measures the implementation of the TEKS.

Research-based bilingual/ESL programs involve the teaching of both content and language. These programs need to consider the English language proficiency level of the students so that the teaching of content and language can take place at an appropriate level (Wisconsin Center for Education Research, 2014). Teachers should target specific English

language proficiency standards that help support the English language development of the students and the State of Texas core content area standards or Texas Essential Knowledge and Skills (TEKS). Without the use of the ELPS in instructional planning and delivery, ELs will not have an equitable access to the curriculum and education they have a right to (Costa, 2015). An example of this dynamic is the state of Texas and its education agency. The Texas Education Agency provides training materials and support school districts through the regional education service center that provide training sessions and instructional resources to support the understanding and implementation of the ELPS. In turn, each district is responsible to train administrators and teachers on the ELPS implementation. Each district determines the offer of professional development educators in a district provides to support the implementation of the ELPS.

The implementation of effective practices in terms of curriculum and instruction such as the implementation of the standards happen most often when both the school district and the principal work together to actively support and oversee the hard work of implementing and evaluating school changes (Marzano & Waters, 2009; Williams et al., 2007). Previous research has focused on implementation of academic content standards (Borko, Wolf, Simone, & Uchiyama, 2003; Katterfeld, 2013; Lawrenz, Huffman, & Lavoie, 2005; Morita-Mullaney, 2017; O' Donnell & White, 2005). Research on English language proficiency standards relative to academic standards is more recent (Bailey, 2007; Bailey & Carroll, 2015; Bailey & Huang, 2011; Boals et al., 2015; Fox & Fairbairn, 2011; Lin & Zhang, 2014; Llosa, 2011; Morita-Mullaney, 2017; Sireci & Faulkner-Bond, 2015; Téllez & Mosqueda, 2015). Studies have been conducted on the

importance of posting, reviewing, and stating the language objectives in the classrooms (Echevarria, Vogst, & Short 2008), or discussion of both implementation and leadership of language standards at the school district level (Morita-Mullaney, 2017); the relationship between language acquisition exam and standardized assessments (Badgett, et al., 2012; Quintanilla-Shelton, 2016) or perceptions of TELPAS by school teachers (Moreno-Hewitt, 2015). However, there is absent research that looks at years of experience with bilingual/ESL programs and the specific professional development hours on the ELPS. Additionally, there is no research if the independent variables of years of experience and hours of professional development on the ELPS create a significant difference on leaders' efficacies and ELs' TELPAS composite growth. Adding the perceptions of all school leaders to the implementation of the English language proficiency standards and TELPAS in bilingual and ESL classrooms will add to the current field of research.

Significance of the Study

There is a need to continue expanding the field of research to get more insight about the specific perceptions of educators about their efficacy. Both self and means efficacy produce extra effort and engagement in activities, such as empowering others to succeed (Bandura, 1997; Eden et al., 2010). Research-based evidence shows that what gets emphasized at the central office level may impact what gets instructionally supported in the classrooms (Coleman & Goldenberg 2010a; DuFour & Marzano, 2011; Marzano & Waters, 2009; Saunders et al., 2009; William et al., 2007). The significance of this study resides on the fact that it is necessary to continue examining school leaders' efficacy.

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Experience in this sense is on-the-job challenges that provide opportunities for learning (DeRue & Wellman, 2009; Tesluk & Jacobs, 1998; Dragoni, Oh, Vankatwyk, & Tesluk, 2011; Seibert, Sargent, Kraimer, & Kiazad, 2017). Additionally, research findings indicate that individuals with high self-efficacy for development are more likely to engage in development activities than are individuals who have low self-efficacy for development (Maurer, Weiss, & Barbeitte, 2003; Reichard, Walker, Puter, Middleton, & Johnson, 2017). Therefore, understanding that years of experience with bilingual/ESL classrooms and amount of hours on the ELPS trainings may lead to higher efficacy and more English language growth in ELs is critical. In addition, examining school leaders' perceptions on the implementation of the ELPS and TELPAS will add new light to the research field on the implementation of language goals, and will eventually influence school district wide reform. It is important for educators to recognize their own efficacy and how years of experience and professional development may contribute to build their efficacy. Knowing about leader efficacy can help address issues that can be problem-solved in a collaborative and culturally approach (Becerra, 2012) by both central office and school administrators for the benefit of both teachers and ELs.

Research Purpose and Questions

The purpose of this sequential mixed methods study was to determine if there were differences between central office administrators', school administrators' and bilingual/ESL teachers' overall and levels of action, self-regulation, and means efficacies (Hannah & Avolio, 2012) when controlling for years of experience with bilingual and English as a second language (ESL) classrooms and hours of training on the English

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language proficiency standards (ELPS). The study also looked at school leaders'

perceptions regarding the amount and quality of ELPS and TELPAS training and their

school's TELPAS composite scores. In addition, the study focused on the leaders'

perceptions of the implementation of ELPS and TELPAS in their bilingual and ESL

classrooms. The study focused on the following research questions:

Quantitative

1. Are there differences in school administrators', teachers' and central office
   administrators' overall leadership self-efficacy controlling for years of experience
   with bilingual/ESL classrooms?

2. Are there differences in school administrators', teachers' and central office
   administrators' action, means, and self-regulation efficacy controlling for years of
   experience with bilingual/ESL classrooms?

3. Are there differences in school administrators', teachers' and central office
   administrators' overall leadership self-efficacy controlling for hours of ELPS
   training?

4. Are there differences in school administrators', teachers' and central office
   administrators' action, means, and self-regulation efficacy controlling for hours of
   ELPS training?

Qualitative

5. What are school administrators' and bilingual/ESL teachers' perceptions
   regarding the amount and quality of ELPS and TELPAS training and the
   reflection on their school's TELPAS composite scores?

6. What are the perceptions of school and central office leaders regarding the

   implementation of the ELPS in bilingual/ESL classrooms?

Definitions of Key Terms

Action self-efficacy: "Leaders' beliefs that they have the capability to enact leadership and create effects. Leaders' beliefs that they can direct, inspire, coach, administer rewards, and otherwise gain follower commitment and enhance follower performance" (Hannah et al. 2012, p. 148).

Bilingual education program or classroom: It is a full-time program of instruction in which both students' home language and English are used for instruction. There are four approved bilingual programs in the state of Texas (Texas Education Agency, 2015a). There are four bilingual language models in Texas: transitional bilingual/early exit, transitional bilingual/late exit, dual language one-way and dual language two-way. In the transitional bilingual/early-exit program, students receive native language instruction for a limited numbers of years. Students quickly transition into the mainstream English classroom, and exit from the bilingual education program happens no earlier than the second year and no later than the fifth year. The goal of early exit/transitional programs is acquisition of the English language, not maintenance of the home language (Arevalo, 2013; Ovando et al., 2006). In the late exit model, the goal is for students to achieve high levels of academic achievement in both their first language and English. Students cannot exit the program earlier than the sixth year and no later than the seventh year since the student enrolled in school. In the dual language immersion/two-way model, non-English native speakers and English native speakers receive instruction in the same instructional

setting. Students stay in the program six to seven years. The goal is to have, native like fluency in both languages, to the benefit of both groups; as well as biliteracy and multicultural awareness (Arevalo, 2013; Ovando, Combs, & Collier, 2006). In the dual language one-way, ELs receive instruction in an instructional setting where language learning is integrated with content instruction. Academic subjects are taught to all students through both English and the other language. Program exit will occur no earlier than six years or later than seven years after the student enrolls in school (Texas Education Agency, 2015a).

English Language Proficiency Standards (ELPS): The ELPS are located in the Texas Administrative Code, Chapter 74.4. The ELPS include, the ELPS also includes a) an introduction, b) School district responsibilities, c) cross-curricular standards in the areas of listening, speaking, reading, writing, and learning strategies and d) proficiency level descriptors. The cross-curricular ELPS shall be implemented along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum when delivering core content area instruction to ELs in kindergarten through twelfth grade. In order for ELs to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the students' level of English language proficiency (Texas Education Agency, 2007a).

English learner: The term replaces the term limited English proficient used in section 9101 of the ESEA, as amended by the No Child Left Behind Act (NCLB), and finally replaced by ESSA. English learner is an individual who: a) is aged three through 21,

b) is enrolled or preparing to enroll in an elementary school or secondary school, c) (i) whose native language is a language other than English or was not born in the United States; (ii) is a Native American or Alaska Native, and who comes from a place where a different language than English and the native language influences the students' level of English language proficiency; or (iii) is migratory, with a language other than English, (d) has speaking, reading, writing difficulties, or understanding the English language and these difficulties deny the individual successfully: (i) meet the challenging State academic standards; (ii) achieve in classrooms where the dominant language of instruction is English; or (iii) participate fully as a citizen in society. (ESEA Section 8101(20)) (United States Department of Education, 2016). In Texas, English learners' language proficiency is determined by the cut scores of a state of Texas approved oral language proficiency and or norm- referenced test as determined by the school Language Proficiency Assessment Committee (LPAC) (Texas Education Agency, 2015a).

English language learner progress measure: It is a year-to-year performance expectations for ELs on the State of Texas of Academic Readiness (STAAR®) content area assessments. These expectations take into consideration the level of English language proficiency of ELs, thus, providing a more meaningful progress for ELs (Texas Education Agency, 2017f).

English as a second language (ESL) program or classroom: It is an intensive program of instruction designed to develop proficiency in listening, speaking, reading, and writing in the English language. Instruction in English as a second language shall be commensurate with the student's level of English proficiency and his or her level of academic

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achievement (Texas Education Agency, 2015a). The ESL program offers two models: the ESL Content-Based and the ESL Pull-out. In the ESL Content-Based model, ESL students receive ESL instruction with a self-contained ESL certified teacher, or in a departmentalized setting with a group of teachers who are all ESL certified (Texas Education Agency, 2015a; 2007b). In the ESL Pull-out model, one ESL certified teacher provides ESL services for English language development either in a departmentalized setting or in a pull-out session, in which the students leave the regular classroom to receive instruction from the ESL certified teacher (Ovando, Combs, & Collier, 2006; Arevalo, 2013).

Leader self-efficacy: Leaders' perceived capability to perform leadership actions such as coaching, motivating, getting followers to identify with the organization, its goals, and vision, and inspiring followers in a variety of contexts (Hannah, Avolio, Chan, & Walumba, 2012).

Means efficacy: Leaders' perception that they can draw upon others (peers, senior leaders, followers) or resources (i.e.: guidelines, instructional materials or technology) in their work environment to impact their leadership (Hannah, et al. 2012). Leaders' perceptions about the resources (guidelines, instructional materials or technology) and people (colleagues, supervisors, or followers) in their environment contributing to deterring or enhancing their leadership.

Self-efficacy: "People's judgements of their capabilities to organize and execute courses of action required attaining designated types of performances" (Bandura, 1986 p. 391).

Self-regulation efficacy: The leaders' perceived capability to think through complex

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situations, interpret their contexts and followers, create novel and effective solutions to leadership dilemmas and ability to motivate oneself to implement solutions using effective leadership with stakeholders (Hannah et al., 2012).

Texas Essential Knowledge and Skills (TEKS): The Texas Essential Knowledge and Skills (TEKS) are standards that a school district must provide for all the appropriate grade levels in across the entire foundation and enrichment curriculum (Texas Education Agency, 2007a).

Texas English Language Proficiency Assessment System *(TELPAS):* The language test designed by the Texas Education Agency (2017d) to assess the progress that limited English proficient (LEP) students make in learning the English language on the domains of listening, speaking, reading and writing. The Texas English Language Proficiency Assessment System (TELPAS) fulfills federal requirements for assessing the English language proficiency of English language learners (ELs) in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. TELPAS assesses students in alignment with the Texas English Language Proficiency Standards (ELPS), which are part of the Texas Essential Knowledge and Skills (TEKS). English learners' performance is reported in terms of the four English language proficiency levels described in the ELPS: beginning, intermediate, advanced, and advanced high. TELPAS data results are used in state and federal accountability and performance-based monitoring indicators. Until Spring 2017 kindergarten through twelfth grade teachers of ELs rated students on the domains of listening and speaking, through observational assessments using the TEA designed proficiency levels descriptors (PLDs). Writing is

holistically rated using student writing collections. The assessment component for the domain of reading for kindergarten and first grades is based on teachers' holistically rated observational assessments. For second through twelfth grades, the reading assessment is a multiple choice online test. In Spring 2018, TEA will use computer-based tests for the domains of listening and speaking. TELPAS raters receive annual holistic rating training from school district individuals trained directly by TEA. School districts offer comprehensive, standardized online training courses for new raters and annual refresher training for returning raters. Comprehensive, standardized online training courses are used as key part of the training of new raters and annual refresher training of returning raters. Essentials of second language acquisition theory and how to use the PLDs from the ELPS are the focus of the training. The goal is to officially identify the ELs' language proficiency levels based on how well the students are able to understand and use English during daily classroom interactions and academic instruction. The courses contain a variety of rating activities that include students' writing collections and videos in which ELs demonstrate their reading, speaking, and listening skills in authentic Texas classroom settings. The courses provide teachers with practice in applying the scoring rubrics (PLDs) and teachers receive detailed feedback before rating their students for the real assessments.

TELPAS Composite: In addition to the individual scores that English learners receive on the areas of listening, speaking, reading, and writing, ELs also receive a composite score and rating that combines the four language domains. The TELPAS composite results indicate a student's overall level of English language proficiency and are determined

from the student's listening, speaking, reading, and writing proficiency ratings. The weight for the different language domains are: 10% listening, 10% speaking, 30% writing, and 50% reading. The domains of reading and writing receive more emphasis than listening and speaking. The goal is for students to acquire higher levels of proficiency in English reading and writing proficiency to support their academic success. The TELPAS composite score ranges from 1.0 to 4.0 that translate into four different composite ratings: beginning (1), intermediate (2), advanced (3), and advanced high (4). The TELPAS composite score and rating is used in accountability reports to determine if students are making progress in their English language proficiency attainment from year to year (Texas Education Agency, 2017d).

Conclusions

Chapter one introduced the research topic, purpose, significance of the study, research questions and definition of key terms of the study. There is a need to explore central office and school leaders' self-efficacy and means efficacy. Moreover, understanding the perceptions that that school leaders experienced when implementing the ELPS will help district and school leaders in their development of their leadership skills and consequently support ELs achieve more academically. The next chapter will be a literature review of the major topics that will encapsulate this study.

CHAPTER II: LITERATURE REVIEW

The purpose of this sequential mixed methods study was to determine if there were differences between central office administrators', school administrators' and bilingual/ESL teachers' overall and levels of action, self-regulation, and means efficacies (Hannah & Avolio, 2012) when controlling for years of experience with bilingual and English as a second language (ESL) classrooms and hours of training on the English language proficiency standards (ELPS). The study also looked at school leaders' perceptions regarding the amount and quality of ELPS and TELPAS training and their school's TELPAS composite scores. In addition, the study focused on the leaders' perceptions of the implementation of ELPS and TELPAS in their bilingual and ESL classrooms. With the number of students with limited English proficiency growing exponentially (Nation Center for Education Statistics, 2017a; Texas Education Agency, 2015b), and making their limited language proficiency an at-risk factor for school completion (Corrales, 2014), being an instructional leader in US schools means being responsible for educating ELs with a focus on language. Schools with large numbers of English Learners (ELs) require strong leadership so that these students can succeed academically (Becerra, 2012; Goldenberg, 2003; Slavin & Calderâon, 2000). With the emergence of the accountability movement to monitor progress and language growth of ELs, central office leaders are regarded as the link between federal or state policy. In the same way, campuses and school administrators as the mediators between district expectations and teachers (Leithwood, Louis, Anderson, & Walhstrom, 2004). To

address the purpose of the study and research questions, this literature review focused on:

(a) Bilingual/ESL education in US with a focus on restrictive policies and their results;

the benefits of bilingual education and bilingual education in Texas, (b) Impact of the

accountability movement on ELs represented in the ELPS and the TELPAS, (c) Leaders'

efficacy, years of experience and development, (d) Leaders' efficacy, experience and

development, (e) Leaders' collaborative learning, and (f) Monitoring of standards.

The Case of Bilingual/ESL Education in the United States

Bilingual education has always been an intrinsic part of the fabric of US schools

(Goldenberg & Wagner, 2015). Since colonial times, German bilingual schools existed

in Ohio, Oregon, Pennsylvania, and other states; Scandinavian languages were also

represented in the bilingual school in the Dakotas, Illinois, Minnesota, and Wisconsin,

among other states; Michigan's Dutch bilingual schools; Nebraska's and Texas's Czech

bilingual schools; Wisconsin's Italian and Polish bilingual schools; Louisiana's and

Ohio's French bilingual; and Spanish bilingual schools in the southwest and, most

recently, in the northeast and Florida (Goldenberg & Wagner, 2015). According to Kloss

(1977) by 1900, an estimated one million elementary grade students, or more than six

percent of the 16 million elementary grade students at the time, received bilingual

instruction in English and another language. This percentage is greater than the three

percent of students nowadays enrolled in bilingual programs in elementary (Goldenberg

& Wagner, 2015; Tanenbaum, Boyle, Soga, Carlson, Golden, Petroccia, Toplitz, Taylor,

& O'Day, 2012).

There has always been a passionate debate about bilingual and ESL education in

the US. Restrictive language policies and the language ideologies that inspire such policies influence the teaching and learning experiences of ELs and their teachers (Fredricks & Warriner, 2016). The American educational system has a history of failing to meet the needs of English language learners as documented in Supreme Court rulings. *Meyer v. Nebraska* (1919) was the first U.S. Supreme court case that addressed American education of foreign-languages. This case did away with a Nebraska law that prevented public and private schools from offering instruction in any language but English. The decision established the principle that parents have a constitutional right to direct the upbringing of their children, including their education. In California, *Lau v. Nichols* (1974), the lack of educational linguistically appropriate accommodations in English effectively denied the Chinese American students equal educational opportunities on the basis of their ethnicity. The U.S. Supreme Court of the U.S. in 1974 ruled in favor of the students. The supreme court stated that the "sink or swim" instruction for students who arrive in school with little or no English-speaking ability is a violation of their civil rights. Although *Lau v. Nichols* is grounded in statute (Title VI of the Civil Rights Act of 1964), rather than in the U.S. Constitution, the Supreme Court case remains the major precedent regarding the educational rights of language minorities. In Texas, *Plyler v. Doe* (1982) the Supreme Court of the U.S. struck down a state statute denying funding for education to unauthorized immigrant children and simultaneously struck down a municipal school district's attempt to charge unauthorized immigrants an annual $1,000 tuition fee for each undocumented immigrant student to compensate for the lost state funding. Federal court rulings also reflect the need for support of limited English

language proficient students. In the New Mexico *Serna v. Portales* (1978), it was

dictated that when a substantial group of students with limited English proficiency was

present, bilingual education was required. In Texas*, the Castaneda v. Pickard* (1981)

case created a basis for pedagogically addressing LEP students. It required that districts

have a plan for addressing LEP students, that schools provide qualified staff to implement

that plan, and that the districts have developed an effective evaluation protocol for the

program.

   In Colorado, *Keyes v. School District Number 1* (1983) stated that students should

receive instruction in their native language and English until proficiency in English is

achieved. In Illinois, *Gomez v. Illinois* (1987), the court ruled in favor of LEP students.

The School Board and the Superintendent violated both federal and state law by failing to

promulgate uniform and consistent guidelines for the identification, placement, and

training of LEP children. As a direct result of the defendants' acts or omissions, the

plaintiffs had been deprived of an equal education and had suffered economic hardship,

undue delays in their educational progress, and in many cases exclusion from any

educational opportunities.

   As past and current research constantly shows, Bilingual/ESL education in the

U.S. may play the role of protagonist in the dynamic between school leaders' efficacies

and the perceptions on the implementation of the ELPS and TELPAS in bilingual and

ESL classrooms. Considering this affirmation, it may be important to analyze the impact

that restrictive language policies may have on these issues. The next section will explore

in details the essentials of restrictive language policies and consequential results.

Restrictive Language Policies and Results

Despite the legal battles between mainstream and language programs services for students of limited English proficiency in US, there has been an agenda on restrictive language policies to continue mainstreaming ELs. Starting in 1997 Arizona, California, and Massachusetts voters enacted US's most restrictive language policies, diminishing the use of the home language in the education of ELs (Goldenberg & Wagner, 2015). In 1998, California ballot proposition 227 passed. This proposition included the instruction of LEP students in English immersion classes and the elimination of bilingual education in most cases. The proposition included placing ELs in special classes for a period no longer than a year before they were moving to regular classes once they had acquired a good knowledge of English. The state was required to provide funding of 50 million dollars for educators who promise to tutor ELs. The controversy of this proposition related to the close proximity to sensitive political issues such as poverty, race, and immigration. The proposition reflected the electorate's support of assimilation versus multiculturalism. The proposition passed with a margin of 61% to 39%. On September 28, 2014, the California state legislature passed Senate Bill 1174, which added Proposition 58. Proposition 58 passed by a wide margin, repealing most of Proposition 227.

Following the same steps of proposition 227 in California, in November 2000, Arizona voters passed Proposition 203 euphemistically called *English for the Children*, the stated goal of this proposition was to teach English to youth designated as EL as quick and as effectively as possible. Another goal of this measure was to eradicate

bilingual programs that support the maintenance of first languages while promoting the acquisition of English language learning. In 2006, the legislature enacted House Bill (HB) 2064, which mandated that a statewide Structured English Immersion (SEI) model be implemented for all students classified as ELs. This bill required that EL-designated youth be placed in an English language development (ELD) classroom and receive methods of instruction through SEI for a minimum of four hours of each school day (Fredricks & Warriner, 2016).

The results of these restrictive language policies suggest that the moves have not worked. In a study of the effects of Proposition 227, Parrish, Pérez, Merickel, & Linquanti (2006) found that English language learner's possibility of being considered proficient in English were reduced to 40% or less after a span of 10 years in California schools. Likewise, after Massachusetts restricted bilingual education following the passage of Referendum Question 2 in 2002, a mandate to repeal the use of transitional bilingual education in favour of immersion programs, a similar analysis of Boston's public schools, conducted in 2009, reflected in increased out-of-school suspensions, grade retention, and dropout rates for most of the five largest non-English-speaking language groups (Uriarte, Lavan, & Agusti, 2009). In the same way, according to the National Assessment of Educational Progress, in Arizona, the achievement gap in reading between fourth and eighth grade ELs and non-ELs has increased by about one and a half grade levels. In addition, since 2005, the rate of ELs considered English proficient is on the increase in Arizona and the rates at which ELs are considered proficient in the English language has decreased (Goldenberg & Wagner, 2015).

In California, the gap has become as wider as Arizona's in eighth grade and has increased slightly in fourth. Moreover, the rate of English learners considered English proficient has also increased five percent. In Massachusetts, the achievement gap has increased somewhat in both grade levels. The rate at which Arizona's English learners are considered English proficient has increased since 2005. In addition, the test scores of the 70 percent of English learners who do not become proficient in English each year have diminished (The Nation's Report Card, 2017). In contrast, in the rest of the states where bilingual instruction is an option, the reading achievement gap has decreased by nearly a grade level in fourth grade and slightly in eighth grade (Goldenberg & Wagner, 2015; The Nation's Report Card, 2017).

Considering the results of immersion and mainstreaming of students with a language other than English, parents show an increasing interest for dual language education (López, 2014). The next section will look at the benefits of bilingual education. In addition, it will present some studies on the long-term effects of bilingual education.

The Benefits of Bilingual Education

A recent Stanford University research study (Umanski, Valentino & Reardon, 2015) looked at a large, urban California school district with a large EL population that comprised approximately 40% of each new Kindergarten cohort. From 2000 to 2012, the period of our study, more than 40,000 new ELs entered kindergarten in the district. These ELs came from a variety of backgrounds including large Latino and Chinese populations. The study looked to answer what language programs from the ones offered

in the school district (an English immersion program, transitional bilingual, maintenance bilingual, and dual immersion programs) were best to ensure that students who were not yet proficient in English could thrive in school in the academic, linguistic and social domains.

The researchers found that ELs who participated in the English immersion programs generally had higher English proficiency and standardized academic test scores by second grade than their peers in the bilingual programs. However, these differences are generally eliminated or reversed by the end of elementary or middle school. English learners who spent their elementary school years in two-language programs had higher test scores, English proficiency levels, and reclassification rates than students who participated in the English immersion classrooms. In addition, students who participated in bilingual programs since elementary school were, by high school, more likely to be proficient in English compared with similar students who had been in all-English programs (Umanski, Valentino & Reardon, 2015).

In the same light, the 2016 report from the American Academy of Arts and Languages summarizes the nation's current language capacity, focusing on the U.S. education system drew on the best available data about language acquisition in the United States, from small-scale research studies to the U.S. Census. One of the studies in the report (Steele, Bacon, Slater, Li, Miller, Zamarro, Burkhauser, 2016), looked at the (a) studied the impact of dual language immersion education on student achievement in mathematics, English language arts, and science, (b) examined how this effect differed for native English speakers versus native speakers of other languages. The study

included 27,741 Kindergarten students enrolled in Portland public schools from 2004-2005 through 2010-2011. Students' academic achievement on the Oregon Assessment of Knowledge and Skills was followed in the areas of reading, mathematics, and science until 2013-2014. The researchers found that students who spoke both English and non-English languages at home achieved higher English language arts performance in dual-immersion classes than students in non-dual immersion programs. Students randomly assigned to dual language immersion programs outperformed their peers in English reading by about seven months in grade five, and about nine months in grade eight. These findings support claims that learning a second language helps students tackle the nuances and complexities of ELs' first language. Texas in particular is one of the states that offers bilingual and ESL education to meet the needs of ELs. The next section looks at the specific situation of where Texas stands in regards to bilingual/ESL education.

Bilingual/ESL Education in Texas

The state of Texas has noteworthy legislation that has helped regulate the education of English language learners. The 1969 House Bill 103 was the first bilingual education bill. House Bill 103 began by acknowledging English as the primary language of instruction in school, but went on to emphasize that instruction in the earlier years, which includes the use of language the child understands makes learning easier (Texas Education Agency, 2016a). The Senate Bill 121 of 1973 amended the Education Code to provide for establishment of bilingual education program content, method of instruction, allotment of the Foundation School Fund for operational expenses and transportation (Texas Education Agency, 2016a). Senate Bill 477 of 1981, relating to bilingual

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education and English as a second language and other special language programs in the public schools, was signed by the Governor after *The United States v. State of Texas* of 1981-1982 was filed by the Mexican American Legal Defense and Educational Fund (MALDEF). They demanded that TEA implements a plan to provide a program of bilingual instruction to all LEP students in Texas (Texas Education Agency, 2016a).

More recently, in 2014, the Mexican American Legal Defense and Education Fund filed a complaint on behalf of the League of United Latin American Citizens (LULAC) in the Eastern District of Texas. It argues that the state is violating the Equal Educational Opportunities Act of 1974, which states that no state can deny students educational opportunities by failing to take action to overcome language barriers that impede equal participation in instructional programs. The suit singles out Southwest Independent School District and North East Independent School District, both in San Antonio, but alleges similar problems statewide (Mexican American Legal Defense and Education Fund, 2017).

The Texas Education Code (TEC) Subchapter B 29.051-29.066 (Texas Education Agency, 2007b) relating to bilingual education and special language programs provide guidance on how Texas special language program need to operate. In Texas, Title 19 of the Texas Administrative Code (TAC), Commissioner's Rule, Chapter 89, Subchapter BB is an interpretation of Texas Education Code Subchapter 29.051 (Texas Education Agency, 2015a) and provides further guidance on the legal operations of bilingual and ESL programs in Texas. The bilingual/ESL programs are in place to meet the needs of students with limited English proficiency as per the Texas Education Code (TEC),

Chapter 29, Subchapter B. Texas public schools shall offer bilingual education when there are more than 20 students with the same language classification at the same grade level (Texas Education Agency, 2007b).

In the case of Texas, when students enroll in schools and the parents indicate that there is a home language other than English spoken at home, this fact triggers the process for language identification. Students are tested using a state approved test and/or a norm-reference test to determine the level of English and first language proficiency accordingly (Texas Education Agency, 2015a). When these students' levels of English proficiency are below the cut-scores set by different oral language proficiency tests approved by the State of Texas, the students are identified as English learners or limited in English proficient students (Texas Education Agency, 2015a). The language proficiency assessment committee (LPAC) comprised of a campus administrator, a bilingual, an ESL certified or sheltered instruction trained teacher, and a parent of an identified English language learner, determine placement of students in a bilingual or ESL program. In this meeting, there is a review of language, academic data, education history and any other relevant documentation to make an informed decision about best instructional placement for the students (Texas Education Agency, 2016a).

The LPAC plays a key role in the monitoring of instructional goals and support for ELs. The LPAC reviews documentation, recommends placement, monitor students' academic progress among other duties (Texas Education Agency, 2016a). The Texas Education Agency requires that students who have exited the bilingual program are to be monitored by the LPAC for two additional years to ensure success in an all English

curriculum. The LPAC committee must monitor students who have exited the program if they are failing one or more core content area each reporting period. Each school district determines their guidelines for monitoring EL academic performance based upon the guidelines shared by the EL division under TEA. On the one hand, TEA provides districts with flexibility to monitor ELs. However, in some way this flexibility produces inconsistencies of implementation of policies across districts in Texas. Districts need to ensure procedures are in place to effectively identify, place and monitor students. In addition, the LPAC role is to ensure that substantial discussions and support is offered to ELs especially when the students are not meeting academic standards Texas Education Agency, 2016a).

There are two language programs in Texas, bilingual and English as a second language program Texas Education Agency, 2015a). Within the bilingual education program there are four approved language program models. The differences among them have to do with the home language of students participating, amount of English and Spanish instruction and duration of students in the program before they exit out of the program. As explained in the definition of terms above, the bilingual models are bilingual transitional early exit, bilingual transitional late-exit, dual language one-way and dual language two-way. The ESL models are ESL pull-out and ESL content based. It is significant to point out that school districts determine the types of bilingual models they will follow. TEA in this sense does not mandate the type of program model school districts will follow. The different models of bilingual and ESL education are introduced as different districts in Texas follow different models within the state approved language

models (Arevalo, 2013).

When students with limited English proficient enroll in Texas from out of state, Texas law for identification of ELs must be followed (Texas Education Agency, 2016a). This fact explains that the variety of language programs in each state is different from the ones in Texas. Within Texas, the flexibility of districts having different language models creates an interesting scenario since students transferring from one district to another may not find consistency in the type of linguistic services students may receive. There are as many bilingual programs as there are administrators running the programs and the different school districts in Texas adopt different language models (Arevalo, 2013). This creates a very inconsistent language landscape for ELs in Texas.

English language learners (ELs) programs have demonstrated resilience in the United States despite the political controversy of language education programs (Collier & Thomas, 2004). Despite the volumes of overwhelming research and effectiveness done on bilingual education (Genesee et al., 2006; Thomas & Collier, 1997; Collier & Thomas, 2004; Scanlan & López, 2012; Tanembaum et al., 2016), often times language programs are challenged by the fidelity, quality, and sustainability of implementation. Effective language program implementation requires school leaders who are knowledgeable about the requirements and goals of these programs and can reach out to seek administrative support when needed (Freeman et al., 2005).

Among the knowledge required for leaders to effectively implement language programs is the accountability requirements that come with the implementation of language standards and the corresponding assessments. The next session will look at the

rationale for the accountability set forth by the state of Texas on language standards, the ELPS, and the assessment that measures the implementation of ELPS in bilingual and ESL classrooms.

Impact of the Accountability Movement on English Learners

In the last several decades, ELs have been among the fastest-growing populations in US schools (National Center for Education Statistics, 2017a). English learners comprise nearly ten percent of the student population nationwide (National Center for Education Statistics, 2017a). In many schools, local educational agencies (LEAs) and states, ELs account for an even higher percentage of the student population. English learners include a highly diverse group of students who bring with them valuable cultural and linguistic assets, including their home languages (United States Department of Education, 2016). Despite ELs' assets, these students face significant opportunity and academic achievement gaps compared to their non-EL peers (United States Department of Education, 2016). As an example, the high school graduation rate for ELs was just 62.6%, compared to 82.3% for all students in school year 2013-2014 (Nation Center for Education Statistics, 2017). The high school graduation rates between ELs and non-ELs exists (Huang, Haas, Zhu, & Tran, 2016). English as a second language is considered one of the risk factors that educators have used to predict school drop-out numbers (Corrales, 2014; Rumberger, 2011). Moreover, foreign-born ELs are well represented in the nation's drop-out rates resulting in adverse socioeconomic implications (Artiles, Rueda, Salazar, & Higareda, 2005; Fry, 2008). Approximately 60% of secondary school

students have been designated by schools as ELs for more than six years and not attained a level of proficiency to warrant reclassification (Olsen, 2014; Scanlan & López, 2012).

Clearly, a large gap remains between what is known about effective practices and what is implemented in schools. In general, ELs do not fare well on state accountability tests (Costa, 2015; Fry 2008). In addition, historically ELs have been disproportionately placed into special education settings based solely on language proficiency (Artiles et al., 2005). Moreover, ELs struggle in school more than any other group except for those identified as special education. As an expectation, incomplete mastery of English has an adverse effect on school experiences.

The No Child Left Behind (NCLB) act signed into law by president Bush in 2001 took a major step forward for English-language learners. Schools cannot meet their Adequate Yearly Progress (AYP) unless all major subgroups of students at the school, met achievement targets (Coleman & Goldenberg, 2010a). Under the NCLB act of 2001, English language proficiency standards were tied to academic content assessments in English language arts (ELA) and mathematics (Morita-Mullaney, 2017). Another accountability mechanism the ELPS were linked to under Title III of the NCLB (2001) policy was the Annual Measurable Achievement Objectives (AMAOs). The goal was to measure ELs' attainment and progress in English, reclassification as English proficient, and their academic achievement on ELA and mathematics exams (Morita-Mullaney, 2017).

Schools were held accountable for disaggregating their achievement data to improve English-language learners' reading and math achievement and graduation

rates under Title I, the largest federal K-12 education program. In some way, the law

treated English language acquisition for English-language learners differently, creating a

completely separate accountability system that only applied to districts and states. This

division created confusion and sent the message that helping these students learn English

was a secondary concern. In fact, many English-language learners that start in U.S.

schools in the early grades struggle to make progress in English, and between one-quarter

and one-half become long-term English-language learners (Olsen, 2014).

      Under the Every Student Succeeds Act (ESSA) of 2015 that president Obama

signed into law to amend the Elementary and Secondary Education Act (ESEA) of 1965

and replaced NCLB, provides a new opportunity for ELs and school communities

(United States Department of Education, 2016). Improving English language proficiency

is a required indicator in every state's school accountability system, which will help make

sure that the schools where these students are struggling get the right kind of support

(United States Department of Education, 2016). Schools have to demonstrate that they

are improving the English language proficiency of their English-language learners

(United States Department of Education, 2016). Importantly, these changes signal to

states that helping English-language learners gain the skills they need to be successful in

academic classes must be a priority. The ESSA strengthens accountability while at the

same time provides increases in funding targeted at English-language learners (United

States Department of Education, 2016).

      The ESSA (United States Department of Education, 2015) provides guidance on

how Title III funds may be used to provide supplemental services that improve the

English language proficiency and academic achievement of ELs, including through the provision of language instruction educational programs (LIEPs) and activities that increase the knowledge and skills of teachers who serve ELs (United States Department of Education, 2016). All services provided to ELs using Title III funds must supplement, and not supplant, the services that must be provided to ELs under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under state or local laws United States Department of Education, 2016).

The US Department of Education issues guidance to provide States and local educational agencies (LEAs) with information to help them in meeting their obligations under Title III of the Elementary and Secondary Education Act of 1965 (ESEA), and as amended by ESSA (United States Department of Education, 2016). This guidance also provides the public with information about their rights under this law and other important regulations. This guidance, in effect after the 2016-2017 school year, supersedes the 2008 Notice of Final Interpretations of Title III of the ESEA, as amended by the NCLB Act, and the 2008 Guidance on the Supplement Not Supplant Provision of Title III of the ESEA. English learners (ELs) can achieve English language proficiency and perform academically at the same high levels as their non-EL peers if provided with effective, research-based supports and access to excellent educators (United States Department of Education, 2016).

The ESSA recognizes the unique needs of ELs, by acknowledging the heterogeneity within the EL subgroup (i.e., recognizing separate groups of ELs such as

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English learners with disabilities, recently arrived ELs, and long-term ELs). The ESSA moves several provisions relevant to ELs (e.g., accountability for performance on the English language proficiency assessment) from Title III, Part A of the ESEA as amended by the ESSA (Title III) to Title I, Part A (Title I) of the ESEA United States Department of Education, 2016). This guidance addresses how Title III funds may be used to provide supplemental services that improve the English language proficiency and academic achievement of ELs, including through the provision of language instruction educational programs (LIEPs) and activities that increase the knowledge and skills of teachers who serve ELs. All services provided to ELs using Title III funds must supplement, and not supplant, the services that must be provided to ELs under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws (United States Department of Education, 2016).

The Texas Education Agency (TEA) has built-in accountability for the academic performance of ELs in Texas for both mastery of content and the English language: STAAR® assessments and TELPAS. School districts in Texas are evaluated on school district performance in different accountability reports regarding their bilingual/ESL program effectiveness. One such report is the Performance-Based Monitoring Analysis System (PBMAS) (Texas Education Agency, 2016b). The Performance Based Monitoring Assessment System is a 3rd-12th grade district-level, data-driven monitoring system developed and implemented annually by Performance-Based Monitoring (PBM)

staff in coordination with other TEA divisions and departments (Texas Education Agency, 2016b).

Bilingual and ESL education along with career and technology, special education and the NCLB are the indicators TEA includes in the evaluation. Part of this built-in accountability is the fact that the passing standards for the STAAR® test in the different core areas set in this report are usually at a higher level than what the state sets for the STAAR® test (Texas Education Agency, 2016b). State and federal systems account for English language learners. State accountability sets a 60% passing rate standard for tested areas. Federal academic passing standards aim at 83% Texas Education Agency, 2016b). Currently ELs need to score 23% higher in content area performance than the rest of non-EL students in Texas for the effect of this accountability report. This report measures nine indicators: (a) Passing rates of ELs, both served and not served in bilingual/ESL programs, on STAAR® on the areas of reading, writing, math, science and social studies as applicable, (b) Passing rates of ELs after the first year of exit from bilingual/ESL education, (c) Graduation rates, (d) Drop-out rates for grades seven through twelve, (e) TELPAS progress in grades second through twelve for students who tested two years and scored at the beginning level in TELPAS for two consecutive years, and (f) TELPAS progress of students in US for multiple years in grades fifth through twelfth and received a TELPAS composite score of beginner or intermediate.

In addition to PBMAS, since 2014 in Texas, the English language learner progress measure provides performance expectations on the STAAR® content-area assessments for Texas, ELs taking into account the level of English language proficiency

ELs possess (Texas Education Agency, 2017f). In this way, the measure provides a more meaningful gauge of annual improvement or progress for these students than the general STAAR® progress measure. To some degree, the measure takes into account the time needed to acquire English language proficiency to fully demonstrate grade-level academic skills in English. Eligible ELLs as identified by the LPAC and placed into a plan that specifies the expected number of years it should take the student to meet satisfactory academic performance on STAAR® content-area assessments. The plan excludes students whose parents denied bilingual or ESL services or who do not have information about years in US schools or STAAR® valid scale scores. Plans range from one to four years, with some exceptions. All students who are eligible to receive the EL progress measure are placed into a plan based on the following TELPAS administration information: number of years in US schools, TELPAS composite proficiency level, and whether or not the students were classified as having extenuating circumstances (Texas Education Agency, 2017f).

The data used to determine a student's plan must be from the same year and from 2014 or later. While TELPAS is administered in earlier grades, only composite scores from grade second and higher are used to create the plan. Students with extenuating circumstances such as those with interrupted formal education (SIFE) or those who are classified as unschooled asylees and refugees are given one additional year (up to a maximum of five years) in their progress measure plan (Texas Education Agency, 2017f). All students are given an extra year in their plan for English I and II assessments at the high school level because of the level of English language proficiency needed to engage

with STAAR® end-of-course (EOC) reading selections, and to construct essays for the writing portion of the assessments. Students with extenuating circumstances, who already receive an extra year in their plans, are not given another year for the English assessments. The measure provides information to parents and teachers about the progress students have made even if they have not yet achieved satisfactory academic performance and passed the STAAR® tests. The EL progress measure allows campuses and districts to receive credit for ELs who have made progress by achieving appropriate interim expectations each year until they reach successful performance standard on the STAAR® test (Texas Education Agency, 2017f).

Even though this measure is in place and builds in accountability for ELs' language and academic growth, there seems to be significant disparity between best practice found in research on the amount of years that it takes to learn a second language and the state assessment accountability expectations for ELs. Research on second language acquisition states that English language learners need from eight to ten years to develop languages and master academic content (Collier & Thomas, 2004; Genesee et al., 2006; Goldenberg & Coleman, 2012), yet, the English language progress measures expect ELs to achieve full English proficiency in four years or five years for SIFE and asylee students (Texas Education Agency, 2017f).

States put measures in place to ensure that ELs language proficiency develops within a set of time. In the state of Texas, the EL progress measure is directly linked to the ELPS as the measure becomes the accountability framework to evaluate if ELPS are

implemented and students acquiring English language. The next section will review the ELPS and its intent to support second language acquisition.

English Language Proficiency Standards

According to ESEA (1965) English language proficiency standards should be specifically developed for students who are ELs. In addition, the language proficiency standards should define progressive levels of competence in the acquisition of the English language. The four language domains of speaking, listening, reading, and writing should be included in the English language proficiency standards (ESEA Section 1111(b)(1)(F)). The alignment of English language proficiency standards with the challenging state academic standards is crucial for ensuring that ELs, as they develop English language proficiency, are able to achieve college- and career-readiness to the same extent as their non-EL peers (United States Department of Education, 2016).

Chapter 74.4 of the Texas Administrator Code provides guidance on the type of English language instruction that ELs shall receive. This means that every school district shall provide students' native language support to eventually learn both content and the English language (Texas Education Agency, 2007a). This also implies that every school district shall ensure the implementation of English language development instruction through the cross-curricular English Language Proficiency Standards (ELPS) to learn both language and content at the same time as ELs are held to the same academic standards as their English-fluent peers (Costa, 2015).

The ELPS include instructional strategies and specific standards for the areas of listening, speaking, reading, and writing. English learners do double the work as they try

to learn the English language and also the content of the specific knowledge and skills. EL instruction needs to be linguistically supported, meeting students where they are with language and help build their fluency. Language programs should be research-based for teaching both content and language simultaneously. These programs need to consider the English language proficiency level of the students so that the teaching of content and language can take place at an appropriate level (Wisconsin Center for Education Research, 2014).

The ELPS use a criterion-referenced performance framework that takes into consideration students' academic status at different levels of English proficiency (Gottlieb, 2006; Morita-Mullaney, 2017). Unlike academic criterion or norm-referenced standards that are assessed both formatively and summative, the ELPS are to be connected to academic content standards. It is in teachers' of ELs hands to align the relationship between ELPS and content standards or TEKS as they are the ultimate responsible individual to deliver the curriculum and the English language proficiency assessments (Morita-Mullaney, 2017).

Teacher should target specific English language proficiency standards that help support the TEKS they want the students to master. Without the use of this information in instructional planning and delivery, ELs will not have an equitable access to the curriculum and education they have a right to (Costa, 2015). The Texas Education Agency provides training materials and support school districts through the regional education service center that provide training sessions and instructional resources to support the understanding and implementation of the ELPS. Each district is responsible

to train administrators and teachers on the ELPS. Each district shall implement the ELPS and each district determines the offer of professional development educators in a district receive to support the implementation of the ELPS (Texas Education Agency, 2007a).

The literature emphasizes that high-quality teaching has a profoundly positive impact on language acquisition in particular, and learning in general (Lara-Alecio, Tong, Irby, & Mathes, 2009). Regarding school leaders' applying linguistically responsive pedagogies, the literature guides school leaders to help teachers apply linguistically responsive pedagogies. Regardless of the language acquisition model in the school, leaders are responsible for ensuring that teachers develop fundamental understandings of language acquisition, including the concept of academic English and the intrinsic value of native language skills (Lucas & Villegas, 2010; Lucas, Villegas, Freedson-Gonzalez, 2008). The linguistic aspects of teaching linguistically diversed students, Harper and de Jong (2009) point out, are of utmost importance (Scanlan & López, 2012). In their analysis of teacher preparation to work with these students, Harper and de Jong (2009) indicated:

> General concepts and skills such as those related to a basic understanding of comprehensible input, cooperative learning, and cultural sensitivity) are more easily adopted by mainstream teachers, at least initially, than language- and culture-specific knowledge and skills (such as setting language objectives and using students' funds of knowledge (p. 146).

Professional development can support teachers' knowledge and skills on how to support language and content acquisition (Lee, Mahotiere, Slainas, Penfield & Maerten-

Rivera, 2009). Some examples of focused interventions are providing explicit vocabulary instruction (Lesaux, Kieffer, Faller, & Kelley, 2010), supporting oral language development (Spycher, 2009), facilitating peer tutoring among students (Saenz, Fuchs, & Fuchs, 2005), and creatively using technological resources (Foulger & Jimenez-Silva, 2007). In addition, providing linguistically responsive teaching guides school leaders to ensure that ELs students have appropriate designated supports on assessments to ensure they demonstrate grade level content area knowledge regardless of English language proficiency (Abedi et al., 2004; Kieffer et al., 2009).

The implementation of the ELPS in Texas is measured by TELPAS to ensure that students are acquiring language (Texas Education Agency, 2017d). TELPAS stands as the tool to evaluate teachers' linguistically accommodated instruction through the implementation of the ELPS. TELPAS is the system to ensure that students' progress in their English language proficiency year to year. The next section will review the TELPAS and the role it plays as required assessment. TELPAS is designed to measure the annual progress that ELs make with the English language (Texas Education Agency, 2017c).

Texas English Language Proficiency Assessment System

Section 111(b)(2)(g) of the Elementary and Secondary Education Act (1965)(U.S. Department of Education, 2016) requires that a state's English language proficiency assessments be aligned with its English language proficiency standards. This expectation strengthens the assessment's validity, and is consistent with the obligation under Title VI of the Civil Right Acts of 1964, that affirmative steps are taken to ensure that ELs can

meaningfully participate in educational programs and services, and the Equal Educational

Opportunities Act (EEOA)(1974) that includes use valid and reliable criteria for

assessing English proficiency (United States Department of Education, 2016).

The English language proficiency test designed by the Texas Education Agency

Texas Education Agency assesses the progress that limited English proficient (LEP)

students make in learning the English language on the domains of listening, speaking,

reading and writing (Texas Education Agency, 2017d). The Texas English Language

Proficiency Assessment System (TELPAS) fulfills federal requirements for assessing the

English language proficiency of English language learners (ELs) in kindergarten through

grade twelve in the four language domains of listening, speaking, reading, and writing

(Texas Education Agency, 2017d). TELPAS assesses students in alignment with the

Texas English Language Proficiency Standards (ELPS), which are part of the Texas

Essential Knowledge and Skills (TEKS). English learners' performance is reported in

terms of the four English language proficiency levels described in the ELPS: beginning,

intermediate, advanced, and advanced high. TELPAS data results are used in state and

federal accountability and performance-based monitoring indicators. Until Spring 2017

kindergarten through twelfth grade teachers of ELs rated students on the domains of

listening and speaking through observational assessments using the TEA designed rubric

or the proficiency levels descriptors (PLDs) (Texas Education Agency, 2017d).

Writing is holistically rated using student writing collections. The assessment

component for the domain of reading for kindergarten and first grade is based on

teachers' holistically rated observational assessments. For second through twelfth grades,

the reading assessment is a multiple-choice online test. As announced during the TEA

student assessment Texas Telecommunication Networks (TETNs) updates, in Spring

2018, TEA will use computer-based tests for the domains of listening and speaking

(Texas Education Agency, 2017b). Through the TETNs, TEA presents topics throughout

the year that includes updates on training and topics regarding bilingual/ESL education.

District access the TENTS in their districts through their educational service center. The

TELPAS raters receive annual holistic rating training from school district individuals

trained directly by TEA. School districts offer comprehensive, standardized online

training courses for new raters and annual refresher training for returning raters.

Comprehensive, standardized online training courses are used as key part of the training

of new raters and annual refresher training of returning raters (Texas Education Agency,

2017c).

Essentials of second language acquisition theory and how to use the PLDs from

the ELPS are the focus of the training. The goal is to officially identify the ELs'

language proficiency levels based on how well the students are able to understand and

use English during daily classroom interactions and academic instruction. The courses

contain a variety of rating activities that include students' writing collections and videos

in which ELs demonstrate their reading, speaking, and listening skills in authentic Texas

classroom settings. The courses provide teachers with practice in applying the scoring

rubrics (PLDs) and teachers receive detailed feedback before rating their students for the

real assessments (Texas Education Agency, 2017c).

In addition to the individual scores that English learners receive on the areas of

listening, speaking, reading, and writing, ELs also receive a composite score and rating

that combines the four language domains (Texas Education Agency, 2017c). The

TELPAS composite results indicate a student's overall level of English language

proficiency and are determined from the student's listening, speaking, reading, and

writing proficiency ratings. The weight for the different language domains are: 10%

listening, 10% speaking, 30% writing, and 50% reading. The domains of reading and

writing receive more emphasis than listening and speaking. The goal is for students to

acquire higher levels of proficiency in English reading and writing proficiency to support

their academic success. The TELPAS composite score ranges from 1.0 to 4.0 that

translate into four different composite ratings: beginning (1), intermediate (2), advanced

(3), and advanced high (4). The TELPAS composite score and rating is used in

accountability reports to determine if students are making progress in their English

language proficiency attainment from year to year (Texas Education Agency, 2017c).

Research on TELPAS is varied. Previous research has studied the relationship between

the standardized academic exam, and language acquisition tests (Badgett et al., 2012;

Quintanilla-Shelton, 2016); the impact of ESL models on ELs' TELPAS composite

scores (Mamantov, 2013) or use of TELPAS levels to assign students to response to

intervention tiers and implications for special education (Garcia-Bonery, 2011). Badgett

et al. (2012) collected data from 2,270 participants, their findings indicated researchers

found a strong positive correlation between the TAKS and the TELPAS test. The results

suggested that, regardless of grade level, students performing well on the TELPAS

reading test, they also performed well on the TAKS reading test regardless of the grade

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level. A more recent study (Quintanilla-Shelton, 2016) investigated the relationship between the TELPAS score and STAAR reading assessment scores in the 2014-2015 academic school year among fifth grade English learners (ELs). The researcher used a quantitative research design with data gathered from 20 elementary campuses in a large urban school district in North Central Texas. Her findings indicated a statistically significant relationship between the 2014-2015 TELPAS scale score and the 2014-2015 STAAR reading scale score. In additions, the study found that the TELPAS assessment scores were a predictor of the STAAR reading assessment score in the 2014-2015 academic school year for fifth grade ELs. Mamantov (2013) focused her research study on the impact of three ESL instructional models on their TELPAS scores from third through fifth grade students from twelve elementary school. The results of the study showed that the instructional model students received did not significantly impact their TELPAS scores.

Moreno-Hewitt (2015) conducted a qualitative study and analyzed the perceptions of ten teachers on the reading instruction and the reading assessment of TELPAS. Her findings indicated regarding instruction, the need to differentiate instruction and rigorous scaffolded instruction, familiarity with the students' experiences while experiencing reading assessments. As for the TELPAS some of the findings were: preference of test format among students, considerations to allow students to read their reading passages, need to prepare before the TELPAS test, use of TELPAS data to inform instruction, and discussions for a particular modality for the TELPAS reading assessment.

The research is absent when it comes to the study of leaders in the three levels found in the school district: central office administrators, school administrators, and teachers. Schools with large numbers of English Learners (ELs) need strong leadership so that these students can succeed academically (Becerra, 2012; Goldenberg, 2003; Slavin & Calderâon, 2000). In addition, effective language program implementation requires campus and district school leaders who are knowledgeable about the requirements and goals of these programs and who can reach out to seek administrative support when needed (Coleman & Goldenberg, 2010a; Freeman et al., 2005; Genesee et al., 2006). Previous research has focused on implementation of academic content standards (Borko et al., 2003; Katterfeld, 2013; Lawrenz et al., 2005; Morita-Mullaney, 2017; O' Donnell & White, 2005). Research on English language proficiency standards relative to academic standards is more recent (Bailey, 2007; Bailey & Carroll, 2015; Bailey & Huang, 2011; Boals et al., 2015; Fox & Fairbairn, 2011; Lin & Zhang, 2014; Llosa, 2011; Morita-Mullaney, 2017; Sireci & Faulkner-Bond, 2015; Téllez & Mosqueda, 2015). Studies have been conducted on the importance of posting, reviewing, and stating the language objectives in the classrooms (Echevarria et al., 2008); or discussion of both implementation and leadership of language standards at the school district level (Morita-Mullaney, 2017); the relationship between language acquisition exam and standardized assessments (Badgett et al., 2012; Quintanilla-Shelton, 2016) or perceptions of TELPAS by school teachers (Moreno-Hewitt, 2015). Additionally, there is no research about if the independent variables of years of experience and hours of professional development on the ELPS create significant differences on school leaders'

efficacies and ELs' TELPAS composite growth. Adding the perceptions of all school

leaders to the implementation of the English language proficiency standards and

TELPAS in bilingual and ESL classrooms will add to the current field of research. The

next section will look at the importance of experience and development in leaders to

contribute to higher levels of efficacy and in turn academic achievement.

Leader Efficacy, Experience, and Development

In order to remain competitive and secure a supply of effective future leaders,

organizations need to support leaders in their development of knowledge, skills and

abilities to be able to find market opportunities, create a vision to tap onto these

opportunities, and coordinate strategies to detect value in the organization and in

stakeholders (Dragoni et al., 2011). The literature and research indicates that the higher

the self-efficacy in members of an organization the higher the performance (Bandura,

1993; Chemers, Watson, & May, 2000; Leithwood & Jantzi, 2008; Lester, Hannah,

Harms, Vogelgesang & Avolio, 2011). There is a correlation between the capacity of the

leaders regarding preparation and experience and the leadership effectiveness to produce

results (Coleman & LaRoque 1988; Corrales, 2016; Leithwood et al., 2004; Mintrop &

Trujillo 2005; Smith, 2008; Waters, Marzano, & McNulty 2003).

Experience

Leadership efficacy refers to the leaders' beliefs to perform leadership activities

(i.e.: planning, setting direction, delegating, coordinating tasks, delegating,

communicating, and motivating others) effectively (Chemers, Watson, & May 2000; Ng,

Ang, & Chan, 2008). Leadership efficacy is likely to improve in these activities over

time as leaders gain experience. Experience is the most important factor to develop higher levels of efficacy (Bandura, 2001). Experience is considered one of the most critical sources of learning when it comes to leadership (DeRue & Wellman, 2009; Dragoni et al., 2009; Seibert, et al., 2017). Experience in this sense is on-the-job challenges that provide opportunities for learning (Tesluk & Jacobs, 1998; Seibert et al., 2017). Developmental job challenges or on-the-job experience as informal development may include "unfamiliar responsibilities, high levels of responsibility, creating change, managing boundaries, dealing with employee problems, and managing diversity" (Seibert et al., 2017. p. 363). These challenging on the job experiences provide a key opportunity for the leaders' efficacy development.

Dragoni et al (2011) studied the impact of accumulated work experience in 703 executives at a large international consulting company and the degree to which leaders have accumulated a variety of roles and responsibilities throughout their careers. The leaders in the study came from different industries such as sales, engineering, manufacturing, finance, accounting, transportation, research, development, procurement, distribution, real state, and development and had an average job tenure of 24 years and an average 19 years of managerial experience. Their findings indicated that accumulated work experience related positively to leaders' strategic thinking ability. Both accumulated work experience and cognitive ability were the two most important predictors for leaders' strategic thinking.

Development

Prior research indicates that self-efficacious leaders feel more comfortable working on difficult assignments and assuming responsibility for their own development. These leaders are more likely to challenge themselves in order to acquire new knowledge, skills, and abilities (Bandura, 1982; Bandura & Schunk, 1981; Gist & Mitchell, 1992; Reichard et al., 2017; Stevens & Gist, 1997). Previous research also pointed out that self-efficacy for development as a predictor of an individual's attitude toward employee development programs (Maurer, Mitchell, & Barbeite, 2002; Maurer & Tarulli, 1994; Reichard et al., 2017), learning motivation during training (Colquitt, LePine, & Noe, 2000), participation in development activities outside of work (Maurer et al., 2000). In summary, these findings indicate that individuals with high self-efficacy for development are more likely to engage in development activities than are individuals who have low self-efficacy for development (Maurer, Weiss, & Barbeitte, 2003, Reichard, et al., 2017).

In the meta-analysis of more than 200 experimental and quasi-experimental leadership studies (Avolio, Gardner, Reichard, Hannah, Walumbwa, & Chan, 2009) found that training programs have a positive, but modest effect on follower's affective, behavioral, and cognitive outcomes. In their *Believing is Becoming: The Role of Leader Developmental Efficacy in Leader Self-Development* (Reichard et al., 2017), the authors studied the relationship between leader development efficacy, intentions to and implementation of leader self-development. The study sample included 148 leaders of various local nonprofit and for-profit organizations in the southwestern United States. The researchers found out that leaders' developmental efficacy, or leaders' beliefs in their

ability to develop leadership knowledge or skills predicted their engagement and success in their development. In addition, they also found that leaders' intention to develop as such predicts actual implementation of leader development behaviors one month later. Moreover, past leader development behaviors and current leader developmental efficacy positively related. In addition, a leader development program helps with the leader developmental efficacy and their increased leader efficacy.

In regards to development on the area of ELs, federal requirements indicate that schools must have highly qualified teachers, staff, and administrators to effectively implement their EL program, and must provide supplemental training as needed (Every Student Succeed Act, 2016). In their work, P*romises Fulfilled: An Administrators' Guide for Supporting English Learners*, Calderon & Slakk (2016) explained how some states like Massachusetts, Florida, and Arizona require their teachers to go through selected sheltered English instruction or ESL courses to work in the state. Massachusetts also require all administrators to take fifteen hours of the administrators' version of Rethinking Equity for Teaching English Language Learners course (RETELL), which additionally addresses how to support and coach teachers implementing sheltered instruction. In addition, to this endorsement, all teachers and administrators must take an additional fifteen professional development hours to renew their license every five years. This ensures that ELs have qualified teachers in all grade levels.

State licensure and education agencies whose relicensure requirements are lower than these should consider increasing to at least this minimum level to adequately comply with ESSA (United States Department of Education, 2015). In Texas, teachers need to

hold their bilingual or ESL certification credentials to teach in bilingual and ESL classrooms in prekindergarten through eighth grade. In ninth through twelfth grade teachers need to be sheltered instruction trained (Texas Education Agency, 2007a). Teachers instructing newcomer students in high school, grades ninth through twelfth, on the areas of English for Speakers of Other Languages (ESOL) must be ESL certified in addition to being sheltered instruction trained. Until 2016, every school district developed their own models of training or contracted with experts on the areas of sheltered instruction. In 2017, the EL division at TEA released guidance on what constitutes to be sheltered instruction trained in the state of Texas. Completion of twenty hours of online sheltered instruction training indicates that an educator is sheltered instruction trained in the state of Texas (Texas Education Agency, 2017e). School districts can always go above and beyond this training.

Walhstrom, Seashore, Leithwood, and Anderson (2010) in their *Investigating the Links to Improved Student Learning* study pointed out that it seems imperative to create support roles with responsibility for managing the important tasks indirectly related to instruction. There seems to be a gap that lasts half a century now between how principals spend their time and what they can actually do. If principals are to spend more time on the improvement of instruction, their jobs will need to be recreated (Wha et al., 2010). According to code 241.15 of the Texas Administrator Code (Texas Education Agency, 2016c), the principal's certification is required by both district administrators and school building principals, assistant principals and deans of instruction. The weight of each of the principal's certification domain are divided as follows: school community 33%,

instructional leadership 45%, administrative leadership 22%.

The Texas principal competencies do not include specific domains with regard to special populations or programs. Campus administrators are therefore administering special language programs without the specialized knowledge in bilingual/ESL education (Arevalo, 2013). Additionally, many administrators' educational experiences are remote from Bilingual or ESL instruction and their administrative training fails to include second language acquisition pedagogy (Murphy & Torff, 2012). At the same time, administrators are responsible for building capacity of all the teachers to educate ELs (Costa, 2015). School leaders do double work. They implement on-going professional development into their workdays as an attempt to collaboratively support their own learning, build capacity among their teams, and reach school accountability targets.

Some other states and district may offer an extensive professional development, but the key is also to follow-up through expert and peer coaching, teacher professional learning communities to ensure transfer of training into classroom application to ensure positive impact with ELs (Calderon & Slakk, 2016). The goal of professional development is to improve academic achievement in students (Calderon & Slakk, 2016). Evidence-based knowledge professional development is key to improve instructional practices in schools (Calderon & Slakk, 2016; Darling-Hammond, 2009). Effective professional development must include follow-up coaching (Calderon & Slakk, 2016; Joyce & Showers, 1996, 2002) and inclusion in professional learning communities (DuFour, 2004).

As Leithwood, Jantzi, and Steinbach (1999) pointed out that developing people is one of the categories of successful leadership practices. Poor academic performance of ELs is associated among other factors to the lack of preparation of teachers to meet the needs of the fast growing EL population (Calderon & Slakk, 2016; Gandara, 2005; Gonzalez, Yawkey, & Minaya-Rowe, 2006; Walqui & van Leir, 2010). In addition, the critical factor to student achievement gap is a discrepancy in the quality of instruction students receive (Calderon & Slakk, 2016; Slavin, Madden, Calderon, Chamberlain, & Hennessy, 2009: Strickland & Alvermann (2004).

It is key for schools with large numbers of English Learners (ELs) to have strong leadership so that these students can succeed academically (Becerra, 2012; Goldenberg, 2003; Slavin & Calderâon, 2000). As research has pointed out, there is a correlation between the capacity of the leaders regarding preparation and experience and the leadership effectiveness to produce results (Coleman & LaRoque 1988; Corrales, 2016; Mintrop &Trujillo 2005; Smith, 2008; Waters, Marzano, & McNulty 2003). The next section will look at the impact of effective leadership on academic achievement.

School Leadership and Impact on ELs' Academic Achievement

Research has made a case regarding the relationship between school leadership and instruction and the key role that leaders play in improving learning (Elfers & Stritikus, 2013; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Louis, Leithwood, Wahlstrom, & Anderson, 2010). The literature also emphasizes that high quality of instruction has a deep and positive impact on language acquisition specifically, and learning in general (Lara-Alecio et al., 2009; Scanlan & López, 2012). One of the

fundamental measure of school success for leaders is the academic achievement of historically marginalized students (Frattura & Capper, 2007; Marshall & Oliva, 2006; Scanlan & López, 2012).

In their study about *Similar English Learner Students, Different Results: Why Do Some School Do Better?* Williams, Hakuta, Haertel and colleagues (2007) studied 257 elementary California schools with similar characteristics in terms of school challenges (i.e.: parent level of education, percentage of students on free and reduced lunch, ethnic diversity, and percent of English learners among other factors). The researchers looked at determining the differences in achievement among California elementary schools serving similarly high proportions of low income and ELs. Their study reinforced the importance of the school district and the principal in spearheading and managing school improvement. English learners' scores on the California standards test for English language arts and math were higher in schools with principals who responded that they act as managers and drive the reform of school improvement.

Williams and colleagues (2007) explained that principals cultivated the school vision, and used students' assessment data, to a high degree for school improvement. These school leaders evaluated teacher practice and assisted with struggling students including implementation of instructional programs to address the needs of their EL students. In the same way, principals from schools with higher scores on the standardized tests reported that their districts set clear expectations when it comes to (a) meeting standardized test goals and federal annual yearly growth targets for all subgroups, (b) providing schools with achievement data, (c) evaluating principal

performance and teachers' practices, (d) aligning curricula with state standards, (e) focusing instruction on achievement, (f) having adequate facilities and resources for struggling students, and (g) addressing the instructional needs of ELs at their schools. Years of experienced also mattered. Teachers and principals with years of experience correlated with higher achieving schools (Williams et al., 2007).

With the accountability movement and the need to meet the linguistic needs of ELs through the implementation of the English language standards across states, the collaboration between district and school leaders for the successful understanding and implementation of linguistically responsive teaching is necessary. Scanlan and López's (2012) empirical work synthesis that included reviewing 79 research studies published from 2000 to 2010 sheds light on how school leaders can use research-based literature to provide opportunities for an effective and integrated service delivery for cultural and linguistically diverse students. Among their findings, the authors pointed out that regardless of the language acquisition model in the school or district, leaders' responsibilities lie on developing teachers' fundamental understandings of language acquisition, including the concept of academic English and the intrinsic value of native language skills (Lucas et al., 2008). In addition, focusing on linguistically responsive teaching ensures school leaders provide appropriate linguistic designated supports on assessments so that ELs can demonstrate content area knowledge regardless of their English proficiency level (Abedi, Hofstetter, & Lord, 2004; Kieffer et al., 2009; Scanlan & López, 2012). To achieve this end, collaboration among the stakeholders in a school district is key (Marzano & Waters, 2009).

Among the district leadership responsibilities that Waters and Marzano (2009) identified as having a statistically significant correlation with student academic achievement, was collaborative goal setting. Researchers found that effective superintendents include all relevant stakeholders, including central office staff, building-level administrators, and board members, in establishing goals for their districts. The next section will focus on the importance of collaboration and learning in the organization to promote students' academic success.

Leaders' Collaborative Learning

Nationwide education reform from the NCLB Act (2001), the implementation of standards such as the common core standards, the TEKS, the ELPS, WIDA, to the most recent ESSA (2015) regulations have incrementally put pressure on educational leaders to develop and implement supportive initiatives to meet the needs of all students (Mintrop & Trujillo, 2007). Recent research on educational reform has focused on the importance of the relational ties through which resources needed for reform flow in an organization for success in school improvement (Björk & Browne-Ferrigno, 2014; Daly & Finnigan, 2016; Daly, Liou, Tran, Cornelissen, & Park, 2014; Liou, 2016; Penuel, Riel, Krause, & Frank, 2009). Today's school leaders need the required social skills for successful school change (Organization for Economic Co-operation and Development, 2013). Educators who invest in ties with others share, access, and exchange resources better. In turn, these educators are more likely to accumulate social capital, key to successful reform (Bryk & Schneider, 2002; Liou, 2016).

In school districts, central office leaders are a bridge between state policies and

principals are a bridge between teachers and district expectations (Marzano & Waters, 2009). As an example, district leaders need to build school leaders capacity with the ELPS to drive leadership practice districtwide and meet the needs of ELs. At the same time, principals work alongside teachers shouldering the responsibility of instructional leadership at implementing the English language standards (Marzano & Waters, 2009).

With the rapid increase of ELs, federal and state accountability requirements and the unique needs of ELs, it is critically important to strategically plan and include all needed stakeholders for successful support of ELs (Costa, 2015). The scholarship and practice of educational leadership point to the need for leaders to keep learning as the focus (Elfers & Stritikus, 2013). Learning as a goal calls for the need to create and implement school collaborative approaches to reform such as school-level teams, professional communities, or grade level leadership teams (Coburn & Russell, 2008; Hopkins, Spillane, Jakopovic, & Heaton, 2013; Liou, 2016).

The urgency of learning as a focus is defined by literature as learning-focused leadership (Earl & Katz, 2002; Resnick & Glennan, 2002); learning-centered leadership (DuFour & Marzano, 2011), leadership for learning, (Copland & Knapp, 2006). This emphasis emerges from increasing research-based evidence that indicates a correlation between effective principals' actions and student learning (Leithwood & Riel, 2005; Louis et al., 2010; Supovitz, Sirinides, & May, 2010; Elfers & Stritikus, 2013; Waters, Marzano, & McNulty, 2003). Even though school level collaboration is key. Some researchers have found that school did not implement district initiatives due to the district not sharing the best practices and learning regarding district wide reform with

schools (Cristol & Ramsey, 2014).

Researched-based evidence shows that what gets emphasized at the central office level may impact what gets instructionally supported in the classrooms (Coleman & Goldenberg 2010a; DuFour & Marzano, 2011; Marzano & Waters, 2009; Saunders et al., 2009; Williams et al., 2007). Further research indicates that a more effective approach involves the district and site administrators working in unison with teachers at the school level (National Center for Literacy Education, 2014). Marzano and Waters, in their *District Leadership that Works* (2009), studied the relationship between district-level administrative actions and student achievement. They found five main actions that district leadership should engage on: (a) ensuring collaborative goal setting, (b) establishing non-negotiable goals for achievement and instruction, (c) creating board alignment with and support of district goals, and (d) monitoring achievement and instructional goals, and allocating resources to support the goals for achievement and instruction. With regard to the monitoring of instructional goals, the researchers pointed out that effective superintendents monitor district progress towards achievement of agreed upon goals continually to ensure those goals are aligned to all district's actions. If instructional goals are not consistently monitored, then they become bulleted items emphasized only in a few meetings and reports.

In their qualitative study of four school district serving ELs, Elfers and Stritikus, (2013) extended the research on the role of school and district leaders in supporting classroom teachers' work with ELs. In their work, they examined the school and district leadership actions that helped teachers provide instruction responsive to the unique needs

of ELs. The study looked at ways in which school and district leaders created systems to facilitate classroom teachers' work with linguistically diverse students. The findings indicated: (a) the importance of keeping high-quality instruction as the focus; (b) creating a number of district- and school-level leadership initiatives that included: hiring teachers with capacity to meet the needs of ELs, collaboration with local universities, training for para-educators working with ELs, welcoming environment for families of ELs, the right materials on the hands of teachers, involvement of teachers in curriculum development, participation in professional learning communities, providing a vision for effective EL instruction, additional EL coaches, and a strong two-way communication between schools and the EL Department; (c) communicating the urgency and rationale; (d) different support systems for secondary and elementary education levels; and (e) using data to improve instruction.

Collaboration, communication between central office and school leaders, and monitoring of agreed upon goals are key to promote academic achievement (Waters & Marzano 2009; Elfers & Stritikus, 2013). If instructional goals are not consistently monitored, then they become bulleted items emphasized only in a few meetings and reports (Marzano & Waters, 2009). The next section will focus on the relevance of monitoring the standards to support students' growth.

Monitoring of Standards for Academic Achievement

Hattie (1992;2017) concluded that feedback is one the most powerful factors that supports student achievement. However, feedback is the product of being embedded in the monitoring and evaluation process in a school system. The responsibility of

monitoring and evaluating refers to the extent to which the leader monitors the effectiveness of school practices to, in turn, impact student academic achievement (Marzano, Waters, & McNulty, 2003). Districts use different ways to monitor instruction. Monitoring can refer to monitoring curriculum and instruction in classrooms (Elmore, 2000). Effective schools engage in constant performance reviews (Kaagan & Marble, 1993). Performance reviews represent a strong leverage that help with the management of a school (De Pree, 1989). Systematically monitoring the implementation of a new ESL reading program in classrooms or implementing a standard-based report card would constitute an example of monitoring and evaluating to determine is the students are meeting mastery of standards. As Leithwood, Jantzi, and Steinbach (1999) pointed out specific practices such as planning and supervising instruction, providing instructional support, and monitoring the school progress have proved significant effects on student achievement.

Some districts have built in systems in place to monitor achievement of standard-based curriculum. Schools and districts may engage in professional learning communities (DuFour, 2004), or instructional rounds (City et al., 2009). Administrators, teachers, supervisors, and instructional coaches participate in instructional rounds "to focus on a common problem of practice that cut across all levels of the system" (City et al., p. 5). Organization team members can use instructional rounds as a tool to ensure that the standard-based curriculum is taught and learned. Administrators can facilitate rounds, but it should be clear that their purpose is not to evaluate the teachers being observed. During instructional rounds teachers observed know the focus of the

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observation, silent observation takes place, and notes are taken. After each round,

debriefing among members of the instructional rounds happen where the positives and

areas for growth are highlighted. Finally, the observers need to find implications for

continuous students' support (DuFour & Marzano 2011).

In their *Leaders of Learning* (2011), DuFour and Marzano discusses three big

ideas. The first big idea is to ensure that students are learning "at high levels" (p. 23).

This idea means that educators need to work together to ensure students acquire the

knowledge and skills of a particular grade level, course or unit under study. For the

purpose of this study, the question would be: Are we guaranteeing that our ELs have

access to a viable standard-based curriculum that includes not only the TEKS, but the

ELPS? The second big idea explained by DuFour and Marzano has to do with working

in collaboration to help students learn. Educators have a focus on what to teach and

students have a focus on what to learn. It is here that school and district leaders share the

burden of accountability. School and district administrators must ensure teachers have

the resources, training, and ongoing support to help students succeed. The third big idea

has to do with creating results in order to know if students are learning. Members of the

organization work together to achieve their goals. The organization team formatively

assesses student learning and finds implications for professional growth for all educators.

Every member of the organization works together to achieve student success. This

includes purposeful monitoring of instructional goals to support student achievement.

Summary of the Findings

The review of the literature focused in providing background on the Bilingual/ESL education in US with special emphasis to restrictive policies and their results (Goldenberg & Wagner, 2015; Uriarte et al,, 2009). In addition, the chapter included the benefits of bilingual education (Genesee et al., 2006; Steele et al., 2016; Thomas & Collier, 1997; Collier & Thomas, 2004; Umanski, Valentino, & Reardon, 2015). The State of Texas bilingual and ESL education program provide linguistic support to ELs (Texas Education Agency, 2007a). The different accountability measures make it hard to reconcile the amount of years an English learner needs to truly master a second language and short-term federal targets for student achievement (Thomas & Collier, 1997; Colliear & Thomas, 2004). The ELPS and the TELPAS are good examples of measures in the accountability movement in Texas to ensure ELs' language growth (Texas Education Agency, 2007a;2017d).

As research indicates, the higher the self-efficacy in members of an organization the higher the performance the (Bandura, 1993; Chemers, Watson, & May, 2000; Leithwood & Jantzi, 2008; Lester et al., 2011). Years of experience rank as number one key predictor of leader's performance (Brissie et al., 1988; Brouwers & Tomic, 2000; Brouwers et al., 2011; Pas, Bradshaw & Hershfeldt, 2011). Moreover, leaders' development is a key factor to ensure students are linguistically supported (Avolio, Reichard, Hannah, Walumbwa, & Chan, 2009; Calderon & Slakk, 2016; Seibert et al., 2017). School leaders at all levels are instrumental in reaching out to one another. The goal is to ensure school and ELs' success through the knowledge of curriculum and

collaboration (DuFour & Marzano, 2011; Marzano & Waters, 2009; Thomas & Collier, 1997). Equally important is the monitoring the implementation of standard based curriculum if they are to achieve success for ELs (Calderon & Slakk, 2016; Marzano, Waters, & McNulty, 2003).

Theoretical Framework

The theoretical framework of the study drew from the social cognitive theory of self-efficacy (Bandura, 1982, 1986, 1993, 1997a, 1997b) and the social capital theory (Burtt, 1992; Coleman, 1990). Social cognitive theory is a learning theory based on the idea that individuals learn from the observations of others in a social context (Bandura, 1986, 1997). A key component of the social cognitive theory is self-efficacy or leaders' beliefs in their capacity to execute actions necessary to perform with success in a given situation or context. This study proposed leader self-efficacy and the quantity and quality of the individual's experience and resources around them as the explanatory mechanisms linking developmental experiences to the leadership outcomes. According to social cognitive theory, self-efficacy allows leaders to apply what one learns to new situations and challenges (Seibert, Sargent, Kraimer, & Kiazad, 2017). In the same way, social capital theory refers to the leaders' social network of relationships that allows one to take production action within a particular social context.
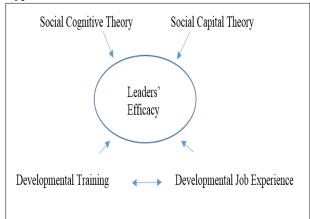
For Coleman (1990), social capital consists of any social-structural resources or features that are useful to leaders for specific actions. He stresses social capital as public good. These assets and features are available to all members of a particular group regardless of which members actually promote, or contribute to such resources. This

study looked at district, school administrators' and bilingual/ESL teachers' years of experience with bilingual/ESL classrooms and hours of training received on the ELPS and TELPAS as additives to the leaders' self-efficacy and social capital. School leaders' increased social capital on the areas of knowledge and experience eventually impact English learners as a group building capital or investing on the students as public good. The social cognitive and social capital theories represent individual and interpersonal resources that previous researchers have indicated underlie the development of leadership effectiveness (Avolio, 2007; Day, 2012; Mumford, Campion, & Morgeson, 2007; Seibert et al., 2017).

Leadership self-efficacy refers to the leaders' beliefs about "their perceived capabilities to organize the positive, psychological capabilities, motivation, means collective resources, and course of action required to attain effective, sustainable performance across their various leadership roles, demands, and contexts" (Hannah, Avolio, Luthans, & Harms, 2008, p. 2). Leadership efficacy refers to the leaders' beliefs to perform leadership activities (i.e.: planning, setting direction, delegating, coordinating tasks, delegating, communicating, and motivating others) effectively (Chemers, Watson, & May, 2000; Ng, Ang & Chan, 2008). Leadership efficacy is likely to get better at these activities over time as leaders gain experience. Experience is the most important factor to develop higher levels of efficacy (Bandura, 2001). Experience is one of the most critical sources of learning when it comes to leadership (DeRue & Wellman, 2009; Dragoni et al., 2009). Experience in this sense is on-the-job challenges that provide opportunities for learning (Tesluk & Jacobs, 1998; Seibert et al., 2017). Developmental job challenges or

on-the-job experience as informal development may include "unfamiliar responsibilities, high levels of responsibility, creating change, managing boundaries, dealing with employee problems, and managing diversity" (Seibert et al., 2017. p. 363). These challenging on the job experiences provide a key opportunity for the leaders' efficacy development. See hypothesized theoretical framework in Figure 2.1 below.

Social cognitive theory and social capital theory explain how and why developmental experiences connect to leadership effectiveness. The developmental experiences of leaders are likely to influence leadership self-efficacy (Day et al., 2014; Mumford et al., 2007). Formal development programs (i.e.: educational activities designed to promote leader development and effectiveness) are the most popular leadership developmental practices in organizations (Lowe & O'Leonard, 2012; Seibert et al., 2017). One of the meta-analysis studies (Avolio, Reichard, Hannah, Walumbwa, & Chan, 2009) found that training programs have a positive, but modest on follower's behavioral, affective and cognitive outcomes.

Figure 2.1

Hypothesized Theoretical Framework

Building on the theoretical frameworks of self-efficacy and social capital, leadership self and means efficacy (Hannah & Avolio 2012) is understood as a multi-component approach to understand the level of perceived capability that leaders have to self-regulate motivation and thoughts. Leaders utilize means in their environment to act successfully in their daily challenges and tasks. Not only leaders have to hold enough skills and abilities to meet the demands of the complex systems of schools, but also sufficient self-concepts that provides for the psychological resources that will help them use those skills in a variety of ever changing contexts (Hannah & Avolio, 2012; Hannah, Woolfolk, & Lord, 2009; Lord & Hall, 2005).

Most of the literature has addressed leader self-efficacy as linked to organizational commitment (Paglis & Green, 2002), and organizational performance (Wood & Bandura, 1989). As pointed out by Eden, "self-efficacy is only half of the efficacy story" (Eden, Ganzach, Granat-Flomin, & Zigman, 2010, p. 688). Means efficacy refers to the degree by which means, people or resources can make or break leadership (Eden, 2001) in a given context. As an inherent social phenomenon, leadership is directly linked to its context (Porter & McLaughlin, 2006). Consequently, means efficacy (Eden, 2001) should be included along with self-efficacy to obtain the influences of those external resources or people on perceived leaders' capability. Expanding on the means idea, Hannah and Avolio (2012) advocate on the idea of leader efficacy to include, (a) leader action self-efficacy, (b) self-regulatory efficacy or capability to interpret context, generate solutions, and producing required motivation and (c) means efficacy or leaders' ability to juggle all resources to have success. In short,

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leaders pull from different areas and forms of efficacy when dealing with tasks (Gist &

Mitchell, 1992).

In a school district setting, leaders pull form all personnel, supervisors, peers and

other administrators to support their performance (Hannah & Avolio, 2012). There is

district leadership and organizational conditions that help create an environment viewed

by school leaders as supportive of their work. School leader's self-efficacy emerges from

aligned school systems and supportive environment of the school leader's working

conditions. School leader's sense of collective efficacy have a positive impact on student

achievement and a strong, positive relationship with practices found to be effective in

leadership (Hattie, 2017). District focus on student learning and the quality of instruction

seem to influence both types of leadership, leader's self and collective efficacy (Hattie,

2017; Leithwood & Jantzi, 2008). This theoretical conduit establishes the main

foundation of this study. Although the majority of the studies pointed out above refer to

leaders and leadership programs outside education, there are no studies that actually

looked at central office and school leaders' efficacy regarding amount of training

specifically on the area of standards or ELPS implementation and years of experience

with bilingual and ESL classrooms.

Conclusion

English language learners are part of the fabric of US schools. The rapid

demographic increase, the disparity and academic disadvantage between the immediate

academic progress results required by state accountability and actual time required for

actual second language acquisition (Arevalo, 2013; Thomas & Collier, 1997) ask for high

level of leaders' self and means efficacy (Hannah & Avolio, 2012) and practices that support the needs ELs have (Costa, 2015). Volumes of research agree that the higher the self-efficacy in members of an organization the higher the performance (Bandura, 1993; Chemers, Watson, & May, 2000; Leithwood & Jantzi, 2008; Lester et al., 2011). School leaders' self-efficacy is shaped by years of experience (Brissie et al., 1988; Brouwers & Tomic, 2000; Brouwers et al., 2011; Pas et al., 2011) and development (Avolio, Reichard, Hannah, Walumbwa, & Chan, 2009; Seibert et al., 2017). School leaders at all levels are instrumental in school and ELs' success through the knowledge of curriculum and collaboration (DuFour & Marzano, 2011; Marzano & Waters, 2009; Thomas & Collier, 1997). Likewise, monitoring of standards is key to ensure academic achievement of ELs (Marzano, Waters & McNulty, 2003). The next chapter will present the methodology used in the study that includes an overview of the research problem, operationalization of the theoretical constructs, research purpose, questions, research design, population, and sampling selection, data collection procedures, data analysis, validity, privacy and ethical considerations, and the research design limitations for this study.

CHAPTER III: METHODOLOGY

The purpose of this sequential mixed methods study was to determine if there were differences between central office administrators', school administrators' and bilingual/ESL teachers' overall and levels of action, self-regulation, and means efficacies (Hannah & Avolio, 2012) when controlling for years of experience with bilingual and English as a second language (ESL) classrooms and hours of training on the English language proficiency standards (ELPS). The study also looked at school leaders' perceptions regarding the amount and quality of ELPS and TELPAS training and how that translated into their school's TELPAS composite scores. In addition, the study focused on the leaders' perceptions of the implementation of ELPS and TELPAS in their bilingual and ESL classrooms. The sequential explanatory mixed method design allowed collecting quantitative data before qualitative data (Creswell, 2015). The Leadership Efficacy Questionnaire (Hannah & Avolio, 2012) was the instrument used to gather the quantitative data on leaders' levels and sum of their action self-efficacy, self-regulation, and means efficacy. The study included a purposeful sample of central office and school leaders for both the qualitative and the quantitative parts. The qualitative part of the study included face-to-face interviews (See Appendix D) that provided refinement on the quantitative data and insights about how reality was understood by school leaders' perceptions on the implementation of the ELPS in bilingual and ESL classrooms. To determine if there were overall leadership efficacy group differences in district administrators, school administrators and teachers while controlling for (a) years of

experience and (b) hours of ELPS training two one-way analysis of covariance (ANCOVA) tests were conducted. Multivariate analysis of covariance (MANCOVA) tests were conducted to determine if there were group differences in district administrators, school administrators, and teachers' action-, self-regulation-, and means-efficacies while controlling for (a) years of experience and (b) hours of ELPS training.

A generic approach to coding that included the use of the three Cs: categorizing, coding and concepts revealed themes regarding the school leaders' perceptions of the implementation of the ELPS in bilingual/ESL classrooms (Lichtman, 2013). This chapter focuses on the overview of the research problem, operationalization of theoretical constructs, the research purpose and questions, the research design, the population and sample, instrumentation, data collection, data analysis, validity, privacy and ethical considerations as well as research design limitations of the study.

Overview of the Research Problem

There is a correlation between the capacity of the leaders regarding preparation and experience and leadership effectiveness to produce results (Coleman & LaRoque, 1988; Corrales, 2016; Leithwood et al., 2004; Mintrop & Trujillo 2005; Smith, 2008; Waters, Marzano, & McNulty 2003). In addition, leaders with high levels of self and means efficacy lead to better performance at work (Stajkovic & Luthans, 1998). Research has shown that means efficacy goes hand in hand with self-efficacy and both influence performance (Eden et al., 2010; Walumbwa, Avolio, & Zhu, 2008; Walumbwa, Cropanzano, & Goldman, 2011). Means efficacy is the "other half of the story" (Eden, Ganzach, Granat-Flomin, & Zigman, 2010, p. 668). Means efficacy or a leader's belief

in the extent that resources, people, and other means around them can contribute to enhancing or deterring their leadership (Eden, 2001).

Empirical evidence proved that a consistent and coherent academic focus in schools and districts yields higher academic results (Coleman & Goldenberg 2010; DuFour, 2011; Saunders et al., 2009; Williams et al., 2007). School leaders' senses of efficacy have a positive impact on student achievement and a strong, positive relationship with practices found to be effective in leadership. Schools could not be effective without the support of the central office (DuFour, 2011). Studies point in the same direction, what schools and districts emphasize will influence what teachers deliver and students acquire (Coleman & Goldenberg, 2010; DuFour & Marzano, 2011; Marzano & Waters, 2009; Saunders et al., 2009; Williams et al., 2007).

It is critically important for schools with large numbers of English Learners (ELs) to have strong leadership so that these students can succeed academically (Becerra, 2012; Goldenberg, 2003; Slavin & Calderâon, 2000). With the emergence of standard-based reform, district leaders are seen as a bridge between federal or state policy and campuses and principals are mediators between district expectations and teachers. In addition, effective language program implementation requires campus and district school leaders who are knowledgeable about the requirements and goals of these programs and who can reach out to seek administrative support when needed (Coleman & Goldenberg, 2010; Freeman et al., 2005; Genesee et al., 2006).

The accountability movement initiated by the NCLB Act (2001) and continued by ESSA (2015) is reflected in Chapter 74.4 of the Texas Administrator Code (2007). The

chapter provides guidance on the type of English language instruction that ELs shall receive. In order to master the Texas core content area standards, or TEKS, every school district shall ensure the implementation of English language development instruction through the cross-curricular ELPS to learn both language and content. Despite the amount of years that it may take an EL to master English as their second language (Thomas & Collier, 1997; Collier & Thomas, 2004; Genesee et al., 2006; Goldenberg & Coleman, 2012), in Texas, ELs are held to the same academic standards as their English-fluent peers (Costa, 2015).

English Learners do double the work as they try to learn the English language and the content of the specific knowledge and skills (Costa, 2015). Teachers should target specific English language proficiency standards that help support the English language development of the students and the State of Texas core content area standards or Texas Essential Knowledge and Skills (TEKS). Without the use of the ELPS in instructional planning and delivery, ELs will not have an equitable access to the curriculum and education they have a right to (Costa, 2015).

Previous literature indicated that the implementation of effective practices in terms of curriculum and instruction happen most often when both the school district and the principal work together to actively support and oversee the hard work of implementing and evaluating school changes (Marzano & Waters, 2009; Williams et al., 2007). This study attempted to expand on the area of leaders' experience and development, but with school leaders at the central office and school levels. Very few studies specifically focused on central office and school level leadership when working

with English language standards (Morita-Mulaney, 2017) and language assessments (Moreno-Hewitt, 2015). With the exception of the synthesis work by Scanlan and López (2012) on the role of leaders in supporting culturally and linguistically diverse students and the work by Elfers and Stritikus (2014) that focused on examining the systems at the district and school level to support teachers of ELs, there is less research on the area of experience and training on the language standards (Echevarria et al., 2008; Morita-Mulaney, 2017) and TELPAS (Badgett et al., 2012; Mamantov, 2013; Moreno-Hewitt, 2015; Quintanilla-Shelton, 2016) that inform about central office and school leaders' efficacy and the implementation of language standards and the language acquisition assessment.

Operationalization of Theoretical Constructs

The study investigated the dependent variable of leader efficacy. The constructs were leaders' action self-efficacy, self-regulation, and means efficacy (Hannah & Avolio, 2012). The pre-existing Leader Efficacy Questionnaire (LEQ) created by Hannah & Avolio (2012) measured the levels and sum of leaders' efficacies. The covariates of the study were leaders' years of experience with bilingual/ESL classrooms and amount of training hours on the ELPS. The independent variables were the different group efficacies. The leader efficacy questionnaire recorded the answers from leaders regarding their efficacies and years of experience as per their work service records, and the amount of training hours as per the leaders' personal professional development portfolios records. *Action self-efficacy*: "Leaders' beliefs that they have the capability to enact leadership and create effects. Leaders' beliefs that they can direct, inspire, coach, administer

rewards, and otherwise gain follower commitment and enhance follower performance"
(Hannah et al. 2012, p. 148).

Leader self-efficacy: Leaders' perceived capability to perform leadership actions such as
coaching, motivating, getting followers to identify with the organization, its goals, and
vision, and inspiring followers in a variety of contexts (Hannah et al., 2012).

Means efficacy: Leaders' perception that they can draw upon others (peers, senior
leaders, followers) or resources (i.e.: guidelines, instructional materials or technology) in
their work environment to affect their leadership (Hannah et al., 2012). Leaders'
perceptions about the resources (guidelines, instructional materials or technology) and
people (colleagues, supervisors, or followers) in their environment contributing to
deterring or enhancing their leadership.

Self-regulation efficacy: The leaders' perceived capability to think through complex
situations, interpret their contexts and followers, create novel and effective solutions to
leadership dilemmas and ability to motivate oneself to implement solutions using
effective leadership with stakeholders (Hannah et al., 2012).

English Language Proficiency Standards (ELPS): The ELPS are located in the Texas
Administrative Code, Chapter 74.4. The ELPS include, the ELPS also includes (a) an
introduction, (b) School district responsibilities, (c) cross-curricular standards in the areas
of listening, speaking, reading, writing, and learning strategies and (d) proficiency level
descriptors. The cross-curricular ELPS shall be implemented along with the Texas
Essential Knowledge and Skills (TEKS) for each subject in the required curriculum when
delivering core content area instruction to ELs in kindergarten through twelfth grade. In

order for ELs to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the students' level of English language proficiency (Texas Education Agency, 2014).

Research Purpose and Questions

The purpose of this study was to determine if there were differences between central office administrators', school administrators', and bilingual/ESL teachers' overall leadership self-efficacy and levels of action, self-regulation, and means efficacies (Hannah & Avolio, 2012) when controlling for years of experience with bilingual and English as a second language (ESL) classrooms and hours of training on the English language proficiency standards (ELPS). The study investigated school leaders' perceptions regarding the amount and quality of ELPS and TELPAS training and the reflection on their school's TELPAS composite scores. In addition, the study focused on the leaders' perceptions of TELPAS and the implementation of the ELPS in their bilingual and ESL classrooms. This study addressed the following research questions:

Quantitative

1. Are there differences in school administrators', teachers', and central office administrators' overall leadership self-efficacy controlling for years of experience with bilingual/ESL classrooms?

2. Are there differences in school administrators', teachers', and central office administrators' action, means, and self-regulation efficacy controlling for years of experience with bilingual/ESL classrooms?

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3. Are there differences in school administrators', teachers', and central office administrators' overall leadership self-efficacy controlling for hours of ELPS training?

4. Are there differences in school administrators', teachers', and central office administrators' action, means, and self-regulation efficacy controlling for hours of ELPS training?

Qualitative

5. What are school administrators' and bilingual/ESL teachers' perceptions regarding the amount and quality of their ELPS and TELPAS training and the influence on their school's TELPAS composite scores?

6. What are the perceptions of school and central office leaders regarding the implementation of the ELPS in bilingual/ESL classrooms?

<div align="center">

Research Design

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The study used an explanatory sequential mixed method design also known as a two-phase model (Creswell, 2015). The researcher collected quantitative data first and then qualitative to help refine and explain the quantitative data.

Quantitative

In the first quantitative phase of the study, the leadership efficacy questionnaire (Hannah & Avolio, 2012) recorded overall and level of leaders' efficacies: action, self-regulation, and means efficacies along with years of experience with bilingual/ESL classrooms and amount of training on the ELPS. The first part of the study addressed if there were differences among the overall and levels of action-, self-regulation-, and

means-efficacies of central office, school administrators and bilingual/ESL teachers controlling for years of experience and hours of training on the ELPS. The study employed a purposeful sample of participants in a large school district in Texas.

Qualitative

For the second phase of the study, face-to-face recorded interviews with a purposeful sample of central office and school leaders (administrators and lead teachers) aided in understanding the quantitative results more deeply. The qualitative data aimed at capturing different points of view and how individuals understood the reality around them. Recorded face-to-face interviews with central office and school leaders aided understanding their perceptions about professional development attended or presented on the ELPS and TELPAS and the implementation of the ELPS and TELPAS in bilingual/ESL classrooms. The qualitative data provided a better understanding of the quantitative data collected.

<div align="center">

Population and Sample

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The sample of teachers was drawn from an independent school district in a small school district in Texas. According to the 2015-2016 Texas Academic Performance Report (TAPER) (Texas Education Agency, 2015c), the district serves over 23,661 students. Table 3.1 shows the students' demographics found in the school district and how they compared to the State of Texas. Table 3.2 offers central office and school leaders' demographic information in the school district.

A total of 15,134 or 64% of the students were economically disadvantaged, 5% more when compare to the average state numbers. Economically disadvantaged students

qualified for free or reduced breakfast and lunch. English learners represented 3,356 or 14% of the total student body. These students participated in the early exit transitional bilingual program or English as a second language program. Bilingual education is offered to 11% of the student population in grades pre-kindergarten through fifth and ESL is offered in grades pre-kindergarten through twelfth grade. The district had fifteen elementary schools, five junior schools, and four high schools.

Table 3.1

School District and State Student Ethnic Distribution

	District Count	District Percent	State Count	State Percent
Hispanic	14,116	59.7%	2,760,302	52.2%
White	5,000	21.1%	2,760,302	52.2%
African American	3,654	15.4%	666,933	12.6%
Two or More Races	422	1.8%	108,572	2.1%
Asian	378	1.6%	212,973	4.0%
American Indian	67	0.3%	20,855	0.4%
Pacific Islander	24	0.1%	7,392	0.1%
Economically Disadvantaged	15,134	64%	3,118,758	59%

For the quantitative portion of the study, a purposeful sample of pre-kindergarten through twelve central office and school leaders participated in the study. For the central office sample, the study included administrators who worked or have worked supporting bilingual/ESL classroom instruction: deputy superintendent of curriculum and instruction, area executive director, directors, district curriculum, and bilingual/ESL specialists. For the school leaders' sample, the study included principals, assistant principals, deans of instruction and bilingual and ESL teachers. Regarding years of experience of participants

in the survey, the participants contributed with a *M*=9.83; *SD*=6.7, and a maximum of 29

and zero (first year of teaching) as minimum years of experience. As for the hours leaders

received in ELPS training received, participants indicated a *M*=45.9; *SD*= 45.9 and a

maximum of 360 and a minimum of 0 hours. Table 3.2 shows the demographic information

of gender and educational level of the participants in the study.

Table 3.2

Central Office and School Leaders' Demographic Information

	Central Office Administrators		School Administrators		Bilingual/ESL Teachers		Total Count
	Count	Percent	Count	Percent	Count	Percent	
Gender							
Male	10	6%	9	6%	10	6%	29
Female	16	10%	31	20%	72	48%	119
Other	1	1%	0	0%	0	0%	1
Educational Level							
Bachelors	4	2%	0	0%	59	39%	60
Masters	20	13%	39	26%	22	14%	81
Doctorate	3	2%	1	1%	1	1%	5

Participant Selection

For the qualitative part of the study, the researcher used a purposeful sample of 24

participants. The researcher selected participants having at least three years of

administrative and, or teaching experience with bilingual/ESL classrooms and

implementation of the ELPS. The qualitative sample included seven central office

leaders, eight school administrators, six principals and two assistant principals, and nine

teachers, seven from elementary and two from secondary. These participants accepted to

participate in face-to-face recorded interviews as indicated in the survey. The interviews

took place after participants granted consent.

Instrumentation

To answer the four quantitative questions, the researcher used the Leader Efficacy

Questionnaire (LEQ) instrument. The LEQ created by the authors Hannah and Avolio

(2012) is based on leader self and means efficacy. The LEQ captures leaders' efficacy

and their beliefs in the degree that those with whom they interact will support their

leadership. Diverse study samples have validated the LEQ predicting important

leadership outcomes such as ratings of leaders' performance, transformational leadership,

or enhanced motivation to lead. Research using the LEQ has demonstrated that leader

self and means efficacy can be developed through mentoring programs and targeted

leader development programs. No other leader efficacy measure has to date been

validated across the full range of convergent, discriminant, and predictive validity tests

required to properly validate a measure (Hannah & Avolio, 2012). The Cronbach's alpha

reliability coefficient in these studies was between .70 and .90.

The instrument measures three constructs: action efficacy, self-regulation

efficacy, and means efficacy (Hannah & Avolio, 2012; Hannah et al., 2008; Lester et al.,

2011). Table 3.3 provides detailed descriptions of each of these three subscales. Two of

the components measure participants' internal self-efficacy (action efficacy and self-

regulation efficacy) and one is external or means efficacy that contribute to participants'

perceptions of their efficacies. The survey contains 22 items. The LEQ measures three

areas of efficacy: (a) leader action efficacy (items # 1-7); (b) leader means efficacy (items

8-14); (c) leader self-regulation efficacy (items # 15-22). Participants rated their

efficacies using a 1-100% rating scale to measure level of confidence. A rating of 100%

means that the leaders have high levels of confidence (0 = *Not at all confident*, 50 =

Moderately confident and 100= Totally confident). To determine a score for each of the

constructs or efficacies, the instrument computed an average score by adding all

participants' answers within a particular scale/factor and dividing that number by the total

number of responses. The larger the score, the higher the levels of leaders' efficacies.

Table 3.3

Description of Each of the Three Subscales of the Leadership Efficacy Questionnaire

Subscales of LEQ	Description of efficacy
1. Leader Action Self-efficacy	Leaders execute multiple important leaders' actions such as mentoring, motivating, and empowering stakeholders. Their followers identify with the school, its goals, and vision.
2. Leader Self-regulation Efficacy	Leaders think through difficult leadership situations, empathize and understand their followers' context; generate new solutions and are able to motivate themselves to problem solve effectively using useful leadership with their followers.
3. Leader Means Efficacy	Teacher as leaders can rely on others (i.e.: peers, administrators and others), resources (i.e.: instructional resources) and policies in their schools to enhance their leadership.

The *Texas English Language Proficiency Assessment* System *(TELPAS)* is the

language test designed by the Texas Education Agency Texas Education Agency,) to

assess the progress that limited English proficient (LEP) students make in learning the

English language on the domains of listening, speaking, reading and writing. The Texas

English Language Proficiency Assessment System (TELPAS) fulfills federal

requirements for assessing the English language proficiency of English language learners

(ELs) in kindergarten through grade 12 in four language domains: listening, speaking,

reading, and writing. TELPAS assesses students in alignment with the Texas English

Language Proficiency Standards (ELPS), which are part of the Texas Essential

Knowledge and Skills (TEKS). English learners' performance is reported in terms of the

four English language proficiency levels described in the ELPS: beginning, intermediate,

advanced, and advanced high. TELPAS data results are used in state and federal

accountability and performance-based monitoring indicators. Until spring 2017

kindergarten through twelfth grade teachers of ELs rated students on the domains of

listening and speaking, through observational assessments using the TEA designed

proficiency levels descriptors (PLDs). Writing is holistically rated using student writing

collections. The assessment component for the domain of reading for kindergarten and

first grades is based on teachers' holistically rated observational assessments. For second

through twelfth grades, the reading assessment is a multiple choice online test. In spring

2018, TEA will use computer-based tests for the domains of listening and speaking.

TELPAS raters receive annual holistic rating training from school district individuals

trained directly by TEA. School districts offer comprehensive, standardized online

training courses for new raters and annual refresher training for returning raters.

Comprehensive, standardized online training courses are used as key part of the training

of new raters and annual refresher training of returning raters. Essentials of second

language acquisition theory and how to use the PLDs from the ELPS are the focus of the

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training. The goal is to officially identify the ELs' language proficiency levels based on how well the students are able to understand and use English during daily classroom interactions and academic instruction. The courses contain a variety of rating activities that include students' writing collections and videos in which ELs demonstrate their reading, speaking, and listening skills in authentic Texas classroom settings. The courses provide teachers with practice in applying the scoring rubrics (PLDs) and teachers receive detailed feedback before rating their students for the real assessments.

In addition to the individual scores that English learners receive on the areas of listening, speaking, reading and writing, ELs also receive a composite score and rating that combines the four language domains. The TELPAS composite results indicate a student's overall level of English language proficiency and are determined from the student's listening, speaking, reading, and writing proficiency ratings. The weight for the different language domains are: 10% listening, 10% speaking, 30% writing, and 50% reading. The domains of reading and writing receive more emphasis than listening and speaking. The reason is for students to not attain a high composite proficiency rating before they acquire higher levels of proficiency in English reading and writing proficiency needed to support their academic success. The TELPAS composite score ranges from 1.0 to 4.0 that translate into four different composite ratings: beginning (1), intermediate (2), advanced (3), and advanced high (4). The TELPAS composite score and rating is used in accountability reports to determine if students are making progress in their English language proficiency attainment from year to year (Texas Education Agency, 2017c).

Data Collection Procedures

Prior to any data collection, the researcher gained institutional review board (IRB) approval from the school district where the study took place. In addition, the researcher obtained approval from the Committee of Protection of Human Subjects (CPHS) at the University of Houston-Clear Lake. Moreover, since the instrument derived from a pre-existing survey, the authors of the LEQ provided written consent to use and reproduce the LEQ and the researcher paid for the usage of licenses and provided proper acknowledgment to the authors on the survey (See Appendix A). Furthermore, the researcher informed all the participants of the purpose of the study and obtained their previous consent to participate in the study.

Quantitative

To answer the quantitative questions of the study, a purposeful sample of 150 central office and school leader participants completed the LEQ. The survey included a cover letter that stated the purpose of the study, voluntary participation, and confidentiality at all times. Along with the survey items to measure the subscales, the survey included demographic information, asked participants about the years of experience as leaders with bilingual/ESL classrooms and amount of training hours on the ELPS. A follow-up system to ensure high return rate of answers included weekly email remainders to participants. Qualtrics, an online survey program, collected all the survey data. The researcher transferred all the data from Qualtrics and Microsoft Excel to the Statistic Package for the Social Science (SPSS) for further analysis. The survey was sent to 291 participants. A total of 250 participants surveys returned, but due to missing data,

only 150 participants who answered the questionnaire in full were included in the study. That constituted a response rate of 60%. Respondents included 27 from central office administrators, 40 from school administrators, and 83 from bilingual/ESL teachers.

Qualitative

To answer the qualitative research questions, the researcher conducted face-to-face interviews with a purposeful sample of participants. The purposeful sample of participants included 24 interviewees: seven central office administrators, eight school administrators and nine teacher leaders. All participants were selected based upon having a minimum of three years of experience working with bilingual/ESL classrooms. The data accounted for five hours and a half of information. Face-to-face interviews helped obtain the central office and school leaders' perceptions about the implementation of the ELPS and TELPAS in bilingual/ESL classrooms. The face-to-face interviews took place outside school instructional hours and at a time convenient for participants. Participants received Microsoft Outlook invitations with the attached questions for their preview prior to the interviews. The researcher used the voice memos feature of an I-phone to record the face-to-face interviews. The researchers transcribed all the recorded interviews by typing them into Microsoft Word documents. In addition, the recorded data were transferred to a desktop computer and two memory sticks.

<div align="center">

Data Analysis Procedures

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Quantitative

The nature of the explanatory mixed method design allows for the quantitative part of the data to be analyzed first (Creswell, 2015). For the quantitative part, the survey

data were transferred from Qualtrics into the Statistical Package for the Social Sciences (SPSS). Data cleaning and adjustment included changing word answers into numbers for three of participants that answered the question about the amount of hours on the ELPS with words rather than numbers and deleting missing information. The researcher followed up with their self-identification on the survey and completed missing data or made a value judgement based upon their assignment in the district, years of experience with bilingual/ESL classrooms and trainings they indicated on the survey they have received. The participants' responses within a particular subscale: action, means or self-regulation were added and then the total number of responses within that subscale divided by the number of items in each subscale. The researcher calculated reliability, and computed means and standard deviations. Means comparisons of the different efficacies were investigated. To answer the two quantitative questions and determine if there were differences in district administrators', school administrators', and teachers' overall efficacy controlling for years of experience with bilingual/ESL classrooms and hours of training on the ELPS, analysis of covariance (ANCOVA) tests were used. Further analysis with multivariate analysis of covariance (MANCOVA) tests helped determine if there were differences in district administrators', school administrators' and teachers' action, self-regulation, and means efficacies controlling for years of experience with bilingual/ESL classrooms and hours of training on the ELPS. The researcher calculated the effect size using partial eta squared and statistical significance of 0.5.

Qualitative

For the qualitative part of the study, a generic approach to coding (Lichtman, 2013) was utilized. The qualitative data obtained from the interviews were analyzed using the three Cs of analysis: from coding to categorizing to concepts (Lichtman, 2013). The researcher followed the six-step process outlined by Lichtman (2013). The first step involved creating the initial coding by looking at all participants' responses to create summaries of their ideas. The second step included revising the initial coding. In the third step, the researcher developed the preliminary list of categories. During step four, polishing of the initial list happened after rereading. Revisiting of categories and subcategories took place in step five. Axial coding strategies and open coding were also employed "to make connections between category and its subcategories" (Strauss & Corbin, 1990, p. 97) to further explain and categorize the data for the emerging themes. Finally, at step six, the researcher moved from categories to themes or subcategories. Conclusions were drawn from these findings. The researcher remained grounded in the original qualitative findings while synthesizing and articulating new insights across studies (Finfgeld-Connett, 2014). Reflection became an important part of the data analysis process in order to review, interpret, and synthesize ideas across all participants.

Qualitative Validity

To ensure that the voices of participants were heard and to enhance the validity of the study, the researcher used peer review. The researcher shared the transcribed interviews with the qualitative methodologist and members of the research study

committee. In addition, the researcher shared the transcription of the interviews with

participants. In this way, consensual validity allowed assessing accuracy and

interpretation of participants' interviews. Member checking increased trustworthiness of

the data ensuring that all views were captured and reflected as participants intended

(Guba & Lincoln, 1994). Member checking helped deepen the validity of the study.

Furthermore, using triangulation across participants by interviewing different leaders

across different levels helped strengthen the validity of the study. Finally, yet

importantly, data triangulation, or the use of a variety of data sources, and

methodological triangulation, or the use of multiple methods to study the research

questions were employed in the study by using quantitative and qualitative approaches

(Denzin, 1978; Patton, 2002).

Privacy and Ethical Considerations

The procedures for the study included approval from the Committee for the

Protection of Human Subjects (CPHS) from the University of Houston-Clear Lake, and

institutional review board approval from the school district that agreed to participate in

the study. Since the LEP instrument was derived from pre-existing survey, proper

acknowledgment was given to the authors and written approval was obtained to use and

reproduce the LEQ (See Appendix B and C). Furthermore, the researcher informed all

the participants of the purpose of the study and obtained consent to participate in the

study. The researcher shared a survey letter (See Appendix A) with all participants in the

study via email. The email consisted of a cover letter that stated the purpose of the study,

voluntary participation, and complete confidentiality of participants at all times. The

district official in charge of the district research study approval process was copied in this communication to leaders to keep the school district informed about the process. A follow-up system to ensure high return of surveys was part of the plan. Weekly reminders via email were included as part of the survey data collection.

Emails and phone conferences were part of the communication process to determine the best time and date to conduct the face-to-face interviews with participants in the school district. Consideration was given to not conduct interviews during school district instructional time as outlined in the district permission packet and conference held between the researcher and district official in charge of approval of the research study. Data collected were stored in two locations: the researcher's password protected computer hard drive and on two password protected memory sticks. At all times, the data were secured in the researcher's office in a locked closet. Once the study is complete, the researcher will maintain the data for five years, which is the required time set forth by CPHS and district guidelines. Once the deadline has passed, the researcher will destroy all data files as per the guidelines set forth by CPHS and the school district research and permission guidelines.

Research Design Limitations

There are several research design limitations to this research study. First, the external limitations of this investigation included the use of one school district in Texas. In addition, the small sample used in the study may present limitations. These external limitations could limit the generalization of the results to the larger population inside and outside Texas. Broad generalizations should be made with caution. Third, internal

limitations emerged from the fact that the LEQ was a self-reported survey instrument. Therefore, the subjectivity and honesty of the answers provided by participants in the questionnaire and interviews may add some limitations to the study. Fourth, the quality and numbers of years of experience, the quantity, and quality of training on the ELPS and TELPAS that the district and school leaders have received may cause limitations. The limitations may be reflected on the interpretation of ELPS and TELPAS and their implementation in bilingual/ESL classrooms.

Conclusion

This chapter focused on the methodology used for the study. The study utilized a sequential explanatory mixed method research design. Quantitative data using the LEQ (Hannah & Avolio, 2012) were collected to determine self and means efficacy of bilingual/ESL teachers. Interviewing was used to understand the reality around individuals (Heppner & Heppner, 2004). Data from the interviews were coded and categorized to provide a deeper understanding and interpretation of the reality of the individuals that participated in the study. The purpose of mixing both quantitative and qualitative data was to further explain and elaborate on relationship that existed from both sets of data. The next chapter will analyze the results of data gathered and presented in this chapter.

CHAPTER IV

FINDINGS

The sequential mixed method study was to determine if there were differences between central office administrators', school administrators' and bilingual/ESL teachers' overall and levels of action, self-regulation, and means efficacies (Hannah & Avolio, 2012) when controlling for years of experience with bilingual and English as a second language (ESL) classrooms and hours of training on the English language proficiency standards (ELPS). The study also looked at school leaders' perceptions regarding the amount and quality of ELPS and TELPAS training and how those perceptions translate into their school's TELPAS composite scores. In addition, the study focused on the leaders' perceptions of the implementation of ELPS and TELPAS in their bilingual and ESL classrooms. This chapter addresses each of the research questions that guided the study and presents the results of the quantitative and qualitative data analysis findings. The quantitative data were analyzed using ANCOVA and MANCOVA tests, while the qualitative data obtained from central office, school administrators' and bilingual/ESL teachers' interviews were analyzed using an inductive coding process. This chapter presents the findings of each of the four research questions.

Research Question One

To answer research question number one, *Are there differences in school administrators', teachers', and central office administrators' overall leadership self-efficacy controlling for years of experience with bilingual/ESL classrooms?,* an analysis of covariance (ANCOVA) was conducted with leader's years of experience as the covariate and the

district assignment as the fixed factor. Results indicated that there were not significant differences among the overall efficacy for any of these leaders' groups: central office, school administrators, and bilingual/ESL teachers when controlling for years of experience $F(1, 146) = 2.4, p > .05$

Table 4.1

Descriptive Statistics on Overall Efficacy Subscales (Action, Self-Regulation and Means) Efficacy Score

Leaders' Assignment	*M*	*SD*	*N*
Central Office Administrator	9.2828	1.09028	27
School Administrator	8.7536	1.29902	41
Classroom teacher	9.0178	1.28459	82
Total	8.9933	1.26049	150

Research Question Two

To answer research question number two, *Are there differences in school administrators', teachers', and central office administrators' action-, means-, and self-regulation efficacy controlling for years of experience with bilingual/ESL classrooms?,* a multivariate analysis of covariance (MANCOVA) was conducted with the subscales (action, means, and self-regulation) as the dependent variables, the years of experience as the covariate, and leaders' district assignment as the fixed factor. Results indicated that there were not significant differences on the three efficacy subscales tested separately as

dependent variables for any of these groups: central office, school administrators, and bilingual/ESL teachers, $F(3,144) = 1.4, p > .05$; Wilks' $\Lambda = .97$.

Table 4.2

Descriptive Statistics for Three Subscales and Leaders' Assignments

Efficacy	Leader Assignment	*M*	*SD*	*N*
Action Efficacy	Central Office	9.15	1.04	27
	Campus	8.46	1.51	41
	Classroom	9.02	1.54	82
	Total	8.89	1.47	150
Means Efficacy	Central Office	8.74	1.64	27
	Campus Admin	8.39	1.64	41
	Classroom Teacher	8.58	1.58	82
	Total	8.56	1.60	150
Self-Regulation	Central Office	9.86	.95	27
Efficacy	Campus Admin	9.32	1.27	41
	Classroom Teacher	9.39	1.29	82
	Total	9.45	1.23	150

Research Question Three

To answer research question three, *Are there differences in school administrators', teachers', and central office administrators' overall leadership self-efficacy controlling for hours of ELPS training?,* an analysis of covariance (ANCOVA) was conducted with leaders' amount of hours on ELPS training as the covariate, and the

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district assignment as the fixed factor. Results indicated that there were significant differences among the leaders' overall efficacies when controlling for leaders' hours of ELPS training *F(1, 146) = 5.2, p = .02*; *partial eta squared = .04*, but not by district assignment.

Table 4.3

Descriptive Statistics Dependent Variable: Overall Score

Leader Assignment	M	SD	N
Central Office Administrator	9.28	1.09	27
Campus Administrator	8.75	1.29	41
Classroom teacher	9.01	1.28	82
Total	8.99	1.26	150

Research Question Four

To answer research question four, *Are there differences in school administrators', teachers', and central office administrators' action-, means-, and self-regulation efficacy controlling for hours of ELPS training?,* a MANCOVA test with the subscales (action, means, and self-regulation) as the dependent variables and the hours of ELPS training as the covariate and district assignment as the fixed factor was used. Results indicated that there were significant differences among leaders' efficacies on the three efficacy subscales when controlling for hours of ELPS training *F (3,144) = 3.3, p = .02; Wilks' Λ = .94; partial η² = .07*. In addition, there were significant differences among leaders' district assignment and their efficacies *F(6, 288)=2.2, p= .04; Wilks' Λ = .91; partial η² = .04* on the omnibus test. Follow-up univariate ANOVAs showed that only hours of ELPS training were statistically significant for action efficacy *t(2) = 2.3, p = .02, partial*

$\eta^2 = .04;$ and self-regulation efficacy $t(2) = 2.9, p = .01, partial \eta^2, = .06,$ but not for means efficacy.

Research Question Five

Research question five asked: *What are school administrators' and bilingual/ESL teachers' perceptions regarding the amount and quality of ELPS and TELPAS training and how those perceptions translate into their school's TELPAS composite scores?,* was answered using data from face-to-face interviews. Below are the themes with more detailed information on the school administrators' perceptions followed by the teachers' perceptions. Analyzing the historical TELPAS composite growth data from 2014-2017 for the different schools, 50% of the campuses experienced TELPAS composite growth over time under the same school leader or under new school leadership. In addition, composite scores seemed to regress in 50% of the schools. Data in table 4.4. indicate that for principals who started at a new school, the TELPAS composite scores went down for that first year in 60% of the schools, with the exception of Mrs. Martin's and Mrs. Marsh's. These schools experienced significant composite growth gains growth of 30% and 18% respectively with the school leadership.

Table 4.4

School Administrators' Years of Experience, Amount of ELPS and TELPAS Hours and TELPAS Composite Growth

School Leader	Years of Experience With ELs	Hours in ELPS Training	Benefit	Hours in TELPAS Training	Benefit	TELPAS Composite Growth 2014	TELPAS Composite Growth 2015	TELPAS Composite Growth 2016	TELPAS Composite Growth 2017
Mrs. Jones Elementary School Principal	11	40	Yes	100+	Yes	N/A	64%	61%	57%
Mrs. Garcia Elementary School Principal	10	50	Yes	100	Yes	60%	61%	*36%	57%
Mrs. Martin Secondary School Principal	10	80	Yes	300+	Yes	*19%	51%	56%	60%
Mrs. Sylverson Secondary School Principal	7	70	Yes	250	Yes	56%	*44%	40%	46%
Mrs. Burns Elementary School Principal	7	18	Yes	24	Yes	56%	73%	*62%	61%
Mrs. Coleman Elementary School Principal	6	60	Yes	40	Yes	67%	62%	66%	*64%
Mr. Rodriguez Elementary Assistant Principal	2	25	Yes	26	Yes	67%	60%	61%	*60%
Mrs. Marsh Elementary Assistant Principal	1	12	Yes	30+	Yes	*54%	67%	44%	*62%

Note: *Year with new principal at that campus. Mrs. Jones started her principalship in a new building in 2015.

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School Administrators' Perceptions on the Implementation of the ELPS

School administrators shared similar views on the implementation of the ELPS. Four themes emerged as far as their perceptions on the ELPS training: (a) ELPS training as support for school administrators, (b) rationale for the ELPS and ELPS training format, (c) ELPS as support for all students, and (d) teachers and difficulty with the ELPS. The themes are explained in detail below.

ELPS training as a support for school administrators. All administrators shared that they received multiple trainings on the ELPS trainings where ELPS or language objectives were emphasized. For example, Seidlitz education trainings on the ELPS, where principals received instructional resources such as the *ELPS flip book: A user friendly guide for academic language instruction* (Seidlitz, 2014) or *ELLs in Texas: What administrators need to know* (Seidlitz, Base, & Lara, 2014) represented two of the most recent training mentioned by principals during the face-to-face interviews. Three of the school administrators, Mrs. Martin, Mr. Rodriguez, and Mrs. Marsh, found Seidlitz training very engaging and the materials very useful. This training helped school administrators better understand the purpose of implementing content and language objectives in the classrooms.

All administrators shared that they attended either any sort of sheltered instruction training or SIOP (Sheltered instruction observation protocol) training where one of the components, lesson preparation, was about the importance of posting, stating, and reviewing language objectives. Fifty percent of the administrators have attended the original state ELPS academies when the ELPS were first presented to school districts in

2007 and subsequent years. The state of Texas promoted these academies and presented

by the regional educational service centers personnel as a trainers of trainers model for

school district representatives to present at their districts. All administrators have taken

the online sheltered instruction modules and specific ELPS modules created by the

bilingual/ESL department to help explain the *ELPS instructional tool* (Texas Education

Agency, 2012a) or the *ELPS linguistic instructional alignment guide* (Texas Education

Agency, 2012b) provided by the state were mentioned in the interviews by two of the

campus administrators.

As reflected in Tables 4.4 (p. 98) above and 4.5 below (p. 114), all school

administrators found that the ELPS trainings were useful. Some of the examples shared

by the principals included Mrs. Jones's: "The ELPS training helped me gain a better

understanding on the ELPS, language objectives and the content objectives."

Additionally, she commented: "ELPS trainings over the years in the district has provided

me with a proficient understanding of the ELPS." Mrs. Sylverson reinforced Mrs.

Jones's statement by stating: "The ELPS are eye- opening" when she first was trained,

and after using the ELPS, they become a routine as she has always worked with schools

with high numbers of ELs. Furthermore, Mrs. Burns found that "the ELPS are

beneficial" at the time she was trained as a classroom teacher and as a coach. She

mentioned that it was easy to turn the training around and make those strategies

applicable in the class: "I really believed in many of those strategies philosophically

because what it works for ELs is what's really best for all learners." In addition, Mrs.

Coleman shared that "the training has been useful" as the ELPS had helped her gain a better and more proficient understanding of the content and language objectives.

Rationale for the ELPS and training format. Sixty percent of the administrators, Mrs. Coleman, Mrs. Garcia, Mrs. Martin, and Mrs. Marsh commented that ELPS training mattered, but it depended on how the training was presented to teachers. As an example, Mrs. Coleman, who had been in several districts, commented that the ELPS training "varies from district to district and campus to campus. I am not sure if everyone knows the value or the why this [ELPS] is important to our ELs." In addition, Mrs. Garcia stated: "Some trainings were useful, not all. It depends on how it is presented." Mrs. Martin and Mrs. Marsh both agree that the buy-in of the training depends on how training is presented. Mrs. Martin shared: "I think it is all in how we present it." Additionally, Mrs. Marsh commented:

> Everything is about exposure, if we want our teachers to focus on the ELPS and their [students'] growth, then we give proper training and follow up especially at the beginning of the year when new teachers are learning everything at once. So, to have follow up training, how is it going?

On-going training and discussion on the ELPS seemed to have helped two of the principals, Mrs. Garcia and Mrs. Martin, because of the growth in their TELPAS composite scores over time through their campus PLC meetings (See table 4.4). Fifty percent of the administrators mentioned that effective training was a constant conversation with teachers. Mrs. Garcia's and Mrs. Coleman's comments below were representative of the perceptions of this group of administrators. Mrs. Garcia indicated

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that apart from the online or face-to-face training her teachers received, the principal and teachers tried to maintain on-going discussions about the ELPS during their campus PLC meetings, "We talk about what the ELPS mean." Mrs. Coleman added:

> In the world of education, we need to get more people to really buy into the ELPS and why they are good for kids…If schools did a better job in revisiting ELPS on a consistent basis revisiting them not only on the work we do with ELs, but as daily expectation on what we do in each and every classroom, teachers will be able to see the value of it. It is important for our students to have the listening, speaking, reading and writing and the foundation of the language development. The ELPS are key to support that.

To support the idea of on-going training, Mrs. Coleman indicated that ELPS trainings have not only been beneficial, but "that it is good to get refreshers every year." She found the online modules were a good refresher for people who had already been trained on the ELPS.

ELPS as a support for all students. All school administrators viewed the ELPS as a support for all students, not just ELs. Mrs. Marsh's, Mrs. Coleman, and Mrs. Garcia's perceptions encapsulated the rest of the administrators' perceptions. As an example, Mr. Marsh indicated: "ELPS are a great support for our kids" and "the ELPS help support the content through the language." In addition, Mrs. Coleman stated that "ELPS are best practice for all students, just not strategies beneficial for ELs, but the ELPS are best practice in general." Moreover, principal Mrs. Garcia indicated that ELPS strategies are good for any student, and it was simply good teaching practice:

ELPS are good for any student, especially at a school like mine that is also, we are

also considered low income, they do not have exposure always to that oral

academic vocabulary…That is how I feel as a principal, that we need to integrate

good teaching strategies into the classroom.

Teachers and difficulty with the ELPS. All administrators shared that they

perceived some teachers, especially new teachers or teachers who had never worked with

ELs, had difficulty understanding the ELPS. Some teachers, especially new teachers, are

busy or overwhelmed in their first year of teaching trying to learn the many different

parts of teaching and learning (i.e.: curriculum, resources, managing a class and time) and

other school requirements. Mrs. Marsh's comments reflected the groups' perceptions:

"New teachers are busy with everything else they have to do." Mrs. Garcia supported

Mrs. Marsh's thoughts, stating:

New teachers, they have extra things to do. They do not have that skill set yet to

understand what good teaching looks like and how to implement that together.

So, they just look at it (ELPS) as an objective they post it on the board and they

just move on, and not necessarily integrating it, implementing it into the

classroom.

Similarly, Mrs. Sylverson shared her perceptions on the ELPS and teachers

having difficulty with the implementation of the standards:

You have new teachers that have not been exposed to the students because they

live in more affluent neighborhoods where there are not a lot of Hispanics or

African Americans. They do not know what the ELPS are about. There is not

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interest. In my mind: Am I not already doing this? Am I not using reading, and

writing, some listening skills…A teacher who is not used to EL students or

students with a second language, they do not know, they will keep on reading,

assuming. Teachers who are well versed they know when to pause. That makes a

big difference.

Moreover, Mr. Rodriguez pointed out the difference of understanding between

bilingual versus regular education teachers regarding the ELPS: "Good teachers do it

anyways, especially bilingual teachers do better. They have more training on it. With

experience comes more understanding." Mrs. Jones reinforced this idea and explained

that ELPS training over the years had provided her with a proficient understanding;

however, she explained: "Since I do not write or implement lesson plans, it is difficult to

strengthen my skills in this area. It seems that the more you practice with the ELPS, the

better understanding you have." Mrs. Martin shared that at her campus where she had

been for the past three years, demographics shifted to having a higher influx of ELs; she

indicated that ELPS "over time got better, teachers are not scared anymore." This

comment seemed to be supported by her TELPAS composite growth data. (See table 4.4)

where her TELPAS composite growth overtime seemed to align with the principals'

comments.

Mrs. Burns pointed out the need for teachers to know their students' proficiency

levels; without understanding where the students were in their English proficiency level,

it was hard for teachers to understand the importance and purpose of the ELPS:

"Teachers want the kids to progress. The problem is that some teachers do not know

what levels their kids are at, and don't give them exactly what they need in order to progress."

All school administrators found that the ELPS were not easy to implement for teachers, especially for new teachers. Some principals perceived that ELPS implementation was easier for bilingual teachers who received training that is more specialized or that ELPS implementation got better with time as teachers have more opportunities to plan and practice with the standards. School administrators also thought that ELPS implementation was difficult as teachers did not know their students' English language proficiency levels and did not see ELPS as a tool to move the students along the continuum of language proficiency.

School Administrators' Perceptions on the TELPAS Training

School administrators shared common views about the TELPAS training they have received or provided. Four themes emerged regarding the school administrators' perceptions of the TELPAS training: (a) school administrators' understanding on the TELPAS training; (b) TELPAS and STAAR connection; and (c) district and campus collaboration on ELPS and TELPAS. The themes are explained in detail below.

School administrators' understanding of TELPAS training. Based upon the hours of training reported by school administrators, all school leaders felt they received significant amounts of training hours on TELPAS over the years (See table 4.4). The trainings that they received on the TELPAS were required yearly trainings through the Assessment and Accountability Department Director in the school district. In turn, administrators had to prepare and present the training to their campus staff. All

administrators agreed they have a good understanding of TELPAS. Their responses in regards to TELPAS training understanding varied. For example, 60% of the administrators had first-hand experience with presenting the training and coordinating it at their schools. Mrs. Sylverson and Mrs. Martin explained that they had a lot of experience with TELPAS as they had been former campus or district testing coordinators. When asked about the amount of hours of TELPAS training that she received and had provided, Mrs. Martin explained:

> Well, I was a past testing coordinator in the district for four years so many, many, many hours, more that I would want to say. Putting it in hours, I would have spent, I would say at least a minimum of 40 hours a year from the beginning to the end of the year…
>
> I understand the whole concept. Then, I worked directly with the teachers directly in the ratings of the TELPAS writings to ensure that they could understand what it is…The TELPAS training gave me the ability to understand not the academic state testing level of students' capability, but just to understand where the students are in the listening, speaking, reading and writing.

In the same way, Mrs. Sylverson felt she had a good understanding about TELPAS because of the amount of training hours in which she had been involved. In addition, the principal shared that her experience as a former district testing coordinator in her previous district and her work as a campus testing coordinator in her last school as assistant principal had provided her with a good understanding. She commented:

Oh my goodness! I was a testing coordinator for five years, and I was also a

testing coordinator in [another school district] for one year. So, oh, that is a hard

number [of TELPAS training hours] to put on.

The two assistant principals interviewed also indicated they had first-hand

experience with TELPAS. They both were their campus' testing coordinators and were

in charge of presenting campus TELPAS training to their staff and ensuring the testing

happened on campus as per district and state expectations. Mrs. Jones confessed her area

of understanding was "mainly the compliance pieces" and specific parts while Mrs.

Burns shared: "TELPAS trainings helped me understand the rubric [the PLDs] so that I

would know exactly how to rate a student with regard to listening, speaking, reading, and

writing."

Mrs. Garcia, Mrs. Sylverson, Mrs. Martin, Mrs. Burns, and Mrs. Coleman

experienced more of an in-depth understanding of their TELPAS training. Mrs. Garcia

shared that TELPAS training worked best when "breaking down the training over time

and understanding what a beginner, intermediate…students looks like and putting real

students' [writing] examples made a difference." Mrs. Garcia saw a 21% TELPAS

composite growth in her scores in 2017. She attributed the TELPAS composite growth to

how the training was sequenced and built over time during her campus PLC meetings:

I feel what we did this year and broke it down: understanding the bilingual model

first, how TELPAS play into that model, breaking down, looking at the

proficiency level descriptors (PLDs), and understanding what a true beginner

looks like and an intermediate [writing] sample looks like and actually putting

students' [writing] samples [with the PLD rubric]. I think it was meaningful when we put real samples and really making meaningful [language level] decisions on each individual child. Understanding the PLDs influenced our TELPAS scores.

For Mrs. Garcia, the increased teacher understanding on the TELPAS was due to allowing time for teachers to collaborate and analyzing actual students' writing samples to discuss levels and supports for the students. Moreover, she found that segmenting the trainings on the TELPAS/ELPS over time gave the teachers opportunities to make more sense of the expectations of the implementation of the ELPS and TELPAS. Similarly, Mrs. Coleman also shared the importance of having built-in systems throughout the year to support the training provided: "What I like to do with my staff is to look at the students' work samples. We try to make sure they are calibrated throughout the year. We like to bring pieces of writing and discuss where this would fall."

Supporting Mrs. Garcia's and Mrs. Coleman's statements above, Mrs. Marsh commented: "A lot of how effective TELPAS it depends on who is delivering and giving the why. People need to know the why before the how."

TELPAS and STAAR connection. All administrators understood the importance of TELPAS training and what it does to support ELs' language acquisition. In addition, three of the principals commented on the impact of language development on students' abilities to perform successfully on the state standardized content area state assessments. Regarding TELPAS and STAAR, and a representative example of this

group's perceptions, Mrs. Coleman stated the importance of both TELPAS and STAAR and what TELPAS meant for ELs:

> I found them [the trainings] very helpful. What I find most helpful about TELPAS is that first of all explained to somebody with no knowledge of TELPAS, I think at the very basic level, there needs to be a basic understanding that for general ed students there is a STAAR assessment in the state of Texas and the TELPAS is the accountability piece that we use for our ELs.

Additionally, Mrs. Martin shared more insights about the need for teachers to understand the difference between TELPAS and STAAR. She shared:

> Because students performed in TELPAS advanced or advanced high level does not mean that they have the academic vocabulary (in a particular core area), and doesn't mean they are going to pass the state test…Some teachers well [say]:"I do not understand why they did not pass if they are advanced high", and that is not what the purpose of TELPAS is.

Furthermore, Mrs. Garcia shared her insights about the need to implement ELPS in all the classrooms, not just in bilingual classroom and what ELPS can do to improve not only TELPAS, but her campus STAAR reading and writing scores:

> I would say that in 70% of my rooms it [the implementation of the ELPS] is happening, it is happening in our bilingual classrooms. I think in our bilingual classrooms [the implementation of the ELPS] is happening because the teachers had specific trainings so they do understand the importance of it. Some of my other classrooms may not understand, especially my new teachers, they do not

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understand how it ties together and the importance of it. It is going to be more of a push based upon the STAAR scores we received based upon the writing scores and reading for 4th and 3rd grade, so we got to do a better job with that.

All administrators saw the importance of implementing the ELPS to help increase ELs' English language proficiency levels in TELPAS and in turn get the students to comprehend more content. School administrators perceived that the implementation of the ELPS was key for the development of the listening, speaking, reading, and writing skills as these skills may impact how students performed in the STAAR test.

District and campus collaboration on ELPS and TELPAS. All school administrators received the required district TELPAS training through their campus testing coordinators or assistant principals each year. Assistant principals were the campus testing coordinators in some cases, serving the dual role of testing coordinator and assistant principal. The district director of assessment and accountability received training from the regional educational service center, which obtained all the training and updates from TEA and trained the campus testing coordinators each year. In addition to their required campus TELPAS training, teachers took the yearly online TEA calibration trainings and tests in spring to support the rating of the writing of their ELs. Teachers had to successfully pass their online calibration tests to rate their ELs for the TELPAS writing component. Ninety percent of the administrators interviewed followed up with additional support for teachers on TELPAS training during their campus PLC meetings. Moreover, the district provided bilingual and ESL teachers at each grade level with an opportunity to meet during each six-week period during the district bilingual PLC

meetings to exchange ideas to support ELs. According to most bilingual teachers, among the topics discussed during the PLC meetings was TELPAS and how to support students in the development of English language proficiency. The district also had systems in place to provide teachers with two mock writing and one reading simulation TELPAS practice test in the fall for teachers to use data to monitor student progress and support their ELs in the areas of writing and reading.

As an example, Mrs. Garcia reaped the benefits of working in very close collaboration with central office administrators. She requested that the bilingual/ESL director train and collaborate directly with her campus teachers on the understanding of the ELPS, TELPAS and PLDs. Moreover, the principal embedded and sustained ongoing monitoring and discussions of those three elements: ELPS, TELPAS and PLDs through her campus PLC meetings about ELs and the TELPAS data and how to support and rate students. Mrs. Garcia commented:

> We were unacceptable in TELPAS according to our campus score card. So, we
> did see quite an impact on how understanding the PLDs impacted our scores. I
> feel we will keep on going with that next year. I foresee us being recognized for
> TELPAS next year because we have a much better understanding about the
> TELPAS process, what it should look like for every student.

Like Mrs. Garcia, Mrs. Burns also commented positively on the district bilingual/ESL PLC meetings and collaboration with the bilingual/ESL department central office staff:

Another layer we have our bilingual and ESL teacher PLCs every six weeks…I

specifically brought in a bilingual specialist. We wanted to create ESL stations as

a model and developing more of the English development where they could pull

small groups. I like to do walk-throughs. I did schedule some walk-throughs

where we did walk-throughs together. For me as a campus leader, in a kinder

classroom where Spanish is primarily spoken, Spanish is not my native language,

it helped me…It was good collaborative work.

Supporting Mrs. Burns and Mrs. Garcia's statements on support received from the

central office, Mr. Rodriguez commented:

Everything is about exposure. If we want our teachers to focus on the ELPS and

their growth then we give proper training and follow up especially at the

beginning of the year when new teachers are learning everything at once. So to

have follow up training, how is it going? I like how our district does the writing

samples in the fall to give practice and then the feedback that our Bilingual/ESL

department provides to teachers it is very useful especially for new teachers who

have not been familiar before [with ELPS and TELPAS]

Data analysis from all interviews regarding all school leaders' perceptions of the

ELPS and TELPAS professional development revealed the importance of ELPS and

TELPAS training as support for teachers and students. School administrators saw the

connection between TELPAS and STAAR and the positive collaboration when

intentional networking happened between central office leaders and school

administrators. Appropriate and on-going training where student data were analyzed

seemed to be viewed positively by school administrators and led to TELPAS composite growth results from previous year at 50% of the schools: Mrs. Garcia's, Mrs. Martin's, Mrs. Sylverson, and Mrs. Marsh's.

Teachers' Perceptions of ELPS Training

All teachers found the support and systems from the district to be useful. The training offered by the district and then the campus, the district and campus PLC meetings where teachers had an opportunity to collaborate, and the fall writing and reading mock test simulations were systems that supported teachers with the understanding of the ELPS and TELPAS. The perceptions of bilingual/ESL teachers regarding ELPS training were grouped into three emergent themes: (a) importance of ELPS training as support for teachers, (b) teaching of caring, integration and implementation of trainings to support all students, and (c) the positives of revisiting ELPS training and professional learning communities. Regarding bilingual/ESL teachers' perceptions on the TELPAS training, three themes derived from the bilingual/ESL teachers' perceptions: (a) importance of TELPAS training for teachers and ELs, (b) TELPAS isolation versus integration**,** and (c) TELPAS training and district support. Teacher participant information is found in Table 4.5 below.

Table 4.5

Bilingual/ESL Teachers' Approximate Hours of ELPS and TELPAS Training

Participants	Years of Experience	Hours of ELPS Trainings	Types/Names of ELPS Training	Benefit	Hours of TELPAS Trainings	TELPAS Trainings	Benefit
Mrs. Gandara Elementary Bilingual Teacher	20	50+	Navigating the ELPS in the English Language Arts (ELAR) Classroom (Seidlitz, 2010a); Navigating the ELPS in the Social Studies Classrooms (Seidlitz, 2010b); District ELPS Modules; Sheltered Instruction Modules on line; ELPS during Campus and District Bilingual/ESL PLCs; Writing Across the Curricula (WACA) training	Yes	100+	Yearly required campus TELPAS training; TEA TELPAS online calibration modules; TELPAS during campus and district PLC meeting	Yes
Mrs. Rackley Elementary Bilingual Teacher	17	50+	Sheltered instruction training; District online sheltered instruction modules; District online ELPS modules; Navigating the ELPS in the ELA Classroom (Seidlitz, 2010a); Navigating the ELPS in the Social Studies Classrooms (Seidlitz, 2010b); ELs in Texas: What Teachers Need to Know (Seidlitz,2014)	Yes	70+	Yearly required campus TELPAS training; TEA TELPAS online calibration; TELPAS during Bilingual/ESL District PLC meetings	Yes
Mrs. Cummins Elementary Bilingual Teacher	15	100+	District online ELPS modules; SIOP; Navigating the ELPS in the core areas by Seidlitz Education; District Sheltered Instruction Modules; TEA Texas Gateway Sheltered Instruction Trainings; Stephen Krashen training on second language acquisition; Cummings training on BICS/CALP; District Bilingual Academies; ELPS during district Bilingual/ESL PLC meetings	Yes	96	Yearly required campus TELPAS training; TEA TELPAS online calibration modules; TELPAS during district Bilingual/ESL PLC meetings	Yes
Mrs. Sanchez Elementary Bilingual Teacher	13	100+	District online ELPS modules; SIOP, District Writing across the Curricula (WACA) training, Online district sheltered instruction modules, ELs in Texas: What Teachers Need to Know (Seidlitz, 2014); Navigating the ELPS in the ELAR Classroom (Seidlitz, 2010a); Navigating the ELPS in the Social Studies Classroom (Seidlitz, 2010b); Region 4 ELPS in Science training; Book study on Stephen Krashen's second language acquisition	Yes	30+	Yearly required campus TELPAS training; TEA TELPAS online calibrations	Yes
Mrs. Royal ESL Secondary Teacher	9	50+	District Online ELPS modules; TEA Texas Gateway Sheltered Instruction Online Modules; District Online Sheltered Instruction Trainings; ESL District PLC meetings	Yes	50+	Yearly required campus TELPAS training; TEA TELPAS online calibration modules; TELPAS during campus and district PLC meetings	Yes
Mrs. Terence ESL Secondary Teacher	8	20	Navigating the ELPS in the ELA Classroom (Seidlitz, 2010a); ELLs in Texas: What Teachers Need to Know (Seidlitz, 2014); Online district sheltered instruction modules	Yes	20	Yearly required campus TELPAS training; TEA TELPAS online calibration modules	Yes
Mrs. Ubalde Bilingual/ESL Elementary Teacher	7	50+	District online ELPS modules; Navigating the ELPS in the ELA Classroom (Seidlitz, 2010a); Navigating the ELPS in the Social Studies Classroom (Seidlitz, 2010b); SIOP (Echevarria et al., 2008); District online sheltered instruction modules	Yes	50+	Yearly required campus TEA trainings; TEA TELPAS online calibration modules; TELPAS during District Bilingual/ESL PLC	Yes
Mrs. Goldsmith ESL Elementary Teacher	5	85	District online ELPS modules; Navigating the ELPS in the ELAR Classroom; ELLs in Texas: What Teachers Need to Know (Seidlitz, 2014); TEA Gateway Online sheltered instruction modules; District Bilingual/ESL PLC meetings	Yes	30+	Yearly required campus TELPAS training; TEA TELPAS online calibration modules; TELPAS during campus and district PLC meetings	Yes
Mrs. Harris ESL Elementary Teacher	3	4	Online district Sheltered instruction training modules	Yes	15	Yearly required campus TELPAS training; TEA TELPAS online calibration modules; TELPAS during campus and district PLC meetings	Yes

Importance of ELPS training as support for teachers. Similar to school administrators, all teachers found the ELPS of utmost importance to support their efficacy and in turn be able to support their students. Teachers provided more elaborate responses than the school administrators on the benefits of the ELPS. Some of the examples that represented the perceptions of all teachers came from Mrs. Ubalde, Mrs. Rackley, Mrs. Gandara, and Mrs. Sanchez. For example, Mrs. Ubalde shared:

> The trainings are very important to understand the ELPS. The trainings are to familiarize to what extent the language proficiency is important for the students to become successful in that class. I understand how students progress from one level to another…ELPS trainings are essential especially for new teachers or teachers who have never worked with English learners to get that background so that they can implement in the classroom.

In addition, Mrs. Rackley shared: "The ELPS help a lot because the ELPS tell you what to implement and what the needs of the students are." Likewise, Mrs. Gandara commented: "The ELPS training were very helpful. They [The ELPS] helped me [as a teacher] how to assess students' [the] right [way] and the level they [students] had in terms of listening, speaking, reading, and writing." Further explanation by Mrs. Sanchez included an awareness for mainstream professional development to tap into the importance of the ELPS and the benefit of attending specialized professional development offered by the bilingual/ESL department:

> The good thing that I have seen in all the workshops that I have been attending is that people are getting to know the ELPS and how important they are. Even

though I have been to some mainstream development, they are using the ELPS there. They are presenting them there. However, I enjoy the bilingual trainings more because they get to the nitty gritty of things.

Overall, teachers perceived the ELPS as support not only for themselves, but for their ELs. The ELPS provided a blueprint to differentiate instruction and meet students' needs. They saw the importance of the ELPS, to not only impact ELs, but also non-ELs.

Teaching of caring, integration, and implementation of trainings to support all students. As part of the teaching of caring, the ELPS meant an opportunity to know the students, differentiate, and meet specific students' needs. In regards to the teaching of caring, Mrs. Sanchez's and Mrs. Cummins's perceptions were a representation of how teachers viewed the ELPS. For example, Mrs. Sanchez shared: "Number one, if you have the heart for your students in your lessons, you must go above and beyond in what the expectations are." Likewise, Mrs. Cummins observed:

I am a relationship builder, I have to had that first and foremost. I have to have that with the students first and foremost. I have learned that after having been with students many years. There are a lot of things happening that are vital for the student to be able to learn. Being in an environment that encourages the student to learn and wants to learn. But that starts with the relationship building first. That is what I like about the ELPS, every student is an individual in my classroom and I will give that student the attention they need because that student is going to feel confident and comfortable in my classroom to learn and then the growth will start.

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I just love being a bilingual teacher and knowing about the ELPS and the many different ways the cognitive learning inside the students, that is what the teachers need to know, the lesson plan needs to come from knowing the student and you know what this is where this student is and I am going to differentiate my lesson plan in two three different ways in order to get all of them. If you do not do that for every student and you do not think of the ELPS in that way, and each child. You take and look and say, this is where the student is at writing, this is what will work, they will not be able to go forward.

Regarding integration and implementation of trainings, like principals, all teachers perceived the ELPS training as beneficial to them and all teachers viewed the training as key to helping all students, not just ELs. Examples of teachers' perceptions came from Mrs. Sanchez, Mrs. Terence, and Mrs. Harris. As an example, Mrs. Sanchez indicated: "ELPS are good for bilingual and non-bilingual students. The ELPS help the students acquire social and academic language proficiency." Even though she felt she did not have many hours of training on the ELPS, Mrs. Terence stated: "ELPS are common sense…ELPS are a good guideline to ensure the students are picking up the English in listening, speaking, reading and writing." As evidenced by their quotes, teachers perceived the benefit of the ELPS in supporting the development of English for all students, not just their ELs.

In addition, two of the teachers, Mrs. Sanchez and Mrs. Harris, felt that supporting students is not just a question of taking training on the ELPS, but a compendium of trainings and its application in the classroom. Mrs. Harris explained:

Just going by the TEKS in the areas of math, science, language arts and social studies, is not sufficient. To make the lessons successful, the ELPS must be a part of it…I have taken training with Stephen Krashen for example. He was delivering training about his theory of second language acquisition. Mr. Cummins, who came up with the BICS/CALP theory of second language acquisition… I've received many different trainings on the subject: SIOP, sheltered instruction, bilingual academies, PLCs, balanced literacy to name some of them. These trainings have provided me with good strategies to implement in the classroom, and they have also increased my content knowledge. The more you research the more you read, the easier it is going to be for the teacher, the person who delivers the lesson. As I see it, the ELPS is a big umbrella that carries many concepts. Concepts that make the instruction for our ELs effective... It is just not precisely the ELPS or SIOP training, it is all the accumulated trainings and concepts that translate into good application in the classroom. It is not just one training, there are many different trainings related or connected to second language acquisition that makes good teaching possible. These trainings again have impacted how the children would handle their academic language and how to be successful in the classroom.

Supporting Mrs. Sanchez's statement above, Mrs. Harris also saw the importance of using training to add to the teacher's toolkit without thinking any new training they attend is a new initiative that erases previous training. She indicated:

Probably the most important thing that helps me work with ELs is the, my early childhood background that I have and the concept of how people acquire language from birth up. So being able to apply those concepts to someone learning a brand new language, use those same skills, trainings, and I find that is successful for my ELs…It is really important that teachers have a variety of teachers tools. Lately it seems when new things come about it's supposed to replace what you already have and some teachers get caught up on that. I think it just adds to what I already know. So, I have no idea that going into the sheltered instruction training that I was going to learn so as we were going through the program. Oh, I know so much of this already, because it is so much about how the brain acquires language and how to help them do that.

All teachers perceived that ELPS were positive as they provided teacher with strategies that enriched their toolkits. As part of the teaching of caring, the ELPS meant an opportunity to know the students in depth, differentiate and meet specific students' needs. The ELPS along with other trainings the teachers received provided with a potpourri of best practice to better help students.

The positives of revisiting ELPS training and professional learning communities. Seventy-eight percent of the teachers also found it beneficial to get refresher training on the ELPS. For instance, Mrs. Gandara, with her twenty years in education, felt that it was important to revisit the ELPS through trainings. She commented: "In every training you learn something new, you get a refresher…You

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always learn from all the trainings." Supporting Mrs. Gandara's statements on the importance of attending on-going ELPS training, Mrs. Sanchez pointed out:

> When I know that I am going to go to any of the ELPS training, I know that I am going to get something new. Because it has happened, even though there are things that I have heard before, there is always something new. Even though some trainings are repetitious throughout the years. I've heard it before. I'm going to get something new.

> For Mrs. Ubalde, not only revisiting the ELPS through training was important, but she felt that more in-depth trainings needed to be made available for teachers: "From what I see in other teachers, I think more in-depth trainings should be accessible and made available to them…Having trainings available so that teachers see it is an on-going implementation is the way to do it."

The district professional learning communities, held at the district level each six weeks by the bilingual/ESL department, but facilitated by master teachers proven to have a good record of accomplishment in the classroom with the students, were valuable to seven out of the nine teachers interviewed. These master teachers had experience with the ELPS and ELs. These teachers were successful instructionally with English learners and the progress students made with academic language and learning in general as per state assessments such as TELPAS, STAAR or district curriculum based assessments. These master teachers were good at analyzing student data and differentiating instruction for their students to help students progress and learn grade level content and language. During these district bilingual/ESL PLC meetings, teachers from the same grade level

across the district collaborated and exchanged ideas about how to support ELs. Vertical PLC meetings with all teachers from all grade levels also occurred to promote alignment of expectations or collaboration.

Representative examples of the importance of the ELPS and discussion during the PLC meetings included Mrs. Gandara's and Mrs. Ubalde's perceptions. Mrs. Gandara, who worked with principal Mrs. Garcia, indicated: "The PLC meetings helped a lot to understand the ELPS. On-going training is refreshing. They gave me more experience." This seemed to align with her principal views on how the ongoing PLC meetings throughout the year on the ELPS and TELPAS discussions contributed to the significant gains in the TELPAS composite score for their campus.

Mrs. Goldsmith, who was an ESL teacher and who started attending the bilingual teacher PLC meetings at the district level, found that the collaboration with bilingual peers really helped her understand the world of the ELPS, TELPAS and how to meet ELs' needs better. Mrs. Goldsmith stated:

> If I had not attended our district bilingual PLCs and get together as ESL teachers
> and ask lots of questions, [I would not have reached the level of understanding I
> have today]. Things that I did not understand, by talking to other bilingual
> teachers, I got a clear understanding and took that [learning] back into the
> classroom. The discussion during the PLC meetings were most useful.

To summarize, all of the teachers found revisiting the ELPS training every year important. Moreover, 78% of the teacher found that on-going district and campus PLC meetings helped teachers understand the ELPS and refresh their understanding to better

assist students. Peer discussion among teachers, both bilingual and ESL, created further understanding of how the ELPS and TELPAS connected.

Teachers' Perceptions of TELPAS Training

The bilingual/ESL teachers shared similar views on the TELPAS training. The bilingual/ESL teachers' perceptions of the TELPAS training were grouped in three emerging themes: (a) importance of TELPAS training; (b) TELPAS isolation versus integration; and (c) preferred format and amount of TELPAS training. Below is an explanation of the themes.

Importance of TELPAS training for teachers and English learners. All teachers agreed on the importance and benefit of participating in TELPAS training to ensure success of ELs. As a representative example of this perception, Mrs. Harris expressed: "TELPAS helps make sure our ELs are successful in the English class." In addition, Mrs. Rackley shared: "TELPAS is important. It goes back to how we use the ELPS. It is correlated. We need to see the growth in listening, speaking, reading, and writing in the proficiency levels." Moreover, Mrs. Terence also indicated that TELPAS is in place "to assess the growth of second language acquisition in students who do not have English as a first language." Mrs. Cummins further elaborated:

> TELPAS gives you the map: where the students are, and where they are supposed to be heading…It is an assessment tool, that will help you to have a vision of who you have in the room and how to help your students and how to assess them as well. You know, in your instruction with the TELPAS information, you as a teacher can match those needs. Even call it as the response to

intervention…TELPAS holds teachers accountable… There were kids born in the country with a home language survey indicating that English was not the first language. Also, as you know, due to the shortage of teachers in our state, some districts brought teachers from all over the place. Some of these teachers did not even speak English. They worked with special permits...So, when TELPAS was established, it created a responsibility and accountability for the districts. The students must master the Spanish as part of the bilingual program, the students must master their native language, but without leaving behind the goal of the state of Texas which is mastering the English academic language.

Another teacher, Mrs. Terence, saw the importance of TELPAS training as "very needed" for the core area teacher in secondary who has a mix of students and bigger teacher student ratios and differentiation becomes much harder. ELPS can help teachers in secondary to actually focus and look at every student individually to meet their needs. All teachers viewed TELPAS as a necessary tool to measure students' growth and differentiate instruction so that students can be successful mastering the English curriculum. However, TELPAS in some cases was viewed as an isolated system.

TELPAS isolation versus integration. Sixty-seven percent of the teachers perceived that during training they received, TELPAS was presented as a separate test they have to administer as opposed to an assignment embedded during daily instruction. In the same way, when teachers presented TELPAS to the students, teachers perceived that learners viewed TELPAS as a separate test, which made students anxious and their performance got compromised. Mrs. Harris's and Mrs. Goldsmith's perceptions were

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representative of the 67% of the teachers who shared these perceptions. Mrs. Harris shared:

> It [TELPAS] is extra on the teacher, the extra writing assignments. I work very hard trying to integrate [writing] and that we are already doing it. Sometimes I feel they [students] perform better on a regular paper than on the one that I set aside for their TELPAS.

In addition, Mrs. Goldsmith, indicated:

> TELPAS training is useful. What I understand is that you know the areas of reading, writing, listening, and speaking, but I want to move it into the content area. Take their writing scores, their writing samples and because I teach 4th grade writing, I do not want to be separate. I want it to be a collaborative effort. It is not doing all this writing for TELPAS. It is not doing all of this writing for 4th grade. I want to see what I can do as a teacher to get all these writing pieces together. At some point, they [the students] are just overwhelmed with the writing.

These teachers viewed TELPAS as an additional task as they had to require students to write for TELPAS as a specific assessment instead of integrating it during daily instruction. In turn, the way TELPAS was presented to their students may compromise students' performance. Even though integration of language skills during daily instruction was the essence of the ELPS and TELPAS, teachers still viewed the TELPAS as something extra and isolated from the rest of the instruction.

TELPAS training and district supports. All teachers expressed they received the required district TELPAS training through their campus testing coordinators or assistant principals each year. The district director of assessment and accountability trained the campus testing coordinators each year. In addition to their required campus TELPAS training, teachers took the yearly online TEA calibration trainings and tests in spring to support the rating of the writing of their ELs. Teachers had to successfully pass their online calibration tests to rate their ELs for the TELPAS writing component accordingly; otherwise the campus would need to obtain alternative raters who can evaluate and score the students' writing samples. Some campuses may follow-up with additional support for teachers on TELPAS training during their campus PLC meetings or specific district calibration support sessions. Moreover, the district provided bilingual and ESL teachers at each grade level with an opportunity to meet during each six weeks during the district bilingual PLCs to exchange ideas for support. As teachers shared during the interviews, topics discussed during the PLC meetings was TELPAS and how to support students with the development of English language proficiency, which were beneficial for them to understand and better support students. The district also had systems in place to provide teachers with two mock writing and one reading simulation TELPAS test practice in the fall for teachers to use data to monitor progress and support their ELs in the areas of writing and reading.

Mrs. Rackley expressed that the on-going TELPAS training and district systems (writing and reading mock tests) helped her to know students' needs. In addition, Mrs. Gandara and Mrs. Goldsmith found the district PLC meetings with the same grade levels

very helpful. Mrs. Gandara changed grade levels that year, so the TELPAS resources, training and collaboration among teachers was especially important for someone learning a new grade level. Mrs. Gandara explained:

> Just make sure you use refresher courses in the computer and have as many resources you can access so that you can help for your instruction and help meet the needs of the students. Me going from first to third grade, third grade was different, was a new experience for me, those videos helped me, and I am still learning, I mean every day is a new learning experience. Because it is not the same evaluating first grade as evaluating in third grade. It is important to look at the ratings in first grade and the differences.

Additionally, Mrs. Rackley indicated that the TELPAS writing mock tests in the fall helped her prepare for the real state test in the spring and be able to "measure how the students are doing. It helps a lot because Juanito [as an example of student name] has to work on subject verb agreement, grammar etc. That is the purpose for me for the TELPAS mock writing."

In reference to the online training writing calibrations that teachers do online every spring, Mrs. Sanchez indicated that writing is the harder part to rate for her because she is "a hard rater. I have to close my eyes and listen." She made sure that she took all parts of the training to ensure she is following the expectations for rating, so she ended up listening to every part of the modules, "overview, before view, because it is hard for me." Similarly, Mrs. Royal indicated that her preferred method of training is face-to-face. That was the type of TELPAS training she got when she first became a teacher nine years

ago and found herself referring back to what she learned in that face-to-face training. She also shared her fears regarding the online training and the tests:

> Every year, I listen to the online modules, actually I do it because I am so paranoid, because I am afraid to fail the test, the raters' test. I think when you over train on line you do worse. So, when I take that test I use the knowledge and understanding that I got from the training in my first year of teaching. To me when a person trains you and explains it to you it is better than the online Pearson website provides.

Mrs. Royal's views aligned with the perceptions expressed by Mrs. Martin who commented: "Teachers are afraid of failing the writing calibration test." These statements revealed that teachers had similar feelings of fear about taking the online writing calibration test as their students when students have to write for TELPAS.

All teachers viewed the TELPAS as a positive assessment system to help them know where their students were in terms of English proficiency. In some cases, the way TELPAS was presented to teachers and students made the assessment system be perceived as an isolated instructional tool rather than an assessment to be embedded during instructional time. At the same time, teachers when having to test themselves as educators with the online TELPAS writing calibration test perceived some anxiety. Fears of failing the test and the fact that some teachers saw themselves as hard raters of writing were among the factors that contributed to the fears about TELPAS. The findings of question number six provided more detailed insights about the implementation of the ELPS and TELPAS in bilingual and ESL teachers' classrooms.

Research Question Six

Research question number six, *What are the perceptions of school and central office leaders regarding the implementation of the ELPS and TELPAS in bilingual/ESL classrooms?,* was answered using data from face-to-face interviews. Below are the main themes and findings that the researcher identified from the face-to-face interviews. The data reflect the three levels of educators in the school system (central office, school administrators and teachers) and the themes that emerged from all the administrators' perceptions about the implementation of the ELPS and TELPAS were categorized under positive and areas for growth. Subthemes helped further elaborate each of the categories. Regarding the perceptions of all school leaders on both the implementation of ELPS and TELPAS in the bilingual/ESL classrooms, the themes that emerged from all the administrators' and teachers' perceptions about the implementation of the ELPS and TELPAS were categorized under *positive perceptions* and *areas for growth*.

Leaders' Positive Perceptions on the ELPS Implementation

All leaders' shared common positive perceptions about the implementation of the ELPS. The themes that emerged were ELPS as a support for teachers and students. Central office administrators', school administrators' and teachers' views are presented below.

Central office administrators' views on ELPS as support for teachers and students. All seven central office administrators showed consensus on the importance of and the reason the ELPS were in place. They also found the ELPS trainings they attended were useful to understanding the purpose of the ELPS, helping develop

students' English language. As an example of these perceptions, Mrs. Chapman indicated that: "The ELPS, your main purpose is so that teachers understand the expectation to develop the English language for our students. I believe teachers understand you have ELPS." In addition, Mr. Morris viewed that ELPS were needed to ensure EL language needs were met and students progressed in acquiring more language. He stated: "TELPAS is in place to put the teachers in motion, making sure that the instruction for the ELs is to the point, not just academic instruction, but where are the language needs?" In regards to the implementation of the ELPS, he perceived it as improving over time:

> Over the years it is getting better. I think when the TELPAS and ELPS were first incorporated, it was like pulling teeth in making [school administrators and teachers] understand the emphasis. This is not just a requirement, but what is best for the kids. I think over the years, as we continue to train over the importance of TELPAS, I think campuses are getting better knowing the needs of their ELs.

Regarding the purpose of the ELPS and the implementation, Mrs. Gonzalez added:

> To make sure we are not leaving the students at the same level of English understanding and English knowledge over the years as we are trying to stuff academics down their throats. We are not keeping them back on the same level. This is for teachers to actually realize; this is part of my job as well. A student cannot be a successful citizen unless he or she can speak, read and communicate

in a way that is not hindering them from getting a job and being a productive

citizen. So, I think TELPAS really helps teachers be aware of that.

Mr. Patel provided an elaborated response on the need for the ELPS to know

where the students were in terms of language, "Get teachers and administrators to

understand the level of education the students come with, where they are in the listening,

speaking, reading, and writing of the English language". Like Mr. Morris, Mr. Patel also

saw ELPS as an important part of the accountability or ELL progress measure set by the

state to help districts and school track student progress:

> I think it [ELPS] helps accountability wise, it is the base to determine what their
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> progress measure will be and so students come in, and are at the beginning level,
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> they [ELs] are going to get more time to be actually expected to pass, without
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> having any curve per se, and I think when they [teachers] implemented that they
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> [teachers] gave our ELs a fair chance. They [ELs] come in and they had a good
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> education, but sometimes they [ELs] do not have a knowledge of the English
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> language, so they [ELs] do not understand what the questions are asking, so it just
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> kind of give you a few years or time to catch up for students who have been here
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> in the system.

Mrs. Cross saw the important relationship between ELPS and TELPAS as the

relationship between TEKS and STAAR: "I see the ELPS as the standards for language

development as the teachers see the TEKS as the standards for the STAAR test. So

ELPS tested by TELPAS and TEKS tested by STAAR…" Receiving ELPS training

helped this administrator positively. As she explained:

Definitely, before I could not explain the ELPS to someone or realize the

importance until I could understand them myself. It was hard for me to explain to

other people what they are and what the purpose was because when you do not

work with ELs, you do not even know that ELPS exists.

Central office administrators viewed the ELPS as supportive language standards

to assist students' progress through their English proficiency levels. Central office

administrators' perceptions aligned to teachers' views. Teachers also established

connections between the importance of implementing the ELPS and the analysis of the

TELPAS data to meet students' needs.

Teachers' views on ELPS as a support for teachers and students. There was a

unanimous response from teachers about the positives of the ELPS as the implementation

of the ELPS meant supporting them as teachers and in turn support for their students. As

a representation of these perceptions, Mrs. Goldsmith observed the benefit of the ELPS

implementation when teachers not only post the ELPS in the classroom, but ensure that

students know the why of what and how they are learning:

Posting [the ELPS] helps them [the students], but the teacher needs to explain.

One of the things that sheltered instruction emphasizes is that going back

periodically throughout the lesson making sure they are understanding, just

posting it, it is not helping them, unless they fully understand in their own

language. Why is it important to you? Everything we do is for the benefit of the

students so that we can help them be successful in the academic areas and in life.

That is what we do. We teach them there is a real world and once they leave us,

we want them to be successful leaders of our community. That is my goal.

For some teachers, the use of the ELPS helped reach students and there was a

difference in how students learned when teachers did or did not use the ELPS during

instruction. As an example, Mrs. Cummins discussed:

I really believe that ELPS help us get the students where they need to be. I have

kiddos, newcomers, using their methods, I have seen. It is night and day when you

do use or don't use them… So when the ELPS are used correctly in the classroom

on a regular basis, I have seen it work, it will make a difference. I just love being

a bilingual teacher and knowing about the ELPS and the many different ways that

the cognitive learning inside the students, that is what the teachers need to know,

the lesson plan needs to come from learning the student and you know what this is

where this student is and I am going to differentiate my lesson plan in two three

different ways in order to get all of them. If you do not do that for every student

and you do not think of the ELPS in that way, and each child. You take and look

and say, this is where the student is at writing, this is what will work, they will not

be able to go forward, and this is when you can lose the student.

Another example came from Mrs. Sanchez who in regards to the implementation

of the ELPS in her class responded the following:

When I was looking at the question, to me it is like the backbone of good

implementation in the classroom, because you, as a teacher, must make sure that

the language objectives of the lesson include all four domains: listening, speaking,

reading, and writing to be an effective lesson. I teach my students that reading is "listening" to the writer, and writing is "talking" with symbols. The ELPS helps you, to be aware if the students are mastering the four domains.

The teachers must implement the ELPS across-curricular all the way, not just for one specific subject, but for every single subject; integrating language in all content instruction: write it down (writing), tell me what you understand (listening), how we are making this different (speaking), posting higher level questions (reading). Asking questions that prompt critical thinking as one unit, that is how I see it, as the extreme manner of implementing the ELPS in the classroom. That is how I see it, it is like the backbone of the instruction in the classroom. If it is not applied, then the lesson or instruction will be suspended up in the air. The students will not be able to obtain the information, and, we, the teachers will not be able to assess the students' learning; whether the students are understanding the concepts.

I am a second language learner myself, and I believe in a way, every single human being is a second language learner whenever a new concept is introduced. I understand how the ELPS works. It turned out to be something effective in helping my students to acquire social and academic language proficiency.

The following comments spoke to the benefits of implementing the ELPS; the ELPS drove the teachers' instruction and they helped differentiate instruction to meet students' language needs. Mrs. Gandara commented:

The implementation of the ELPS is just, you have to kind of drive your

instruction to evaluate every student to know where they are at. That way you can

provide support at the level they are at. If they are beginners, intermediate,

advanced… and documenting their progress and be able to provide that help at

their level so that they can increase in their language.

Mrs. Harris, in addition to being the ESL teacher, was also the special education

educator for the ELs at her campus. She elaborated on the techniques that helped her

differentiate instruction for ELs:

When I have ELs, I am also sped certified, I am typically the inclusion teacher as

well. It kind of goes together when I provide additional support to help all

children acquire a language where they have deficits. Obviously, there is a lot of

deficit for someone learning a new language and so, the things that I have

practiced, that I have been taught to use, that I utilized, are very helpful, have had

a lot of success with my ELs, whether it is picture support, word supports, further

explanations, one on one, dictionaries, there's lots of things and it also depends on

the individual student, how much you need to provide and also giving them the

gradual release so that they can become independent.

The teacher viewed that the ELPS provided teachers with the opportunity to

differentiate for each student at the level they were at with language, and provide the

right amount of support through the use of best practice to meet each student's needs.

Mrs. Rackley and Mrs. Terence considered the ELPS as a good roadmap to follow to support their ELs. Mrs. Royal connected ELPS and the proficiency level descriptors in order to meet ELs' needs and offer a more rigorous curriculum. Mrs. Terence shared:

The ELPS are like a guide so I need to know what I need to use in the classroom depending on the needs of my students for social studies and language arts. Sentence stems are very helpful. Sometimes our students do not know how to start a sentence and it helps them to preview what is expected when they are answering. Sentence stems, starters….it is something that I learned when I went to those trainings. For me it is a must.

When I have my objectives in my classroom, the kids know what are the expectations, they know what to use when they answer. Like I said, they do not know how to answer, how to say this. It gives them an idea of what is expected and what to answer, how to start a story, how to ask for permission…very important to have it posted. You know the expectations and you are targeting the listening, speaking, reading, writing, depending on their needs you are targeting their needs. For me are very important, it is must. We have to have those. I feel like the ELPS are a good guideline to ensure the students are picking the English in listening, speaking, reading, and writing. So, I think it's saying, you need to do, x, y, z, me as a teacher I am doing what, how am I going to tailor that to my students with the ELPS I mainly start, I look at the new beginning ELPS, we are still working on sounds and sight words, and things like that.

Mrs. Royal also perceived the importance of connecting ELPS and TELPAS to meet students' needs:

> To me ELPS is important in the way that they are connected to the language proficiency descriptors, just knowing the TELPAS levels and how each student develops within that level. In the past, we were able to group the students in the beginner and intermediate level. That allowed me to provide more rigorous curriculum to each group. According to the level of the group, the rigor is going to be different. That is how, that's what the ELPS are for.

All teachers perceived the ELPS as a tool that will help them tailor their instruction to meet the students at the level they were at and make them progress to meet their language needs. In addition, ELPS were seen as best practice standards that help teachers scaffold their instruction to make students reach higher levels of English proficiency. The language standards were seen in connection with TELPAS; teachers needed to know the TELPAS levels to determine the amount of support students needed with language instruction.

School administrators' views on ELPS as support for teachers and students. One of the positives shared by all school administrators about the ELPS implementation was the focus on data to inform instruction and meet students' language needs. The ELPS were implemented and later on assessed by TELPAS to determine English language growth.

All school administrators' understood the importance of the ELPS implementation and gradually made it a focus on campus. Some administrators such as

particular Mrs. Garcia and Mrs. Martin, seemed to have reaped the benefits of keeping that goal for language objectives as evidenced by the growth in their campus TELPAS composite scores. Mrs. Garcia, whose campus experienced the biggest gains in scores from 2016 to 2017 (See table 4.4.), discussed:

> I would say that in 70% of my rooms it [the implementation of the ELPS] is happening, it is happening in our bilingual classrooms. I think in our bilingual classrooms [the implementation of the ELPS] are happening because they had specific trainings so they do understand the importance of it. Some of my other classrooms may not understand, especially my new teachers, they do not understand how it ties together and the importance of it. It is going to be more of a push based upon the STAAR scores we received based upon the writing scores and reading for 4th and 3rd grade, so we've got to do a better job with that.

Mrs. Martin also experienced growth on the TELPAS composite scores over the three-year period she had been in her school. She made it a focus to have a sheltered instruction group of teachers instructing ESL students. She expected content and language objectives in core area classroom as well as in some electives. She moved the campus TELPAS composite growth from 19% to 60% over a period of three years. She explained the implementation of the ELPS:

> Well, I think on this campus in particular we are in… When I got here three years ago we were in very implementation stage, and I think we are getting now to where they [teachers] are not scared of them [the ELPS] anymore. So, now, we really are going to start moving forward even more with it, something a lot more

growth now. We focused on our sheltered instruction teams, but all others…LOTE [languages other than English], Fine Arts, those teachers had to do that.

For Mrs. Martin, implementing the ELPS and providing a group of staff members serving ELs have helped the campus be more focused and make gains on the English language development. Mrs. Burns, a new administrator at the campus, shared her expectations when it comes to the ELPS, data and teacher support when a new principal brings a different set of expectations to a school. She experienced resistance from teachers when trying to implement the ELPS. Her TELPAS composite scores regressed one percent from 2016 to 2017. She would have like to see more growth in TELPAS. She commented:

> So one of the expectations that I put out for my teachers is that they will have a content and language objective posted daily in alignment with the lesson, it is in student friendly terms, is visible and accessible to the students. Coming as a new principal, it took my staff a while, change is not always easy for everybody and you can come up with some resistance, but it is something that we continue to revisit. I would tell them the expectations, I would give them the expectations, for writing professional development, for example, we would go out to see if there was follow through, active monitoring. If there were some gaps, we will address it. We will always provide the data provided by the district. It was like what I consider an action research cycle. You continue to look at the problem, you revisit, did it work, did it not work, you just continue in that constant cycle of

constant learning for your students. So, all in all I am pleased with the way my bilingual teachers are accessing the content for the students.

Mrs. Martin further explained the need to look at all types of data to ensure ELs' needs were met:

You want to look at the quantitative and qualitative data of students… You can use TELPAS data to pair students that need to practice different skills and they can model that for each other. I see that as a good alignment piece, you can plan your lesson and active engagement in the classrooms.

The TELPAS provided administrators with good data and an opportunity to assist students in their language needs. The principals used their data to inform their improvement plans and instruction. Mrs. Chapman, Mrs. Cross and Mrs. Burns supported this statement. For example, Mrs. Burns shared:

So when we have looked at our recent data, what it shows it that our students are stronger at the writing than at the reading. There is something we are getting stuck on the area of reading that we need to continue to revisit. And, I am finding we are not making our EL progress measure the way we have to. We need to continue looking at what do we need to do to continue supporting our ELs and as a whole writing is an area that we are going to continue to support on campus.

There is something more to be said about the process of writing. It is not going away, and if we are wanting to get all the students and ELs for the 21st century and to be out into the workforce we need to make sure that the reading and writing piece, and of course the listening and speaking, and the collaboration

that you do in the real work, all of this that prepares them for the real future. I do

have a plan moving forward and I am excited about moving forward, it is about

conferring with the students, working more on the small groups, or more specific

to their ability level with the listening, speaking, reading and writing. That's what

we will be looking at for this school year.

Mrs. Garcia also used her TELPAS data to guide their action plans to ensure

support was provided to students:

It is going to be one of our action goals. I still don't feel our students are speaking

enough. So one of the goals is to make two days a week the language objectives

must be speaking and listening. We will make a campus goal that students will be

speaking in complete sentences because what we are noticing is that is impacting

the writing. So when we got the writing samples, we noticed the students are not

writing in complete sentences, but it is also when we are talking about the

teachers, well, they are not speaking in complete sentences, they are not going to

write. So, then with our whole lack of academic vocabulary missing here for our

students, that is going to be a big push, making sure that students at least twice a

week are speaking in the classroom.

School administrators perceived the importance of implementing the ELPS. When

these two principals make the ELPS or language development a focus for their schools,

they saw the results in the TELPAS composite growth. Principals provided focus for the

ELPS by ensuring teachers understood the purpose behind the ELPS. In addition, school

administrators took time to share how the language standards connected to the TELPAS

data through the campus PLC meetings, by having teachers participating in required district ELPS trainings, by conducting focused campus walk-throughs or scheduling ELs to a specific group of teachers who were ESL certified and/or sheltered instruction trained. These administrators used the TELPAS data to inform their school action plans.

Leaders' Perceptions on Areas of Growth with the ELPS

All leaders identified areas of growth with the ELPS. The major themes across all leaders were: (a) teachers' knowledge of the ELPS and second language acquisition, (b) school leaders' ELPS instructional leadership, and (c) the need for differentiated instruction. Below are the common identified themes in detail.

Leaders' perceptions on teachers' knowledge of the ELPS and second language acquisition. There was unanimous consensus among participants that there was room for growth on the knowledge and implementation of the ELPS and second language acquisition on the teachers' side. Along with the positives of receiving training on the ELPS, all leaders perceived that teachers knew there were ELPS to implement. The question remained as to whether teachers, especially new teachers, understood the level of importance of the ELPS. For example, Mrs. Chapman, one of the central office administrators, shared:

> I do not know if they [teachers] understand the level of importance for oral
> language development, and for our children to move from BICS to CALP, for our
> students being able to understand that if we develop the language we develop
> their success. If we develop primary language you give them opportunities to
> grow, then, you can develop their secondary language because they can make that

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connection, to transition. We have teachers that lack the understanding because

they are overwhelmed doing everything else they have to do.

Mrs. Gonzalez, another central office administrator who spent time visiting

teachers' classrooms and providing feedback to teachers on instruction, perceived the

misalignment of central office expectations regarding ELPS and what actually got

implemented in classrooms:

Well, I think our expectations of the ELPs [from central office] and what it is

actually implemented is a little different. I am not so sure that the ELPS are being

implemented. I do not think they are implemented with fidelity, you know. The

expectation is to use those to guide instruction, use them in lesson planning, but I

do not think they [ELPS] are being utilized to guide instruction.

Mrs. Cross, who also actively and frequently visited secondary classrooms,

observed and supported instruction from the district level, perceived that not all teachers

of ELs necessarily used the ELPS in planning or lesson delivery: "Teachers need to take

into consideration their students' level of language and take into consideration the content

they are trying to teach. Then, they can modify or differentiate using the ELPS. But I

don't think teachers are using them in planning and they need to be."

School administrators concurred with central office administrators' views on

teachers' levels of expertise on second language acquisition and implementation of the

ELPS. Mrs. Garcia, one of the principals, indicated:

I think we throw a lot of trainings at teachers for ELPS and TELPAS, but I do not

think they truly understand the meaning and the value behind it. That is something

we need to make a better job, just making sure that teachers understand the value

that our ELLs are getting the right and appropriate accommodations and all that. I

feel a lot of times they go into the LPACs, and it is like a check box, they do not

see the meaning behind it.

Another principal, Mrs. Jones, also supported the idea of teacher not

understanding the ELPS. She pointed out: "I do not know if teachers really understand

what the ELPS are about, the descriptors. I think they think it is a separate thing, it is hard

to come up with… It is hard when they separate it from the TEKS." She offered

recommendations on how to support the teachers: "If you can say, this is a good place to

implement this part of the ELPS. Just give ideas and suggestions of ELPS to use for that

particular standard. Make it easier. Make TEKS and ELPS go together."

School administrators felt that the teachers' understanding of the ELPS was an

area for growth. Administrators pointed out that lack of understanding may be correlated

to the format and way the ELPS information was presented to the teachers during

professional development. Mrs. Garcia attributed the growth of her school's 2017

TELPAS composite scores to the way the professional development happened on her

campus that year. The way the ELPS were presented helped teachers understand the

language standards and the way TELPAS was presented to teachers appeared to have

made a difference. According to Mrs. Garcia, teachers saw the value of the ELPS and

TELPAS:

Just making sure like how we did it in our campus, it does apply to instruction and

how it applies to the overall campus. Just for us is not about our ELs it is about

our entire campus population. So when teachers saw the value behind, the value

for everyone they started implementing those. That is the big thing. It is important

for our English learners, but also for all of our students. It is good teaching, and

how it looks like to apply that.

Eight teachers, along with all central office and all school administrators, also felt

that some teachers did not understand the ELPS or the stages of second language

acquisition, which made it harder to implement and meet students' language needs. As

an example, the elementary bilingual teacher, Mrs. Ubalde, commented:

I always see teachers wanting to compare the ELPS to the TEKS and taking one

of the ELPS, and well, we are going to master it this week. Well, that is almost

impossible to do because it is something that you build on. Teachers should get

away from the idea of standards like a TEKS say and not compare them, so,

having trainings available so that teachers see it is an on-going implementation is

the way to do it.

As another example, the secondary ESL teachers perceived teachers of ELs need

to have an understanding of second language acquisition. Mrs. Royal pointed out the

following:

ELPS are important when it comes to the grading and assessment of the student.

Sometimes the students have the academic knowledge of the content, but they

may not produce the answer in the mode that the teacher expect, in the case of the

writing or the oral, the speech they may not be developing as fast as the

comprehension. If the teacher understands the development of English proficiency

levels. He or she can accurately evaluate the progress of the student in the class,

do you know what I mean? Just because the student is quiet in the class, that does

not mean that he does not understand the curriculum. He may not be able to

produce product.

Teachers perceived that if some teachers' lack knowledge and understanding on

second language acquisition and the ELPS, it was harder for the teacher to meet the needs

of ELs. Understanding how English learners acquire a second language and how ELPS

can support that process were key for teachers to support ELs' language acquisition.

Knowing how to implement the ELPS were key for language development success in the

classroom.

Central office administrators' and teachers' perceptions of school leaders'

ELPS instructional leadership. One of the areas for growth or concerns expressed by

86% of the central office administrators and 33% of teachers was that the implementation

of the ELPS depended on the expectations of the school principal. As an example, Mr.

Patel, a supervisor of school principals, perceived higher implementation of the ELPS in

elementary than in secondary campuses. As Mr. Patel explained:

It just depends on the leadership. I can't tell you, you know, it all depends on the

leadership. You can have two campuses, one right by each other, and you have

one principal does not see it as a priority, they do not see the concerted effort, and

then you go to another campus where the principal feels that this is important and

it is going to help not only ELs, but all students and it's monitored and gets

implemented more.

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I can tell you that I just go back to my five years as a principal and my five

years in central office I have seen more, I see the ELPS being implemented more

at the elementary level than the secondary level. Especially that the elementaries

that I work with has a higher number of ELs…So it depends on the campus, the

higher the percentage, the more ESL students you have, then you typically, I

typically I see more implementation of the ELPS. I see it more of a focus or an

effort, more…it gets included in actions plans or SIPs, sometimes it gets included

into lesson plans, where it is a mandatory thing that needs to be included in lesson

plans. In campuses where you do not have as many bilingual or ESL students

then it does not become much of a focus.

Most central office administrators agreed that the ultimate person responsible for

the ELPS implementation on campus is the principal, even though the message starts at

the top and support was provided to campuses in a top-down approach from central

office. For instance, Mr. Morris, one of the central office leaders, shared:

At a campus, the implementation of the ELPS depends on the principal. It is

ultimately the principal who sets the tone, everybody under the principal has the

same tone. Ultimately, the principal is the one setting the tone and the one

responsible for the success of TELPAS and implementation of the ELPS.

As central office leader, Mrs. Chapman's perceptions aligned with the above

statement and she added the idea that the school principal is responsible for the successful

implementation of the ELPS and TELPAS at the school:

That would be the campus principal. They [the students] are their children and they need to make sure they are providing every educational opportunity for students to be successful.

It goes back to what we discussed earlier, are we providing students with the opportunities to speak, discuss to listen, and if we are not doing that, our students are going to have a difficult time. When I go over the TELPAS data with the principals, we talk about when we have inconsistencies between our reading and writing data my question is: Does it have to do with the rater and our expectations, or does it have to do with the online assessment and the level of importance that we've provided our students to understand? Sometimes that incongruence can go one way or another. So, it is very interesting to listen to principals' responses: I do not think the student took it seriously. Well, that is a shame because what we are not we doing about getting them to understand the importance of why we are doing what we are doing, versus on the other end, we have teachers who like the kids and they want them to do well, I am going to put him on an advanced high, but he is not an advanced high. So we talked about that, and again they have to have those conversations with the teachers to really understand you know, where are we missing with the children, where are we not capturing the child and then I ask them to go back to look at their STAAR results. Because if I am passing a STAAR test, then I cannot pass the TELPAS at an advanced high, then there is an issue there also. There should be no doubt where I stand with that data. Trying to get them to triangulate the information is time

consuming. I have got it now. I just got my STAAR results, I am on summer

break, and then you come back and you hit the ground running. What my priority

is and what are the important pieces I have to put in place.

Another central office leader, Mrs. Gonzalez's perceptions also reinforced Mrs.

Chapman's insights above regarding school leaders' responsibility for ensuring the ELPS

implementation in classrooms to meet students' language needs:

Although it may trickle down from the district level, it needs to be at the campus

level you know. I think those [principals] are the ones the teachers see as their

everyday leaders. Teachers see them in their front lines every day. So, if my

direct supervisor and instructional leader is telling me that this is best practice and

what should be doing, that is who I think as a teacher would tend to follow. It is

our responsibility, but it mainly would fall on the campus leader in the day-to-day

reinforcement. It starts from the top, and goes down. If the administration does

not see it as priority neither will the campus administration or the teachers. Our

parents do not know what it is, but they do know what STAAR is.

Teachers' perceptions on growth in the area of the ELPS were attributed to the

different levels of administrator expectations with the ELPS at their campuses. Mrs.

Royal felt she found ELPS instructional leadership or administrators who understood the

importance of ELPS at her school. In contrast, Mrs. Sanchez found a lack of leadership

when it came to their school administrators' knowledge and expectations with

implementing the ELPS. At Mrs. Royal's campus, she shared that "TELPAS data were

discussed at the end of the year. They will be having action goals on the area of the

ELPS. The action goal will include not only posting the ELPS, but making sure students understand the ELPS." Mrs. Royal shared:

> I think the ELPS have not been fully implemented in all areas. I am thinking it may not be a 100% if the teachers are not ESL certified. What we do at Meadows Elementary is something good, we will require all teachers to have the content and language objective posted on the board, just across the board. Yes, posting the ELPS will be required. When we had our end-of-the year meeting, we hope that it will start at the beginning of next school year… Posting helps them, but the teacher needs to explain. One of the things that sheltered instruction emphasizes is that going back periodically throughout the lesson making sure they are understanding, just posting it, it is not helping them, unless they fully understand in their own language. Why is it important to you?

Conversely, at Mrs. Sanchez's school, the lack of effective instructional school leadership contributed to the inconsistent implementation of the ELPS. Mrs. Sanchez elaborated:

> One big issue is that our administrators are not aware of how important bilingual education is. Our demographics are 55.3 % bilingual ELL kiddos in our school. That alone should be very important for our administrators to be on top of the bilingual teachers, what do you feel you need? What should we be doing for our students? Our high risk students are our Hispanics. Why is that? We are not being taken care of. I just feel there is a disconnection among all of the bilingual teachers and the administration there because we, I feel heart-broken when I say

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this, but they do not give us the importance we have on that campus. That is a big concern to me because personally at my campus I know the students, I have baby sisters and baby brothers coming my way. Truly honestly, we are at the back end of anything. This year, we did not even have time to practice for TELPAS, they gave me one day.

According to Mrs. Sanchez, monitoring of goals by her school administrators was key for her to ensure every teacher was implementing the ELPS. She felt she needed her administrators more in her classroom and other teachers' classrooms to provide feedback on instruction and understand what actually happened in the classrooms. She explained:

Honestly, the ELPS are not being followed by all, plain and simple, because if they were doing it, what else could it be? I understand. Every teacher is different; we all have different styles. I just feel that we really have to pay close attention, day by day, week by week, understand what is going on in the classrooms with the bilingual teachers. I am not in charge, but if I was in charge I would make my goal that everyone is in sync. Of course when we are together and we are in a faculty meeting, and we are at the district level in a meeting, everybody gets it, the bad thing is that three weeks later, two months later, everyone starts on the same boat, but at the end everyone is on their own little raft, going all over the place, so I think that is when we are losing some of our caliber using the ELPS.

Number one, administrators need to know what is going on and understand the different types of learning of the teachers, and then, because, a 15 minute walk-through, a 45 minute observation is never good enough. I am the one

being checked, and I would like for them to do be there more, be longer time and be able to see, and then, go to the next teacher. Not as a check, but we need to be checked, do not get me wrong, and be held accountable that we are doing what we are supposed to be doing. Sometimes we are not teaching the ELPS even though we are supposed to.

Mrs. Sanchez suggested more time to collaborate among teachers and implementing vertical team meetings to support bilingual teachers to overcome some of the challenges she experienced at her school. She explained:

We do not even have vertical alignment at the school, where all the bilingual teachers meet together, I mean. Another example, with LPACs, I have no idea what is happening with LPACing. We used to know, ok, this is the day we were going to do this. We will stay after school one day, or we will use one of the workshop days and meet with the administrator and talk about the child, do the checking on the forms that needed to be done and checking on what does this folder say? Perfect examples, every year at our school, for the last 7 years, we were always given a day, an afternoon, when we all bilingual teachers we will go over our cum folders, we started talking about TELPAS, how we were going to test our kiddos, those conversations with our partner, one-on-one, our vice-principal, in charge of the LPAC, we have always given the time, I would not call training, but time, I would call it time, right?

To mirror the comments from central office, Mrs. Sanchez summarized her interview with a statement that reflected well the importance of ELPS school

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instructional leadership: "Both components, (ELPS and TELPAS) are extremely important when they are followed by all, and when our administrators are aware of the importance of that and they are making sure that they are being followed."

According to most central office leaders and some of the teachers, the responsibility of the implementation of the ELPS fell on the school administrators, more specifically the principal. The expectations for ELPS implementation "needed to start at the central office level, but making ELPS a priority in schools, in every classroom, and setting the tone of implementation were the principals' responsibilities" as expressed by Mrs. Terence.

Leaders' perceptions on the need for differentiated instruction. There was a general agreement among all leaders that the ELPS provided an opportunity to differentiate instruction to accommodate linguistically for the different levels of language proficiency levels of the students. Linguistically accommodated instruction was key to making students progress with language. Mr. Patel, one of the central office leaders, commented on the importance of knowing the students' language levels to customize support for students:

> It [ELPS] gives you a baseline, once you have that baseline, you can tailor your instruction and the services you provide for the students. Are they coming fluent, then they do not need as much support, but if they come at the beginning levels in all four areas, then they are going to need more intensive services so that they can move forward quicker.

Mrs. Cross, another central office administrator, reflected on the need not only to know the ELPS, but actually implement them to improve instruction. She shared:

I think teachers have a good understanding about the ELPS, but where there is room for growth is how to implement. Not just know what the ELPS are, but how to use them to linguistically accommodate the instruction for ELs.

Mr. Smith, from central office, also perceived the ELPS as a great opportunity to differentiate instruction and meet students' needs, but differentiation may not necessarily be happening:

Teachers need to take into consideration their students' level of language and take into consideration the content they are trying to teach. Then they can modify or differentiate using the ELPS. But I don't think teachers are using them in planning and they need to be.

In the same way, school administrators commented on the positives of TELPAS as a tool to differentiate, but they perceived some teachers may not look at the data or know where the students were in order to meet their needs. Mrs. Coleman, one of the principals, commented: "Sometimes I feel that the teachers don't always know what levels their kids are at and they don't make individual plans for students/groups of students and then the kids don't progress as well as they could/should." Mrs. Burns, another principal, reflected by pointing out: "The end goal is to achieve English proficiency, but really how to move the student to the next level, how you can achieve students' growth if you look at it like that and develop a plan."

All teachers found the implementation of the ELPS to be valuable. The identified challenge among them was implementing the ELPS as it required them to differentiate the lessons for language, or mixing students with different learning and language needs in the same classroom. Teacher-student ratios were also a concern, especially in secondary schools, as having a larger number of students in classrooms made it harder to differentiate and get to know all the students. Mrs. Gandara shared: "It is not easy to implement the ELPS because you have to look at every individual student, but it is possible. You just have to know where your students are and offer the support." In addition, Mrs. Terence, a secondary ESL teacher, shared:

> Not mixing special education and ESL in the classroom, even though sometimes you have ESL that are sped, those are the double dippers, not overwhelming the class and have a very large group. It is very difficult to put those kids. You do not want to isolate them. You do not want to go over that fair ratio of having ESL kids. The more newcomers you have in the classroom the fewer ESL students you want in the classroom. You want to have good quality kids, you want the quality, not so much the quantity. So, I think it is overwhelming.

Mrs. Royal's perceptions seemed to align with those of Mrs. Terence in regards to classroom size and differentiation. Mrs. Royal explained:

> In a large classroom, the teacher, honestly, cannot develop relationships right away with every student. I have the luxury of dealing with a very small number of students, that is why I can get to know them better. I can look at their background. I understand what it means in Eduphoria so very quickly decide and understand

what happens with the teachers who have large classrooms. Classroom size does

matter. Sometimes it works against the teacher as you may lose that dynamic,

kind of the momentum and is really hard. I would say 1:15 students is ideal.

Towards the end of the year we feel like family.

All leaders understood the importance of teachers knowing their students'

language levels to offer differentiated support. In addition, knowing about the ELPS and

actually implementing the ELPS with fidelity was necessary if teachers were to offer

differentiated instruction for students.

Leaders' Positive Perceptions of TELPAS

In regards to the leaders' perceptions of the TELPAS, positive perceptions

included: (a) TELPAS as support for students, (b) data discussion and student support

through district and campus professional learning communities, and (c) district support

systems on TELPAS.

Leaders' perceptions of TELPAS as support for ELs. All leaders perceived

TELPAS as an opportunity to ensure students are practicing and developing their

language skills. From the central office, Mrs. Chapman observed: **"**TELPAS gives us an

opportunity to demonstrate students' progress, their proficiency as they move towards

their educational journey. It helps us set goals. It also clarifies the question: "Are we

providing the opportunities for our students to demonstrate language?"

Even though TELPAS is a system that has some areas for growth, another central

office administrator, Mrs. Gonzalez indicated: **"**I see the benefit of TELPAS, I do not

know what the perfect system would be" as it allows students to practice and be

evaluated on their English language. In addition, another central office administrator, Mr. Morris, indicated the connection of TELPAS with ELPS: "The ELPS are designed to give a framework to the teacher to ensure an EL student is not just getting academic learning, but their language needs are met and then TELPAS would measure how well that is happening."

All school administrators understood the importance and the value that TELPAS provide to support ELs. Mr. Rodriguez explained: "I appreciate that we have a metric to measure the English language acquisition. I like that piece. But as a system, a metric to measure student acquisition of the English language, TELPAS is very appropriate." Another principal, Mrs. Garcia, added: "I do not think TELPAS should go away, TELPAS needs to continue. Just because we need to make sure teachers are teaching those kids." Mr. Morris explained:

> TELPAS' purpose is to measure a student's second language acquisition and to see if they are making progress in the bilingual and ESL program, if we are meeting the needs and what else they need to be supported with, because we know they need additional support as they are learning a second language. They learn at different rates, so it is to be able to measure how they are doing and making sure we are intervening and making sure we are doing everything possible to ensure they are successful in acquiring English.

Mrs. Sylverson commented regarding TELPAS, students' language growth and differentiated instruction:

The main purpose of TELPAS is to ensure that our students are progressing in

their English language and that they are moving up the appropriate levels so that

they eventually exit the bilingual program. The other main purpose is to ensure

that teachers know how to differentiate their instruction to meet the individual

needs of the students (so that they can make progress).

Mrs. Marsh added other positives about TELPAS as an assessment tool that

brought consistency not only in the district, but in the state of Texas:

I appreciate that we look at our ELs and their growth. I know some other districts

may be doing it differently. We have early exit, other do dual language, we have

all kinds of things, but TELPAS is a baseline system that everyone can use and

follow.

Aligned with central office administrators' and school administrators' views,

teachers perceived TELPAS as a beneficial tool to support students' English proficiency

growth. Like central office leaders, some teachers view TELPAS as a tool to hold them

accountable for meeting the language needs of ELs. Mrs. Sanchez explained:

I have seen the progress of our students, and I see our kids more prepared than

they were in the past. As I said, when I started teaching, I had many of my

students born in the country that could not vocalize English words, and that was

kind of upsetting to see what was happening. My instruction was focused on

these children, I want them to be successful. Eventually the students were going

to be assessed fully in English, my approach is to empower the children to unlock

the full capacity of their intellects. I want them to have a good future in this country, our country.

Mrs. Sanchez commented that even though TELPAS was more work, it was a perfect planning tool to support ELs:

> TELPAS is work. I saw it as additional work, but it keeps people accountable and it is a good thing like I said. If you have a student at any linguistic level, what will happen to that student the following year? It is an excellent tool for planning and viewing without assumptions who you have in the room, and as a tool to keep people accountable, you know, in their assignments.

Mrs. Harris expressed the importance of TELPAS if campus administrators viewed TELPAS as important, which aligned with comments expressed by central office leaders and other teachers. When administrators viewed TELPAS as high importance, teachers viewed it that way. She explained:

> So, I think that especially the way we have implemented at my current school, it keeps it at the forefront, especially if you have teachers that may not be necessarily as experienced and may not know what to do. They need to be reminded throughout the year. We have a schedule that we have to keep and make sure that we do implement it in the classroom, so it [TELPAS] is really important.

All school leaders, to include central office administrators, teachers and school administrators, viewed TELPAS as a system that helped focus on the specific language

needs of ELs; TELPAS allowed teachers to differentiate and provided a state-wide system to assess English learners' language growth.

Leaders' perceptions on data discussion and student support through PLC meetings. All central office administrators pointed out that professional learning community meetings were important to them as these meetings helped teams of teachers at the campuses to plan and deepen their understanding about TELPAS to better reach ELs. Mrs. Gonzalez's, Mrs. Johnson's, and Mrs. Goldsmith's perceptions captured this view. Mrs. Gonzalez's comments were as follows:

> We need it [TELPAS]. It is a very useful assessment, not only for accountability, but for teachers to plan and provide their linguistic accommodations in instruction. My idea is for the most part is very necessary, is very positive.

Mrs. Johnson, who just transitioned from a teaching to a central administrator role, shared the importance of looking at the TELPAS PLDs and ELPS during school PLC meetings:

> We did it [looking at [TELPAS] data] across the board for all of our students, not just our English language learners. We looked at how someone new to the language was going to try to learn Algebra. We realize that Algebra was like learning a new language because you have to abstractly think in a different language, we have numbers and variables "x" now and so the same idea applies. One of the things that we used a lot was going back to the ELPS and see how they worded things for the students to progress from one level to the next and how it was written and we did a lot with writing. We talked about academic vocabulary,

we built some scaffolding, built-in questions, built-in sentence stems and gave opportunities to fill in the blanks and eventually build their confidence so that they were able to talk using academic vocabulary in Algebra. We approach from the way we saw the break down on the TELPAS writing, when it says the different levels, the beginner, advanced, advanced high levels. We looked at, what do we have now? Beginners or below beginners, and building from that perspective. We looked at some of the reading strategies and tried to use it in our reading for content information for Algebra, try to help the students recognize: This is what you are trying to solve, this is what you are looking for, this is the information that was given, trying to help them recognize that. Reading is not everyone's strengths.

Likewise, teachers expressed the importance of the district bilingual/ESL PLC meetings. Mrs. Goldsmith's views were representative of how teachers felt about PLC meetings. She shared: "If I have not attended our district bilingual PLCs and get together as ESL teachers and ask lots of questions, things that I did not understand, by talking to other bilingual teachers I got a clear understanding and take that back into the classroom."

Overall, all leaders perceived that TELPAS provided valuable data for teachers to plan. In addition, TELPAS data provided valuable information to discuss during professional learning communities. Looking at the different proficiency levels allowed teachers to tailor instruction to meet students' needs.

Leaders' perceptions on district support systems of TELPAS. Central office leaders elaborated on the support they provided to campuses to share the importance of the ELPS and TELPAS. However, if there was a breakdown in the implementation it was in the monitoring piece, on how the importance of the ELPS and TELPAS reached all the way to the classroom. Mrs. Chapman, one of central office administrators, indicated:

> For us, before our bilingual director came on board, we sat with principals. We sat with directors. We talked to them about TELPAS, about their results, and we tried to make connections. Our bilingual director has provided rosters of students. What powerful information to have conversations with teachers and why do we have children regressing, why are they not progressing, why do they plateau? I think we demonstrate that we see the value within the data. I know it gets to the principals, what I am not sure if it gets down to the teachers, what conversations they are having. For us, our bilingual department also has been handing the data because through the PLCs, they have provided opportunities for teachers, bilingual teachers, to have conversations about the data of their students. I believe we are demonstrating that. Now, that our monitoring and how that is implemented may not be to the level of fidelity that would make it powerful. For a district it is getting the right person in the seat that oversees that piece and that is going to develop the expectations for the ELPS and TELPAS. When you hire right and you have someone who understands and have those high expectations, then you are benefiting, your bilingual population benefits.

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Another central office leader, Mr. Smith, shared support offered to teachers: "We [at the central office] train teachers how to assess students in the writing, speaking and listen with the online calibration and trainings we give them in case they happen to fail the online calibration." Mr. Patel commented on the different TELPAS data reports provided by the bilingual/ESL department to campus leaders each spring. Mr. Patel elaborated:

> It is nice to get an annual picture of where our kids are with reading, writing, listening and speaking. Principals do use the data to select either group or place with certain teachers who are more effective with our ELs. They can, if they are smart, use the data to determine services for the students, and depending on the kind of services you want to have, then you can select the type of teachers. So it helps you to be more focused on all aspects of the principalship: staffing, budget, instruction, remediation, if you go to the PLC process you have to keep your ELs in mind. When you create your CFAs, when you analyze it, making sure that the students' needs are identified, that they are receiving help and supporting those that need the most help. For TELPAS, it is nice to have that information for teachers.

Fifty six percent of the teachers viewed the TELPAS writing mock tests that happened in the fall as positive as the simulation test helped monitor students' progress. Mrs. Rackley observed that she could "measure how the students are doing." Another teacher, Mrs. Gandara, observed that analyzing students writing samples during the campus PLC meetings in collaboration with central office staff "was very useful". Mrs.

Ubalde and Mrs. Goldsmith also indicated that thanks to the PLC meetings facilitated by the district she "gained a better understanding about TELPAS" and benefit from on-going training. Mrs. Cummins shared that the TELPAS writing mocks helped move students up proficiency levels: "If you have a student at any linguistic level, what will happen to that student the following year? It is an excellent tool for planning and viewing without assumptions who you have in the room."

Overall, central office administrators and some teachers perceived the importance of TELPAS data. Central office leaders indicated that TELPAS data were shared with school leaders via student rosters with data and charts. The district also promoted discussion of TELPAS data during the district bilingual/ESL teachers' PLCs every six weeks. Teachers had an opportunity to collaborate with other colleagues, deepen their understanding of TELPAS, and how best meet the students' needs. In addition, the district provided additional TELPAS training to meet the needs of unsuccessful TELPAS writing calibrators.

Leaders' Perceptions on Areas for Growth with TELPAS

All leaders shared similar views on the areas for growth with TELPAS. The main findings were grouped into the following themes: (a) subjectivity in TELPAS rating; (b) support for ELs with the online TELPAS online; (c) importance of TELPAS against STAAR; (d) teachers' and students' fears of and stress with TELPAS; and (e) leaders' concerns with the online TELPAS listening and speaking. Below is an explanation of each of the common views shared by all leaders.

School leaders' perceptions on subjectivity in rating. There was consensus

amongst participants regarding the subjectivity of rating that occurred when teachers rate

the domains of listening, speaking, and writing. The holistic rating of these students'

language domains relied on teachers' subjectivity and level of expertise with the ELPS,

TELPAS and proficiency level descriptors (PLDs), creating validity issues. For instance,

Mr. Morris indicated:

> I think the way it [TELPAS] is designed right now, the weaknesses, the only
>
> component of TELPAS to me that is truly reliable instrument is the reading piece
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> for the grades 2-12 kids that do the online reading test that has reliability studies,
>
> validity studies. Other than that, the listening, speaking and writing, the weakness
>
> is that it is based on the teachers', for the lack of a better word, their interpretation
>
> of their PLDS is based on their expertise and rating students. In other words, a
>
> teacher who has never rated a student with TELPAS in their first year, they are
>
> not going to be as good as if they are in their fifth year, and they are not going to
>
> think…So I think the weakness of TELPAS is that it is up to a teacher's
>
> perception.

Mrs. Chapman's perceptions aligned to Mr. Morris's statement:

> I always question when looking at someone evaluating and they give advanced in
>
> listening, advanced in reading, advanced high in writing and beginner in writing.
>
> Have I provided the opportunities for that student to demonstrate the ability to
>
> speak in that classroom? That should drive the professional development that we
>
> provide our teachers, that our students are successful in transitioning.

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All administrators perceived that there was a need to continue educating teachers on the need to provide opportunities for reading, writing, listening, and speaking so that students could be provided a fair chance to be rated objectively. Statements that support the subjectivity and validity issues of the holistically rated domains of listening, speaking, and writing came from Mr. Smith, Mrs. Gonzalez, Mrs. Johnson, Mr. Patel, and Mrs. Cross. Mr. Smith expressed: "In the past, I think TELPAS was very subjective because there are three areas that are based upon teachers' subjectivity: listening, speaking, reading and writing. The reading is assessed on the computer." Mrs. Gonzalez added:

> I do not know how you objectively determine people's writing and speaking skills. I think those are very subjective. The only way to combat that is like I said have a core group of people that are teaching the same kids. In a big high school, I do not know how you do that.

Mrs. Johnson further elaborated on the subjectivity of teachers' rating:

> For example, there are areas like the writing that may tend to be subjective and sometimes you cannot see it as a negative for example when it comes to the end of the year LPACs when the students ended up getting advanced high in listening, speaking, and reading and they passed their STAAR test reading with no accommodations and you think, well, this student could have exited, but that writing can again be subjective and may have held that student back. It is a possibility. There is room for improvement in anything.

Mr. Patel explained how teachers' subjectivity ratings may be linked to teachers wanting to show growth when in fact the students may not be at those levels of English proficiency:

The teacher can use their own preconceived thoughts of where the students are at. So teachers who may be fearful of not showing growth graded the students a little bit higher than they were really at, to show to their principal, and where there was no growth there so I used to think that the results were not as quite valid.

While there was significant agreement across administrators regarding the overall subjectivity of the test, they sometimes differed in terms of which areas of the TELPAS they found to be the most subjective. Many shared that writing was the most subjective, but other administrators held other views. Mrs. Marsh, a school administrator, indicated:

Speaking and listening is kind of subjective. There are descriptors that the teachers use to rate the students whereas writing is a little less subjective because you are collaborating with other people. I think the reading is good because it is objective there is no confusion about where a student falls. When you look and there is these many questions for beginner, intermediate, advanced and advanced high and how they do. It shows where the student is and on what they need to work on.

The quotes from Mr. Morris, Mrs. Garcia, and Mrs. Marsh illustrate central office administrators' beliefs about the subjectivity of the test. Teachers also shared similar views about the subjectivity of the TELPAS ratings. Mrs. Ubalde, one of the teachers,

further explained the subjectivity TELPAS creates as the system uses a teacher's feedback to score students:

> I personally like TELPAS. I think it is a very good way to rate progress, but I feel it can be very subjective, especially in kinder and first grade. I feel that many times students are rated just for the purpose of showing growth instead of rating them where they truly fall because teachers want to show that they have grown. They can't, of course they have grown, but they do not necessarily have to go up a level for that growth to show. They can remain in the advanced level and have grown as opposed to go into the advanced high level, so see what I mean. I see it is good, but it can be very subjective in the lower grades.

Another concern that arose among administrators and teachers was the lack of alignment across the various measures of student achievement. Mrs. Johnson, a central office administrator, elaborated:

> For example, there are areas like the writing that may tend to be subjective and sometimes you cannot see it as a negative for example when it comes to the end of the year LPACs when the students ended up getting advanced high in listening, speaking, and reading and they passed their STAAR test reading with no accommodations and you think, well, this student could have exited, but that writing can again be subjective and may have held that student back. It is a possibility. There is room for improvement in anything.

Some of the administrators and teachers also held Mrs. Johnsons' view about the subjectivity in writing that potentially prevented ELs from exiting. Mrs. Rackley, one of

the teachers, raised a slightly different issue regarding the inconsistencies in scoring. She described the problems that arose when teachers scored the different language domains of the TELPAS:

> For reading, they [students] do reading by themselves in the computer. They are answering based on their knowledge. We do not have any input, on the listening, speaking and writing, sometimes, I do not agree with the ratings, for example, like last year the students were rated so high and they were rated in second grade advanced students, now that I am doing third grade, I can see, with the experience I have in writing, that the students there is no way he can be at the advanced level. There is no subject verb agreement.

> It is subjective. I know the student is not advanced because I have done so much writing professional development that I know the student cannot be advanced. I know they are not my students, but it should be the same person rating the students that way it could be a balanced rating in my opinion.

Mrs. Rackley attributed the subjectivity to the role of the verifiers on campus and also teachers' experience with TELPAS rating of writing samples. She explained: "Because the verifiers are just checking that, ok this has five samples required, the date, the name, whatever is required. Verifiers are not verifying the quality of the writing samples." She provided a suggestion about how to ensure better quality in the rating of students' writing samples: "It should be the one team of teachers, teaching for the quality for the requirements that needed to be there."

The data indicated that all participant groups shared concerns about the subjective nature of the TELPAS. While they held differing views about which parts of the test were the most subjective, it appeared that there are areas for improvement in terms of how to score the writing, speaking, and listening components of the assessment.

There was consensus among all the participants that the online listening and speaking tests will bring consistency of TELPAS results. In spring 2018, the state of Texas will phase in listening and speaking as computer tested domains. Prior to 2017, teachers used the PLDs as a rubric to determine ELs' English language proficiency levels for the domains of listening and speaking. The response from central office leaders was overwhelmingly positive regarding going online with TELPAS. They felt that going online with these domains would increase the validity and reliability of the test scores. Mr. Morris, one of the central office administrators, indicated:

> I think it is a good concept. It brings awareness to the needs of the ELs.
>
> The listening and speaking being a computerized assessment, I think it is a good thing because I think it is going to have more validity and reliability. With the computerized listening and speaking that would mean that the listening, reading and speaking, now you have three components that are going to be as reliable and valid as they can be. That leaves in grades 2-12, the writing piece that would be the only piece subjective to the teachers.

To add to Mr. Morris's comments, Mrs. Garcia, another central office administrator, shared:

It [TELPAS online testing] is going to bring consistency. There is no question because there is going to be a core of individuals that are trained that are going to evaluate at the same level [with consistency]. It is going to be interesting to see how our teachers are rating to how the state rates our students, considerable discrepancies, were we tougher?

Other comments on the positive of going online with the tested areas of listening and speaking came from the rest of central office leaders. For example, Mr. Smith indicated:

With the integration of listening and speaking on the computer next year, listening and speaking will be more objective. I think that should also move forward with using online technology to assess the writing. I know there is governmental agencies that use technology to assess writing proficiency to see if you are a good candidate to work with certain department in the government. I think if we have similar programs to assess all parts of the TELPAS it will be good. In the coming years, technology will improve to ensure there is no doubt our students are improving in their TELPAS levels.

Mrs. Gonzalez expressed her excitement with going online with the domains of listening and speaking:

I am pretty excited and see how that would work. In the end, that is how we are moving in any other areas, but I think it will help. I think it will be a good thing to kind of help make it more leveled that the students will be rated more accurately, with more consistency.

Mr. Patel, another central office administrator, reinforced the importance of TELPAS becoming more standardized as teachers' subjective ratings would be removed with the online testing. He expressed:

It [TELPAS online testing] is more standardized. By going on line, or even paper based, but it is taking the teacher part out. It's like give a test on campus, and have every teacher grade the test, every teacher is going to grade differently, you cannot really compare from one class to another, it is the same. When you look at our PBMAS scores, how are we grading our TELPAS scores, we will have to train teacher to score it, interrater reliability, but you still have the teacher subjectivity. It seems to me that the state is trying to make it more standardized.

I understand the reasoning behind it. I actually think it is probably a good idea because I think there is a lot of subjectivity to the ratings in listening and speaking. I think we will probably see at the elementary levels go up,

Mrs. Johnson's views aligned with Mr. Patel's views:

Could it [TELPAS online testing] be more objective? Yes, it could. The concern I have about standardized testing is that it is just one day. I understand the idea of standardized testing is to help assure that we are all on the same page, we are pointing in the same direction, I like that.

The views of the school administrators and teachers aligned with the perceptions of central office administrators. The school leaders thought the online testing would bring more objective and consistent ratings for students. Mrs. Garcia, one of the school administrators, felt strongly about the computer testing removing the subjectivity of

teachers' ratings:

> I like it [the online testing], it takes that subjectivity out and it will give us clearer
> and objective data on how our students are doing in how they are acquiring a
> second language. So, it takes that teacher component, so when you take that
> human error, factor out you are going to have cleaner and better data.

Likewise, Mrs. Martin, another school administrator, supported the idea that going online would give the students the credit they deserved. She added:

> I like it [online testing]. It is not subjective. I really think what the kid does is
> what the kid does. Sometimes as a teacher you have the kid every day and
> sometimes you don't give them credit for all they do or sometimes you give them
> too much credit.

Mrs. Burns also added: "I think it may be a fairer way of assessing the students. At some campuses I've worked at, the primary teachers tend to rate the students higher than they really are and this will eliminate that." Supporting all views above, Mrs. Marsh shared:

> I am excited about that [online testing]. I think it will give a clear measure of
> where the students are. It will compare our students state wide in an objective and
> you can see more clearly how our students are progressing and doing.

Overall, teachers views aligned to central office administrators' and school administrators' and felt that the new online testing format would bring more consistency and objectivity in rating ELs in the domains of listening and speaking. One of the ESL secondary teachers observed:

I agree 100% with the listening aspect because it has to be more objective. In the past, listening it is hard to rate. Teachers sometimes confuse speaking with listening. You know what I mean? Just because a student is not responding or replying, does not mean they are not understanding. It is a tricky area to assess correctly. If the student is usually rated lower than what they are. A kid who is advanced across the board may be beginner in listening. And you ask yourself. How is he writing if he cannot understand, right?

Mrs. Gandara, an elementary teacher, mentioned, "That could be helpful, because we will have more data. To me it will be another tool, a good data for evaluating." Some teachers indicated some "ifs" in the implementation of listening and speaking online testing to be supportive for ELs. Mrs. Terence, the secondary teacher commented:

I think if the student is provided with an audiotape and the student has to select the answers like in a multiple choice, I think it is going to be more objective. In a perfect world it will work better because it will eliminate the error on the part of the teacher, the rater.

Mrs. Rackley, another teacher, shared that the online testing will better prove what ELs can do as ELs are used to technology. The students will feel more confident talking and listening during the online test version. She stated:

There may be limitations, but the advantage of this is that they are not shy. Since we do Imagine Learning [instructional software program], and speak to the computer, they won't be shy. I think that by talking by themselves they are going to feel more confident by talking to the computer. The technology part may be the

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part to worry about, the computer may be not working there may be glitches etc., but for our ELs I think they are going to feel more confident. They know there is no one. If it is the same team of people. Maybe it will be more accurate. It is like we do for 4th grade writing for the STAAR. If it is a team of people in agreement. If we do the same with that, it will be more accurate. That is my belief.

Mrs. Sanchez believed that the online test will bring more consistency in rating and students will have an opportunity to prove their true EL abilities with the English language:

> I think it is a fantastic… It will be more accurate, more precise, the results will be not as quite to the point, because again you have a company creating them. I have been honored to be part of the Pearson's data studies, and whenever we sat to analyze items for the student's questions, you know for the RPTI, we were again a small group of people making decision for our students. Those decisions were not always one hundred percent accurate. However, it will be more accurate than what it is now. A student can be timid, therefore rated incorrectly in the listening or speaking domains. If you are seating in the computer and under no stress, because I do not have a teacher paying attention in a testing setting, then you know what I am saying? Even though we are supposed to conduct classroom observation using the descriptors, we can still make mistakes. It will be more precise. The students will have the stimulus, the child will listen into it, without stress, and doing something specific without having the teacher around. For these

reasons, it will give the child more freedom, the results will be more accurate.

This is my perception; I may be wrong.

All leaders perceived the online testing will bring more consistency of rating in the areas of listening and speaking and remove teachers' subjectivity of rating. Going on line with TELPAS for these domains will create a more standardized way to rate students. Students will be able to demonstrate their listening and speaking skills in a better way than when they were rated by teachers whose rating skills depended on their subjective understanding of the proficiency level descriptors.

Leaders' perceptions on support for ELs with the online TELPAS testing.

The implementation of the new online TELPAS test format meant that campuses had to determine explicit opportunities that teachers would provide for students to become familiar with the expectations of the test. All central administrators saw that it was critical to expose students to the idea of the new online test and provide intentional instructional support to familiarize them with the new TELPAS test format. Mr. Morris indicated that: "As soon as we are aware of a tutorial that the student should be doing, especially the younger ones, probably getting them, even before the tutorials, getting them used to the headsets, speaking to the computers with the headsets. Even if they have not anything to do with TELPAS, just speaking, and getting practice speaking in the computer themselves." Mr. Patel expressed:

> We have kids are here from the beginning of the year, we have plenty of time to
>
> for practice when it comes to the technology, they will have to get into the labs to
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> practice, but the ones who come in right before the window, it will be harder. If

they come within the 60-day window, they will be able to practice, get used to and they will be more at ease.

Among the positives of the new online TELPAS test format in the areas of listening and speaking, principals, along with central office administrators, felt that they needed to think about embedding support during instruction to ensure the students were successful with the new test format to ensure scores did not drop. School administrators' suggestions for support included: (a) recording students speaking, (b) making speaking an action goal in classroom, (c) providing adequate training for teachers, and (e) modeling and embedding computer practice time during independent workstations time. Mrs. Jones shared how she recorded some recent arrival students in the country who attended the newcomer academy in the district to prove to her teachers that the students could speak in English if ELs were provided with the right instruction. She also shared her experiences about what helped her learn English as a former EL:

> They [the teachers] were surprised when I showed them [that newcomer students can speak in English]. They [students] need to record themselves. I do not know how we can do that. Is there a way to do that? That would be the best. This is how you sound in September, November, etc. That would be a great idea. That's how I learned. I used to have the headphones, they made me read the card, I read to the machine, it said it to me, it paused, and I said it. We can have the reading teachers record and have them listen to themselves. That is how I learned. That is how I learned how to spell and still you are acquiring your language.

Mrs. Garcia's comments supported the idea that some language domains, speaking, needed to be intentionally included in the action plan and monitored:

It is going to be one of our action goals. I still don't feel our students are speaking enough. So one of the goals is to make two days a week, the language objectives must be speaking and listening. We will make a campus goal that students will be speaking in complete sentences because what we are noticing is that is impacting the writing. So when we got the writing samples, we noticed the students are not writing in complete sentences, but it is also when we are talking to the teachers, well, if they are not speaking in complete sentences, they are not going to write. So, then with our whole lack of academic vocabulary missing here for our students, that is going to be a big push, making sure that students at least twice a week are speaking in the classroom. I think whatever we do to help make sure students are getting their needs met is good. TELPAS structures can be improved if teachers are well trained and have a clear understanding of the importance of their ratings.

Mrs. Burns included the following suggestions for EL support staff to familiarize students with the new test format and minimize any anxiety level students may have during testing:

One thing that I may tell my teachers is that they are incorporating short chunks of time daily on a desktop computer where students can do some work on a work station possibly so that they can get familiar with that. It will require the teacher to actually do a technology lesson and walking them, modeling for them that

process with them, demonstrating what it looks like, but possibly if we

incorporate it in the daily use and the day-to-day activities that they do in the

classrooms, the anxiety level may go down. So, I am going to encourage teachers

more work in the computer so that it can help bridge that gap for students.

Mrs. Martin also shared the need for their EL staff to embed support for ELs so

that they can be familiar with the online test format. She indicated:

This is something we are going to work with our teachers who are in our sheltered

instruction teams to make sure they get some exposure to that [to the online test

format] and that they do not think that we do one time a year, that they are

familiar with it, because that is going to cause the scores to go down if the kids

aren't familiar with it or how to perform that and the teachers have to be

comfortable with it too.

All school administrators felt that in order to make students successful that

students needed to be exposed to the format of the test and embed during instruction

instructional activities for listening and speaking that will provide them opportunities for

practice. In this way, the students would be familiar with the test expectation and more

successful when taking the online test.

Leaders' perceptions on the importance of TELPAS against STAAR. All

leaders held common perceptions on the different set of expectations school

administrators and teachers had for TELPAS and STAAR. They perceived that TELPAS

was not regarded with the same level of importance as STAAR despite both tests being

state assessments. Mrs. Chapman, one of the central office leaders, explained her perceptions of the reasons for the differences:

> Because TELPAS is not a critical part of our evaluation system, I do not think the sense of urgency is not the same as for STAAR or an End of Course exam. Yes, it is a part of our AMAOS [Annual Measurable Achievement Objective System]. It connects to our PBMAS, [Performance Based Monitoring Assessment System], but that is not accessible to our community. They do not speak that language. They speak: Am I an improvement required campus? Which has nothing to do with TELPAS. Am I meeting standard? Am I an A-F campus? So its focus is more on STAAR results. Sometimes we miss there is a connection how we are doing in those domains to how we are doing academically and we miss that connection that we are going to need to move our children forward so that they can progress.

Another central office leader, Mrs. Cross, had the same perceptions when it came to the level of expectation for TELPAS and STAAR in the use schools made use of both sets of data. She added:

> Well, I think when we receive the results back from TELPAS because we haven't been measured and held accountable in the same way as with STAAR, we do not use the results to plan for instruction or curriculum. My perceptions about TELPAS are that TELPAS is not as critical as STAAR in the two previous districts I was in.

As voiced by central office administrators, some school administrators shared similar concerns about TELPAS not being regarded with the same importance as STAAR, even though TELPAS provides meaningful language data. Mrs. Jones, one of the school administrators, indicated the quality of data administrators receive with TELPAS, but it is not used to the same degree as STAAR data:

> I think that TELPAS is important. I do not think it is given enough attention in comparison to STAAR and the data from TELPAS seems to me to be more authentic because is a case study on the child's language ability.

> Mrs. Marsh supported the previous administrators' comments by stating:

> The main purpose is to keep track of the progress of ELs. The goal is to move proficiency levels each year and again back with the ELPS teachers understanding different ways depending on who their leader is and the emphasis they put on it. TELPAS is part of the accountability with STAAR, but STAAR gets more, people [administrators and teachers] talk about STAAR more, they talked about that.

According to Mrs. Marsh, and as pointed out by central office leaders, leadership on campus was responsible for ensuring that TELPAS is valued. She provided recommendations on how to make TELPAS be respected and valued by teachers:

> A lot of how effective TELPAS is depends on who is delivering and giving the why. People need to know the why before the how. If they just know how they do it. If they are just saying collect these samples, we are not giving our kids service or our system service if we are doing it to check off a box. It takes the

leader to say: "Look, these are the TELPAS levels, these are all the students who
are going to participate in TELPAS." At the beginning of the year they should get
the previous year's TELPAS levels so that they can see where they can move the
students. They need to look at the different descriptors to see how that looks like
and teaching your students so that they can grow.

Teachers also perceived that the TELPAS as a state assessment did not have the
same level of importance as STAAR for administrators. Mrs. Terence, one of the
teachers, shared that this perception was just not something applicable to the district she
was at, but more of a state issue:

I think it [TELPAS] is very serious. So, I think that it can be a powerful tool, but
it is not well respected, and I think it is not well respected because it is not as
important as STAAR. I think that the state of Texas has put things into place that
the, what is it? Like to show growth, what they need to reach to show progress?
[Researcher: the ELL progress indicator] Yes, that thing, I think though that is
there, but it is not widely talked about, looked at and I think it should be, because
the reality is that everyone wants my newcomers to come here and they want to
pass. I also think that language takes time to learn. When you are shoving
curriculum down their throats and they are not able to grasp the concepts, you are
going to do later on some damage…It is a good tool that if you implement it and
get more people on board it will work. This is just not a thing that happens in our
district, it is across the state. I have friends who are ESL teachers and then they
say that my district does not acknowledge progress measure or in my district they

want me to pull the kids and administer the TELPAS writing. That is not how it is

supposed to be done. It is kind of like I forgot we have to do this, let's hurry and

let's get it done.

Mrs. Goldsmith perceived TELPAS was a different entity from STAAR and

explained how she would work in integrating both: collaboration with others and using

writing folders that would address the instructional needs of students in writing as a

whole, not just for TELPAS purposes. She explained:

I think TELPAS as a system, they talked about it extensively in the GATEWAY,

it is a good system but it looks as it is separate from STAAR. We are so

overwhelmed with STAAR, even though there is this TELPAS, it seems like

STAAR is at the front and TELPAS is here, two separate systems, which one do I

choose to work from, STAAR or TELPAS? There is not a lot of collaboration so

it takes a lot of trick and collaboration to understand TELPAS where I want my

students to go in order to move them up. As a teacher, that is what I am working

on, that is my goal. That is why I think our folders are going to be so useful. So it

is going to be TELPAS or STAAR folder, it is going to be a writing folder. So,

they know this is where I am, this is where I want you to go.

One of the ESL secondary teachers explained that TELPAS writing is getting

better, but that it was a tricky process. She explained that students were the ones not

seeing the value in TELPAS. One of the secondary ESL teachers commented: "TELPAS

has no value for the students." She shared:

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I think it is getting better. It's tricky. As we know TELPAS has no value to the

students themselves because it is not a requirement for graduation. You passed

TELPAS, so now what? You passed STAAR, but STAAR is required for

graduation. So I think to create a buy-in to make the student try is half the battle.

They may just not even try or give it a fair go. There is no reward or incentive to

take it seriously. The other thing is that we always do the TELPAS reading right

before the Reading STAAR test. The timing is kind of sad. What is the purpose of

it? What is the problem? There is a problem with timing, with buy-in from the

students. Right now the writing portion we got it down. Now it is important to

where the teachers are getting them write a page. It is getting better considering

how it was in the past.

Another elementary teacher felt that in order to motivate students to do well on

TELPAS and make them see its importance, she explained to them how their limited

English status may prevent them from selecting electives of their choice in secondary.

She commented:

I encourage my students to get out of bilingual, why, because when you go to

junior school, you get free electives, but if you don't get out of the program in 5th

grade you will not have an elective, and it is heart-breaking. You have students

who want to do things, but if they do not exit out, but they will have to go to that

ESL class, and I explain that completely to my parents, to all the students, and I

did it in 5th grade while I was there 6 years. And I did it to the 4th graders, the goal

is to get out of bilingual so that's why I have an issue with TELPAS. We should

use it as a measuring tool, not getting out of the bilingual. They have the language, if they can read at their level when they are supposed to.

Mrs. Terence explained that it was necessary to hold conferences with the students so that they could see the importance of TELPAS and could understand the value and what TELPAS did for and to students. She explained:

I think things need to be celebrated a little bit more, where kids have conversations about TELPAS. I think they can have them at the elementaries. I was fortunate enough to work with kids and look at the data and analyze it. A lot of the kids that were borderline and ready to exit when I was at this particular junior school, this is where you all, this is where you need to get at. And, so I got to exit a few kids because I have the conversation with the kids, explained that to them. It is not something that if it is not discussed at the campus, it is not discussed a lot, it is not a focus.

There was unanimous consensus among all school leaders that TELPAS was not regarded with the same prestige as STAAR as a state assessment. All leaders felt that the weight that STAAR had in the state accountability system and school rating system was higher than TELPAS, which reflected in how most school administrators and teachers embraced TELPAS. Based on school leaders' perceptions, parents and students were not aware of TELPAS in the same way that they were aware of STAAR.

Teachers' and students' fear of and stress with TELPAS. Some school administrators, along with teachers, sensed that the TELPAS created feelings of fear when (a) teachers had to take the online TELPAS rating test to calibrate students' writing

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samples and (b) when they had to rate the students in the areas of writing. Mrs. Mrs. Martin, one of the school principals, shared perceptions that were representative of most school administrators. She expressed:

> I think it is all in how we present it [TELPAS]. If you present TELPAS correctly,
> it is perceived well, and teachers perceive well, if you don't. If you implement
> where teachers are scared of it and they feel they are going to fail their portion of
> it, then, they are being graded on how their kids are performing on TELPAS, they
> scare tactic to it, then it is implemented correctly. So I think it is how it presented
> to the teachers…I think the teachers *are still scared*. It is still something new,
> because our population has changed dramatically, very dramatically over the past
> two years. There is still a fear factor. I think it is something we can overcome and
> they feel better about it. That even when they took the test, the assistant principal
> was here with them after school when they took the test, but there is still a little
> bit of the scare factor…Anytime you have a teacher take a test, which is ironic,
> that is what teachers ask students to do all the time, the fact that they have to test,
> it causes the fear.

Mrs. Terence expressed her fears over taking the online writing calibration test: "Every year I listen to the modules, actually I do it because I am so paranoid, because I am afraid to fail that test, the raters' test. I think sometimes when you over train online you do worse." Like two of the principals, some teachers viewed TELPAS as additional stress. Mrs. Goldsmith's views were representative of the rest of the teachers. She commented:

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It can be stressful. It is extra on the teacher, the extra writing assignments. I work

very hard just trying to integrate it and that we are already doing it. Sometimes I

feel they [ELs] perform better on a regular paper than on the one that I set aside

for their TELPAS. Sometimes you get nervous, but typically, they are successful.

Teachers were not the only ones fearing the TELPAS writing calibration tests,

45% of the teachers perceived that students also were afraid of TELPAS. Mrs. Cummins,

another teacher, shared her views as a representation of how the students felt about the

writing test, and how TELPAS was stressful for the students. She shared:

I think the listening and speaking that we do is valid because we as the graders

towards those two domains it is easy to see where they are at. The writing piece

and the reading piece I have issues with. With the writing piece, number one,

writing is harder for kids, the kiddos they feel uncomfortable because of their

spelling, their handwriting, so I feel that they have a lot of… their affective filter

affects them. Their anxiety level goes up when it comes to TELPAS writing. I see

it. I have had students writing an essay or write me about the non-fiction book

they just read, but when I tell them, we are doing TELPAS writing, tell me about

your summer, they cannot think about anything to write, which is anxiety. That

has nothing to do, can the child write or not. And them being graded on how

much they can do on a piece of paper, I just feel that it is not, I do not think it is

that fair. Not the writing piece, because I see many factors affecting it. If they

were just, write me a paragraph, that would be better, but sometimes you know,

that is not enough if the child has the capacity for writing, personally, I

understand where it is coming from. I understand they have to be writing, we need to be able to see how their language acquisition is going on with their writing.

So I get it, but I just feel that in four grade they already have the 4th grade writing test, and the test, on top of that they have that other test. I feel sorry for the students all the time, I tell my bilingual students at the beginning of the year, this is going to be a hard year, we are doing TELPAS and let me tell you a little bit about this test. Besides doing the reading STAAR, the math, the writing STAAR, your child is going to have another writing and another reading computer test. That is a lot of stress on that child. Sometimes I feel, I understand TELPAS, but at the same time, I do not know if it is hurting or helping our students. It is a measuring tool, I get it. Why can't we not use it as such. Why can't we not get to the next level, or get out of bilingual when they have to pass the TELPAS writing even though they pass everything else, but they can't get out of bilingual. They are ready for mainstream. I see that a lot here in our district, that the TELPAS writing has kept the students in the bilingual program.

School administrators and teachers sensed feelings of stress and fear in teachers and students when taking the TELPAS writing tests. For teachers, the feeling of fear and stress came when they took the writing calibration tests. For students, the feelings of stress and anxiety came when TELPAS was another writing test they have to do.

Leaders' concerns with the online TELPAS listening and speaking. While all leaders perceived positives about going online with the TELPAS test, school leaders felt that there were also some concerns to have in mind with the online testing. The major

concerns were (a) logistics to prepare and set up for the online in the school computer laboratories, (b) reporting of test data in a timely manner, and (c) doubts about the online test results to be a reflection of ELs' true abilities.

One of the concerns shared by one of the central office administrators regarding going online with the testing of the domain of listening and speaking were the extra purchase of technology hardware and logistics for set up. Mrs. Chapman indicated: "I bought headphones, that is how I know we are going to do it [online testing] next year." Other school administrators, who also were campus-testing coordinators, shared logistic and workload concerns with the new TELPAS format for the areas of listening and speaking. Mr. Rodriguez indicated: "I am sure it is going to be more work for me". Mrs. Marsh's comments were a good reflection of how all administrators felt regarding the logistics of the online TELPAS testing:

> You know, obviously, how everyone is going to be on the computer, the window may be large, maybe not. Are they going to provide headsets where they are talking? There are a lot of logistics involved. Are the students going to be confused if they are listening to others? Am I going to be responsible for all of that? The same with the online testing for STAAR testing. We only have two computers labs and we will need to put all the students in the computer if we need to get there.

Another principal, Mrs. Sylverson, shared her concerns regarding her campus technology hardware and lab time limitations:

I know it is a technology world, not all the students have those resources at home. They do not necessarily practice in computers all day. Research does say that the very best method for a student's learning is the best teacher, that's not a computer, that's not a tablet, those are resources, just getting a teacher with best practices is really the really best research-based strategy you can have. I am a firm believer in a great teacher. I am nervous about it going on line. I don't feel that our young students necessarily have the skills and the trainings at this time to move forward with the technology. This is an area where we are going to have to revisit and grow ourselves in. I am concerned about it. I do not think full-blown technology is always the way to go.

School administrators also felt concerns about the online testing actually capturing ELs' true listening and speaking abilities. Mrs. Jones, one of the principals, observed:

I do not know about that because I think the computer is just one-time interaction versus you interacting with the students throughout the year, observing them throughout the year. I do not know how that is going to be effective.

Mrs. Burns' concerns also aligned to Mrs. Jones' as they had to do with the idea that the online test is a one-time assessment versus the growth that can be formatively assessed by teachers using the PLDs. The online testing, she perceived, would create anxiety with testing:

We know students get anxiety with testing. It is one time shot. It is not going to measure the day-to-day work that they are doing with their teachers. The

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computer is not going to necessarily measure the progress they have made all year

long. So, I am not so sure there is a better way. I understand we need

accountability. However, I think that some kids sometimes rush through computer

programs/testing and that may be a problem.

Mrs. Gonzalez expressed concerns with the online testing as the computer would

not be able to measure the student growth that teachers may experience when they first

got their students:

It goes back to the same idea as the STAAR test. It is one day. You can be

having an off day… The bad part in my opinion, you are not going to see their

growth. I saw this these students from the beginning of the year. He just said at

the beginning Miss, Miss or goodbye or good morning, and now at the end of the

year he is talking to me about algebra. It will all depend on how well the listening

and speaking is planned. We will have to see on that. I think if the teachers

provide input on the areas of listening and speaking and compare it to the

computer to see if there is growth. I see growth for these kids, and it blows me

away. I always tell them, especially the ones that have the teary eye at the end. I

tell them. You impressed me with what you did this year. It is the same as if I

were go to China and try to put together a computer. That is what you did. You

came to America and you are learning English. You are learning Algebra 1, that is

two languages at the same time. You impressed me. This is amazing. You were

one question away. There is nothing to be upset about. You should be so proud of

what you have accomplished, especially when you look at last year, you were on

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the language STAAR, and now you are doing regular test this year. This is really good. If you look at it with that perspective and you show students, you have grown, that is what matters. That is the whole point of teaching. It is not that you accomplish, check this little box. If we were doing that, we would be robots, we are just progressing at different rates.

The idea that with the online test will not be able to capture the type of growth or accurate measure of learning that teachers observed throughout the school year was an aspect that 67% of the teachers worried about. Mrs. Harris' views aligned with Mrs. Gonzalez's views. She shared:

Initially it [the online testing] makes me a little bit concerned, because the listening and speaking is rated holistically in the classroom over a period of time that it takes to know the child and working with those students. If you are going to put them in the computer is a one moment in time kind of thing, so they can have a bad day, just like in any other assessment. I do not know how that is going to work. I would definitely need to see it, but to be honest I do not know how the computer is going to judge accurately how to be able to listen an EL speak.

Mrs. Terence, another teacher, reflected on the dichotomy of a computer program versus the teacher actually assessing students and the importance of helping prepare students in the domains of listening and speaking prior to the test. She explained:

I do not think I know enough to talk about it [the online testing], but when I think about my students, I need to know where they are, and the computer is not me. So

I need to know where they are and I need to spend more time to ensure that they

are getting their skills for listening and speaking…

Another teacher, Mrs. Sanchez, shared thoughts about not knowing if the

computer will provide immediate feedback to students in the areas of listening and

speaking as teachers normally did when they rate the students holistically throughout the

year. She mentioned:

One of the things that I am concerned about the computer, and it may not happen

is to get immediate feedback or have someone helping or if they have questions,

is it for them to figure it out? That is what I am concerned about. Is there going to

be enough support with the program.

Mrs. Royal shared her concerns about how the online testing will not provide a

true measure of the social and academic language of the students. She shared:

Language should be evaluated socially and academically and I am not sure a

computer is going to do that at a 100% accurate. It will be a challenge I believe.

As opposed to the teacher knowing how the child behaves socially, how he

behaves academically.

In addition, Mrs. Goldsmith shared concerns about students' short attention spans

and rushing through the test:

But again, there may be students not doing well in the computer with listening

and speaking because of their attention. I am also afraid some kids are not going

to take it seriously. In a perfect world, they will not click through and you do not

have control over it. That is how I see it.

The other concern shared by administrators had to do with the state timely

reporting of the test data to districts. A central office leader, Mrs. Chapman,

encapsulated the other administrators' concerns:

> I am not sure how they [state personnel] are going to do that and give us the data
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> back in a timely manner, fashion, when it is meaningful. Because when you take
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> a long time, you do not release it, then there is no meaning behind it because I
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> have already started with something else.

Some of the concerns expressed by all leaders included not having access to

technology hardware to ensure proficient practice with the test skills; testing anxiety; not

getting immediate feedback and support from the computerized test; students' attention

spans while taking the online test; rushing through the test; and the one-time test on the

computer versus formative growth of students assessed by teachers. All of these

concerns illustrate how leaders doubted whether the online assessment will accurately

capture ELs' listening and speaking abilities.

Summary

Results from the quantitative part of the study indicated that the leaders' years of

experience with bilingual/ESL classrooms did not create significant difference among the

overall efficacy for any of these leaders' groups: central office, school administrators, and

bilingual/ESL teachers. However, results indicated that there were significant differences

on the leaders' overall efficacy when controlling for hours of ELPS, training, but not by

district assignment: central office, school administer, and classroom teacher. In addition,

results indicated that there were significant differences on the leaders' three efficacy

scales: actions, means, and self-regulation when controlling for hours of ELPS training. There were significant differences with the leaders' district assignments and their efficacies. Moreover, hours of ELPS training were statistically significant for action efficacy; and self-regulation, but not for means efficacy.

On the one hand, data analysis from interviews regarding all school leaders' perceptions of the ELPS and TELPAS professional development revealed the importance of ELPS and TELPAS training as support for teachers and students as the ELPS and TELPAS became tools for differentiation and meeting students' language needs. Leaders valued the integration and implementation of all trainings in particular revisiting the ELPS on an on-going way. Moreover, professional learning community meetings proved valuable to all leaders as meeting provided teachers with a platform to discuss and share best practice to meet students' needs. Additionally, district support systems such TELPAS data provided to schools, on-going ELPS training, fall TELPAS writing, and reading mock tests to prepare students for the real spring state assessment test. The upcoming online tests for listening and speaking were perceived as positives as the online test will provide a way to bring consistency to the subjective rating of listening and speaking across the district and the state.

On the other hand, leaders concerns about ELPS and TELPAS included developing teachers' knowledge on the ELPS and TELPAS. Similarly, ELPS school instructional leadership was necessary to place language needs at the top of the list of priorities. English language proficiency standards instructional leadership for school administrators was needed for the successful implementation of the ELPS and TELPAS

at the schools. There was agreement for the need to differentiate instruction, and ELPS were key to achieve that goal. Knowing the importance of the ELPS and TELPAS were key to achieve language growth. Instructional leadership at the campuses placed more emphasis on the STAAR than the TELPAS for the school rating weight the state created. Therefore, TELPAS took a secondary role in importance at the schools.

All leaders' viewed that teachers rated the areas of listening, speaking, and writing very subjectively. This subjective rating may not be providing students' with the credit they deserved. In the same way, leaders expressed concerns with the upcoming the logistics and format of the new TELPAS online testing. Some leaders thought the new online testing may not reflect the ELs' true language abilities. Most leaders agree that TELPAS created in both the students and teachers fears of stress and fear, especially with the writing component of the test. In addition, the new testing will require more investment in hardware technology and planning of additional logistics.

The next chapter will provide a summary of the study. In addition, the study will provide implications based on the findings of the study. Chapter five will conclude by providing recommendations for future research.

CHAPTER V

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

Schools with large numbers of English Learners (ELs) need strong leadership so that these students can succeed academically (Becerra, 2012; Goldenberg, 2003; Slavin & Calderâon, 2000). In addition, effective language program implementation requires campus and district school leaders who are knowledgeable about the requirements and goals of these programs and who can reach out to seek administrative support when needed (Coleman & Goldenberg, 2010a; Freeman et al., 2005; Genesee et al., 2006). Previous studies have been conducted in an effort to understand if development predict leaders' efficacy (Bandura, 1982; Bandura & Schunk, 1981; Gist & Mitchell, 1992; Reichard et al., 2017). In the same way, previous studies have examined if years of experience inform leaders' efficacies (DeRue & Wellman, 2009; Dragoni et al., 2009; Seibert et al., 2017).

In the area of language state assessments, the relationship between the standardized academic exam, and language acquisition tests have also been explored (Badgett et al., 2012; Quintanilla-Shelton, 2016). The impact of ESL models on ELs' TELPAS composite scores was analyzed (Mamantov, 2013) as well as the use of TELPAS levels to assign students to response to intervention tiers and implications for special education (Garcia-Bonery, 2011). The relationship between the TELPAS scores and STAAR reading assessment scores (Quintanilla-Shelton, 2016) or teachers' perceptions on the reading instruction and the reading assessment of TELPAS (Moreno-

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Hewitt, 2015) assessment have been conducted. In addition, a study focused on the perception of central office leaders' perceptions on the implementation of English language proficiency standards in Indiana (Morita-Mullaney, 2017). This study expands on previous research by adding the three levels of leaders found in the school system: central office administrators, school administrators and teachers, and what their perceptions are on the implementation of the English language proficiency standards (ELPS) and the Texas English language proficiency assessment system (TELPAS).

To help determine if there were significant differences among central office administrators', school administrators' and bilingual/ESL leaders' action, self-regulation and means efficacies when controlling for years of experience with bilingual/ESL classrooms and hours of training on the ELPS significantly, this study investigated 140 leaders' efficacy responses to the *Leadership Efficacy Questionnaire* (LEQ) (Hannah & Avolio, 2012) and interview transcripts of 23 central office administrators, school administrators, and bilingual/ESL teachers. This chapter elaborates on a summary of the findings, implications, and recommendations for future research.

Summary

The findings of the study indicate that amount of hours in ELPS training not only created significant differences on the overall efficacy for any of the leaders' groups: central office, school administrators, and bilingual/ESL teachers, but the hours in ELPS training also revealed significant differences on these leaders' action, self-regulation, and means efficacy. These findings are congruent with previous research on self-efficacy for development as a predictor of an individual's attitude toward employee development

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programs (Maurer, Mitchell, & Barbeite, 2002; Maurer & Tarulli, 1994; Reichard et al., 2017), learning motivation during training (Colquitt, LePine, & Noe, 2000), participation in development activities outside of work (Maurer et al., 2000). Individuals with high self-efficacy for development are more likely to engage in development activities than are individuals who have low self-efficacy for development (Maurer, Weiss, & Barbeitte, 2003, Reichard et al., 2017).

Reichard and colleagues (2017) studied the relationship between leader development efficacy, intentions to and implementation of leader self-development. Their findings indicated that (a) the quantity of past leader development predicted the leaders' development efficacy; (b) past leader development behaviors and current leader developmental efficacy positively related; (c) leaders' developmental efficacy, or leaders' beliefs in their ability to develop leadership knowledge or skills predicted their engagement and success in their development; (d) leaders' intention to develop as such predicts actual implementation of leader development behaviors one month later; and (e) a leader development program helps with the leader developmental efficacy and their increased leader efficacy.

In contrast, the findings of this study did not reveal that leaders' years of experience, with bilingual/ESL programs in this case, did not predict overall efficacy for any of these leaders' groups: central office, school administrators, and bilingual/ESL teachers. Moreover, results of the study indicated that leader's years of experience did not predict the individual action, self-regulation, and means efficacy for any of these leaders' groups: central office, school administrators, and bilingual/ESL teachers. These

findings are contrary to previous research that indicated that experience was the most important factor to develop higher levels of efficacy (Bandura, 2001); experience was considered one of the most critical sources of learning when it came to leadership (DeRue & Wellman, 2009; Dragoni et al., 2009; Seibert et al., 2017) or experience in this sense was on-the-job challenges that provided opportunities for learning (Tesluk & Jacobs, 1998; Seibert et al., 2017).

In order to capture an in-depth understanding of the perceptions of ELPS and TELPAS training, eight school administrators, and nine elementary and secondary bilingual/ESL teachers were interviewed. Data from the qualitative analysis collected from the individual face-to-face interviews revealed that all leaders perceived ELPS and TELPAS training as valuable and beneficial to students. This tendency aligned with the quantitative results that indicated statistical significance between the amount of ELPS trainings leaders received and their efficacies. All leaders considered the ELPS and TELPAS as support systems for their ELs in the attainment of English proficiency and consequently academic success. Some principals saw the relation between language development and impact on other state standardized tests (Quintanilla-Shelton, 2016).

District support systems were regarded as positive: the bilingual/ESL department or campus grade level professional learning communities. During these meetings, teachers collaborated, discussed, and revisited the ELPS or TELPAS data, which allowed deepening their understanding (DuFour, 2004). Other positives factors perceived were the TELPAS data provided by the district, collaboration between the bilingual/ESL department instructional support staff and campuses, and the TELPAS writing and

reading mock tests in the fall to prepare students for the real test in the spring. These remarks align with previous research that indicates that both teacher (Cizek, 2010) and student (Portolese, Krause & Bonner, 2016) preparation prior to a test is important to create more confidence and success.

Differences in responses among participants were related to the quality and format of training they received. Some trainings they attended were more engaging than others were. Face-to-face and on-going trainings and professional learning community meetings rather than online versions of training seemed to produce more understanding and positive perceptions in teachers and administrators. These findings align with previous literature that indicate effective professional development must include follow-up support and coaching (Calderon & Slakk, 2016; Joyce & Showers, 1996, 2002), and inclusion in professional learning communities (DuFour, 2004). Some teachers and principals indicated that ELPS were best practice they implemented in the classrooms. Some teachers felt ELPS contributed to enriching their teaching toolkit along with strategies they implemented and trainings they had attended such as sheltered instruction or SIOP training (Echevarria et al., 2008). These perceptions aligned with research on linguistically accommodated instruction (Knight & Wiseman 2006; Lucas et al., 2008; Téllez & Mosqueda, 2015).

All leaders in the organization interviewed identified positives and areas for growth in regards to implementation of ELPS and TELPAS in bilingual/ESL classrooms. The positives included ELPS and TELPAS as support systems for the teachers and ELs. Teachers who implemented the ELPS perceived being supportive to their students'

development of English language proficiency. All leaders viewed their campus and

professional learning communities as positive systems to collaborate, discuss, and

provide more exposure to teachers about ELPS and TELPAS. This finding reinforces

previous research that indicates that teacher collaboration (Solano-Flores, Trumbull, &

Nelson-Barber, 2002) and professional development opportunities on the area of

assessments resulted in more confident teachers and deeper understanding of their

assessment practices (Mertler 2009; Téllez & Mosqueda, 2015).

In regards to the areas for growth on the ELPS implementation, all leaders agreed

on the teachers' degree of knowledge on the ELPS and second language acquisition.

Implementation of the ELPS and TELPAS was more difficult for new teachers

(Maclellan, 2004; Campbell & Evans, 2000; Weinstein, 1989). Research has pointed out

that many teachers of ELs are unprepared for working with linguistically diverse students

and fail to acquire needed expertise to meet the needs of ELs (Gandara & Maxwell-Jolly,

2006; Gandara, Rumberger, Maxwell-Jolly, & Callahan, 2003; Téllez & Mosqueda,

2015). Knight & Wiseman (2006) pointed out that it is critical that teachers of ELs

receive professional development focused on understanding language development that

differentiate between ELs' capacities for the four language domains of listening,

speaking, reading and writing (Téllez & Mosqueda, 2015). Moreover, specialized

assessment knowledge is critical for teachers of bilingual and dual language programs

(Zepeda, Castro, & Cronin, 2011). Conversely, previous research on assessments

indicates that teachers need to master (a) knowledge of the domain, (b) pedagogical

content knowledge, (c) knowledge of students' past learning, and (d) knowledge of the

assessment (Heritage, 2010; Plake, Impara, & Fager, 1993; Maclellan, 2004; Téllez & Mosqueda, 2015).

The perception that teachers' needed to grow on the understanding of the ELPS and second language acquisition, according to administrators, impacted how successfully instruction got linguistically differentiated and how much students developed their second language (Harper & de Jong, 2009; Harper, de Jong, & Platt, 2008; Lucas & Villegas, 2010; Moreno-Hewitt, 2015; Téllez & Mosqueda, 2015). If opportunities to develop listening, speaking, reading, and writing skills were not provided to ELs during daily instruction, if individual plans were not created and formative assessments used to meet the needs of the different proficiency levels in the classroom, some damage happened (Cizek, 2010; Téllez & Mosqueda, 2015). Cummins (1982) already pointed out this concern: some educators' may mistake ELs' low English proficiency levels with learning disabilities. This mislabeling may have terrible consequences for the educational future of ELs (Téllez & Mosqueda, 2015). In the same way, English language proficiency should not limit ELs to rigorous content and college preparation courses (Callahan, 2005).

All leaders viewed that not all teachers understood the ELPS and TELPAS data, therefore leading to the wrong implementation or not implementation of the ELPS (Moreno-Hewitt, 2015; Morita-Mullaney 2017). Pandya (2011) found that educators rarely understand the language assessment well enough to make informed decisions based on the results, which can lead to testing considered unnecessary or superficial. This finding explains why teachers felt that the STAAR test had more weight in the

accountability and was taken more seriously than the TELPAS test. According to

teachers and central office administrators, this perception was enhanced when some

school administrators did not have the same high level of expectations for the

implementation of the ELPS and TELPAS as they did for the TEKS or the STAAR test

(Williams et al., 2007; Harper et al., 2008; Moreno-Hewitt, 2015; Morita-Mullaney,

2017). Adding to the areas for growth, campus testing coordinators and verifiers seemed

to be very busy in the managerial part of the assessment procedures collecting writing

samples to meet deadlines within established windows without paying attention to the

quality of the writing samples teachers turned in.

Central office and some teachers, in turn, attributed the success or failure of

implementation of the ELPS and TELPAS on the school leaders' leadership. This

finding corroborate previous research findings that what gets emphasized and made a

priority by school leaders get monitored and implemented more successfully (Williams et

al., 2007; Marzano & Waters, 2009; Morita-Mullaney, 2017). In addition, this finding

reinforces the idea that the principal stands out as the individual who influences the most

the long-term success of the EL programs (Reyes, 2006; Theoharis & O'Toole, 2011).

As for the positives of the TELPAS implementation, all leaders viewed the new

online TELPAS test for the domains of listening and speaking and that was going to be

administered in spring 2018 as a tool that would bring consistency and objectivity to the

way students were rated by teachers. TELPAS listening, speaking, and writing ratings

were very subjective as the scoring of these domains depended on the teachers' level of

expertise and understanding of the language assessment. There is no previous research

that indicates that students will be more consistently rated with an online test version versus a holistic teacher rubric. However, as pointed out earlier by previous research, it is teachers' knowledge and preparedness that will make a difference in how ELs' needs are met: teachers who are knowledgeable on the content domains, pedagogical content knowledge, students' past learning, and knowledge of the assessment tend to better meet ELs' needs (Cummins, 1982; Heritage, 2010; Plake et al., 1993; Maclellan, 2004; Téllez & Mosqueda, 2015). Teachers must consider not only language learning, but how language learning is linked to the continuous growth of content knowledge and most importantly the language demands ELs face (Celedón-Pattichis & Musanti, 2013; Lee et al., 2013).

The school leaders in this study shared the importance of supporting students during the year to expose them to the online test format and expectations before the real spring administration. Ways to support the students included holding conferences with the students to convey the importance of TELPAS, monitoring progress, modeling, recording the students speak, exposing students to computer practice or focusing on some language domains during instruction to ensure students are familiar with the format of the test and have exposure to develop the language skills. These answers align with previous research findings on the need to allow students to demonstrate their reading levels and skills, and practice prior to the real administration of the online tests (Moreno-Hewitt, 2015). In addition, the leaders' answers align with the need to prepare students prior to an online test to achieve more success (Portolese et al., 2016).

Regarding the areas for growth with TELPAS, some leaders viewed that the implementation of the ELPS and TELPAS depended on the campus leaders' expectations (Hakuta et al., 2007; Morita-Mullaney, 2017). This finding aligns with previous research that indicates that the principal stands out as the individual who influence the most the long-term success of bilingual/ESL programs (Reyes, 2006; Theoharis & O'Toole, 2011). Even though the campus TELPAS composite scores spoke about the room for improvement to ensure all ELs were progressing in their English language proficiency yearly, some leaders observed that the ELPS and TELPAS were not priorities at some campuses (Hakuta et al., 2007; Morita-Mullaney, 2016). Out of the eight school administrators interviewed, 60% of their campuses TELPAS composite scores from 2016 to 2017 showed growth, 40% of the campuses showed regressions.

TELPAS added stress and fear on teachers who had to take an online yearly test to be able to verify their students' English language writings. In addition, TELPAS was viewed and implemented as an isolated test instead of a tool integrated into daily instruction (Moreno-Hewitt, 2016). Some teachers shared that when students had to write for the TELPAS test, they seemed to do worse, their anxiety level went up, thus, affecting their performance (Moreno-Hewitt, 2015).

At the same time, concerns were voiced in regards to a computer-based assessment not being able to formally assess and capture the students' language growth overtime in the holistic way a teacher did. This concern aligns with previous research that also indicates that students do not perform better with online or in class tests (Leu, Forzani, Rhoads, Cheryl, Kennedy, & Timbrell, 2014; Yonker 2011). The literature

indicates that the academic gap with online testing seems to remain in the access the

students have to technology (Leu et al., 2014). In addition, leaders observed that the

computer could not replace the work, observations, interaction, and feedback between the

teacher and the student. One more time, the research indicates that is teacher's

knowledge and preparedness about the test that can impact the success of the students on

the test (Heritage, 2010; Plake et al., 1993; Maclellan, 2004; Téllez & Mosqueda, 2015)

as well as the exposure and opportunities provided to the students to practice (Moreno-

Hewitt, 2015; Portolesse et al., 2016). Further concerns included logistics to set up

technology hardware on campuses for the online TELPAS testing for the added domains

of listening and speaking. Leu and colleagues (2014) indicate that access to technology

for online testing influences the academic achievement gap. So, it seems critical that all

schools have equitative access to technology to prevent academic gaps.

Implications

The results of this explanatory mixed method design have implications for not

only the district, school administrators and bilingual/ESL teachers involved in the study,

but also for all policy makers, administrators, and teachers interested in the prediction

that hours of training have on leaders' efficacy and consequently language development.

In addition, the study reinforces previous literature on the need to create or sustain

systems that provide administrators and teachers of ELs the required tools and training to

advocate for the long-term programs for ELs. Schools with large numbers of ELs require

strong leadership so that these students can succeed academically (Becerra, 2012;

Goldenberg, 2003; Slavin & Calderâon, 2000; Theoharis & O'Toole, 2011). The authors

of the leadership efficacy survey created the instrument with the intent of supporting and increasing leader efficacy (Hannah & Avolio, 2013). Research that used the LEQ demonstrated that leaders' and self-efficacy can be developed through mentoring programs and other specific leader development programs (Hannah & Avolio, 2013). Research and current findings in this study support that the relation between the capacity of the leaders regarding preparation and experience and the leadership effectiveness to produce results goes hand in hand (Coleman & LaRoque 1988; Corrales, 2016; Leithwood et al., 2012; Mintrop & Trujillo 2005; Smith, 2008; Waters, Marzano, & McNulty 2003), especially on the area of preparation and development.

Unlike past research studies (Bandura, 2001; DeRue & Wellman, 2009; Dragoni et al., 2009; Seibert et al., 2017; Tesluk & Jacobs, 1998), this study found that leaders' years of experience with bilingual/ESL classrooms' did not predict their efficacy. The findings of this study may be significant for policy makers and school leaders who use years of experience as a determining factor for employee's salary rates or increases.

According to the results of this research study, experience did not predict leaders' efficacy. In contrast, training hours were an indicator of leaders' efficacy and performance. Investing on individuals' preparation programs rather than rewarding years of experience could yield to higher results for school districts. Continuous professional development for all school leaders could mean higher performance regardless of years of experience. The district could administer the LEQ to all and future campus administrators and teachers in order to help prepare or hire more leaders with higher levels of efficacy and training on the ELPS or on any given preparation area the district

wants to obtain information from. The district could also consider looking at the three

efficacy constructs or focus on those constructs that leaders showed room for

improvement. In this case, means efficacy rated the lowest when compared with action

and self-regulation efficacy. The district could study further on this construct to ensure

all leaders' efficacy improve because the context and resources around them will support

their performance as leaders.

Social Justice, Heroic and Instructional Leadership for English Learners

The findings in this study corroborate the idea that strong instructional leadership

is key to create results (Coleman & LaRoque 1988; Corrales, 2016; Leithwood et al.,

2004; Mintrop & Trujillo 2005; Smith, 2008; Waters, Marzano, & McNulty 2003).

Strong leadership is one of the most critical factors for effective schools of ELs (August

& Hakuta, 1998; Reyes, 2006; Shaw, 2003; Theoharis & O'Toole, 2011). Social justice

for ELs will be achieved when principals create inclusive services for ELs such as

prioritazing students' language learning, their families and cultures in the school

community (Theotaris, 2007; Theotaris & O'Toole, 2011). In the same way, social

justice for ELs will be enacted when principals see language as a right and asset

(Crawford, 2004; Ruíz, 1984; Theoharis & O'Toole, 2011), not as a problem (Reyes,

2006; Theoharis & O'Toole, 2011).

The linguistic aspects of teaching linguistically diverse students, Harper and de

Jong (2009) point out, are of utmost importance (Scanlan & López, 2012). Knowledge of

second language acquisition and its research allow school administrators to better meet

their ELs' needs. Previous research has indicated that principals who are knowledgeable

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about second language acquisition research are more successful (Hakuta et al., 2007; Montecel & Cortez, 2002). In turn, school administrators need to responsible for ensuring that teachers develop fundamental understandings of language acquisition, including the concept of academic English and the intrinsic value of native language skills (Lucas & Villegas, 2010; Lucas et al., 2008; Téllez & Mosqueda, 2015) regardless of the language acquisition model in the school district. In this study, the TELPAS composite growth data of the schools indicated that there was room for improvement in English language acquisition. As mentioned before, having a long-term district and school strategic plan to train administrators and teachers on second language acquisition should be a priority (Calderon & Carreon, 2000; Echevarria, 2006; Slakk & Calderon, 2016). Follow-ups of the trainings and ensure time for teachers collaboration should be built in the schedule (Echevarria, 2006; Stritikus, 2006; Theoharis & O'Toole, 2011) to ensure a challenging and culturally responsive curriculum and instruction for ELs (August & Hakuta, 1998; Lucas et al., 2004; Shaw, 2003; Walker, 2005; Theoharis & O'Toole, 2011).

A locally viable and well-designed curriculum could help meet the needs of ELs as they progress from grade levels (Genesse, 2006; Lucas et al., 2004). As per chapter §74.4 of the Texas Administrator's Code (TAC) (Texas Education Agency, 2007a), the English language proficiency standards are state expectations that each district shall implement. The TELPAS as state assessment evaluates the implementation of the ELPS and the extent of success ELs have with language. The district and school should ensure

these language standards are embedded in the curriculum and instruction as part of their strategic plan and monitoring of goals.

David Gurr's *Model of Successful leadership from the International Successful school Principal Project* (2015), involved conducting research about the work of successful principals since 2001 from different countries around the world. His study examined the qualities principals bring to their leadership role, producing out of the box leadership ideas, constructing networks, collaborations and partnerships, and employing accountability and evaluation for continuous improvement. He pointed out that schools benefit from the presence of heroic leadership. Gurr (2015) discussed the idea of heroic leadership when effective leaders collaborate and align efforts from all for the success of all students. He points out those successful leaders have a strong ethic of care, and empathy for others. Leaders' responses are fine-tuned to the context and culture in which they lead to bring school success. He further elaborates on effective leaders sustaining success by actively engaging others on what the school should do, balancing discourses such as social justice or high achievement. If (bilingual/ESL) education acts as the social equalizer (Gurr, 2015) for students with limited English proficiency, then effective leaders should support the effective implementation of research-based language programs proven successful with the students (Collier & Thomas, 2004; Scanlan and López, 2012; Thomas & Collier, 1997). The district could ensure the development and recruitment of heroic leadership and their performance is supported and evaluated formatively through the corresponding developmental supervision and supervisors. Considering the benefits of bilingual education (Umanski, Valentino & Reardon, 2015; Steele et al., 2016), this

plan would include the implementation of a two-way bilingual education model to keep the language development as the focus, not only on ELs, but also on non ELs, and to help prepare all students with the twenty-first century language skills to succeed and better compete in the global economy.

Strategic Professional Development Plan for All and by All

Data from the qualitative analysis collected from the individual face-to-face interviews revealed that all leaders perceived ELPS and TELPAS training as valuable and beneficial to students. This tendency aligned with the quantitative results that indicated statistical significance between the amount of ELPS trainings leaders received and their efficacies. The current school district studied can use the results of this study to create a three to four-year strategic plan (Allison & Kaye, 2005). In addition, the plan could include a continuous tiered professional development and support for campus administrators and teachers. The goal of professional development is to improve academic achievement in students (Calderon & Slakk, 2016). The professional development plan could include workshops on second language acquisition, ELPS and TELPAS, differentiated instruction, rigorous, and scaffolded instruction (Lucas et al., 2008; Moreno-Hewitt, 2015) to name a few topics indicating the frequency and audience needed. Central office could train campus administrators emphasizing the rationale of training and using specific EL campus data to make the training meaningful for schools. Vertical team meetings would be key to ensure teachers are scorings writing samples consistently. The goal would be to build capacity with administrators of ELs and be consistent in the way training is delivered in the district. Evidence-based knowledge

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professional development is key to improve instructional practices in schools (Calderon & Slakk, 2016; Darling-Hammond, 2009). Effective professional development must include follow-up coaching (Calderon & Slakk, 2016; Joyce & Showers, 1996, 2002), and inclusion in professional learning communities (DuFour, 2004). Research on assessment literacy indicates that investing a few days of professional development on assessment practices resulted in teachers who were more confident and who improved their assessment practices, but that these practices and efforts are not common or under supported (Mertler 2009; Téllez & Mosqueda, 2015). Mrs. Burns, one of the principals, pointed out that learning is "an action research cycle. You continue to look at the problem, you revisit, did it work? You just continue in that constant cycle of constant learning for your students." The professional development could include opportunities to survey administrators on campus climate and supports to ensure needs are met and follow up with the findings of the survey.

Existing district venues could be used such as principals' meetings, campus vertical team meetings among EL teachers, PLC meetings to promote understanding and interrater reliability of ELs' writings. Other ideas could include aspiring administrators who shadow the work of successful administrators in the district through an administrator mentor program respectively. In the same way that administrators expect teachers to differentiate for ELs, administrators should expect to have differentiated support so that they can grow in the importance of implementing the ELPS and the TELPAS. Administrators and teachers pointed out that new teachers found harder to implement the ELPS because "they do not have the skill set" or are "too busy trying to learn everything

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else." In the same way, the district could also look at the existing mentor program and see what professional development would need to be embedded as part of the new teacher support. In addition, the district could look if the duration of the mentor program could be long-term and be extended beyond the first year of teaching to be able to establish a monitoring system for teachers within the first three years of teaching. Moreover, pairing of mentors and mentees should be a strategic process to ensure all bilingual teachers, especially the bilingual or ESL teachers who do not have partners at specific grade levels at some campuses, get the needed support through collaboration, planning, and the sharing of expertise of the mentor bilingual teachers in the district.

Foundational to these findings is that schools and districts need to prevent the academic gap from widening by ensuring all students have access to the technology and software (Leu et al., 2014) and are exposed to the test format to be able to practice with the online format prior to testing (Moreno-Hewitt, 2015; Portolesse et al., 2016). School district and schools can ensure the new online testing gets supported through planning and budgeting in the district and the school strategic plan to ensure access to resources and successful online testing for all students. Research indicates that both students and teachers need practice with online testing to ensure success and confidence prior to the real online test (Moreno-Hewitt, 2015; Portolesse et al., 2016). These answers align with previous research findings on the need to allow students to demonstrate their reading levels and skills, and practice prior to the real administration of the online tests (Moreno-Hewitt, 2015). In addition, the leaders' answers align with the need to prepare students prior to an online test to achieve more success (Portolese et al., 2016).

Shared Learning Targets, Criteria for Success, Goal Setting and Feedback

Chapter §74.4 section (a)(1) of the Texas Administrator's Code (TAC) on required curriculum states the importance, purpose of the ELPS (Texas Education Agency, 2007a) and the need to provide opportunities to practice with the four language domains:

> School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.

In addition, chapter §74.4 section (a)(4) of the TAC indicates that:

> Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.

Some teachers indicated that students did not see the value of TELPAS. In this regard, students also need to know how success looks in the classroom. Success can happen if educators first think about the basic idea that students need to know what is going on in the classroom at all times. As per research (Echevarria et al., 2008) stating, posting and reviewing language and content objectives is key to ensure students know the goal of the lesson. Students need to know what and why they are learning. If students do not know the intention of the lesson, they will end up spending a lot of time and energy deciphering what the teacher expects them to learn. If educators want classrooms full of

self-regulated, empowered, engaged and motivated learners then, we need to stop

withholding the information that would empower learners. This can be accomplished

with shared learning targets (Moss, Brookhart, & Long, 2011).

Moss, Brookhart, and Long (2011) explained that shared learning targets are to

students what the global positioning system (GPS) is to drivers. The GPS tells drivers

immediate information about where they are, destination distance, what to do when you

take the wrong turn etc. A GPS cannot do all this unless the driver provides a precise

location of where he/she wants to go. The shared learning targets operate in the same

way. The shared learning goals should convey for students the destination of the lesson.

Shared learning targets should indicate the what, the how deep they will learn and how

they will demonstrate they got the learning. Without the why and the intention of the

lessons students would be hitting a piñata *(*Moss & Bookhart, 2009; Moss et al., 2011).

It does not really matter what Texas essential knowledge and skills or student

expectations students need to master, not much will occur if students do not understand

what they are supposed to learn during the lesson. No matter how much teachers prepare

engaging the activities, how formative their assessments are, how differentiated the

instruction may be, unless all students are able to recognize, and understand the learning

target from the very beginning of the lesson one factor will remain constant:

> The teacher will be the one in control of the driving, focusing on getting the
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> students to meet the instructional objectives. The students on the other hand will
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> focus on doing what the teacher says rather than on learning. This is opposite of

what we know about motivated and self-regulated students (Moss, Bookhart, & Long, 2011 p. 66; Zimmerman, 2011).

Leahy, Lyon, and William (2005) defined shared learning target as the chunk of the particular content that students need to master in a given lesson. The shared learning target describes accurately what the teacher wants the students to learn and how they will be able to demonstrate their understanding. A shared learning target helps frame the lesson from the students' point of view and it helps students' grasp the purpose of the lesson. Even though the teachers may construct the shared learning goals from instructional objectives, shared learning goals are different from instructional objectives. The instructional objectives are teacher friendly, not student friendly. Instructional objectives are written in teacher language to help the teacher throughout the lesson or series of lessons. Shared learning targets help students understand what they need to learn because the learning is translated into developmentally appropriate, student friendly and culturally respectful language.

One way to create shared learning goals is by having students asking and answering three questions, (a) When I finish the lesson, what will I be able to do? (b) What idea, or topic is important for me to learn and understand so that I can do this task? (c) How and how well will I have to show that I can do this? In other words, shared learning targets should help students understand what today's lesson mean for them. Table 5.1 below illustrates how the teachers could use this process:

Table 5.1

Framing Learning Targets from the Students' Point of View

	Content		Language	
Guiding Question	Content Description for Young Students (A)	Content Description for Older Students (B)	Language Description for Young Students (A) with Different English Language proficiency Levels	Language Description for Older Students (B) with Different English Language Proficiency Levels
What I will be able to do at the end of this lesson?	I can decide when to use question marks.	I can explain the impact that Ross Perot, third party candidate, had on the election of President Bill Clinton.	In our group, I can speak using a complete question using any of the asking words (interrogative pronouns): *What, Where, When, How* and *Why* orally. I can speak and answer in complete sentences using asking words (interrogative pronouns) both orally and in writing.	I can use the following words (signal words): *because of, due to the fact that, the reason for, one reason for, as a consequence of…*to provide reasons of the impact of Perot on Clinton's presidency win*: (i.e.: As a consequence of Perot's direct fire at the political system and Washington, D.C., climate more than at Bush, he found a responsive national audience for that anti-status quo message. This helped Bill Clinton win.)*
What idea or topic is important for me to learn and understand so that I can do this?	To do this I need to be understand the following: 1. Question marks come at the end of asking sentences. 2. Asking sentences begin with an asking word like: *Who, What, Where, How, Why*	To do this I need to understand the following: 1. The characteristics of a third party candidate. 2. U.S. economic conditions in 1992. 3. Ross Perot financial platform and economic resources.	In my group, I can use the following question starters to practice saying questions with my shoulder partner: *Who is…? (People) How do you…? (Way, evidence) Why do you…?(Reason) Where do you…? (Place) When do you..? (Time)*	I can write and share in my group sentences to explain the characteristics of a third party candidate using the following sentence frames. *One characteristic of a third party is…, which means… Ross Perot financial platform and economic resources included…, which means…*
How and How Well Will I have to Do This to Show that I Know?	I can show I can do this by changing telling sentences into asking sentences.	I can show I can do this by writing an essay providing two to three reasons of the impact of Ross Perot on President Clinton's elections and supporting my points using documented facts using valid and reliable sources.	I can explain in complete sentences how I change a telling sentence into an asking sentence. i.e.: *George Washington was the first President of the United States of the America into Who was the first President of the United State of the America?*	I will participate in an inside/outside circle activity in class to share my reasons of the impact of Ross Perot on President Clinton's elections.

Note. This figure accompanies *Knowing your learning Target* by Connie M. Moss, Susan M. Brookhart, and Beverly A. Long, *Educational Leadership*, *68(6),* 66-69. Pilar Moreno-Recio has made the adaptation for the language sections.

The impact of shared learning goals will be as powerful as the consistency and fidelity with which they are shared with and by the students. Sharing learning goals become more powerful when not only teachers share them with students, but when students share them with each other. Sharing of learning goals happens from beginning and throughout the lesson. The use of friendly student language, modeling or demonstrating is very important during the sharing of the learning target time.

As Moos, Brookhart, and Long (2011) indicate, two ways to accomplish powerful shared learning goals are:

a) through a strong performance of understanding, a learning experience that represents the shared learning target. When students complete the actions or tasks that are part of this strong performance of understanding, they will know they have reached their learning targets. In other words, the shared learning target and the tasks that support the target are in alignment to achieve the target. The tasks students work on lead to accomplish the target. The content as well as specific language skills need to be part of the lesson if teachers are to help students learn academic content and develop their English language.

b) through providing an explanation of the criteria for success. Examples of success in a lesson need to be shared with students. *I can* statements are good to explain success. See table 5.1 above. Another way is by having students examining different quality samples to determine what makes them better than others. Students can use rubrics to provide explanations using different quality samples. Students can explain their decisions using the language of the rubric. When students are exposed to the

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criteria for success, they can be mindful of what success looks like as they use the rubric and quality samples as strategy to guide their learning.

In the case of ELs, showing examples of the Texas English language proficiency level descriptors (PLDs) (See appendix E) of what different beginner, intermediate, advanced and advanced high writers, speakers, listeners and readers look like in the Texas English Language Proficiency Assessment System (TELPAS) assessment can help ELs be more cognizant of where they are at the beginning of the school year and where they need to end up to reach more success at the end of the year. Throughout the year, portfolio-based assessments for listening, speaking, reading and writing can be used to confer with the students individually to know if they are moving up to their next proficiency levels. In the particular district that the data was collected, TELPAS portfolios based assessments were formatively used by teachers to determine where students were and used their performance to continue offering support to students. Teachers used those portfolios in the fall, winter, and then in spring for the actual TELPAS assessment to inform their instruction, especially in the area of writing.

One element that could be included to the TELPAS writing folder process in the district is the individual explicit goal setting and feedback for language that ELs needs through the EL TELPAS talks. During these talks students could set their language performance goals with teachers' guidance. In most kindergarten to twelfth grade classrooms, setting objectives and providing feedback is somehow underused in terms of power and flexibility. Marzano, Pickering and Pollock (2001) pointed out that it is important for the teacher to set goals for students, but it is more important for the goals to

be general enough to allow students with some flexibility. In a science class, the teacher may have a general target for the lesson, but then the students personalize the goals. The teacher may explain that for the unit on the human body, the goal is for the students to understand how each of the main organs work together as a connected system. Based upon this goal, the students may create their own personal learning goals.

A student may want to know more about the kidneys as a family member is having his kidney replaced or another student may want to know how the heart pumps blood, but also he may want to know how a heart attack happens. This type of student goal setting provides a lot of control over their learning. On a more long-term process, the TELPAS talk language goal setting could be done at the beginning of the year for students to know where they are to then set their goals based upon where the students need to be at the end of the year. Intentional language EL talks, teacher to student or student-to-student feedback (Trammel, Schloss, & Alper, 1994; Marzano, Pickering, & Pollock, 2001) could happen continuously as checkpoints along the year to assist students monitor their goals and growth. Feedback offered should be corrective, timely and specific to the level of skill or knowledge (Marzano, Pickering, & Pollock, 2001; Sadler, 1989). If a student has an advanced level in the speaking domain, teachers may want to include many opportunities for speaking in their classrooms to ensure the student has had plenty of opportunities to develop that skill. The goal is to help the student be at a higher level, in this case the advanced high level at the end of the year. Planning explicitly and intentionally for language support in everyday lessons as in the examples provided in

table 5.1 could go a long way at the end of the school year to support students move up

along the continuum of English proficiency and reach their goals.

Instruction and assessment goes hand in hand. In the same way TEKS are

expected to be implemented and assessed by the STAAR test, so are the ELPS by

TELPAS. Monitoring the implementation of goals is key to ensure implementation

(DuFour & Marzano, 2011; Marzano & Waters, 2009). Shared learning targets need to

be part of the administrators' instruction observation process and feedback to teachers to

help create a purpose for the implementation of the ELPS. During shared learning

targets, students are the focus for using the ELPS as opposed to the teacher using them

just for planning for compliance purposes. Moss, Brookhart and Long (2011) in

Knowing Your Learning Target point out:

> No matter what we decide students need to learn, not much will happen until
>
> students understand what they are supposed to learn during a lesson and set their
>
> sights on learning it. Regardless of how important the content, how engaging the
>
> activity, how formative the assessments or how differentiated the instruction,
>
> unless all students see, recognize, and understand the learning target from the very
>
> beginning of the lesson, one factor will remain constant: The teacher will always
>
> be the only one providing the direction, focusing on getting students to meet the
>
> instructional objectives. The students on the other hand, will focus on doing what
>
> the teacher says, rather than on learning. This flies in the face of what we know
>
> about nurturing motivated, self-regulated, and intentional learners (Moss et al.,
>
> 2011, p. 66; Zimmerman, 2001).

The goal of the shared learning targets is to provide students with a differentiated instruction so that they can get easy access to the content they have to master. As stated in chapter §74.4 of the TAC:

> (a) (2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum;

District and School Collaboration and Learning for Students' Success

As pointed out by the teacher and the principal, Mrs. Garcia's ELs' experienced significant language growth from 2016-2017 as a result of the district and campus administration on-going collaboration. Research indicates that district leadership should engage on ensuring collaborative goal setting; establishing non-negotiable goals for achievement and instruction; creating board alignment with and support of district goals; monitoring achievement and instructional goals and allocating resources to support the goals for achievement and instruction (Marzano & Waters, 2009). The scholarship and practice of educational leadership point to the need for leaders to keep learning as the focus (Elfers & Stritikus, 2013). Creating and implementing school collaborative approaches to reform such as learning as a goal calls for the school-level teams, professional communities, grade level leadership teams (Coburn & Russell, 2008; Hopkins, Spillane, Jakopovic, & Heaton, 2013; Liou, 2016) are a must to deepen the school community understand and achieve academic success. The district should

replicate and engage more campuses on the type of collaboration that this school experienced when working together with the bilingual/ESL department staff. The teachers found the professional learning communities as a positive tool that helps them understand and network with other teachers in support of students. The district should consider expanding this idea to teachers across core areas and grade level in mainstream classes just as the modeled followed by the bilingual/ESL department.

In their *Leaders of Learning* (2011), DuFour and Marzano also addresses discusses three big ideas. The first big idea is to ensure that students are learning "at high levels" (p. 23). This idea means that educators need to work together to ensure students acquire the knowledge and skills of a particular grade level, courses or unit under study. For the purpose of this study, the question would be, are we guaranteeing that our ELs have access to a viable standard-based curriculum that includes the TEKS and the ELPS? The second big idea explained by DuFour and Marzano has to do with working in collaboration to help students learn. Educators have a focus on what to teach and students have a focus on what to learn. It is here that school and district leaders share the burden of accountability. School and district administrators must ensure teachers have the resources, training, and ongoing support to help students succeed. The third big idea has to do with creating results in order to know if students are learning. Members of the organization work together to achieve their goals.

Teachers and administrators perceived the professional learning communities as a support factor. The PLCs at the campus level and the bilingual/ESL PLCs at the district level complemented each other as shared from Mrs. Garcia' and Mrs. Burns's schools.

Most of the teachers viewed the district bilingual/ESL PLCs as an opportunity to discuss, collaborate vertically and horizontally to gain knowledge to support students. As the district refines the PLC process, teachers get to understand the ELPS and their value and teachers open to share ideas among themselves, the district should be able to see higher levels of self-efficacy and specially means efficacy in teachers as peers will be seen as support to improve teachers' performance. The organization team formatively assesses student learning and finds implications for professional growth for all educators. Every member of the organization works together to achieve student success. This includes purposeful monitoring of instructional goals to support student achievement.

Instructional Rounds

If instructional goals are not consistently monitored, then they become bulleted items emphasized only in a few meetings, reports or classroom boards (Marzano & Waters, 2009). If training is offered to teachers, there has to be ways to check on this understanding from the campus and school district level (Calderon & Slakk, 2016; Marzano & Waters, 2009;). The district may provide training, but administrators need to monitor at the campus level to ensure all teachers understand that the goals are implemented.

As part of the long-range strategic professional development plan, and ELPS as non-negotiables within that plan, the district could expect campus leaders to include the ELPS as part of the lesson plan and lesson delivery. A rubric for lesson observations to monitor the ELPS implementation could be developed to record observations and provide feedback to teachers could be systems that could support the district as a whole.

Providing feedback is one of the most powerful single factors that supports achievement (Hattie, 1992; 2009;2017). However, feedback is the product of being embedded in the monitoring and evaluation process in a school system. The responsibility of monitoring and evaluating refers to the extent to which the leader monitors the effectiveness of school practices to, in turn, impact student academic achievement (Marzano, Waters, & McNulty, 2003).

Both district and campus staff could engage in ongoing instructional rounds (City, et al., 2009) where the ELPS are intentionally addressed. Instructional rounds are used by administrators, teachers, supervisors, and instructional coaches "to focus on a common problem of practice that cut across all levels of the system" (City et al., 2009, p. 5). Organization team members can use instructional rounds as a tool to ensure that the standard-based curriculum is taught and learned. Administrators can facilitate rounds, but it should be clear that their purpose is not to evaluate the teachers being observed (DuFour & Marzano, 2011). During instructional rounds teachers observed know the focus of the observation, silent observation takes place, and notes are taken. After each round, debriefing among members of the instructional rounds happen where the positives and areas for growth are highlighted.

Finally, the observers need to find implications for continuous students' support (DuFour & Marzano 2011). Instructional rounds help develop individual and in the end collective efficacy as all levels of the organization are involved in collection of evidence during instructional practice about a problem of practice. Leithwood and Jantzi (2008) and Hattie (2017) indicated that collective efficacy, or the belief about the ability of

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leader's colleagues to perform or achieve a task, along with leader's self-efficacy are related to district leadership and other organizational conditions. Furthermore, the researchers also pointed out that district leadership and organizational conditions help to create an environment viewed by school leaders as supportive of their work. School leader's self-efficacy emerges from aligned school systems and supportive environment of the school leader's working conditions. School leader's sense of collective efficacy have a positive impact on student achievement and a strong, positive relationship with practices found to be effective in leadership. District focus on student learning and the quality of instruction seem to influence both types of leadership, leader's self and collective efficacy.

Recommendations for Future Research

Despite the limited sample size included in this study, the results provided significant insights regarding the leaders' amount hours of training on the ELPS and their efficacies. The data collected from the interviews also provided useful information on factors the district can continue reinforcing as positively perceived by teachers or roadblocks that the district can help remove to ensure teachers implement their language standards and language assessment successfully. Future researchers might focus on monitoring the implementation of ELPS training and the impact of the training on specific TELPAS growth of individual teachers' classrooms. In addition, future studies might compare and contrast leaders' years of experience and hours of training in any given area to determine if those factors impact ELs' language or academic development. Moreover, studying the background of school leaders who have been former ELs and

who are not ELs might provide interesting findings as to whether past ELs or non-EL status of the school leaders significantly influences school leaders' efficacy and their school academic achievement.

This project was limited to a school district in Texas. A study of greater magnitude would provide a larger sample size to increase the potential for finding more statistical significance on the quantitative part of the study. In addition, with a study that employs a bigger participant sample, potentially different themes on the perceptions of the ELPS and TELPAS training and their implementation may provide different results.

Conclusions

The purpose of this sequential mixed methods study was to determine if there were differences between central office administrators', school administrators' and bilingual/ESL teachers' overall and levels of action, self-regulation, and means efficacies (Hannah & Avolio, 2012) when controlling for years of experience with bilingual and English as a second language (ESL) classrooms and hours of training on the English language proficiency standards (ELPS The study looked at school leaders' perceptions regarding the amount and quality of ELPS and TELPAS training and the reflection on their school's TELPAS composite scores. In addition, the study focused on the leaders' perceptions of TELPAS and the implementation of the ELPS in their bilingual and ESL classrooms. Through the analysis of this study, statistical significance was found between amount of hours of ELPS training and leaders' overall efficacy. From this study, school districts may be able to provide support to administrators and teachers to enhance their efficacies through targeted professional development on the areas of ELPS

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and TELPAS. Training on ELPS and TELPAS may contribute to the social capital of administrators and teachers as everyone's efficacies increases and students' performance improve. Students eventually may increase their social capital as they acquire language and with that the power to acquire more content and learning.

The findings along with the implications and recommendations provided in this study may contribute to the ongoing district and campus efforts to select *heroic* administrators (Gurr, 2015), support of students with special language, social and academic needs. The study recommendations can be viewed as a catalyst for improving not only individual efficacy, but collective efficacy (Leitwood & Jentzi, 2008) and overall student achievement. Since years of experience does not seem to be a determining factor in this study to build efficacy in leaders, more efforts should be invested in hiring and developing personnel on the basis of hours of professional development as hours of training may predict leaders' efficacies. In addition, the study may offer an opportunity to help school districts in the mission of school improvement by reinforcing systems perceived by administrators and teachers as areas of growth. In addition, the study may provide an opportunity for school districts to continue reinforcing systems that are benefiting administrators and teachers.

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APPENDIX A: SURVEY LETTER

May 2017,

Dear Administrator:

Greetings! You are being solicited to complete the *Leader Efficacy Questionnaire*. The purpose of this survey is to examine the self-efficacy style in your district. The data obtained from this study will not only allow Dream ISD to continue supporting administrators in the mentoring and development of leadership skills, but it will also contribute to the betterment of instruction and therefore academic achievement of English language learners.

Please try to answer all the questions. Filling out the attached survey is entirely voluntary, but answering each response will make the survey most useful. This survey will take approximately 5 minutes to complete and all of your responses will be kept completely confidential. No obvious undue risks will be endured and you may stop your participation at any time. In addition, you will also not benefit directly from your participation in the study.

Your cooperation is greatly appreciated and your willingness to participate in this study is implied if you proceed with completing the survey. Your completion of the *Leader Efficacy Questionnaire* is not only greatly appreciated, but invaluable. If you have any further questions, please feel free to contact Dr. Renee Lastrapes (lastrapes@uhcl.edu) or myself (pilar.morenorecio@gccisd.net or morenorecio6976@uhcl.edu).

Thank you!

Sincerely,

Pilar Moreno-Recio
Doctoral Student
Educational Leadership Studies
University of Houston at Clear Lake

Leader Efficacy Questionnaire

Rater and Self Forms and Scoring Guide

Sean T. Hannah & Bruce J. Avolio

Published by Mind Garden
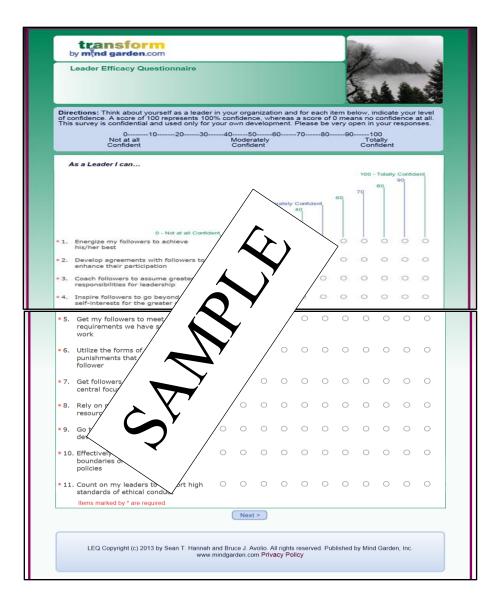
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APPENDIX C: LEADER EFFICACY QUESTIONNAIRE

Name: _____   School/Department: _____ Date: _____   Time: _____

1. How many years of experience do you have as a school leader working with English language learners (ELs)?

2. How many total hours have you spent in training regarding the ELPS?

3. What are the trainings that you have received that directly relates to the implementation of the English Language Proficiency standards?

4. What are your perceptions on the implementation of the ELPS in bilingual/ESL classrooms?

5. How many approximate hours have you spent in training regarding TELPAS?

6. In your opinion, what is the main purpose of the TELPAS?

7. What are your perceptions about TELPAS?

8. In your opinion, what is the main purpose of the TELPAS?

9. What are your perceptions of the TELPAS?

10. What are your perceptions about the implementation of listening and speaking in the computer next Spring?

11. Are there any other comments you like to add in reference to the questions above?

Summaries of ELPS: Proficiency Level Descriptors for Instructional Planning
(subsection d)

Level	Listening (d1: k-12) The student comprehends...	Speaking (d2: k-12) The student speaks...	Reading (d4: 2-12) The student reads...	Writing (d6: 2-12) The student writes...
Beginning (A)	1A(i) few **simple conversations** with linguistic support 1A(ii) **modified conversation** 1A(iii) few words, **does not seek clarification**, watches others for cues	2A(i) using **single words and short phrases** with practiced material; tends to give up on attempts 2A(ii) using **limited bank of key vocabulary** 2A(iii) with **recently practiced familiar material** 2A(iv)with frequent **errors** that hinder communication 2A(v) with **pronunciation that inhibits communication**	4A(i) little except recently practiced terms, **environmental print**, high frequency words, **concrete words represented by pictures** 4A(ii) **slowly, word by word** 4A(iii) with very limited sense of English structure 4A(iv) with comprehension of **practiced, familiar text** 4A(v) with need for **visuals and prior knowledge** 4A(vi) modified and **adapted text**	6A(i) with **little ability to use English** 64A(ii) **without focus** and coherence, conventions, organization, voice 6A(iiI) labels, lists, and copies of printed text and **high-frequency words/phrases**, short and simple, practiced sentences primarily in **present tense with frequent errors** that hinder or prevent understanding
Intermediate (B)	1B(i) unfamiliar language with **linguistic supports** and adaptations 1B(ii) unmodified conversation with **key words and phrases** 1B(iii) with **requests for clarification** by asking speaker to repeat, slow down, or rephrase speech	2B(i) **with simple messages and hesitation to think about meaning** 2B(ii) using **basic vocabulary** 2B(iii) with **simple sentence structures** and present tense 2B(iv) with **errors** that inhibit unfamiliar communication 2B(v) with **pronunciation generally understood** by those familiar with English language learners	4B(i) **wider range of topics:** and everyday academic language 4B(ii) **slowly and rereads** 4B(iii) basic language structures 4B(iv) simple sentences **with visual cues, pretaught vocabulary** and **interaction** 4B(v) **grade-level texts** with difficulty 4B(vi) at high level with **linguistic accommodation**	6B(i) with **limited ability to use English** in content area writing 6B(ii) best on **topics that are highly familiar** with simple English 6B(iii) with **simple oral tone in messages**, high-frequency vocabulary, loosely connected text, repetition of ideas, **mostly in the present tense**, undetailed descriptions, and **frequent errors**
Advanced (C)	1C(i)with some processing time, **visuals, verbal cues, and gestures; for unfamiliar conversations** 1C(ii) most unmodified interaction 1C(iii) with occasional **requests for the speaker to slow down, repeat, rephrase, and clarify meaning**	2C(i) in conversations with some **pauses to restate, repeat, and clarify** 2C(ii) using **content-based and abstract terms** on familiar topics 2C(iii) with **past, present, and future** 2C(iv) using **complex sentences** and grammar with some errors 2C(v) with **pronunciation usually understood** by most	4C(i) abstract grade appropriate text 4C(ii) **longer phrases and familiar sentences** appropriately 4C(iii) while developing the ability to construct meaning from text 4C(iv) at **high comprehension** level with **linguistic support** for unfamiliar topics and to clarify meaning	6C(i) grade appropriate **ideas with second language support** 6C(ii) with extra need for second language support when topics are technical and **abstract** 6C(iii) with a grasp of basic English usage and some understanding of complex usage with **emerging grade-appropriate vocabulary** and a more academic tone
Advanced High (D)	1D(i) longer **discussions on unfamiliar topics** 1D(ii) spoken information nearly **comparable to native speaker** 1D(iii) with few requests for speaker to slow down, repeat, or rephrase	2D(i)in **extended discussions** with few pauses 2D(ii) using **abstract content-based vocabulary** except low frequency terms; using **idioms** 2D(iii) with grammar **nearly comparable to native speaker** 2D(iv) with **few errors** blocking communication 2D(v) **occasional mispronunciation**	4D(i) **nearly comparable to native speakers** 4D(ii) **grade appropriate familiar text** appropriately 4D(iii) while constructing meaning at near native ability level 4D(iv) with high level comprehension with **minimal linguistic support**	6D(i) grade appropriate **content area ideas with little need for** linguistic support 6D(ii) develop and demonstrate **grade appropriate writing** 6D (iii) nearly **comparable to native speakers** with clarity and precision, with **occasional difficulties** with naturalness of language.

*These summaries are not appropriate to use in formally identifying student proficiency levels for TELPAS. TELPAS assessment and training materials are provided by the Texas Education Agency Student Assessment Division: http://www.tea.state.tx.us/index3.aspx?id=3300&menu_id3=793