EXAMINING PRINCIPAL PERCEPTIONS OF SELF-EFFICACY AND EMERGENT

BILINGUAL STUDENT'S ACHIEVEMENT IN K-12 PUBLIC SCHOOLS

by

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Dedication

This dissertation is dedicated to the loves in my life that are my "why" for every action I take professionally and personally. For my parents in heaven, Mariano and Amparo Garcia, I thank you for teaching me the value of work and commitment. You made many sacrifices to provide my siblings and I a better future. These two skills you instilled in us, is what helped me get through this doctoral journey. For my daughter and son, Jasmin Amparo and Jose Mariano, I thank you for reminding me at the start of this journey that anything worth having, takes work and that I just need to believe! You saw the hours, the sacrifices, the frustration, and the joy. More importantly, you saw that if mom can do it, then you definitely CAN do it! Anything is possible! I am here to support you, as you supported me. Lastly, I dedicate this work to my incredible husband, Jose Luis. Your encouraging words, helping with laundry, sitting with me in different coffee shops as I worked, or waiting to follow me home when I spent late school nights at work to make sure I was safe on my drive home is what helped me complete this goal for our family. I love you all to the Oort Cloud and back!

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ABSTRACT

EXAMINING PRINCIPAL PERCEPTIONS OF SELF-EFFICACY AND EMERGENT

BILINGUAL STUDENT'S ACHIEVEMENT IN K-12 PUBLIC SCHOOLS

Janie Garcia Jimenez
University of Houston-Clear Lake, 2023

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The purpose of this qualitative inquiry study examined principal perceptions of

self-efficacy and EB's student achievement. This study collected interview data from a

purposeful sample of six elementary, six middle school, and six high school principals

from the Region 4 Education Service Center, Harris County area, in the state of Texas

utilizing an interview protocol. An inductive coding process was implemented to discover

emergent themes that arose from semi-structured interviews. The findings are based on

principal perceptions regarding the impact of their self-efficacy on EB student

achievement, facilitation of EB student learning, shared vision for EB students, and

motivating teachers with EB students. The data analysis revealed 10 themes and 13

subthemes, which were deeply rooted within the vast literature on principal leadership

constructs. The findings illustrated the expansive skills and competencies necessary for

principals to lead teacher teams and focus on student achievement. Considering principal

perceptions regarding the impact of their self-efficacy on EB student achievement, 100% (n = 18) agreed principal's confidence influences EB achievement. The data revealed that the principal's leadership can either improve or decrease student achievement based on the decisions that are made. When examining the perceptions of principals concerning the impact of their self-efficacy in the facilitation of EB student learning, four emerging themes developed. These themes are: (a) Ensuring Teacher Quality (b) Promoting High-Quality Instruction (c) Understanding the Unique Needs of EB Students (d) Navigating Accountability. Based on the summary of findings, implications are warranted for principals, district leaders, teacher preparation programs, and state leaders. It is recommended principals build collaborative teams with different experts to help set goals and participate in the planning sessions to support students. District leaders could benefit from the findings by ensuring staffing support is available at each campus since EB enrollment numbers are increasing, and districts need to consider varying levels of staffing support for campuses with different English proficiency levels such as new arrivals or long-term EBs. Also, district leaders could benefit from the findings by providing and designing professional development opportunities that target the needs of EL students in instructional leadership and coaching.

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CHAPTER I:

INTRODUCTION

Emergent Bilingual (EBs) account for 30% of the school-age population in the United States (Mungia, 2017; NCES, 2022). Rural and urban school districts are the fastest growing EB population in the U.S. (Mungia, 2017). The growth of the EB student population is very diverse with different first languages, backgrounds, experiences, and cultures. Although there is much diversity within the EB student population, the expectation is for these students to meet the same achievement expectations as the monolingual students (McGee et al., 2014). However, there is a profound difference between EBs and monolingual students regarding student achievement scores and graduation rates that must be addressed (NCES, 2022; TEA, 2021). Therefore, public school leaders may need to be prepared to meet the needs of this diverse student group in order for them to succeed academically and graduate (Grissom et al., 2021). The present study provides a contribution to further the understanding of the growing need to improve EBs' student academic achievement and the perceptions of principals in K-12 public schools. This chapter will describe the research problem in the study, the significance of the study, the research purpose, and questions, and provide definitions for key terms.

Research Problem

According to the National Center for Education Statistics (NCES, 2022), the National Assessment of Educational Progress (NAEP) reading scale scores for non-EB 4th- and 8th-graders were greater than their EB peers' scores since 2002. In 2019, the achievement gap between non-EB and EB students were 35 points at the 4th-grade level and 48 points at the 8th-grade level in the student performance in reading (NCES, 2022). Also, Texas Education Agency (TEA) 2020-2021 State of Texas Assessments of Academic Readiness (STAAR) performance for the state of all grades and all subjects

across third grade through End of Course (EOC) exams in high school, have a significant difference between the percentage of students at APPROACHES GRADE LEVEL or above with 67% for non-EBs compared to 54% of EBs current and monitored. Additionally, there is a significant difference between the high school's 67% graduation rate for EB students compared to 84% for monolingual students (TEA, 2021).

Due to the research in regards to disparities in student achievement between EB student and monolingual students, a school leader is vital to the academic achievement of EBs (Mungia, 2017). There has been an increasing amount of research that connects school principals to the success of teaching and learning (Bellibaş et al., 2020; Elfers & Stritikus, 2014; Grissom et al., 2021; McGee et al., 2014). However, research conversations have given scarce attention to the role of the principal in improving EB student academic achievement (Eflers & Stritikus, 2014; Grissom et al., 2021). Given the importance of highly qualified, certified teachers to meet the needs of EBs, it is essential for the role of the principal to center on learning, instruction, and the support of inclusive practices that addresses the needs of EBs (Elfers & Stritikus, 2014; Grissom et al., 2021).

Research associated with student achievement demonstrated how successful leaders used different transformational and instructional leadership practices to improve student achievement (Bellibaş et al., 2020; Darling-Hammond et al., 2022; Day et al., 2016; Sanchez & Watson, 2021). Allen et al. (2015) findings imply that a principal's confidence and vision for the future has a positive impact on reading achievement for students. Effective principals understand that an important component of student success is the teacher (Grissom et al., 2021; Marks & Printy, 2003) These findings also suggest that a principal's positivity, excitement, and vision impact a teacher's view of the principal's ability to focus on doing what is best for the school (Darling-Hammond et al., 2022; Day et al., 2016; Sanchez & Watson, 2021). In addition, Schrik and Wasonga's

(2019) findings indicated that both principals' self-efficacy and principals' outcome expectations show a positive relationship to student achievement.

Researchers who examine leadership and its impact on the academic achievement of EBs find that principals are key to setting direction, developing people, and designing the organization to meet the needs of all students (Elfers & Stritikus, 2013). Principals can impact the effectiveness of programs campus wide even though the teacher is the individual who mostly impacts students with their classroom instruction (Grissom et al., 2021). The principal can influence the long-term success of programs for EBs (Grissom et al., 2021; Mungia, 2017). Alford and Nino (2011) reviewed four significant factors that affect the principal's role as they reinforce the school culture and the improvement of EB student academic achievement. These factors include building shared values, fostering an environment to promote learning, celebrating academic success, and building positive relationships.

There are many elements influencing school effectiveness, which include high learning expectations for students, a clearly communicated mission, instructional opportunities for each student, utilizing instructional time appropriately, monitoring progress of students, an instructional leader as an administrator, and positive parent involvement (Cobanoglu & Yurek, 2018; Darling-Hammond et al., 2022; Sanchez & Watson, 2021; Sebastian et al., 2018). According to Sanchez and Watson (2021), the Four-Pronged Approach to Instructional Leadership Practices, (a) High Visibility, (b) Shared Leadership, (c) High Expectations, and (d) Data Driven Communication, had implications for school principals who desire to improve student achievement. Furthermore, effective principals adapt their practice toward instructional-focused collaborations with teachers by developing a constructive school climate facilitating

teamwork and professional learning communities and strategic personnel and resource management processes to improve student outcomes (Grissom et al., 2021).

The self-efficacy of a principal is a judgement of his/her ability to organize a particular action to result in a desired outcome in the school (Tschannen-Moran & Gareis, 2004). Self-efficacy of administrators is important to school management and student achievement (Cobanoglu & Yurik, 2018; Fisher, 2014). Research related to the self-efficacy of school administrators indicated principals' sense of self-efficacy plays an important role in meeting the expectations and work demands, especially with the increasing challenges of academic achievement and success (Tschannen-Moran & Gareis, 2004). Administrators with high efficacy are focused on meeting goals. They are willing to adopt new strategies and adapt their expectations in challenging situations. Furthermore, the campuses with high efficacy administrators are predicted to be more successful for improving schools (Cobanoglue & Yurek, 2018). Factors such as school effectiveness, teaching and learning quality, and effective leadership are related to administrator's self-efficacy (Kelleher, 2016).

Due to the demands of the principal's role, a principal's self-efficacy plays a vital responsibility in meeting the expectations for academic achievement in student academic accountability system. Daly et al. (2011) found that principals with a reduced sense of efficacy may begin to doubt their professional capacity and characterize themselves as failures. Additionally, leaders with a lowered sense of self-efficacy may use coercive strategies to effect change, instead of making changes based on students' instructional needs. It is critical for a principal to believe they can effectively meet the daily challenges. Tschannen-Moran and Gareis (2004) found that principal behavior is affected by internal thoughts and beliefs; however, these beliefs can be influenced by factors in the environment. Low administrator-self-efficacy negatively impacts the quality of ESL

teacher observations in schools which can negatively affect the quality of instruction. Uncertain observation decreases ESL instruction effectiveness which results in diminished student achievement (Murphy & Torff, 2012; Tschannen-Moran & Gareis 2004).

Significance of the Study

Emergent Bilingual achievement is a significant and frequent problem school districts across the U.S. need to address (NCES, 2022). The difference in student achievement between EBs and other groups becomes more significant as students enter middle and high school. The graduation gap continues to increase between EBs and monolinguals (NCES, 2022; TEA, 2021). Principals with a strong sense of self-efficacy have been found to be confident, determined, flexible, and willing to pursue their goals by adjusting strategies to attain their goals regardless of the situation (Tschannen-Moran Gareis, 2004). Therefore, there is a need to research the self-efficacy of principals and EB student achievement due to the data that shows schools need to close the achievement gap for EBs because it continues to grow exponentially (Grissom et al., 2021).

Principals must be highly efficacious in order to lead others to perform at high levels and must have a strong belief in teachers and the whole organization to engage in improving research-based organizational learning strategies that can impact student performance (Bellibaş et al., 2020; Elfers & Stritikus, 2014; Grissom et al., 2021; Hesbol, 2019; McGee et al., 2014; Pedell et al., 2020). According to the research, those principals with a reduced sense of efficacy may begin to doubt their professional capacity and may use coercive strategies to effect change, instead of making changes based on students' instructional needs (Daly et al., 2011). However, there is limited research regarding principals' impact on EBs achievement across the elementary, middle, and high school levels in public schools (Eflers & Stritikus, 2014; Grissom et al., 2021; Vera et al.,

2021). Researching self-efficacy in school leaders may help principals become aware of areas they can develop to improve EB achievement which can impact accountability (Bellemans & Devos, 2021; Skaalvik, 2020; Versland & Erickson, 2017). Principals need to develop an equity lens, especially as they're called on to meet the needs of the growing number of marginalized students such as EB students (Grissom et al., 2021). Failing to explore these relationships might lead to EBs continuing to underperform as other groups or increase EB dropouts for reasons that may possibly be avoided.

Research Purpose and Questions

The purpose of this study is to examine principal perceptions of self-efficacy and Eb's student achievement. The following research questions guided this study:

1. What are the perceptions of principals regarding the impact of their self-efficacy on EB student achievement?

2. What are the perceptions of principals concerning the impact of their self-efficacy in the facilitation of EB student learning?

3. What are the perceptions of principals in relation to the impact of their self-efficacy and a shared vision for EB students?

4. What are the perceptions of principals concerning the impact of their self-efficacy in motivating teachers with EB students?

Definitions of Key Terms

APPROACHES GRADE LEVEL: On the STAAR exam, performance in this category shows that students are expected to succeed in the next grade or course with specific academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in common contexts and are considered passing (TEA, 2022).

DID NOT MEET GRADE LEVEL: On the STAAR exam, performance in this category implies that students are unlikely to achieve in the next grade or course without significant, continuous academic intervention. Students do not show an appropriate understanding of the assessed knowledge and skills (TEA, 2022).

Dual Language Immersion (DLI) Program Models: DLI program serves ELs and non-EL students who have instruction in literacy and academic content in program's partner language as well as English language throughout the program. One-way models serve EL students only as well as former EL students who are continuing after reclassification. Two-way models include EL student as well as the participation of English proficient students learning the partner language (TEA, 2020).

English as a Second Language (ESL) Program Models: EL students receive linguistically and culturally responsive teaching to reach full proficiency in English and to participate equitably in school. ESL Pull-Out models include English Language Arts and Reading Instruction by ESL certified teacher(s), while Content-Based models provide instruction for EL students by ESL certified teacher(s) in all subject areas (TEA, 2020)

Emergent Bilingual (EB): A new term used to describe a student who is in the process of developing English and has another language as the student's primary or home language due to House Bill 2066 in the 87th legislature. This term was formally known as Limited English Proficient (LEP). Effective September 1, 2021, Emergent Bilingual and English learner may be utilized interchangeably (TEA, 2023c).

English Learner (EL): Students who speak another language other than English and have been identified as a non-fluent English speaker by state-recommended testing when they enroll in US schools for the first time. They differ in different ways, including level of oral English proficiency, academic and literacy ability in both their native language and

English, socioeconomic level, different levels of competence in their home language, and cultural backgrounds (Mungia 2017).

Facilitating Student Learning: Strategies (structure, systems, and processes) principals use to support the academic achievement of ELs at their campus (Mungia, 2017).

Leader Self-Efficacy: Leader's perceived capacity to perform leadership behaviors such as motivating, getting followers to connect with the organization, its goals, and vision, and encouraging followers in a range of situations (Hannah et al., 2012)

Teacher Motivation: Something that determines what interests individuals to teaching, the length of time they remain in their teaching profession, and the level to which they participate in their teaching profession in terms of attraction, retention, and awareness (Sinclair, 2008).

MASTERS GRADE LEVEL: On the STAAR exam, performance in this category shows that students are expected to succeed in the next grade or course with little or no academic intervention. Students show the ability to think critically and apply the assessed knowledge and skills and different contexts both familiar and unfamiliar (TEA, 2022).

MEETS GRADE LEVEL: On the STAAR exam, performance in this category shows that students have a high likelihood of success in the next grade or course but mainly some short-term targeted academic intervention. Students generally show the ability to think critically and apply the assessed knowledge and skills in familiar contexts (TEA, 2022)

Principal: The head or person in a K-12 public school with the most authority to make decisions (Grissom et al., 2021).

Principal Self-Efficacy: Expresses a collection of beliefs that empower a principal to enact policies and procedures that support the effectiveness of a school. Principal self-efficacy beliefs guide the leader's actions and behaviors that affect students'

expectations, teachers' motivation, and school improvement practices (Versland &
Erickson, 2017).

Principal Sense of Efficacy Scale (PSES): A survey that consists of 18 items, which
assesses principals' self-perceptions of their capability to accomplish various aspects of
school leadership (Tschannen-Moran & Gareis, 2004).

Self-efficacy of the school administrators: The school administrator's belief in the
capability to develop the instruction and student learning. These behaviors impact
students learning. (Cobanoglu & Yurek, 2018)

Shared Vision: A critical aspect of leadership is helping a group create shared
understandings about the school, its activities, and goals that support a sense of purpose
(Hallinger, 2011).

State of Texas Assessments of Academic Readiness (STAAR): Annual assessments in the
state of Texas that measure yearly growth and student progress (TEA, 2020)

Student Achievement: A measure of the growth of knowledge in a specific content area,
which can be measured through standardized or non-standardized measures (Johnson &
Hull, 2014).

Conclusion

This chapter provided an introduction, research problem, significance of study,
research purpose and questions as well definitions of key terms. There is a need to
examine how the self-efficacy of principals may impact EB student achievement in
STAAR in K-12 public school setting. The next chapter will present an in depth literature
overview over the important topics in this research.

CHAPTER II:

REVIEW OF LITERATURE

Emergent Bilingual lowered academic achievement is a significant and consistent challenge school districts face across the U.S. Emergent Bilinguals account for 30% of the school-age population in the United States (Mungia, 2017; NCES, 2022). The critical need to address is the difference in student achievement between EBs and other groups as it becomes more significant as students enter middle and high school (NCES, 2022). Across the vast amount of literature, principals must be highly efficacious to lead others to perform at high levels and must have a strong belief in teachers and the whole organization to engage in improving research-based organizational learning strategies that can impact student performance (Bellibaş et al., 2020; Elfers & Stritikus, 2014; Grissom et al., 2021; Hesbol, 2019; McGee et al., 2014; Pedell et al., 2020).

However, there is limited research regarding principals' impact on E student achievement across the elementary, middle, and high schools in public schools (Eflers & Stritikus, 2014; Grissom et al., 2021; Vera et al., 2021). Qualitative data regarding the perceptions of principals serving EB students in middle and high school might be scarce (Vera et al., 2021; Weddle et al. (2021). The purpose of this study examined principal perceptions of self-efficacy and EB's student achievement in a K-12 public school. To address these areas, the literature review focused on: (a) the self-efficacy of school administrators, (b) student achievement (c) shared vision, (d) facilitating student learning for EB students, and (e) motivating teachers.

Self-Efficacy of School Administrators

Self-efficacy is the confidence in an individual's capacity to create the desired outcome (Bandura, 1994, 1997). School administrators' self-efficacy is related to many variables such as the effectiveness of schools, instructional quality, and effective

leadership (Bellemans & Devos, 2021; Kelleher, 2016). When faced with different situations, principals with a strong sense of self-efficacy have been found to be determined, committed and adaptable when pursuing their goals, however they do not continue in unsuccessful strategies (Tschannen-Moran & Gareis, 2004). School administrator's beliefs about their efficacy to impact change and improvement may also be as important as other leadership qualities (Cobanoglu & Yurek, 2018; Daly et al., 2011). School administrators with a high sense of self-efficacy feel responsible for high student achievement (Kelleher, 2016; Skaalvik, 2020).

In 2004, Tschannen-Moran and Gareis conducted three studies to develop a reasonably valid and reliable measure for principa self-efficacy. The researchers found that the instruments utilized in the first two studies had insufficient stability and reliability for future studies. In the third study, the researchers developed an instrument to measure principals' sense of self-efficacy, the *Principal Sense of Efficacy Scale* (PSES) (Tschannen-Moran & Gareis, 2004). A purposeful sample of 544 principals from Virginia completed the PSES. This 18-item survey measured principals' self-perceptions of their ability to accomplish various aspects of school leadership. The items were dichotomized into three subscales:" Efficacy for management, Efficacy for instructional leadership, and Efficacy for moral leadership" (Tschannen-Moran & Gareis, 2004, p. 581) Sample items include:" In your current role as principal, to what extent can you…(a) facilitate student learning in your school, (b) generate enthusiasm for shared vision for the school, and (c) motivate teachers" (Tschannen-Moran & Gareis, p. 579). No significant correlations were found between school setting, school level or student body and the principal's efficacy. However, data suggested the principal's sense of self-efficacy significantly influenced meeting the expectations and work demands, especially with the increasing demands of academic achievement and success.

The relationship between the self-efficacy beliefs and leadership styles was examined in 2018 by researchers Cobanoglu and Yurek. The descriptive research study sample included 93 administrators randomly selected from different schools in Turkey. The school administrators completed the Administrator's Self-Efficacy Scale developed by Tschuannen-Moran and Gareis (2004) to examine their self-efficacy beliefs. They also completed the leadership style scale to study administrators' different leadership styles including transformational, transactional, and laissez faire styles of leadership (Cobanoglu & Yurek, 2018). Their results indicated that the high level of administrators' self-efficacy beliefs was significantly and positively related with either the transformational leadership style or the transactional leadership style (Cobanoglu & Yurek, 2018). There was no significant relationship between laissez faire leadership style and level of administrators reported self-efficacy beliefs. The results demonstrated principals with a strong sense of self-efficacy are able to adapt their leadership style. The more administrators feel capable the more they exhibit transformational leadership behaviors.

Since school principals have an important role in developing the learning environment in school, teacher satisfaction, and student learning outcomes, Skaalvik (2020) explored the relationships between school principal self-efficacy for instructional leadership and engagement. In the study, 340 principals in elementary and high schools in Norway were administered a new Norwegian self-efficacy survey including an instructional leadership scale that was based on the self-efficacy theory as well as theoretical perspectives on instructional leadership. The results between self-efficacy for instructional leadership and engagement indicated that principals with low self-efficacy are attempting to achieve instructional leadership but with low-capacity experiences and without feeling comfortable with the implementation (Skaalvik, 2020). This

understanding would describe that low self-efficacy predicts a decrease in engagement. In addition, principals with low self-efficacy for instructional leadership are avoiding school leadership which highlights the need for principal education with strong emphasis on the value of instructional leadership as well as the skills required for this type of leadership.

To explore the relationships among principals' leadership behavior (transformational and transactional), perception of self-efficacy, and perceptions of threat rigidity accountability, Daly et al. (2011) surveyed 549 principals in Title One schools in California. The researchers' purpose was to examine the difference between principals serving in need of improvement (INI) and non in need of improvement (non-INI) schools. The participants completed the PSES Scale survey to capture a principal's sense of self-efficacy and they completed the Multi Factor Leadership Questionnaire (MLQ) designed to evaluate the full range of transactional and transformation leadership behaviors. The study results revealed, those principals who showed a reduced sense of efficacy may begin to doubt their professional capacity and characterize themselves as failures (Daly et al., 2011). Additionally, leaders with a lowered sense of self-efficacy may use coercive strategies to effect change, instead of making changes based on students' instructional needs (Daley et al., 2011).

To explore the sources of self-efficacy, Bellemans and Devos (2021) qualitative study investigated the importance of Bandura's descriptors of self-efficacy and possible additional indicators. Semi-structured interviews with 23 primary school principals in Belgium revealed that mastery experiences prove to be the most powerful source of principal self-efficacy even though they are small successes and do not refer to extraordinary achievements or excellent results (Bellemans & Devos, 2021). Mastery experiences describe how people respond through behaviors based on their efficacy beliefs and evaluate the adequacy of their self-appraisal from their achieved performance.

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(Bellemans & Devos, 2021). Experiencing success in overcoming a task or controlling an environment can develop self-efficacy in a prescribed area, while failure can challenge that efficacy belief (Bellemans & Devos, 2021). To have a strong sense of self-efficacy involves experience and overcoming obstacles through effort and perseverance. It is important that principals apply work experiences in a positive manner to further develop their positive self-concept, contributing to the development of self-efficacy.

Murphy and Torff (2012) investigated whether school administrators feel knowledgeable enough to monitor English as a Second Language (ESL) teachers since they may not have experience with ESL curriculum and instruction. The researchers examined administrators' self-efficacy in supervising ESL teachers due to the increase of EBs in U.S. schools. A 22-item survey was completed by a randomized sample of 75 principals in a large metropolitan area who supervised an average of 4.66 ESL teachers on their respective campuses. The data indicates that school administrators felt less confident in their supervision when larger numbers of ESL teachers were involved. Low administrator-self-efficacy negatively impacts the quality of ESL teacher supervision in schools, which can affect EB student instruction and diminish student achievement (Murphy & Torff, 2012). The study suggests a critical need for effective training for administrators in the goals, strategies, and best practices for ESL instruction.

As portrayed in the above studies, principals who scores indicated a high sense of self -efficacy also revealed a positive correlation to instructional quality and effective leadership developed through their work experiences. As these studies indicate, is important to analyze the perceptions of principals regarding the impact of their self-efficacy on EB student achievement. The following section will examine both principals' leadership experiences and student achievement progress.

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EB Student Achievement

Beginning with No Child Left Behind (NCLB) Act of 2001, administrator monitoring of student achievement and accountability, has led many researchers to analyze the factors within a school impacting academic achievement and student outcomes on standardized assessments (Grissom et al., 2021). Copious amounts of research exist that have revealed that the second factor that impacts student learning is principal leadership, with teacher effectiveness reported as the primary finding. (Cobanoglu & Yurek, 2018; Daly et al., 2011; Dhuey & Smith, 2018; Grissom et al., 2021; Kelleher, 2016; Park et. al., 2018; Skaalvik, 2020). The principal's impact is achieved through the systems of school organization, culture, teacher behavior, and classroom practices (Grissom et al., 2021; Hallinger, 2011; Leithwood et al., 2006).

In the examination of the relationships of principal support, professional learning communities, collective responsibility, and group-level teacher expectations and the effect on 11th-grade student math achievement, Park et al. (2018) identified school-level factors influencing student achievement using a multilevel structural equation model. The data for this study were derived from a High School Longitudinal study of 2009 administered by the U.S. Department of Education. Principal support positively influenced both professional learning communities and collective responsibility which affected student math achievement. However, the impact of principal support on group-level teacher expectations and the direct associations of professional learning communities and collective responsibilities with student achievement were not statistically significant (Park et al., 2018). Therefore, focusing on how a school-level system influences student achievement provides a better understanding of sustaining high school academic performance through school reform initiatives such as principal instructional leadership training or building professional learning communities. The study

highlights the need for principals to focus more attention on exerting supporting leadership that can contribute to a positive school climate and leading to change in teachers' instructional behaviors and attitudes, rather than focusing on directive leadership and managing behaviors to improve achievement (Park et al., 2018).

In a three-year, mixed methods study conducted in England, the findings demonstrated successful leaders' implementation of transformational and instructional leadership practices to improve student outcomes, Day et al. (2016) examined practices principals were implementing in effective schools and schools that were improving. The schools selected were based on achieving national performance benchmarks in Key State assessments and demonstrated significant improvement over at least the previous three consecutive years under the same principal's leadership. The researchers purposefully oversampled schools with lower socio-economic populations. According to Day et al. (2016), the actions principals recognized as most important in improving teaching practices and promoting greater academic success for primary schools were "improved assessment procedures (28.1%), encouraging the use of data and research (27.9%), and teaching policies and programs (26.0%)" (p.231). Therefore, there was consistent evidence that both principals and key staff were confident about instructional leadership strategies to encourage and support improving student achievement in the first survey. As the structural equation modeling (SEM) analysis was completed, it showed that transformational leadership strategies such as setting directions and restructuring the organization are just as important for a school's improvement journey. In conclusion, Day et al., (2016) found that principals were clear with their vision, short and long-term, responsive, and determined that was shared by stakeholders. Principals valued learning and development opportunities for staff and students. They used data, observation, and research as tools to improve instruction to support school improvement. Lastly, they

combined both transformational and instructional leadership strategies throughout their school's improvement (Day et al., 2016).

Similarly, Allen et al. (2015) in their correlational study, investigated the relationship between transformational leadership, school climate, and student achievement in math and reading. Survey data were collected from a purposeful sample of six Texas elementary principals serving in small districts, and a convenience sample of 55 teachers employed at the elementary schools. The principals completed the Multifactor Leadership Questionnaire (MLQ-5X) to evaluate the different transformational leadership qualities based upon the viewpoints of teachers. Student achievement was measured utilizing STAAR (State of Texas Assessment of Academic Readiness) assessment date in grades 3-5 mathematics and reading. Results revealed there was a statistically significant positive relationship between inspirational motivation and reading achievement. These findings imply that a principal's confidence and vision for the future can have a positive impact on reading achievement for students (Allen et al., 2015). Effective principals understand that the most important factor contributing to student success, is an effective teacher (Allen et al., 2015). These findings suggest that principal positivity, excitement, and vision impact a teacher's view of the principal's ability to focus in doing what is best for the school (Allen et al., 2015).

In a similar study, Schrik and Wasonga (2019) examined the relationships among 205 elementary principals' self-efficacy on the constructs of Instructional, Moral and Management Leadership beliefs, goal expectations for student achievement, and the impact on actual student achievement. The principals completed an online Principal Self-Efficacy Scale (PSES) survey that included questions on the expected student achievement goal of meeting and exceeding state expectations, and the actual percentage of students meeting and exceeding the state expectations on the Partnership for

Assessment of Readiness for College and Careers (PAARCC). Correlational analysis found that principal's self-efficacy and principal outcome expectations work independently of each other regarding the influence on student achievement (Schrik & Wasonga, 2019). Findings showed both principal's self-efficacy and principal's outcome expectation show a positive relationship to student achievement (Schrik & Wasonga, 2019).

Another study investigated the relationships between school principals' self-efficacy and their perspectives of the school as a learning organization. Hesbol (2019) support the basic assumption that principal performance is a function of principal self-efficacy and perception of school environment. The researcher's focus was on the principal's cognition of his or her own capacity to direct and improve schools, in relation to his or her view of the school's ability to behave in ways that support improvement across school. According to Hesbol (2019), the findings indicated that the degree to which principals view their schools as exhibiting behaviors and attitudes consistent with organizational learning affects the ways they judge their own abilities to perform. Also, the findings indicate that high principal self-efficacy may be associated with shared vision, which improves the quality of interactions in schools. Lastly, principals must be highly efficacious to lead others to perform at high levels and must have a strong belief in teachers and the whole organization to engage in improving research-based organizational learning strategies that can impact student performance (Hesbol, 2019).

The review of the impact of principals' actions in improving teacher practices and student academic achievement, illustrates the imperative need for the purpose of this study to consider the perceptions of principals shared vision for EB student achievement. In addition, it is crucial for the purpose of this investigation to examine the effect that shared vision has on EB student achievement in elementary, middle, and high school. The

next section will examine how shared vision is developed and communicated across different public-school settings.

Shared Vision

To improve student achievement, school administrators must demonstrate leadership skills and behaviors that support increased student achievement. The role of school administrators' leadership, while indirect, has a significant impact on student achievement (Grissom et al., 2021; Leithwood, 2012). A critical aspect of leadership is helping a group create shared understandings about the school, its activities, and goals that support a sense of purpose or vision (Hallinger, 2011). School leadership that inspires shared ownership for transforming instructional practices to meet students' needs is critical to achieving equitable educational outcomes for all students (Grissom et al., 2021; Leithwood et al., 2012).

In an effort to study strategies that principals of high-achieving schools implement to achieve improved school results, Peddell et al. (2020) interviewed 16 principals to explore their specific leadership behaviors, actions, and attitudes on how they direct leadership efforts for school improvement. The principals were selected within the sampling frame due to their attainment of a proven record of successful school improvement in the National Assessment Program in Australia, between the 2016-2018 reporting period. One of the main findings within the qualitative data were themes regarding how principals led their schools to success was by setting a clear and agreed upon vision with teachers. The vision focused on improvement measures, using data to make informed decisions, and clear objectives. Additionally, the principals attributed using data-driven practices, building teacher capacity based on evidence, and a persistent emphasis on the primary vision of improving student learning. Moreover, strategies the principals used to prepare teachers for school improvement include building positive

relationships, shared understanding of data driven decisions, and a clear vision of the focus.

In a similar study, Klar and Brewer's (2013) cross-analysis study focused on principals whose high-needs schools made significant academic improvements considering their poverty levels and other school related factors in academic achievement under their leadership in three high needs middle schools. The findings indicated campus principals built a shared vision, created high-performance expectations, and communicated the positive direction of the school that connected with all stakeholders (Klar & Brewer, 2013). These characteristics became the central purpose of the campus' activities and goals adapted to each school. The final three schools demonstrated consistent improvement in academic achievement and school climate after the principals started leading at the campus. Data were collected from interview protocols and questionnaires from principals, teaching and nonteaching staff, and parents using protocols adapted from the International Successful School Principalship Project. The researchers applied a core set of leadership practices as a framework for investigating the principals' leadership behaviors. This framework included setting directions, developing people, redesigning the organization, and managing the instructional program (Klar & Brewer, 2013).

Braun et al. (2017) completed a similar study where the degree to which trained school leaders were able to close identified intraschool achievement gaps (i.e., gaps occurring between subpopulations of students such as EBs and their peers within a school), as well as to explore educators' views on the ways their beliefs, assumptions, and practices shifted while engaging in efforts to close gaps, were explored. Principals were trained on a leadership development model that included "(a) identifying an intraschool achievement gap, (b) working to close the gap using facilitative leadership

practices that empower shared leadership, (c) monitoring progress data, and (d) improving instructional practices and systems to achieve the best outcomes" (Braun et al., 2017, p 45). Purposive sampling was utilized to select five principals and five focus groups that included teachers and staff of the five principals' schools who were worked directly with the intervention subpopulations. The researchers found principals and focus group participants reflecting on how setting direction is an important leadership practice. This relates to the development and communication of a shared and clear understanding of the current reality, vision, priority goals, and common language that increases staff's commitment to adapt instructional practices for all students to reach high expectations (Braun et al., 2017). Teachers shared that their perceptions were changing for their students due to their campus vision and seeing their potential, therefore impacting their instructional practices. Creating a vision of increasing achievement for all students is a key finding from this study (Braun et al., 2017).

The following study assessed if principals felt prepared to adapt to the current climate of accountability and school improvement, Acton's (2021) qualitative study interviewed experienced elementary principals to study their perceptions of whether they felt prepared to be effective change agents and to understand which approaches to professional learning best supports them in acquiring these skills. The study was based on a conceptual framework that included key professional learning methods and knowledge of the change process that included (1) shared vision, (2) planning and resources, (3) professional learning, (4) checking progress, providing continuous assistance, and (5) culture supportive of change (Acton, 2021). The findings revealed that principals felt effective in implementing new initiatives because of the importance of the shared vision they would develop with their instructional team. Also, they shared it was important to

determine the messaging of why the initiative is important for student learning to share with the rest of the faculty.

Additionally, Ganon-Shilon et al. (2020) investigated the perceptions of high school principals and their shared sense-making practices during the implementation of a program titled Meaningful Learning Reform. The qualitative phenomenological study focused on the interactions among the meanings that 25 high school principals connected to their experiences, behaviors, and stories regarding the implementation of the reform. The findings suggest that principals strategically communicated a shared vision to gain their teachers' support and successfully implement the reform. In addition, by utilizing the individual ideas of school members into a shared pedagogical practice, an enhanced commitment to school goals occurred by the combined effort of the staff. In summary, this study suggests that when implementing reforms, time needs to be invested in communicating and working with principals and teachers to help develop a deeper understanding of reform, and to create a shared vision. Promoting ownership for the reform through a shared understanding and collaboration provides a beneficial framework for principals and teachers to navigate reform (Ganon-Shilon et al., 2020).

As described in the previous studies, principals who develop a shared vision with staff focused on high expectations and data driven practices, may positively impact student achievement. Considering this affirmation, it may be important to analyze the perceptions of principals regarding facilitation of EB student learning. The next section will explore in detail the facilitation student learning for EB students in elementary, middle, and high schools.

Facilitating Student Learning for EBs

Teachers need to deliver effective instruction for EB students so that they are successful in learning English and academic content (Short & Fitzsimmons, 2007),

principals must also have the critical knowledge needed to support teachers instructing EB students (Darling-Hammond, 2010; Graczewski et al., 2009). Principals need to understand the appropriate implementation of the second language programs so that they can support their teachers in the implementation of second language programs and can also determine the type of professional development that teachers in their schools might need (Darling-Hammond, 2010; Graczewski et al., 2009). Therefore, facilitating student learning for EB students involves principal understanding of programs, strategies, professional development, and supports to help EB students become successful (Mungia, 2017).

While the implication of principals' roles and behaviors are commonly known (Grissom et al., 2021; Leithwood, 2012), there is a limited understanding regarding how principals spend time in an impactful way, how principals' time use differs across various school contexts, or how principals' time use is related to important school conditions and outcomes such as school climate and student outcomes. Huang et al. (2020) examined these questions by performing a secondary analysis of Trends in International Mathematics and Science Study data. The researchers found that American middle school principals' job continues to be administration-bound, unplanned, and disjointed. According to the Huang et al. (2020) study, American principals could be categorized into two major groups: Eclectic Principals versus Balanced Principals based on how they respond to time spent on leadership activities. such as monitoring students' learning progress, monitoring teacher's implementation of school goals, promoting vision and goals, principal professional development, etc. Eclectic Principals could not distinguish leadership activities and reported that they spend over 90% of their time in all leadership activities except visiting other schools or participating in any professional development (Huang et al., 2020). Higher low socio-economic status and higher enrollment of EB

students were correlated with a higher rate of Eclectic Principals. Based on the analysis, schools led by Eclectic Principals tended to have below-average math achievement. In comparison to the Eclectic Principals, Balanced leaders spend their time differently across the set of leadership activities (Huang et al., 2020). Their study provides information that will support principals in becoming better instructional leaders, which include finding ways to change activities that prevent principals from dedicating more time to instructional leadership. This approach presumes that when management responsibilities are minimized, principals will be able to commit to high-leverage instructional leadership activities that will support student achievement (Huang et al., 2020).

In order to examine elementary principals' knowledge and perceptions of the second language programs on their campus such as a Transitional Bilingual, Dual Language, or ESL, Padron and Waxman (2016) surveyed and interviewed 22 participants. They also investigated principals' perceptions of how teachers and parents view the program models for EB students available at their campus. The participants completed a principal survey that included questionnaire items about the strengths, challenges, unanticipated outcomes and changes participants would like to see in the program at the school or district during a meeting. A month later, participants were interviewed about the types of language programs offered at their campus. The questions focused on: (a) strengths and weaknesses; (b) implementation challenges; (c) fidelity of program; (d) parents' views about the program(s); (e) professional development opportunities that their teachers received and needed; and (f) staffing (Padron & Waxman, 2016). The findings from both instruments showed that principals viewed teachers as serving an important role for the success of the EB students and that there needs to be a clear vision and mission for the instruction and implementation of the

program from the district and campus. Staff development was the major challenge for the success of the programs (Padron & Waxman, 2016).

To determine the effectiveness of professional development (PD) designed for the improvement of instruction for EB students, Vera et al. (2021) collected survey data from designing and delivering professional development for teachers of EB students across eight districts in the Midwest. Due to higher EB student enrollment that included newcomers and students from more established immigrant families, the districts volunteered to participate in all three phases which included the EB needs assessment, EB-related PD interventions, and EB-related PD evaluation from 2012-2017 to build staff capacity. The result of this multiphase study suggests that educators are searching for not only how they can evaluate and adapt to the learning needs of EB students, but also how to improve support in the larger setting in which they learn, such as integrating EB students into schools, and home school relationships (Vera et al., 2021). Data also suggest that educators are seeking ongoing support for building capacity to meet EL students' needs through professional learning communities. Additional findings included the need for learning specific types of strategies, conceptual frameworks, and interventions to help students learn both literacy as well as in specific content areas (Vera et al., 2021).

In Elfers and Stritikus (2014) qualitative study, the research focused on the actions school and district leadership implemented to highlight effective instruction for EB students, including the appropriate resources and instructional alignment of goals. The findings were organized around five themes regarding the role school and district administrators have in supporting classroom teacher's work with EB students (Elfers & Stritikus (2014). The first theme focused on high quality instruction where leaders align teaching and coordinate professional development for teachers. The second theme is to

blend district and school initiative where collaboration is encouraged for school and district leaders. The third theme is communicating a compelling rational where all staff (school administrators, teachers, paraprofessionals) are responsible for keeping instruction a priority for EB students. The fourth theme focused on distinguishing elementary and secondary support systems for EB students, while the last theme focused on using data for instructional improvement. Therefore, evidence from this study suggests that leaders in the case study districts created high quality learning opportunities for students and created support systems that were EB specific. Elfers and Stritikus (2014) noted "high-quality instruction for EB students can take place when school and district leaders intentionally, purposefully, and knowledgeably create environments that support the work and learning of teachers to address the needs of EB students" (p. 338).

In a similar study, Munguia (2017) investigated the system of support that principals implement at their campuses to support teachers with EB academic achievement. The researcher focused the study on the strategies (structure, systems, and processes) principals use to support the academic achievement of EBs at their campus. The two campuses selected were a purposive sample due to the percentage of students who were successfully reclassified under the new common core standards; and the principal had at least five years of instructional leadership experience in campuses that served EB students. The findings indicated themes about the strategies principals use to support academic achievement of EB students. They are: (a) the importance of creating a culture where all stakeholders have high expectations, a sense of trust, and a shared vision, (b) structured English language development time, (c) collaboration time for data analysis, monitor student growth, targeted planning, and instruction, (d) intervention supports, and (e) professional development that target EB needs with principals monitoring instruction and student learning (Mungia, 2017). The researcher then implied

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the themes would be important recommendations a school administrator would need implement on their campuses to support teachers instructing EB students.

In a similar qualitative study, Weddle et al. (2021) focused specifically on professional learning for teachers at the secondary level (middle and high schools serving grades 6–12), The researchers interviewed 49 district leaders and staff from nine secondary schools in California after major budget cuts were made in the district. The study indicates that developing teachers' capacity to work with EBs is often more difficult for post-elementary grade teachers. Secondary teachers must have access to EB-related professional learning because secondary content necessitates effective reading and writing skills, vast subject-specific vocabulary knowledge, and particular cultural knowledge (Weddle et al., 2021). In addition, findings from the teachers' interview suggested that the budget decisions their campus leaders made regarding EL focused training and resources supported their EB success. This study implies the critical need for campus leaders to be aware of the financial decisions that are being made on campus to support teacher capacity with EB students (Weddle et al., 2021).

Additionally, a follow-up analysis in California based upon a sizable survey of elementary participants serving low income and EBs, identified strategies and practices schools could implement to increase EB student achievement. Williams et al. (2007) determined the main purpose for this analysis was to investigate correlations that might exist between successful school practices and the academic achievement of EBs in California schools. In addition, they investigated the correlation between school practices and EB students' progress in learning English and in attaining English proficiency. The researchers randomly selected 257 elementary schools based upon specific criteria such as more than 15% EB population and schools with different achievement levels. Four successful school practices were found to have the most significant positive correlation

with higher achievement scores for elementary schools with high proportions of low income and Spanish speaking EB students. The practices are: (a) using assessment data to improve student achievement and instruction, (b) ensuring instructional resources were available (c) implementing a comprehensible, standard-based curriculum and instructional program, (d) prioritizing student achievement with measurable and monitored objectives (Williams et al., 2007, p.14-16). Schools with students with high achievement scores, had principals and teachers report that their school had a clear vision focused on student learning outcomes, set high goals for student instruction, and communicated clear expectations clear to teachers for meeting academic achievement goals. There was a sense of a shared ownership within the school regarding the value of improving student achievement and a sense of shared responsibility to separate schools with higher achievement than lower achievement school.

As portrayed in the above studies, principals who focused on professional development, implementation of specific resources, and strategies for EB students, for their teachers, experienced EB learner academic success. It is important to analyze the perceptions of principals regarding the impact of their self-efficacy in motivating teachers with EB students. The following section will provide an in-depth examination on principals' leadership experiences and teacher motivation.

Teacher Motivation

Sinclair (2008) defined teacher motivation as something that determines what interests' individuals to teaching, the length of time they remain in their teaching profession, and the level to which they participate in their teaching profession. Teacher motivation is a crucial factor in improving classroom effectiveness as students' learning outcomes are extremely dependent on the quality of instruction (Carson & Chase, 2009). Principal self-efficacy beliefs are also essential because they guide the leader's

movements and behaviors that affect expectations for students as well as teachers'
motivation and school improvement effectiveness (Ozeren et al, 2020; Versland &
Erickson, 2017).

A survey instrument was administered to 252 teachers in kindergarten through
high school to study the connection between teachers' perception of school principals'
motivating language and teachers' self-efficacy surrounding the cultural context (Ozeren
et al., 2020). School principals' linguistic communication skills are important to maintain
the motivation of teachers and their self-efficacy. Motivating language Theory (MLT),
the focus behind the study, provides a model that supports an understanding of how the
language, more specifically, how the school principals' speech has an impact on teachers'
self-efficacy (Ozeren et al., 2020). The results indicated that school principals' use of
motivating language was significantly and positively associated with teachers' self-
efficacy (Ozeren et al., 2020). Furthermore, the study implies that through training,
school principals can utilize effectively motivating language to engage teachers to
increase their personal and professional growth (Ozeren et al., 2020).

According to Eyal and Roth's (2011) study connecting the gap between theories
of leadership and motivation, the researchers investigated the relationship between
educational leadership and teacher's motivation by surveying 122 Israeli teachers. The
researchers utilized questionnaires to evaluate the following variables of interest:
perceptions of principals' leadership, self-reported motivations, and self-reported burnout
were completed (Eval & Roth, 2011). The results supported the hypotheses, implying
that leadership styles among school principals play a major role in teachers' motivation
and well-being (Eval & Roth, 2011). Thus, the present research findings suggest that if
principals have the authority in school systems to encourage and to be trained to be

autonomous as well as supportive toward their staff, then these actions may enable teachers' motivation, satisfaction, and well-being (Eval & Roth, 2011).

Additionally, in another study designed to examine the impact of a principal's managerial competence on teachers' job satisfaction and work commitment, 77 private junior high school teachers from Yogyarkarta, were purposefully selected due to being the recipients of multiple national and international awards (Raschmawati & Suyatno, 2021). In this study, competency refers to the principal's abilities in creating a relationship with the staff. It refers to the ability to communicate effectively, to work with the staff, and to treat the staff properly. Good interpersonal competency means that the principal can provide comforts, which leads to the teachers' job satisfaction. The research indicates the work commitment significantly influences teachers' job satisfaction (Raschmawati & Suyatno, 2021). Also, the principal's interpersonal ability significantly influences teachers' work commitment and job satisfaction (Raschmawati & Suyatno, 2021) . Furthermore, a principal's technical competency significantly affects teachers' work commitment and job satisfaction (Raschmawati & Suyatno, 2021).

Instructional leadership behaviors are of immense importance in supporting students' academic success and making the school staff adopt the student-centered learning. The focus of Özdemir et al.'s (2020) study was to investigate the effects of principals' instructional leadership on the teachers' perceptions of their self-efficacy. The sample for quantitative analysis included 435 teachers employed in Province schools, as well as a study group for qualitative analysis which included 24 teachers within those schools (Özdemir et al., 2020). The results demonstrated there is a significant relationship between principals' instructional behaviors and teachers' self-efficacy. In addition, instructional leadership behaviors demonstrated by principals positively contribute to teachers' motivation and task focus, the student's capacity to learn, and the self-

evaluation skills of the teachers about themselves and students. The data indicated that instructional leadership behaviors positively contributed not only to teachers' behaviors on curriculum implementation and evaluation of teaching methods, but also their morale, expectations, and task-oriented work (Özdemir et al., 2020). Therefore, the researchers suggested principals must build environments in which they can develop communication with teachers to increase teachers' self-efficacy beliefs as well as provide support for teachers in preparing instructional environments and professional development. The following section will describe the summary of findings on school administrator self-efficacy, student achievement, shared vision, facilitating EL student learning, and teacher motivation.

Summary of Findings

There is limited research regarding principals' impact on EBs achievement across the elementary, middle, and high school levels in public schools (Eflers & Stritikus, 2014; Grissom et al., 2021; Vera et al., 2021). Researching self-efficacy in school leaders may help principals become aware of areas they can develop to improve EB achievement which can impact accountability (Bellemans & Devos, 2021; Skaalvik, 2020; Versland & Erickson, 2017). Research related to the self-efficacy of school administrators indicated principal's sense of self-efficacy plays a significant role in meeting the expectations and work demands especially with the increasing demands of academic achievement and success (Cobanoglu & Yurek, 2018; Tschannen-Moran & Gareis, 2004). Bellemans and Devos (2021) emphasized the importance of principals applying work experiences in a positive way to support a positive self-concept to overcome obstacles. However, Daly et al. (2011) found principals with a reduced sense of efficacy may begin to doubt their professional capacity and characterize themselves as failures. Additionally, leaders with a lowered sense of self-efficacy may use coercive strategies to effect change, instead of

making changes based on students' instructional needs. Skaalvik (2020) findings indicated that low self-efficacy predicts a decrease in principal engagement and lack of implementation. Lastly, Murphy and Torff (2012) findings showed that the administrators supervising more ESL teachers, the less confidence the administrators felt regarding supervising the teachers. Low administrator self-efficacy negatively impacts the quality of ESL teacher supervision in schools, which can affect student instruction.

Research associated with student achievement demonstrated how successful leaders used different transformational and instructional leadership practices to improve student achievement (Day et al., 2016; Grissom et al., 2021). Park et al. (2018) highlight principals providing more attention to applying supporting leadership can contribute to a positive school climate and leads to changing teachers' instructional behaviors and attitudes rather than focusing on directive leadership and managing behaviors to improve achievement. In addition, Schrik & Wasonga (2019) findings showed both principal's self-efficacy and principal's outcome expectation show a positive relationship to student achievement. Hesbol (2019) research findings indicated that the degree to which principals view their schools as exhibiting behaviors and attitudes consistent with organizational learning affects the ways they judge their own abilities to perform. Lastly, principals must be highly efficacious to lead others to perform at high levels and must have a strong belief in teachers and the whole organization to engage in improving research-based organization learning strategies that can impact student performance.

Current research related to creating and communicating a shared vision for student improvement emphasized strategies that principals used to prepare teachers for school improvement include building positive relationships, a shared understanding of data-driven decisions, and a clear vision of the focus (Grissom et al., 2021;Peddell et al., 2020). Braun et al. (2017) findings suggests that as principals led the effort to set and

communicate a vision and goals that challenged the staff's vision of what was possible, they found that a collaborative, adaptable approach was important to building ownership. Also, Acton (2021) findings showed that principals felt effective in implementing new initiatives because of the importance of the shared vision they would develop with their instructional team and the messaging of why the initiative is important for student learning to share with the rest of the faculty. Ganon-Shilon et al. (2020) findings suggest that principals strategically communicated a shared vision in order to gain their teachers' support and successfully implement the reform. In addition, by utilizing the individual ideas of school members into a shared pedagogical practice, an enhanced commitment to school goals occurred by the combined effort of the staff.

Research related to facilitating student learning for EB students described different instructional practices utilized to support EB teaching and learning. Huang et al. (2020) findings suggest principals become better instructional leaders when they change the activities that prevent them from committing to high-leverage instructional leadership activities. In addition, Elfers and Stritikus (2014) findings were organized around themes regarding the role school and district administrators have in supporting classroom teacher's work with EB students: (a) high-quality instruction, (b) professional development for teachers, (c) blend district and school initiative, (d) communicating all staff keep instruction a priority for EB students (e) distinguishing elementary and secondary support systems for EBs, and (f) data for instructional improvement (p. 319). Similarly, Munguia (2017) findings indicated themes based around the strategies principals use to support the academic achievement of EBs: (a) the importance of creating a culture where all stakeholders have high expectations, a sense of trust, and a shared vision, (b) structured English language development time, (c) collaboration time for data analysis, monitor student growth, targeted planning, and instruction, (d)

intervention supports, and (e) professional development that target EL needs with principals monitoring instruction and student learning (p. 96 -102). Vera et al. (2021) suggest that educators are seeking ongoing support for building capacity to meet EB students' needs through professional learning communities, the need for learning specific types of strategies, conceptual frameworks, and interventions to help students learn. Furthermore, Williams et al. (2007) findings indicated schools with EB students with high achievement scores, had principals and teachers report that their school had a clear vision focused on student learning outcomes, set high goals for student instruction, and communicated clear expectations clear to teachers for meeting academic achievement goals. There was a sense of shared ownership within the school regarding the value of improving student achievement and a sense of shared responsibility to separate schools with higher achievement from lower achievement schools.

Research related to teacher motivation for EB student achievement indicated that school principals' use of motivating language was significantly and positively associated with teachers' self-efficacy (Ozeren et al., 2020). Also, the study implies that through training, school principals can utilize effectively motivating language to engage teachers to increase their personal and professional growth. Moreover, Eyal and Roth (2011) findings suggest that if principals have the authority in school systems to encourage and to be trained to be autonomous and supportive toward their staff, then these actions may enable teachers' motivation, satisfaction, and well-being. In addition, the research of, Raschmawati and Suyatno, (2021) indicates that principal work commitment, interpersonal ability, and principal's technical competency significantly influence teachers' job satisfaction and teachers' work commitment and job satisfaction. Özdemir et al. (2020) findings indicated that instructional leadership behaviors positively contributed not only to teachers' behaviors on curriculum implementation and evaluation

of teaching methods, but also to their morale, expectations, and task-oriented work. Therefore, the researchers suggested principals must build environments in which they can develop communication with teachers to increase teachers' self-efficacy beliefs as well as provide support for teachers in preparing instructional environments and professional development (Özdemir et al., 2020). The following section will elaborate on the theoretical framework and related research of this study.

Theoretical Framework

Based upon the application of the seminal research of Bandura (1977) on self-efficacy in his Social Cognitive Theory framework, a school administrator's sense of self-efficacy is an individual's judgement of his or her capacity to develop a specific course of action to create desired outcomes in the school or district he or she leads. The cognitive construct of self-efficacy is derived from human behavior in relation to the interaction of individual factors, behavior, and the environment (Bandura, 1994, 1997). An individual's relationships stem from his/her own beliefs and cognitive competencies that have been developed and affected by the influences of their environment (Bandura, 1994, 1997).

Self-efficacy beliefs are specific to the situation or new challenge presented, therefore; not all individuals feel efficacious in all experiences they encounter. School administrators may feel a sense of efficacy for leading in certain situations, but this sense of efficacy may or may not transfer to other situations. Thus, making a judgment with self-efficacy, a school administrator must consider the skills necessary for the situation at hand (Bandura, 1997). It is important to evaluate an individual's strengths and weaknesses that are necessary to complete tasks in certain situations (Tschannen-Moran et al., 1998). School administrators with a high sense of self-efficacy have demonstrated the ability to be determined to meet their campus goals but are also more adaptable and

flexible to change strategies to meet the new situations. On the other hand, findings on administrators with low self-efficacy show that they have difficulty creating new strategies or opportunities, unable to provide support, or be flexible with change (Osterman & Sullivan, 1996). For the purpose of this study, Social Cognitive Theory is being used as a conceptual framework for understanding and predicting individual behavior and identifying methods in which behavior can be modified or changed.

Conclusion

This chapter presented a review of relevant literature related to the purpose of this study, which was to examine the impact of self-efficacy of the school administrators on EB's student achievement in a K-12 public school setting. In the next chapter, methodological aspects of this study are detailed to include the research purpose and questions, research design, population and sampling selection, data collection procedures, data analysis techniques, privacy and ethical considerations, and the research design limitations for this study.

CHAPTER III:

METHODOLOGY

The purpose of this qualitative inquiry study examined principal perceptions of self-efficacy and EB's student achievement. Examining beliefs and perceptions of individuals provides discovery of unique perspectives of the phenomenon studied. The value of qualitative research methodology is that it provides a platform for the deep investigation into the lived experiences of individuals (Roberts, 2017). Leading qualitative researchers Cresswell and Poth (2018) focus on the appropriate selection of this methodology in posing the question to researchers, "How does the type or approach of qualitative inquiry shape the design or procedures of a study?" (p. 2). This study is focused upon the rationale, beliefs, and perceptions of principals regarding their leadership self-efficacy for EB students' academic achievement.

This study collected interview data from a purposeful sample of elementary, middle school, and high school principals from the Region 4 Education Service Center, Harris County area, in the state of Texas. An inductive coding process was implemented to discover emergent themes that arose from semi-structured interviews. This chapter presents an overview of the research problem, operationalization of theoretical constructs, research purpose and questions, research design, population and sampling selection, instrumentation to be used, data collection procedures, data analysis, privacy and ethical considerations, and the research design limitations of the study.

Overview of the Research Problem

According to the National Center for Education Statistics (NCES, 2022), the National Assessment of Educational Progress (NAEP) reading scale scores for non-EB 4th- and 8th-grade students were greater than their EB peers' scores since 2002. In 2019, the achievement gap between non-EB and EB students were 35 points at the 4th-grade

level and 48 points at the 8th-grade level in the student performance in reading (NCES, 2022). In addition, TEA 2020-2021 State of Texas Assessments of Academic Readiness (STAAR) performance for the state in all subjects, grades third through the End of Course (EOC) exam in high school, have a significant difference between the percentage of students scoring at the APPROACHES GRADE LEVEL or above, with 67% for non-EBs compared to 54% of EBs current and monitored. In addition, there is a significant disparity between the high school graduation rates for EBs (67%) compared to those for monolingual students (84%).

A school leader is vital to the academic achievement of EB students (Mungia, 2017). There has been an increasing amount of research that connects school principals to the success of teaching and learning (Elfers & Stritikus, 2014; McGee et al., 2014). However, research conversations have given little attention to the role of the principal in improving EBs student academic achievement (Eflers & Stritikus, 2014). Given the importance of highly qualified, certified teachers to meet the needs of EBs, it is essential for the role of the principal to center on learning, instruction, and the support of inclusive practices that address the needs of EBs (Elfers & Stritikus, 2014).

Research Purpose and Questions

The purpose of this qualitative inquiry study examined principal perceptions of self-efficacy and EB's student achievement. The following research questions guided this study:

1. What are the perceptions of principals regarding the impact of their self-efficacy on EB student achievement?

2. What are the perceptions of principals concerning the impact of their self-efficacy in the facilitation of EB student learning?

3. What are the perceptions of principals in relation to the impact of their self-efficacy and a shared vision for EB students?

4. What are the perceptions of the principals concerning the impact of their self-efficacy in motivating teachers with EB students?

Research Design

For this study, the researcher used a qualitative grounded theory design to explore the perceptions and experiences of the K-12 public school principal and their personal self-efficacy in school leadership and EB student achievement. A grounded theory design approach allows a researcher to systematically examine a group of individuals who have experienced a similar process or action to construct predictive statements about the experiences and perspectives of individuals (Creswell & Guetterman, 2021). A purposeful sample of elementary, middle, and high school principals within Region 4, serving Harris County, in Texas were solicited. The semi-structured interview sessions were conducted with participants to provide a deeper analysis of the perceptions of school principals regarding the impact of their self-efficacy concerning EB student academic performance. Additionally, closed and open-ended questions were accompanied by follow-up *why* or *how questions* (Newcomer et al., 2015). Data collected from the semi-structured interviews were analyzed using an inductive thematic coding process.

Population and Sample

The population of this study consisted of principals serving in public elementary, middle school, and high school settings within Region 4 of Harris County, Texas. In Harris County, there are 19 school districts with 557 elementary public schools serving students in any grades PK-5, 188 middle schools, and 129 high schools (Region 4, 2022). Charter or alternative campuses will not be included in this study and could lead to

further limitations in the study. Table 3.1 displays the number of elementary, middle, and high schools as well as the percentage of EB enrollment within each school district in Harris County according to the 2020-21 Texas Academic Performance Report. The highest EB enrollment percentage is in an urban district with 44.6% while the lowest EB enrollment percentage is in a smaller rural district with 7.2%. A purposeful sample of principals in the 19 school districts will be solicited to participate in the study.

Table 3.1

School Principals and Percentage of EB Population

	Elementary School Principals (n)	Middle School Administrators (n)	High School Administrators (n)	District EL Enrollment Type (%)
Aldine ISD	39	14	9	38.3
Alief ISD	24	12	5	44.6
Channelview	8	2	1	35.1
Crosby ISD	5	1	1	15.1
Cypress-	58	19	12	13.9
Deer Park ISD	8	4	1	11.8
Galena Park	15	5	3	36.0
Goose Creek	18	6	7	18.5
Houston ISD	160	39	41	34.0
Huffman ISD	2	1	1	7.2
Humble ISD	30	10	6	9.6
Katy ISD	43	17	9	18.7
Klein ISD	33	10	6	17.0
La Porte ISD	7	3	2	10.4
Pasadena ISD	36	21	10	29.0
Sheldon ISD	8	2	1	31.7
Spring Branch	27	11	7	36.7
Spring ISD	26	8	5	28.0
Tomball ISD	10	3	2	10.0

Participation Selection

For the study, the researcher used a purposeful sample of 18 principals: six principals from elementary schools, six principals from middle schools, and six principals

from high schools in Harris County Region 4. In purposeful sampling, researchers deliberately select participants to understand or develop an in-depth exploration (Creswell & Guetterman, 2021). The researcher selected three female and three male principals from the elementary, middle, and high schools. Based upon the 2020-21 Student Information (TAPR) State, the researcher selected participants that are similar to the reported student information for Texas by TEA with at least a current 20.6% EB student enrollment, 60.2% Economic Disadvantaged student enrollment, and 52.9% Hispanic student enrollment on their respective campuses. The researcher selected three participants with STAAR performance that are above the state approaches average and three participants with STAAR performance that are below the state approaches average in All Subjects for current Els from elementary, middle, and high schools. According to the 2021 STAAR Performance State Data Table, current and monitored EL students performed at 54.0% APPROACHES GRADE LEVEL in all subjects.

The researcher called and emailed soliciting participation in the interview process. The researcher provided a detailed description on the interview process, explained that each interview would take about 20 - 30 minutes, and the date and time were agreed upon by the interviewees. Those participants who volunteered to participate in the interview process were asked to consent to the interview prior to data collection. The consent form detailed the purpose of the study, stated that their participation was voluntary, assured them that their identities would remain confidential and provided details on the interview process (see Appendix A). The researcher asked educational leaders questions. Appendix B provides the Interview Guide listing the interview questions that was emailed to the participants prior to the interview.

The interviews were recorded via Google Meet and transcribed via Otter program. After each interview was transcribed, the researcher reviewed the Google Meet recording

to the transcript to make any corrections/revisions. The researcher then emailed the transcript to the participant so he/she could make corrections and clarifications to the data. Data collected are stored in three locations, the researcher's computer hard drive, Google Drive, and on a memory stick. It will be maintained for five years following the conclusion of the research before it is destroyed.

Data Collection Procedures

Prior to data collection, the researcher gained approval from the University of Houston-Clear Lake's (UHCL's) Committee for Protection of Human Subjects (CPHS). The purposeful sample of participants included six elementary school principals, six middle school principals, and six high school principals in Region 4. The researcher called and emailed soliciting their participation with a formal introduction, the purpose of the study, and an explanation of the interview process.

Interview

Interviews in qualitative research allow the participants to share their lived experiences and perspectives in detail when the researcher is unable to observe the participants directly which will provide useful information to the study (Creswell & Guetterman, 2021). A one-on-one interview approach was utilized so the researcher can ask questions and record answers from only one participant in the study at a time. The researcher obtained consent by having participants complete an informed consent form before the interview begins. In addition, the researcher communicated the purpose of the study, how long the interview would take to complete, the plans for using the results from the interview, assured participants that their responses are confidential, and access to the summary of the study when the research is completed (Creswell & Guetterman, 2021).

The interview questions were based upon research from the literature review and the Principal Self-efficacy Survey the researcher reviewed (Cobanoglue & Yurek, 2018;

Kelleher, 2016; Tschannen-Moran & Gareis, 2004). The interview consisted of 17 questions which were intended to gather data regarding principal' perceptions on the influence of self-efficacy on EB student achievement, shared vision, facilitating students learning for EB students, and motivating teachers with EBs. The researcher solicited advice from the professor and practiced the interview questions with cohort colleagues for pilot use. The researcher also asked input from the participants on the questions during the pilot study.

In addition, two reviewers completed the process for validation by conducting both a Face Validation and a Construct Validation Process. Face validity and content validity are important steps in validating the intent of what the survey instrument is intended to measure (Elangovan & Sundaravel, 2021). Face validity requires an analysis of a measure and the items of which it is composed as sufficient and suitable for capturing a concept it is intended to measure (Elangovan & Sundaravel, 2021). Kimberlin and Winterstein (2008) explained that content validity refers to the extent to which, "the items developed to operationalize a construct provide an adequate and representative sample of all the items that might measure the constructs of interest" (p. 2279). In the face and content validation, a survey instrument is generally validated by experts from academics and practitioners from field or industry (Elangovan & Sundaravel, 2021). The first reviewer of the interview protocol has 31 years in K-12 Public School Administration, 11 years as an Adjunct Professor, publications include peer-reviewed articles and a novel, and has served as a Curriculum and Instruction specialist. The second reviewer of the interview protocol is a qualitative expert and researcher, 21 years of collegiate teaching experience, an Associate Professor, a Qualitative Methodologist, has publications that include 150 International/National refereed journal articles and presentations, and an invited speaker and panelist for multiple professional organizations.

Qualitative data were collected through individual interviews conducted through Google Meet, a video conferencing tool that records and transcribes interviews or meetings. The researcher conducted 20 to 30 minute semi-structured interviews with each participating principal. Interview data from the one-on-one interview protocol were recorded with permission, transcribed by the researcher, verified by the participant, color-coded, and analyzed to determine the themes within the participant responses. Moreover, during the scripting process, Otter was used to help with capturing the participant's exact words. The researcher conducted interviews with participants one at a time based on their convenience. In addition, the researcher repeated questions and ensured that the participants would feel comfortable during the process.

Data Analysis

Interview data were collected for the research to determine the perceptions of K-12 public school principals' self-efficacy regarding EB student achievement. First, the participants were selected based on STAAR achievement data for their elementary, middle, and high school. Participants chose to conduct their interview through Google Meet according to when they were available. Moreover, the researcher communicated that all interviews would be recorded and scripted for research. In addition, participants were reminded that all notes and recordings would be kept confidential and secured.

During the interviews, the researcher asked questions regarding principals' perceptions concerning types of second language programs offered at their respective campuses, strengths and challenges in second language program implementation, the influence of their personal principal self-efficacy with EB student achievement, their personal principal self-efficacy with teacher motivation of EB students, their personal principal self-efficacy facilitating EB student learning, and their personal principal self-efficacy with a shared vision for EB students. Furthermore, participants were able to end

the interviews by having the opportunity to provide additional information they wanted to be added to the collected information.

To answer research questions, data from the interview transcripts were gathered, analyzed, and coded for themes. In grounded theory research, the constant comparison is an inductive data analysis procedure of generating and connecting categories by comparing the data (Creswell & Guetterman, 2021). A constant comparison approach was used to look for themes amongst the data. As the researcher conducted each interview, they were compared to previous ones to look for patterns of responses, or themes in the responses to determine if there were consistent theme that emerged. To identify themes, the researcher coded responses based on the type of response by assigning colors to each type of response (Creswell & Guetterman, 2021).

Once the interviews were coded and themes begin to be identified, the researcher identified any patterns that could be combined into larger overarching themes by re-analyzing codes and themes. Following this process, the researcher had a peer review the codes and themes to ensure validity of the coding process to begin the process of pulling quotes from the interviews to support the themes. Quotes from the interviews were used to support the data analysis. The data provided to the researcher provides an opportunity to further study the perceptions of principal self-efficacy concerning EB student achievement.

Qualitative Validity

Qualitative research is interpretive, and the researcher should be self-reflective about his or her role in the research, how he or she explains the findings, and his or her personal history that influences his or her interpretation (Creswell & Guetterman, 2021). Throughout the data collection process and analysis, the researcher ensured that findings and interpretations are precise by validating findings through strategies such as member

checking and triangulation. Member checking is a method in which the researcher asks one or more participants in the study to confirm the accuracy of the account along with allowing participants to review the findings by asking them about the accuracy of the report (Creswell & Guetterman, 2021). The researcher asked participants about the themes and if the interpretations are reasonable and representative. Triangulation is a research method to test the validity through the process of substantiating converging evidence from different sources (Patton, 1999). This ensures that the study will be accurate because the information draws on multiple sources of information to develop a report that is both accurate and credible (Creswell & Guetterman, 2021).

In this study, the researcher utilized peer review to ensure that the voices of the participants were heard and to enhance the validity of the study. Peer review is the process of checking a researcher's work by another expert in the field to improve data analysis and interpretation credibility (Given, 2008). The interview questions were both peer and mentor reviewed prior to the interview process to ensure quality and validity. Once the process began there were no alteration to interview questions, though follow up questions were determined by answers provided in individual interviews. The researcher shared the transcribed interviews with the participant to assess accuracy and the interpretation of participants' interviews. As a proactive method, the researcher listened to the recording multiple times to ensure words were not eliminated or added to change the meaning.

Furthermore, to increase the rigor in the qualitative research three evaluation methods for qualitative data analysis were included: member checking procedures, triangulation, and peer debriefing (Creswell & Guetterman, 2021). First, the data results were returned to participants to check for accuracy and quality based on their experiences and perspectives. Second, the researcher triangulated the data by multiple perspectives

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and theories to develop a comprehensive understanding of the phenomenon. Third, a qualified, unbiased peer researcher will review and access the final transcripts and themes for accuracy. Member checking increased trustworthiness of the data ensuring that all views were captured and reflected as participants intended (Cresswell & Gutterman, 2021).

Privacy and Ethical Considerations

Prior to the collection of any data, the researcher gained approval from the UHCL's CPHS and the school district in which the study will take place. Prior to conducting the interviews, all participants were provided with an informed consent form detailing the purpose of the study, acknowledging their voluntary participation, and ensuring complete confidentiality (see Appendix A). The purpose of the study, ethical considerations, process for collecting data, and timelines were be communicated to principals through emails.

The timeline gave the specific dates for the one-to-one interview. Principals received communication through their calendar invite prior to the administration of the interview including the timeline. The letter stated the information regarding the timeline, the estimated timeline to complete the interviews, and made certain the important information would remain confidential. Once the participants agreed, interviews were administered. Principals were provided a Google Meet link along with the Qualitative Interview Protocol.

The data was secured in a password protected folder. In addition, the information is secured on the hard drive memory and saved on an external hard drive. At the culmination of the study, the data will be maintained by the researcher for five years as required by the C PHS and school district guidelines. After the deadline has passed the researcher will destroy all data files associated with the study.

Research Design Limitations

In all research, limitations are possible problems within the study that are identified by the researcher (Creswell & Guetterman, 2021). This research design consists of several limitations. First, generalizability is in question, because the participants, principals, were not randomly selected, but taken from six elementary, six middle schools, and six high schools in Harris County Region 4. Broad generalizations should be made with caution. Second, the limited sample size impacts the overall findings and thus final conclusions. Third, since the participants are being recorded, participants may feel, even though otherwise stated, their participation may not be kept confidential. Full disclosure to each potential participant of the intent for this data was attempted to mitigate any sense of a conflict of interest or a possible breach in confidentiality. Fourth, some participants may not answer the questions authentically and provide the perspective that the interviewee wants the researcher to hear. Finally, the study must also consider resource equity for each district. Districts are offered different budgets to provide more resources such as materials and personnel to campuses. As a result, in some campuses it will be more than the self-efficacy of the principals that lead to EB student achievement. The ability for the principal to secure the needed resources to carry the vision is important.

Conclusion

The purpose of this study examined principal perceptions of self-efficacy and EB's student achievement. This chapter identified the need to further examine the relationship amongst the constructs. In order to better understand the perceptions between principal self-efficacy, EB student achievement, teacher motivation, facilitating student learning, and shared vision qualitative findings will be essential to the study. In Chapter IV, interview data will be analyzed and discussed in further detail.

CHAPTER IV:

RESULTS

The purpose of this qualitative inquiry study was to examine principal perceptions of self-efficacy and EB student achievement. The qualitative data were obtained from principal interviews utilizing the Qualitative Interview Protocol and were analyzed using an inductive coding process to identify emerging themes (Creswell & Guetterman, 2021). Multiple studies have strongly indicated that in order to understand the impact of teacher or principal self-efficacy on EB achievement in K-12 public schools, perceptions need to be examined (Bellemans & Devos, 2021; Eflers & Stritikus, 2014; Grissom et al., 2021; Skaalvik, 2020; Vera et al., 2021;Versland & Erickson, 2017). This chapter presents a detailed description of the participants' demographics and the findings for each of the four research questions:

1. What are the perceptions of principals regarding the impact of their self-efficacy on EB student achievement?

2. What are the perceptions of principals concerning the impact of their self-efficacy in the facilitation of EB student learning?

3. What are the perceptions of principals in relation to the impact of their self-efficacy and a shared vision for EB students?

4. What are the perceptions of the principals concerning the impact of their self-efficacy in motivating teachers with EB students?

Participant Demographics

A purposeful sample of 18 principals, identified due to the high populations of EB students on each of their respective campuses, located in Southeast Texas, Region 4 Service Center area, were selected to participate in the study. In order to extract a more

comprehensive data set, the sample was evenly divided in three subgroups comprising of six principals from elementary school, six principals from middle school, and six principals from high school The principals were selected to provide an even distribution of participant gender, student demographics, STAAR performance data, and grade levels within their campus.

In order to protect participant confidentiality and ensure respondent participation remained anonymous, and data collected cannot be individually linked to the participants, pseudonyms were assigned to each participant. (Creswell & Guetterman, 2021). The pseudonyms selected for the 18 principals were: Participant 1, Participant 2, Participant 3, Participant 4, Participant 5, Participant 6, Participant, 7, Participant 8, Participant 9, Participant 10, Participant 11, Participant 12, Participant 13, Participant 14, Participant 15, Participant 16, Participant 17, and Participant 18. Table 4.1 provides the disaggregation of all participating principals by the explicit demographic categories. The principal's years of experience within the position of a principal range, were reported as 1.5 years of experience to 23 years of experience with 39% (n = 7) of the principals with 6-10 years of experience. Additionally, 28% (n = 5) have 0-5 years of principal experience, 17% (n = 3) have 11-15 years of principal experience, and 5% (n = 1) have 16-20 years of experience as a principal. As seen in Table 4.1 below, 33% (n = 6) identified as African American, 33% (n = 6) identified as Hispanic, and 33% (n = 6) identified as White.

Table 4.1

Participants' Demographic Data

Categories	Frequency (n)	Percentage (%)
1. Gender		
Female	9	50%
Male	9	50%
2. Race/Ethnicity		
African American	6	33%
Hispanic	6	33%
White	6	33%
3. Years of Principal Experience		
0-5	**5**	**28%**
6-10	**7**	**39%**
11-15	**3**	**17%**
16-20	**1**	**5%**
More Than 20	**2**	**10%**

Data Collection

Qualitative data were collected through individual semi-structured interviews conducted through Google meet, a video conferencing tool that records and transcribes interviews or meetings. The researcher conducted the interview with participants based on their convenience. Once the date and time were confirmed, the researcher created a Microsoft Outlook Calendar Invite for the participant with the Google Meet link, Informed Consent, Survey Cover Letter, and Qualitative Interview Protocol. In addition, the researcher emailed the participant the Informed Consent through DocuSign, a

document signing software that you can use to legally and securely collect signatures online.

Transcriptions of the Interview Recordings

Interview data from the one-on-one interview protocol were recorded with permission through Google Meet and Otter, an online program that records and transcribes. At the beginning of the interview, the researcher reviewed the informed consent and asked permission to record on both Google Meet and Otter. If the Otter program did not record the interview, the researcher uploaded the Google Meet Video link into Otter for transcription. The researcher also took notes on every interview. The interview is transcribed by the researcher. The researcher reviewed the Otter Audio file and script to make corrections. The researcher listened to the Otter audio of the interview several times. The researcher then emailed the participant the transcript and video to verify.

Data Analysis

Thematic content analysis was implemented as the descriptive presentation of qualitative data collected from the participants identified the frequency of themes emerging from the participants' responses. The researcher color-coded and analyzed these data to determine themes within the participant responses. The data were closely examined to identify common ideas, topics, and patterns among the response of the participants (Creswell & Guetterman, 2021). Eighteen participants responded to this question and other related interview questions contained within the instrument. Peer debriefing was implemented in order to enhance the validity of the findings and uncover any potential bias. Quotes from the interviews were used to support the data analysis.

Research Question One

Research question one, *What are the perceptions of principals regarding the impact of their self-efficacy on EB student achievement?* was answered using responses from Question 7, 8, 9, 16, and 17 of the Qualitative Interview Protocol. The inductive coding analysis revealed two distinct themes or categories of responses concerning principals' perception and its impact on their self-efficacy on EB student achievement: (a) Reflective Thinker (b) Builder of Collaborative Teams.

As previously stated, self-efficacy is the confidence in an individual's capacity to create the desired outcome (Bandura, 1994, 1997). School administrators' self-efficacy is related to many variables such as the effectiveness of schools, instructional quality, and effective leadership (Bellemans & Devos, 2021; Kelleher, 2016). Research related to the self-efficacy of school administrators indicated principal's sense of self-efficacy plays a significant role in meeting the expectations and work demands especially with the increasing demands of academic achievement and success (Cobanoglu & Yurek, 2018; Tschannen-Moran & Gareis, 2004). Bellemans and Devos (2021) emphasized the importance of principals applying work experiences in a positive way to support a positive self-concept to overcome obstacles.

When participants were asked the question, "Do you think a principal's confidence (self-efficacy) in their leadership ability has any influence on EB's student achievement? Please explain.", all participants agreed a principal's confidence influences EB achievement. Participant 15 responded, "Totally, I believe that because as a principal, your leadership, it makes or breaks the campus." Similarly, Participant 16 responded, "They got to be willing to move and be uncomfortable to produce the programs and the classes and the things they need." Also, Participant 10 responded, "if a principal doesn't believe in their leadership abilities, if they don't believe in their knowledge and their skill

set, that could definitely be a cancer to the school." Likewise, Participant 2 responded, "I think it is very important. I think a school can go as far as they can if that principal has that confidence in their students... staff." In the same way, Participant 1 responded, "yes…it all begins with leadership. Everything rises and falls on leadership and so I say yes, principal has a lot to do with how EB students are. Relatedly, Participant 13 responded, "Of course I do, I think it's not just EB achievement but any achievement in the school…when I say we need to concentrate on this…put an effective plan in place…we can move our students forward."

Reflective Thinker

All 18 participants perceived their self-efficacy influenced EB achievement. Several participants 44 % (n = 8) shared how they are constantly reflecting and questioning themselves regarding the decisions they make on campus to support EB students, teachers, and academic achievement. They reflect on their decisions based upon data and student progress to set campus goals. They continue their personal and professional development to advance their knowledge on how to increase their efficacy to support EB student success. Participant 17 shared her thought process:

> Every morning I wake up and I tried to do my very best. But you asked a lot of questions about self-efficacy and confidence and in that moment, when I'm arguing those things, I do feel like I'm doing the right thing. But I question myself always. And I'm like, was that right? Was that correct? Did I do the best for kids? Could somebody else do this better? And so, I often wonder as principal, how many of us feel that way? And we just keep that part inside. I'm confident in the moment, but I'm constantly questioning too, so I just kind of want you to know that.

Moreover, Participant 14 corroborated about if the plans she has in place support the success of her EB students:

> I think at the end of the day, I have to reflect back on the two things, like the data and kids. Are we moving the needle, because I can talk a big game and people lose confidence when they don't see things. I think a big source for me is just looking at that data like was that successful? Was it right work for kids? And then being able to adjust right. So if it's not and I make an adjustment that I don't lose that confidence in my title, my role, my ability, to do my job… are you doing the right work and being willing to be honest with like, myself or my team, like what we're doing is not right work for kids. We're not seeing any movement. So don't stay the course just because it's comfortable.

Additionally, Participant 15 commented:

> I think my willingness to learn and my willingness to not give up. My willingness to always be reflective. When things are not working, what can we do differently? I think that's my most important resource. I'm very reflective. I'm going to always if it's not working. We're going to find out what we could do differently. And it's going to make me continue to learn.

Also, Participant 16 responded, "There's too many different ways [theories] of thinking about this... But ultimately what is the best practice for these kids? In providing that, we make our best educated guess. We make our best effort and to provide them what we think is best." Furthermore, Participant 3 responded:

> I mean every year I start reflecting in the summer. And then as my leadership staff starts to come back, we start to set our campus goals. And then as the teacher staff comes back, we go over those goals. We work on refining those goals...and we do that together.

Participants also commented that as reflective leaders they need to be lifelong learners. Participant 3 added that even though she has many years of experience and emergencies occur such as hurricanes and Covid, there must be flexibility. She commented:

> I think that you really have to continue to be a lifelong learner. Realize that times change, things change, and so you need to be flexible with certain things. I think you have to have that flexibility. You also have to have that ability to know that the more I know, the more proactive I can be in my own learning process. The better I'm going to be believing in my skills, which will translate to my staff and students.

In addition, Participant 6 responded:

> And so, when I became an administrator, I had to learn how to help students learn English because I never had to teach it before...sometimes you get so caught up in doing the work that you forget about your own professional development. And so I would say, I do have a mentor. I'm always looking for ways to build capacity in myself... And then if there are any type of PD's that are for the teachers, if I'm available, I attend as well so I can learn with my teachers as well.

Furthermore, at the end of the interview, Participant 4 added how confidence can be infectious and get you the results with your teachers and staff but leaders need to be mindful of the following:

> I have to add that it has to be a kind of confidence that's not boastful. It's not confidence that it's selfish or about oneself. It's confidence that you have in the institution, confidence that you have in the processes, confidence in the curriculum, confidence in the team, and it will inevitably result in having high student academic achievement.

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Overall, the principals agreed that principal self-efficacy will help improve student achievement. The principals commented on how they reflect their decisions on what is best for the student. In addition, principals commented how continuing their professional development helps them build their self-efficacy.

Reflective thinking helps the leader gather an understanding from their experiences, think critically, and use the knowledge as a guide for future actions (Ersozlu, 2016). Mastery experiences describe how people respond through behaviors based on their efficacy beliefs and evaluate the adequacy of their self-appraisal from their achieved performance (Bellemans & Devos, 2021). Decisions based on reflective analysis are not arbitrary, they are intentional and thoroughly analyzed to make the best decisions for students (Ersozlu, 2016).

Builder of a Collaborative Team

Several participants 61% (n = 11) thought collaboration was an important source of principal self-efficacy. When the participants were asked, What do you consider to be the most important source of principal leadership self-efficacy?, the participants mentioned the importance of surrounding themselves with a strong team of experts. In the process of scheduling the interview sessions, three administrators asked if their LPAC administrator could join. They did not join, however, the principals did state that they had met with them over the questions before they were interviewed. Two principals had their lead Assistant Principal over the EB program in the interview to share their comments as well.

When making decisions, Participant 1 commented, "I always second guess myself at all times. But knowing that I have people around me and we do a good job of hiring teachers that are ready to serve these kiddos. Also, Participant 8 feels that it is important to have a collaborative team when supporting teachers and making plans. She responded:

I believe the most important source of my leadership is collecting and working with a team of experts. We do meet every week as a leadership team to constantly look at our data. Our sessions that are coming up... what do we need to work on, figuring out how all the contents are doing. And so when you get all these great minds together in one room and you present a problem. The answers come up right away because of their experience. And you have to create that setting, because at first nobody wanted to talk. Then we started creating a safe space and now it's like, hey we can do this and how about do this? It has really changed the dynamics. I think we've been able to get even more successful because of that.

Similarly, Participant 4 believes in collaborating with experts. He commented:

Just surrounding yourself with people who know more than you do. And, you know, I've always said it as a principal at the campus level, you should know a little bit about everything and a lot about a few things. And you're the bus driver and make sure you have staff members in the right seats on the bus. Most recently I heard from a coach who said he needs to be able to rely on his offensive coordinator and his defensive coordinator to do his job, the best way he can. He's just the one that's moving the pieces on the chessboard. Ultimately, you need to surround yourself with people who are experts in what you hire them to do. It's not my job to know everything about language arts, but it sure is the job of my campus instructional coaches to be the experts in that and to teach me. So that I, in turn, can know what to observe, what to evaluate, what to monitor, and know when to tweak it when needed. So having a really strong team that you surround yourself with definitely I would say would be the most important source.

District Team.

Likewise, Participant 14 corroborated:

I'm very much a leader that believes that I don't have to be the smartest person in the room but I surround myself with people who have the answers to lots of really great questions. And so I think, here on campus, people believe that if I bring somebody on staff to work with EBs or if we make programming decisions that it's done in research. It's done with a lot of thought. And working with EBs is a special skill just like being a math specialist is a special skill. So I think that you surround yourself with people who help you make really good decisions. And that's my confidence to create like a good outcome for our kids.

Moreover, she elaborated on creating networks of colleagues across the state to find out what is working for them in her state accountability comparison group of schools that have the same demographics. She commented, "I contact them to find out like what resources are you using? Are you seeing success with your EBs? Was there something you changed this year? So just asking a lot of questions if there's anybody that I can bring to support teachers."

In addition, Participant 7 shared how he knows his strength is operational leadership. He learned from his mentor that it is important to hire a team strategically. He shared, "He hires people smarter than him. And you know, we're not intimidated by their mental aptitude. We actually embrace it and we put it to work. We support them and we're big cheerleaders for them." Similarly, when Participant 18 transitioned to the high school with the highest EB population in the district, she knew she need to hire someone who someone who was knowledgeable about EBs to help lead the program. She described her assistant principal over the program:

I had to start with somebody that believed what I believed and could take that message out to the team and was committed to that population. You know.

You've got your coaches defending your athletes. You've got Fine Arts defending

their band or theater. I needed someone to defend that population for us.

In addition, she has a Content-Based Learning Instructional Coach on campus who helps

train and ensures students are placed in the right classes for their academic plans. So, she

works with all the counselors and students. The assistant principal and Content-Based

Learning Instructional Coach work as a team to lead the ESL department.

In addition, participants shared how they worked with their district's multilingual

department for professional department, coaching, and resources. Participant 12

responded:

We have our multilingual specialist who have different checkpoints of PD

throughout the year. And we always ask him to give us professional development

as it relates to our ESL students. He observes classes, so he sees things and he's

like I need to do a PD on this or I'm going to come to PLC's.

A similar response was confirmed by Participant 15:

Surround ourselves with people who have knowledge, that skill set that we don't

have in different areas. So in this case, if I'm not strong in EB then I'm going to

partner myself with somebody on my campus who is. I'm going to partner myself

with someone at multilingual to guide me and help me learn. So that my staff sees

me as someone who is learning and therefore building my confidence and my

ability to lead the work that needs to happen in order for us to impact the student

achievement that's necessary.

Principals shared how collaborating with a team of experts helps them make the best

decision for EB students. Collaboration is encouraged for school and district leaders to

work together to create high-quality learning opportunities for students and created

support systems that were EB-specific (Elfer & Stritikus 2014). By utilizing the

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individual ideas of school members into a shared pedagogical practice, an enhanced commitment to school goals occurred by the combined effort of the staff (Ganon-Shilon (2020).

In summary, principals' perceptions regarding their self-efficacy and EB student achievement have them reflecting on if their decision is best for EB student success. Therefore, they surround themselves with instructional or department experts on campus to guide and monitor their plans. They work with the district multilingual department for guidance and support. They continue their own professional development plan.

Research Question Two

Research question two, *What are the perceptions of principals concerning the impact of their self-efficacy in the facilitation of EB student learning?* Was answered using responses from Question 3, 4, 5, 6, 12, and 13 of the Qualitative Interview Protocol. The inductive coding analysis revealed four distinct themes or categories of responses concerning principals' perception of their self-efficacy in the facilitation of EB student learning: (a) Ensuring Teacher Quality (b) Promoting High-Quality Instruction (c) Understanding the Unique Needs of EL students (d) Navigating Accountability.

As previously stated, facilitating student learning for EB students involves principal understanding of programs, strategies, professional development, and supports to help EB students become successful (Mungia, 2017). Research related to facilitating student learning for EB students described different instructional practices utilized to support EL teaching and learning (Eflers & Stritikus, 2014; Vera et al. 2021; Williams et al., 2007). Huang et al. (2020) findings suggest principals become better instructional leaders when they change the activities that prevent them from committing to high-leverage instructional leadership activities.

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Ensuring Teacher Quality

When asked, " How do you facilitate learning for EB students on your campus? Please explain." principals shared the importance of hiring highly qualified staff that had the certifications to teach the students, were truly fluent in both languages, did not use Spanish as the only form of accommodation, and were a right fit for the students. Some attributed staff as being a challenge to the program while others mentioned the staff was a strength on their campus. Teacher quality describes teachers' attributes, and teaching quality refers to what teachers do in the classroom to foster student learning. Teaching quality examines characteristics that describe the quality of the learning and related interactions between the teacher and the students in a classroom (Voss et al., 2022).

ESL Certification. Tying into the quality teacher as described by participants, several principals 56% (n = 10) shared that with their increasing numbers of EB students on campus, they needed more teachers certified or trained with strategies to service them. Participant 18 responded that every one of her English teachers are ESL certified and considers this a strength on her campus. When she interviews teachers for an English position, she checks that they are ESL-certified first. On the other hand, it is also a challenge because her other teachers are not ESL certified and EBs are a third of her population. Similarly, Participant 16 added, "But I think what's important is being certified. So if we had more ESL-certified teachers, it doesn't matter if you speak the language at home. You just have to have the strategies." Per this participant, teachers are concerned about the workload tied to being ESL certified and working with EBs. Participant 9 stated:

> About a third of our campus are EB, however, there are only a handful of
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> teachers. I mean I can count on two hands of teachers who are actually ESL
>
> certified. And that causes a problem with students who need the ESL curriculum.

My teachers, a lot of the time feel if I get ESL certified then I'm going to get more

work. My workload is going to increase. And so I think that would be the biggest

challenge.

Additionally, Participant 7 shared his concern about compliance issues when he

does not have certified teachers and how teaching programs can help:

Just having ESL-certified teachers to help stay in compliance. I think that's one

thing that we've been talking about for the last five years since I've been a

principal here. But you know if a lot of the programs, in my opinion, that teachers

are coming out of, get the teachers ESL certified while they're in these programs.

Then that makes them more marketable, but it also helps those schools.

A similar response was confirmed by Participant 8:

I think they need to make the ESL certification a requirement for anybody going

into ELAR, just like we have to do reading academies. Now if you're going to

teach in Texas you need to have ESL because you're going to have an ESL

student anywhere in Texas. Even in little bitty towns, you will have somebody

that doesn't know English. I feel like it is something they use because it really

focuses on language acquisition and everybody's learning. Even English students

are learning English.

Principals expressed concern with finding teachers who are ESL certified to service their

EL students. This impacts instruction as well as compliance issues with the state.

Fidelity to English Language Acquisition. Some principals 39% (n = 7) shared

their concern with the consistency of the English Language Development. According to

the participants, teachers utilize translating in Spanish as the only linguistic

accommodation or strategy for students. Per Participant 15:

The biggest challenge that I find and it's just not here but it's changing mindset with staff... Making sure that we are providing strategies to help them [EBs] acquire language and not just resort back to Spanish. We have to teach other strategies to get them to acquire the language. The teachers who may not be bilingual, they become bilingual because they're listening to and talking with the kids. They feel that that's the best way to help them successful.

Similarly, Participant 6 stated,

The biggest challenge I face is implementing the program with fidelity. And so with that being said, so many times our teachers want to help our students, and so they don't want that productive struggle. You know, the student is dominant in Spanish so they want to teach them in Spanish. And so a lot of times, they don't want to follow the model with fidelity and you know, translate for them. But that's prohibiting them from getting the language acquisition.

Likewise, Participant 14 thought that bilingual ESL teacher would be helpful to students. She ended up changing her practices. She commented:

I originally hired a lot of people who were bilingual to teach a lot of our sheltered kids. That was a blessing and a curse. Because I think it's easy to default to their native language and not push them ahead. So we have kind of shifted that mindset to hire people who may not know Spanish and so they translate less. It's more accommodations than translation.

Participants in elementary bilingual campuses also shared concerns regarding the fidelity to the program model when it was time for English instruction. Participant 2 responded:

One of the challenges is just making sure our teachers are truly bilingual. So that's one thing because a lot of times they do come to us and they're Spanish speaking.

They're wonderful. Then just making sure that they're just as proficient in English. So that's one challenge is trying to make sure when we hire them that they're truly bilingual teachers.

Likewise, Participant 4 responded:

I would say the strengths are truly bilingual teachers to start. Having truly fluent in both English and Spanish really does make a big difference. It's taken us years to get to this point, looking for previous teachers to retire, or resign that were very, very much Spanish dominant. That when trying to teach English, the vocabulary wasn't there or there was a very thick accent.

In addition, Participant 3 responded:

One of the biggest challenges is making sure that everybody follows the models because like I said it's a lot easier to just continue to teach in Spanish when they're dominant in that language. Rather than pushing them for that second language because our goal is to get them you know to be English proficient. And so making sure that our teachers do have those strategies to be able to do so.

Therefore, the participants responded that a challenge they have is ensuring their staff working with ELS is developing the English language. A specific structured English language development time is important for students to practice listening, speaking reading, and writing English during the instructional day (Mungia, 2017).This means teachers need to provide the time and instruction for students to practice.

Right Fit. Several participants 50% (n = 9) mentioned that they wanted to hire a teacher that was the best fit for their school. Three principals share the demographics of the school to their prospective teacher interviews so they are aware of the campus they are interviewing for. Participant 13 shared he is careful when he hires EB teachers:

I know one of the things that I always look at is trying to get good-quality teachers for our EL students. I get to be pretty picky… we want to put somebody that has got an interest in those students. Who wants to know about the focus or expectations in that area to help them.

Moreover, Participant 18 corroborated:

I'd rather have a long-term sub in a classroom with a teacher that's wanting to be there, wanting to be certified, and wanting and loving that population. I'd rather start there, than have a teacher that I have to put in and doesn't want to be there. And so I think just for me... It is just loving kids and ensuring that they are set up for success... I just want to make sure that our kids are loved and protected.

Also, Participant 11 commented on how he has gone through several teachers for a position:

I went through three different teachers that were unsuccessful and literally didn't last a year with me because they just weren't what I was looking for over here. So unfortunately, you know that's been a challenge, trying to find good people that meet your expectations, especially when we have such you know a large percentage of kids that needed help and got to have good people.

Similarly, Participant 5 responded:

In terms of making sure staffing-wise, we have a strong line from pre-K all the way to 5th grade. One of the things I noticed when I first got here is that there were some breakdowns in that. When we looked at why these fifth graders were so low and struggling it was because they had a struggling teacher you know and so we had to correct that in order to make sure that the line was progressing like it should. I feel like now we have a very strong line of bilingual teachers.

In addition, as he was discussing the challenge of finding an understanding and strong New Arrival Center (NAC) and how he moved a teacher within campus, Participant 10 commented:

> But I also know from experience that it's very hard to find somebody of quality in NAC. If you don't invest early, you end up paying for it in on the back end right? So, you have kids that are thrown into the sink-and-swim model of learning, you know acquiring English. So what happens is if you don't prepare them in that one year which is a very short amount of time you end up for the rest of their high school or middle school career.

As well, Participant 15 commented that when he is careful in how he places his EL students:

> We need to build their schedules or put them in appropriate classes accordingly with teachers who understand EBs. And just because I have an ESL certification, doesn't mean that I'm the best teacher to teach those students right. So I have to make sure that I am placing the students in the right classroom, with the right teachers giving their data. And I then know, I'm more inclined to have learning take place because I'm going to have the additional supports and all those additional resources on campus to help them make sure that their kids learn.

Additionally, Participant 16 described the types of teachers he wants on his campus working with EB students:

> I want to see teachers that want to have conversations with kids. That actually care that today they don't look right, something's off. And they notice it, and they have a conversation with them. They build relationships with them. They don't have the, ' oh, you're late again,' So you switched the staff around to enter those

conversations. Hear what the kids are doing outside of school and your success

starts moving.

Ultimately, Participant 17 responded, "If we believe and empower teachers to be their

absolute best, it doesn't matter what label the kid has, they are going to help that student

achieve success." Principals described teachers who are compassionate, understanding of

EBs' emotional and academic well-being, build relationships, are successful, and want to

work with EB population. It is critical for teachers, who spend a significant amount of

time with children, to love their profession, practice it willingly, understand children's

emotions and thoughts, and establish empathy with them (Ceylan, 2009). These

characteristics of a teacher being empathetic and understanding of the EB students are

what principals consider for a right fit teacher.

Promoting High-Quality Instruction

In addition**,** When asked, " How do you facilitate learning for EB students on your

campus? Please explain." principals shared how intentionally creating schedules that

support EB students, team planning with instructional leaders, or professional

development are systems they have implemented to support EB achievement. Teachers

need to deliver effective, high-quality instruction for EB students so that they are

successful in learning English and academic content (Padron & Waxman, 2016).

Principals must also have the critical knowledge needed to support teachers instructing

ESL students (Darling-Hammond, 2010; Graczewski et al., 2009; Grissom et al., 2021).

Elfers and Stritikus (2014) qualitative study noted "high-quality instruction for EB

students can take place when school and district leaders intentionally, purposefully, and

knowledgeably create environments that support the work and learning of teachers to

address the needs of EL students" (p. 338).

Appropriate Master Scheduling. When asked "How do you facilitate the learning for EBs on your campus? several participants 67% (n = 12) discussed the importance and challenges of master scheduling for EBs. Five principals talked about the challenge of following the required minutes for their dual language program. Participant 4 stated, "Trying to meet the expected instructional minutes for dual language program. It always looks good on paper but in reality it is not doable." Participant 5 acknowledged, " I think one of the challenges is time period the amount of time you know and then we're talking about students who are learning two different languages making sure that you're doing it justice in both. As Participant 2 discussed the challenge of the dual program minutes, she stated she did something different this year:

> We make sure that our master schedules provide that support throughout the day.
> So, we actually have our general schedule, but with dual language this year, I
> decided to make sure that their master schedule was built first. So that they had
> that time allotted for what they needed to do, especially their ELD block. Because
> sometimes that's hard to fit in throughout their day. So I tried to help support them
> through that by making sure that the time is allotted.

Five principals commented on the value of intentional master schedules that have changed to fit the needs of the students and campus. Of these, four principals have created special teams of teachers to work with the specific students so that the team can plan together as well as target students. Participant 9 responded:

> This comes from my experience of being an associate principal. I think the
> principal has to be intentional with the master schedule and purposeful when
> creating the EB schedule. So here in my current campus students are clustered
> together like the new arrival center are clustered together when they go out and

attend general education classes. And in order for that to happen it has to be built in the master schedule. So that can't happen if the principal is not intentional. Also, Participant 15 discusses how there are many factors that go into creating the schedule for EB students. Sometimes changes must be made. He responded:

When I got here, I observed that students were not placed in the correct classes. We had to go through and do some schedule changes to make sure that kids were placed in the correct classes. We're actually using data to drive where our students are placed. Just because a student comes into the campus from another country doesn't automatically mean they have to start at square one. They're coming with credits so we need to honor those credits and give us the opportunity in the courses they should be. We're actually looking at their transcripts. We're having conversations with them. We are using the data from the assessment that the district gives to assess their English proficiency. Using all of that to place them in the appropriate class.

Furthermore, when there is a large population of EBs, Participant 18 has strategically assigned a person to verify schedules and graduation plans for her EB students as they do not have one counselor over EBs:

We have a content base learning instructional coach who supports our students with their academic plans. At the beginning of school, she's in the counseling center going over to ensure that they're in the correct classes. They make sure that the kids are placed where they need to be. They tried to schedule students based on their proficiency level with teachers who are well-versed in ESL strategies. And so we have to just make sure that we're scheduling to where we can provide that support, not have one class by themselves just make sure schedule changes happen at the beginning. And then if we have the newcomers, that other process is

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really big. We don't want to have a kid sitting in a class where they might have already received credit in their country, so again just that communication and paperwork follow up.

On the other hand, there are principals still adjusting their schedules to meet the needs of their students. Participant 12:

We've been working on just the consistency and how we want to see that program grow. I know for some years we had it based on their language proficiency so we might have your beginner and intermediate together and advanced and advanced tie together. Then the other years we flip-flop and done it based on grade level because you may have to take the STAAR so 6th-grade, 7th-grade, 8th-grade. And so we're just trying to figure out what works best for us and our students.

Also, When Participant 17 responded about how she would ideally schedule her EB students, she stated:

I would like to look at the years and programs and work to structure some academic classes. Like if you've been in ESL for let's say five or less years, really target that versus students who have just never exited the program. They may have academic needs that are not language needs. I'd really like to break it out and figure out who still needs support versus who just needs content support to pass the test.

However, Participant 8 shared the change she was implementing in the spring:

ESL teachers currently don't have an accelerated class but in January we're going to give them one. They are going to receive identified ESL students who have not been able to pass TELPAS but are passing STAAR in English. Kind of those ones in between because they have been in the program too long since kindergarten

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and they're still in it. So we're trying to strategically figure out how to move them

up and out.

These principals' comments highlighted the importance of being intentional with the master schedule, so students have the time to maximize learning. Appropriate master scheduling refers to the creation of an instructional schedule based on factors such as the required minutes of the subject, the needs of the students, and the number of students in a class to raise learning outcomes (Jones, 2016).

Team Planning and Participatory Curriculum Leadership. A majority of participants 78% (n = 14) discussed the value of facilitating time for planning among the teachers and specialized campus or district members that can help them. For large EB teams, it is hard to have common planning time. Participant 18 wishes she can bring all her EB teachers but there are too many, so she has them meet in groups with the campus Content-Based Learning Instructional Coach. Several principals shared how they participate in the lesson planning to learn, support and know what to look for. Participant 12:

We really focused on the lesson planning process and making it a circular process

for teachers. And so when you plan you have to plan with your student groups in

mind... And so we started creating lesson plans that had a place for historical data

but then also had a place for what is my EB extension, special education

extension, my pre AP extension, so that when we're planning depending upon

who's in your class you make sure that you plan with them in mind.

Additionally, Participant 14 responded:

We have collaborative teams that are working together. EB is the data point we

monitor... We have really clear data trackers that we use as a campus and that we

talk about so like my English One team, everybody sees each other's data. It's

very transparent... And so we look at the gap between our non-EB & EB and we try to figure out why it's happening? Is it a language barrier? Is it their processing skills that they don't know? Is it content? Then we create our action steps. Sometimes it's not whole school, sometimes it is. So what I mean is, some of the things that math needs, are not the same things that English needs for skills. So English may need content and resources in their native language to push their growth, whereas math may need more manipulative and some workshop time. And it's just so personalized by the department and it's usually teacher driven because they've identified the need.

Also, Participant 2 commented:

We speak to our teachers during our planning time. We're talking to them about special needs like sheltered instruction strategies or any kind of things that we do with them. Making sure that the kids are getting their practice in their new language, plus their first language. Talking about how we can move them forward.

Participant 17 shared how she was concerned about how the planning was going with beginners and intermediates with a planning protocol they are utilizing:

I feel like we're never targeting the vocabulary instruction like we used to do. we're so focused on this tier-one instruction, that we're not doing in class intervention... So in all honesty it's something I'm going to reflect a lot about during break and really think about how do we provide those in class interventions if our language is not developed enough? I am particularly seeing it in English in our short answer constructed responses. They just do not have the vocabulary development to attempt to answer those questions. And if we're

planning for the medium sample, if we're teaching that way, we're never targeting

what they need. And so, I'm really been thinking about how.

Principals commented on plans based on student data to help them reach their goals.

Planning time is important because it provides teachers with time to collaborate so they

can plan, analyze data, monitor student growth, discuss strategies, discuss interventions,

and set goals (Mungia, 2017). The instruction planned for EBs must be intentional and

targeted to meet the needs of the students.

Professional Development. Several 56% (n = 10) participants discuss the

professional development they offer to support teachers with EBs on campus, several

principals discussed how they monitor the strategies being encouraged in their

walkthroughs or presentations. Participant 13 likes to bring in trainers from the district

office to help train on strategies. He commented, "I love the Seven Steps to a Language

Rich Interactive Classroom. I use those strategies often when I'm evaluating teachers or

having pre-conferences. I periodically bring up some of those strategies." Also,

Participant 15 stated:

> We know that TELPAS speaking has been a concern. So we started *Talk Read,*
>
> *Talk Write.* And we've been very intentional about building and incorporating the
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> *Talk Read, Talk Write* into the lesson plans. And then as administrators and
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> instructional specialists, going into the classrooms on the days when those things
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> have been planned to make sure they're actually happening. So that we can
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> provide support to the teacher of necessary or just celebrate the teacher for trying.

Additionally, Participant 6 responded how she utilized her Professional Learning

Communities (PLCs) to present specific staff development such as practicing speaking on

FlipGrids with TELPAS prompts:

Remember how I mentioned at the beginning we talked about how we looked at

TELPAS data to see where our students are and then we have that monthly

strategy. Well, that strategy is introduced in PLC's or sometimes we have to use a

faculty meeting depending on the month. My AP and I when we are on a strategy

we're focused on it when we're doing our walk-throughs in our classroom. We

definitely are looking for that specific strategy that we're focusing on.

In a similar manner Participant 9 models what she wants to see in her meetings:

I both facilitate and not orchestrate training and staff development. I'm modeling

what I like to see in the classroom with language-rich environment. So for

example I provide opportunities for the staff to speak in complete sentences with

confidence because that's what I want to see in the classroom. And I also provide

opportunities for them to learn how to build digital anchor charts also. I haven't

facilitated it but I have organized for them to learn like the gradual release model

to assist with EB.

However, Participant 12 stated that there can be a challenge with ensuring that

everyone is trained because everyone who works with EBs can benefit from the training

to support EB students throughout the day including elective classes. what class you're in.

Four principals shared how they also train EB paraprofessionals so they can support the

students. All of them help students when they transition to electives or help them prepare

for TELPAS. Participant 8 stated, "The ESL instructional coach also trains our paras. We

have a lot of them. He trains them and gives them ways on how they can help support the

teacher when they are in the classroom."

Principals discussed how they provide professional development to support

teachers and EB needs. They monitor the strategies being encouraged in their

walkthroughs or presentations. Some examples of professional development mentioned

are *Seven Steps to a Language-Rich Interactive Classroom, Talk Read, Talk Write*, and TELPAS Speaking. Teacher professional development is important for promoting understanding of second language acquisition for EBs (Weddle et al., 2021 Both principal support and professional learning are positively associated with student achievement through their effect on group level teacher expectations (Park et al., 2018).

Understanding The Unique Needs of EB Students

Some participants 44% (n = 8) commented that staff need to understand the unique needs of EB learners in order to serve them and help them with social emotional and academic growth. Also, participants shared that teachers needed to be aware of the different tiers of language acquisition levels of EB students. A Beginning level is associated with students who are in the early stages of learning English. An intermediate level is for students who use common, basic English in routine academic settings but need considerable English language support to make learning understandable. The Advanced level is a rating given to students who can understand and use academic English in classroom activities when given some English support. Lastly, an Advanced High level is for students who can use academic English and classroom activities with little English support from others even when learning new content (Texas Education Agency, 2023). Participant 15 stated," I think in order to facilitate learning we have to make sure that we know who the EB students are. We need to know their data to know what their strengths and weaknesses are." Likewise, Participant 9 responded, " I believe a principal must first understand the needs of EB... Have a clear understanding of the data and how teachers are performing… they have to understand what's happening in the EB program to motivate the teacher." Similarly, Participant 14 responded:

> There's a lot of compassion and understanding of the students that we serve. We
> have a newcomer program because we have anywhere from 30 to 70 kids who

show up on our campus each year who are new to America. It's not a shock for us. It's something that we're prepared for. I think that the desired outcome is student growth. Like we're realistic about a newcomer not going to pass STAAR year one, but the program is really focused. I think as a whole school we're really focused on kids growing in language and academics every single year. And knowing that it's a journey and it's four years. We're going to focus heavily on reading, writing, listening, and speaking throughout everything we do. We will get there and so there's a lot of patience on this campus but also a sense of urgency right... you have to balance that without kids getting caught in the middle. The urgency can't outweigh the compassion and the compassion can't outweigh the urgency for them to learn.

Participant 5 response is very similar to Participant 14 regarding understanding newcomers:

I think understanding what our EB students go through a lot of times I think is also just as important because if they're recent arrivals...coming to a new country. A new language that they're having to learn, a new school. They may be raising brothers and sisters or they're from single parents or they're living with grandparents. I would just say that it's important for staff and for leaders to understand and be mindful of where our students are coming from. Some of the needs that they might have. We sometimes forget why they may be struggling or why they're behaving a certain way. We have to look a little deeper and see what's going on at home.

Additionally, Participant 17 discusses a different group of EBs that also need targeted attention. She responded:

It's really difficult for us because students never exit after like the 6th grade. And so we have a lot of students who either don't exit because they are not passing STAAR or they're not exiting because they are passing STAAR but with accommodations. And then after 9th grade, the ways to exit our really hard. So we have a lot of students who are considered EBs who don't need direct support that kind of get washed in. So what we try to do is group our students. Target that group of students who still need really structured support.

A strategy Participant 18 uses on her campus to help her teachers know the needs of her students involves the help of her specialist and AP:

So our teachers have over 100 students a day. And so our content-based learning instructional coach and assistant principal meets them [teachers] and helps them understand who are the kids sitting in their class. Do they have beginners, do they have intermediate, do they have advanced? Because we want to make sure that they are aware. That we have growth and how to get that growth. So we provide all of that at the beginning.

The principals responded to understanding the social and linguistic needs of EB students to help them make growth or exit the program. The result of the multiphase study suggests that educators are searching for not only how they can evaluate and adapt to the learning needs of EB students, but also how to improve support in the larger setting in which they learn, such as integrating EB students into schools, and home school relationships (Vera et al., 2021).

Navigating Accountability

During the interview sessions, all participants referred to TELPAS and STAAR as the data that is used to determine growth. Of those nine principals, only one elementary participant discussed the challenges and plan for TELPAS. Navigating accountability

refers to the administrator's monitoring of student achievement and accountability. This is achieved through systems of school organization, culture, teacher behavior, and classroom practices (Grissom et al., 2021; Hallinger, 2011; Leithwood et al., 2006).

TELPAS. Texas English Language Proficiency Assessment System (TELPAS) is Texas state assessment that meets federal Every Student Succeeds Acts (ESSA) requirements for evaluating the English language proficiency of EBs in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. (Texas Education Agency, 2023b). Participant 8 expressed how the school knows the areas they need to target after analyzing the data as well as have identified which students to target and a plan to help the students show growth:

> We have specifically identified what it is that we need to work on. We understand that the listening domain has the highest number of students, while in writing we're continuing to be intermediate and advanced. We also understand that in speaking there's a high number of EB students at the intermediate level. And so we believe by using technology programs like Achieve 3000 and Summit K-12 as well as focus instruction, that they're going to move up into the advanced or advanced high in all domains... We're doing EB talks with every student. We'll need 137 EB students to move up one level.

Additionally, Participant 14 responded:

> Right now, we're doing TELPAS conferences with them. We sit down with every single kid. We have a goal sheet and we show them the new tasks. We talk about what are their goals for TELPAS. We want them to exit. What are you going to struggle with? What are you going to be successful on? This is a great academic conversation for them. We talked about things that we believe they do well we talked about the things they're going to have to work on over the next two months.

And those conversations, we see can improve by at least one level just because we sat down with them individually and said you can do that. We see you. This test is hard, and we need you to pass it. So, let's have a conversation about what I can do to support you individually.

To improve speaking, Participant 17 decided to incorporate the help of her elective teachers with her EB students:

One of the things that we've done pretty recently is the TELPAS speaking practice that we're requiring all teachers to do. I really felt very strongly that we should do that in our elective courses [not English classroom] in CTE and Fine Arts, in the places where students feel the most comfortable. and so we met with all those electives to talk to them about the skills that TELPAS speaking practice with... You're practicing and thinking about what you want to say before you say it and how those skills really translated to what they were trying to accomplish in their classrooms. I feel like our English teachers already know what our kids have to do on TELPAS, but by expanding the horizon and making them practice in their elective classes with teachers who really know them and believe in them. The power of the band director having somebody speak or the choir director having somebody practice speaking. It just seems to be working a little bit better than it being another academic thing that they have to do.

Also, Participant 15 shared another way they are targeting TELPAS speaking at their campus:

We have to build in those ELPS and those things that we know are going to be impacted on TELPAS. We know that kids struggle with speaking, so if I'm going to do a Flipgrid, I have to make sure that I build in opportunities for them to do the Flipgrid and for me to be able to listen to what they've got to be able to give

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them feedback. Are you speaking loud enough? Are you speaking in complete

sentences? Are you incorporating things that would need to be incorporated? I

think that will support the learning for EBs.

Participant 16 expressed the challenge high achieving students have with TELPAS:

What is it about the test... I've got these kids that are in honors classes and they're

still in the program. Why aren't you exiting out? What is happening? But asking

all the kids what's happening when they're taking the test? Well, they're

embarrassed to speak. They can hear each other… so getting them better

equipment to take this exam in listening. Before the kid speaks, have them script

out and then read what they wrote verses really speaking. And so those little,

small changes were huge for us. Ultimately speaking to the kids and finding out

what we need to be successful and then let's make that happen.

Participant 5 is encouraging his staff to have EB students participate in structured

conversations in speaking and writing so students can be prepared for the changes in

TELPAS:

We have constant discussions when it comes to the amount of time that we're

allowing students to speak in class with structured conversations. The amount of

time that we're providing them to have authentic writing opportunities… with

TELPAS changing and kids needing to speak more. That's something that if you

ask any one of my staff members, I feel like they'll tell you is mentioned all the

time. How much are kids speaking to each other in structured conversations? How

much are they writing? So hopefully it's become part of the culture of the campus

because usually the only time that they have to practice their second language is

only here at school. So we need to make sure that we're maximizing that and

they're not just hearing it but that they're utilizing it and producing it themselves

whether it's speaking or writing. I think it is critical.

Also, when practicing for TELPAS Speaking, Participant 7 paid for substitutes to cover

his classes so his experienced and new teachers could calibrate with the student practice

speaking samples and rate them together. He stated, "This allowed us to collaborate and

to calibrate those teachers who are teaching those ESL students. In addition, it allowed

the teachers to see the many different levels that would fall on the [listening] rubric."

Principals shared different strategies they implemented to support TELPAS at their

campuses. Every principal talked about the speaking domain as being the most

challenging area for their EB students.

STAAR. State of Texas Assessments of Academic Readiness (STAAR) are

annual assessments in the state of Texas that measure yearly growth and student progress

(Texas Education Agency, 2020).High school principals shared more frustration with the

state regarding their New Arrivals taking STAAR over elementary and middle school.

Participant 14 responded:

Our state system says that the only way you can prove that you're smart is to do

things in English. So, we have to learn to play the game. I don't think it's

necessarily fair that the state only tests your academic IQ in English. I have

brilliant kids whose language is the barrier and once we can unlock that they're

going to be great. Like they're going to be just fine. So really, it's about balancing

that frustration that they have, especially that they can't pass a STAAR test.

Imagine knowing all these things and not being able to say what you know out

loud. I think one of our biggest downfalls and I'm not saying I don't understand

why, I mean we're a nation that speaks English. I think in high school when we

have more and more kids every single year who are coming to us as 16, 17-year-

olds and it's like being a kindergartener. They look at the schools and say you got

to do 12 years' worth of work in three so figure it out. I wish there was some kind

of way to test and give credit for what they know in their native language and then

there should be some accountability on us to teach them English. I don't disagree

with that, but I don't think it should be 100% on STAAR test.

Moreover, Participant 16 corroborated that he has students arriving from different

countries with high academic levels however the students become frustrated. He stated:

The third issue is with the state of Texas. I do believe they ought to be able to

give the STAAR test in their home language. Why not. But when you have a child

that is at high academic level, they just don't have the language. But they're failing

the STAAR test, that starts affecting them mentally. So why not give them the

test, it makes no sense to me why we don't do that.

The principals mentioned how some of their newcomers may know the content in their

native language yet get frustrated for taking the test in their second language. Then they

become a retester due to language rather than content knowledge because the students

can respond correctly in their native language. content but of language.

Data Talks. Principals use data to make decisions about the school's instructional

program and strategies in order to improve EL achievement (Grissom, 2021). Utilizing

data talks helps students to assess their current level of proficiency, set goals, track

progress and reflect upon their progress (Nordengren, 2019). Thirty-three percent (n=6)

of the participants mentioned how they utilize data talks with teachers and students to

monitor and support student achievement. Participant 3 started tracking her students in

5th grade on the language of assessment. She talked with the classroom teacher and

parents of some of the students that were going to transition from Spanish to English. She

also talked to students individually to find out their language preferences. She

encouraged them to think about the testing language over the weekend because they were going to be her deciding factor. They came back to her on Monday stating that they can do it. She said, 'they have been doing great ever since." Similarly, Participant 8 engaged her students with setting personal goals:

I also feel that this year we're kind of ahead of the game because now our students know where they're scoring. And they've set personal goals so they can work their way out of the program. So we're bringing awareness of where they stand, helping them set achievable goals, helping them understand what needs to happen so they can achieve their goals.

In addition, Participant 6 utilizes data conferences to review TELPAS and set goals:

At the beginning of the year, we have like what we call data talks. So what I do is look at our student's previous year's TELPAS scores and we see where our students were. And so once they identify that we look at our needs as a campus or as a grade level or even as a classroom.

Furthermore, Participant 14 also added how she engages students with their goals:

We don't keep the data a secret. Like students track their data as well, so they can see growth over time. I think that's the biggest piece. If a kid believes what you're saying. They go along with you…so with teachers, if we're very honest with kids and say at the beginning kids are growing over four years. So a student may start as a beginner like at 20% and we say, 'you started at zero, you gained 20% this year, That's amazing. It's not enough to pass a state assessment, it's not enough to move as a beginner in TELPAS but it's growth from where you started. Next year we're going to set a goal to be at 45%. If you can double, then that would be amazing. And if you stay on this path by the time you're a senior, you're 80%. So we set really clear targets and then kids monitor their data along the way. So

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there's confidence in the work and understanding of how learning is just messy. It's messy in all subjects and so I think that's how we keep our kids engaged and our teachers focused on learning all the time.

Principals use data to make decisions about the school's instructional program and strategies in order to improve EB achievement (Grissom, 2021). Utilizing data talks helps students to assess their current level of proficiency, set goals, track progress, and reflect upon their progress (Nordengren, 2019).

In summation, principals shared four distinct themes responses concerning principals' perception of their self-efficacy in the facilitation of EB student learning: (a) Ensuring Teacher Quality (b) Promoting High-Quality Instruction (c) Understanding EB Needs (d) Navigating Accountability. The perceptions of participants commented that hiring the right, ESL-certified teachers who do not solely rely on Spanish for helping students learn is needed to help EBs. Also, ensuring intentional master schedules are in place with providing professional development. In addition, leaders and teachers need to understand the EB student to help them show growth in STAAR and TELPAS.

Research Question Three

Research question three, *What are the perceptions of principals in relation to the impact of their self-efficacy and a shared vision for EB students?* was answered using responses from Question 14, 15 and 17 of the Qualitative Interview Protocol. The inductive coding analysis revealed two distinct themes or categories of responses concerning principals' perception and its impact of their self-efficacy and a shared vision for EB students: (a) Creating a Safe, Welcoming Environment and (b) Advocating Student Academic and Emotional Success.

As previously stated, a critical aspect of leadership is helping a group create shared understandings about the school, its activities, and goals that support a sense of

purpose or vision (Hallinger, 2011). Current research related to creating and communicating a shared vision for student improvement emphasized strategies that principals used to prepare teachers for school improvement include building positive relationships, a shared understanding of data-driven decisions, and a clear vision of the focus (Grissom et al., 2021; Peddell et al., 2020). School leadership that inspires shared ownership for transforming instructional practices to meet students' needs is critical to achieving equitable educational outcomes for all students (Grissom et al., 2021; Leithwood et al., 2012).

Creating a Safe, Welcoming Learning Environment

Several participants 39% (n = 7) responded that creating a safe place for students to want to engage in school was important in their vision for the school. In learning what is an important tradition in her student's families and knowing the financial challenges her parents have, Participant 17 discussed an idea that she hopes will build stronger relations. She mentioned:

> We're going to do this community-wide quinceañera. Because this idea of bringing in something that is culturally appropriate for our students and being able to do something and celebrate in our school something that matters at home makes me feel like our kids feel safe and comfortable. And so what I want is for EB learners to feel safe and comfortable because anytime we feel safe and comfortable in our environment even if it's lacking language acquisition, we're more open to the learning that's occurring there. And so I guess for me it's almost like I want to mother them into just everybody be safe and happy and feeling OK to take the risks. So my vision is that we are a safe space for them to do that. And that they see that we honor the beauty of everybody's culture so that it feels like the safe space they need to learn.

Also, Participant 16 shared what his teachers do to make school a comfortable place for students:

> What's neat is watching [teachers] have little parties after school for their kids and they're always dancing. And so having them find a place that they're comfortable coming to and this becoming their school that they're not frustrated with…it is my job to provide in my leadership role a safe place for them. I can tell you from 2010 when I first got here the multitudes of fights and things that took away from academics. We realized real quick that the kids were stressed. The anxiety level for kids was high. It's our job to diminish that and create a safe environment. If a kid feels safe, they're going to stay here. They're going to go to class. They're not going to look to hide in stairwells and stuff like that. We are torn in the theory of what is the right approach for ESL students. There are too many different ways of thinking about this. But ultimately we make our best effort to provide them what we think is the best.

In order to build EB students confidence in speaking, Participant 7 likes to sit in their classes to practice communicating. He also practices speaking Spanish with them:

> So when they see that I'm embracing their language, then they are more willing to practice with me my language. So Spanish speakers can understand that I don't always pronounce things correctly but I'm trying. So when I show them that it's OK when I fail and it's OK for them to fail but we move forward together.... that's the way I connect with my kids and I think that builds me some clout with them.

Similarly, Participant 11 participates in lessons to connect with students, "When a leader shows interest in their achievement, I think they're willing to do better. So I show interest in what they're learning by going into their classroom and participating in activities that they're doing and excited about. I think that shows that I believe in them."

A few principals discussed how they wanted to welcome parents to help build a connection to the school and help with their needs. Participant 18 responded:

> I believe that our parents need to be involved... So there's already that disconnect because they're in high school and then they work. Sometimes they're single parents and they work and so parent involvement we are working really hard to bring them up. We plan events so that our parents can come up and have somebody that can translate and sit with them at the computer and help them learn. Sometimes they don't know what to ask their kids. And so just trying to include them in is something that we're really big on. And our newcomer parents have different needs because they've just inherited a child right… and so we help them.

Similarly Participant 6 expressed:

> Another part of my vision for my ESL students is to help my parents. So we do Rosetta stone classes here. My counselor takes that up. We do have classes here once a week. It's a small group of parents that can come consistently. And they were always doing academic nights. We do at least three per semester to help our parents as well.

Additionally, Participant 3 mentioned how she is able to still build relationships with her Spanish-speaking parents even if she only speaks English:

> One of the challenges is communicating with parents because of the language barrier. So making sure that parents still feel welcome, even if you can't speak their language. I think one of the strengths I have is working with people. Because I started so early in my career, I've really had close contact with parents that speak a language other than me and I've made it work. So it's about how you will address it, how you put people in place to offer support as the campus leader. My

parents will come to me even though they know they can't speak with me because

I've built that trust factor with them. And I think that's something that can be a

challenge that we have to overcome.

Creating a Safe, Welcoming Environment was a common theme that emerged from the

participants' perceptions of the activities' principals organized on campus so their EL

students could feel safe. It is important to create a safe and welcoming learning

environment that has high expectations, a culture of trust, and a shared vision (Mungia,

2017). The learning environment refers to the beliefs, values, and everyday interactions

among staff, students, and parents. It also includes basic needs such as safety and order at

the school because it can impact the learning of EL students (Sebastian & Allensworth,

2012). Principals mentioned scheduling a community-wide Quinceañera, class dance

parties, conversating with EB students in the classroom, and parent involvement activities

can help students feel safe and welcomed.

Advocating Academic and Emotional Successes

When participants were asked the question, "What is your vision for EB students

on your campus?, 50% (n = 9) participants expressed visions of students being able to do

better than when they started at their school and of positively impacting their future.

Participant 10 discussed maximizing the time with the student to make them a better

version of themselves since sometimes we like to blame others [elementary blames

parents, middle blames elementary and high school blames middle) when students are not

doing well. He has worked in middle and high school. He stated, "The reality is how are

you making the child better in the time that you have with them. So we're investing in

these kids." This is what he communicates with his staff. Also, Participant 2 stated:

I want our EB students to be well-balanced bilingual students. I want them to be

strong in their first language and strong in their second language. I feel like

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students being bilingual is going to be such a huge benefit for them, they might

not see it right now but it will. Obviously, in the future, it will open doors for

them so I really want them to be strong bilingual.

In addition, Participant 15 responded:

I want them to be confident speaking in English. I don't want them to be shy or

nervous because of their language. So I think that the different systems, activities

and how we celebrate and talk to them about their performance and their growth

help them build their confidence so that we can reach that vision. And for me, like

that's my whole campus.

Similarly, Participant 5 echoed:

Our goal is to get them ready by the time they get to 6th grade so that they're in a

position to have success when they get to middle school... That they're prepared

with writing, with reading, with speaking, and so looking at it from the beginning

if they've been here since pre-K is just to make sure that every single piece of the

chain is intact and that there is consistency.

Another Participant 6 shared her vision for her students and how she will support them:

So, my plan is that every student will leave this campus better than where they

came. So, I want them to be able to advocate for themselves. I want them to be

self-sufficient. I don't want my ESL students to be an outlier once they get to

middle school. And so, we've implemented Avid strategies and having that

organization system and motivation. I feel that having those structures in place

especially for my fourth and fifth grade students will give them a structure where

they're not behind when it comes to learning.

Moreover, Participant 7 focused on communication and responded:

I would say academic growth and becoming more proficient in the language. When they leave here, they have to be able to communicate. They have to be able to socialize. They have to be communicating. They have to be able to interview successfully when they get a job. There's a lot that goes into just being a common citizen in our country today. You have to communicate, and I think that's such an underrated skill that we don't keep at the forefront because we live in a world where we could text and we don't have to interact with each other as much as we used to before all this technology came into our hands. So just get them to the point where they're shown academic progress and are able to effectively and successfully communicate with each other.

There are times principals are looking out for the current well-being of students. They advocate for them and show them the opportunities that are available to them to help them graduate. Participant 18 expressed:

I quickly learned that our students are not afforded the same opportunities that they are at other campuses. And that infuriated me. Just because our kids don't come from a lot, doesn't mean that they don't deserve everything... I learned that I had to fight for my kids because they deserve all of those opportunities that anybody else at other school gets. And so for my EBs, I want them to graduate. I want them to be involved just like everybody else…choir…band... you got to have some sort of involvement…And to feel safe. When they share their stories, it's heartbreaking. So if they need clothes or if they need shots we send them to the clinic, this is where you're going for free. Like we give them everything that we possibly can within our resources. And if we don't have them, we make phone calls.

Also, principals shared their personal experiences and why they lead the way they do and encourage the way they do. Participant 13 stated:

> I didn't have a language barrier but I came from that background of poverty. And I know the benefits of getting a good education.... I can see where having a college education has helped me. So with our EB students, there are the things that we're trying to make sure they get by the time they leave high school. At least they can speak English proficiently and give them the fighting chance and opportunity to be successful in the future. Because if they're not a High School graduate, if they can't speak English, if they can't read English, they can't function in society. Then the chances of them going to be successful in life is not good. So that's my thing. I use my background and the structure that I have. And I relate that to the struggles that they currently have, and that they will have in the future if they don't get a good education.

Moreover, Participant 14 describes the proud feeling she experiences each year at graduation:

> I have the great blessing of shaking hands as they walk across the stage when they graduate. It's the best part of my job. And seeing the kids who four years ago walked in your school from Honduras, who are walking across the stage with a high school diploma. That's the school you know. Their parents can't do that for them. They don't speak the language and don't understand the school system. Yet this kid last entered our door four years ago as possibly a 16-year-old freshman and he's now getting a high school diploma. This is going to change the game for lots of people to come. And so I think it's looking at the kids and the work we actually do and seeing our successes.

Principals described their visions of EB students as having confidence in English language, well-balanced bilingual students, academic growth, able to communicate or interview in English, and graduation. Advocating academic and emotional successes relates to the development and communication of a shared and clear understanding of the current reality, vision, priority goals, and common language that increases staff commitment to adapt instructional practices for all students to reach high expectations (Braun et al., 2017).

In summary, the principals revealed two distinct themes of responses concerning principals' perception and its impact of their self-efficacy and a shared vision for EB students: (a) Creating a Safe, Welcoming Environment, and (b) Advocating Student Academic and Emotional Success. In creating a safe environment for students, they will be able to connect to the school and learn to take risks. Principals who encourage staff and students to meet goals that are important with real-world application.

Research Question Four

Research question four, *What are the perceptions of principals in relation to the impact of their self-efficacy in motivating teachers of EB students?* was answered using responses from Question 4, 5, 10, and 11 of the Qualitative Interview Protocol. The inductive coding analysis revealed two distinct themes or categories of responses concerning principals' perception and its impact on their self-efficacy in motivating teachers: (a) Valuing Teachers and (b) Supporting Teachers.

All participants discussed the challenges of finding teachers and keeping them motivated. Participant 16 added:

> You may be seeing the same thing I am. Teacher motivation is at an all-time low.
> It is hard right now. I don't even know what's going on. I've gone to all the job

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fairs and 90% of everybody EC - 6 Generalist. It's hard to find secondary teachers

right now. This has been extremely challenging this year.

Principal self-efficacy beliefs are also essential because they guide the leader's

movements and behaviors that affect expectations for students as well as teachers'

motivation and school improvement effectiveness (Ozeren et al, 2020; Raschmawati &

Suyatno, (2021); Versland & Erickson, 2017). Sinclair (2008) defined teacher motivation

as something that determines what interests' individuals to teaching, the length of time

they remain in their teaching profession, and the level to which they participate in their

teaching profession. Teacher motivation is a crucial factor in improving classroom

effectiveness as students' learning outcomes are extremely dependent on the quality of

instruction (Carson & Chase, 2009).

Valuing Teachers

Instructional leadership behaviors demonstrated by principals positively

contribute to teachers' motivation and task focus, the student's capacity to learn, and the

self-evaluation skills of the teachers about themselves and their students (Özdemir et al.,

2020). The data indicated that instructional leadership behaviors positively contributed

not only to teachers' behaviors on curriculum implementation and evaluation of teaching

methods, but also their morale, expectations, and task-oriented work (Özdemir et al.,

2020). Therefore, the researchers suggested principals must build environments in which

they can develop communication with teachers their value to increase teachers' self-

efficacy beliefs as well as provide support for teachers in preparing instructional

environments and professional development (Özdemir et al., 2020).

Personal Purpose. When participants were asked the question: How do you

motivate teachers in support of EBs on your campus? fifty percent of the participants

discussed the importance of demonstrating how they value their teachers as well as how much value they contribute to the EB students. Participant 1 responded:

> You can do all kinds of goodies, we call it the gravy train where we go around and give teachers goodies and try to keep them motivated. You know happy to be here. But in reality, it comes down to self-motivation and what these people need to know is that they're making a difference. And so with my campus being low socioeconomic, high LEP, they can see that up close and personal. See that they're getting kids to do things that they didn't think they could do and change lives. So I think that's the biggest motivator we can give our EB teachers.

Likewise, Participant 13 reminds his teachers constantly, " You make a difference in the lives of students." He shared a story of a student who came back to thank his teacher for encouraging him to attend Dartmouth, an opportunity he had not imagined. Similarly, Participant 5 corroborated:

> I think helping them see what the big picture is and understanding how our students in our community depend on what they're doing in the classroom, How they can directly affect them? How much of an impact they have?

Also, Participant 11 shares different ways he can show how values his teachers :

> I think publicly praising and acknowledging their hard work. I think that's always what people want to feel like they're appreciated. And in doing that, whenever I have the opportunity, to let the staff know how important they are. Attending their planning meetings when they plan to show them support. And like I said before just kind of allowing them to take the wheel and kind of initiate ideas that they feel would be beneficial to the kids. That kind of stuff really shows them that I support them.

Furthermore, Participant 7 shares how demonstrates he values his teachers by becoming part of the classroom and supporting instruction:

> I think one of the things we do on a regular basis is reminding them that the work they do is important. I think it's just a constant communication of that piece. Getting there in a classroom and working side by side with them, getting in the trenches. I want to get in and that those kids see that what they're learning is important to me. Also, I want the teacher to see that what they're teaching those kids is important as well. So we spend more time in those classes but it's intentional. We do two things. We want the kids to understand that we support them in that setting. And then we want the teacher to see that we're not just going to check off the system and we're actually going in to see how we can provide support. How we can impact instruction whether it's sitting with a kid or getting in a group. We're working with them on some things hands-on. So, I think teachers say I have some value in what they're doing and I appreciate what they're doing.

Principals stated how they reminded their teachers about the value they have on students as well as how they wanted to show them by engaging with teachers in the classroom or planning that they value their work with the EB students.

Principals also show they value their teachers by emphasizing student growth when they talk about data with their teachers. Participant 14 commented that after testing, teachers can feel defeated with their scores, however she wants to reassure them by celebrating the growth made so teachers feel successful and motivated. Before leaving on winter break, Participant 14 was planning to send out a celebration email regarding the progress they made with their recent assessments, especially with EB as she saw 6% growth in their STAAR subjects. She responded:

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I think my confidence in them is important. I think that's where they need me more. do you believe that I can do this because sometimes I struggle to believe I can do this. I'm like I wouldn't have hired you if I didn't think you could.

Also, Participant 17 shared a personal reflection that she has about motivating teachers after having the experience of living with a first-year in her house. She commented:

Teachers who have retesters often feel defeated every single day because of not making the passing rate for STAAR. That can crush them spiritually and emotionally to the point of thinking that you're not good at a job.... and So what I've been trying to do is really measure the growth of every student. We have these individual data trackers. So from our beginning of the year assessment, every assessment we celebrate and I don't care if it's two points. We celebrate every teacher who grew any students. And I think that having that reflection has changed. We don't look at the overall percentage of we want this passing rate. We're looking at did the student make growth because we're going to get to that 88 if we just keep celebrating the successes. I think the difficulty of finding teachers help me change that. So we're just trying to celebrate growth here rather than the perfect score.

In addition, Participant 2 stated that after they were recognized for the progress they made on STAAR the previous year and their rating, she feels responsible for keeping the students focused on highlighting the growth, "As the leader, I find that it's my responsibility to keep that light lit. You know just keep that fire going, just pushing them to want to be better and to keep that going." Thus, principals have been motivating teachers by highlighting the progress students are making.

Supporting Teachers

Supporting teachers refers to principals focusing more attention on applying supporting leadership that can contribute to a positive school climate and lead to change in teachers' instructional behaviors and attitudes rather than focusing on directed leadership and managing behaviors to improve achievement (Park et al., 2018). There is a critical need for campus leaders to be aware of the financial decisions that are being made on campus to support teacher capacity with EB students (Weddle et al., 2021). Principals can offer support with the purchase of resources, instructional coaching, and time. Principal support positively influenced both professional learning communities and collective responsibility which can affect student achievement (Park et al., 2018).

Resources. All participants agreed about the importance of supporting teachers with the resources they need to support EB instruction. Some of these resources come from the district while others they purchase from the campus budget. Participant 1 stated: "I make sure that our teachers have the supplies they need, the training they need to be successful with the kiddos. And we'll go outside of the box from the district and find the resources that they need. " Fifty-five percent (n = 10) gave specific examples of resources that have been purchased by the participants. Table 4.2 provides a list of resources that participants have purchased for teachers to utilize with their EB students.

Table 4.2

Resources purchased by participants for EBs

Resource	Frequency (n)
7 Steps to a Language-Rich Interactive Classroom	3
Avid Curriculum	2
Data-Driven Instruction	1
Duolingo	1
ELLevation	2
English to Spanish Dictionaries	1
Flocabulary	1
Nearpod	1
Rosetta Stone	1
Summit K-12	5
Talk Read, Talk Write	1

The data displayed in Table 4.2 reflects the variety of resources participants made available for their EB teachers. Effective principals have strategic resource management process to providing teachers with the necessary resources to support EBs on their campus (Grissom et al., 2021). The data indicated 50% (n = 5) utilize Summit K-12 as a resource for their ELs. On the other hand, 30% utilize *7 steps to a Language-Rich Interactive Classroom*; 20% utilize Avid Curriculum and ELLevation; and 10% utilize Data Driven Instruction, Dualingo, English to Spanish Dictionaries, Flocabulary, Nearpod, Rosetta Stone, and *Talk Read, Talk Write*. Finally, the participants mentioned the importance of having resources for their teachers.

Instructional Coaching. Several participants 39% (n = 7) commented on keeping teachers motivated by supporting them through coaching them on how to support EBs. Participant 14 responded about her instructional team:

It's about teachers feeling supported. So my instructional team. They are rock

stars. They are in the work, in the action, supporting teachers and I think that

keeps them motivated. Because they always feel like there's somebody there that

supports them. And when you feel supported, you work harder or there's

somebody there to get to catch you. Because you know teaching is a game of

failure. And so you have to know that you're supported when that failure happens.

In addition, Participant 1 shared how his four instructional coaches help teachers

understand TEKS, plan, and utilize data to review TEKS:

We have four campus instructional coaches. One does the K-2 math and science,

one does K-2 ELA, 1 works with third to fifth math and science, and the other

does third to fifth ELA. We really get in there and write down the TEKS, look at

the calendar, and look at the scope and sequence. When it comes time, we take

mini-assessments. Then we go in there to look at what areas teachers need to

work on and develop or spiral back. We come up with a plan to cover those TEKS

to help kids improve their skills, get caught up, and fill in the bricks that are

missing in there.

Comparably, Participant 16 utilizes his ESL coaches to help support teachers:

We have a counselor for their population that works with him. We have two ESL

coaches which is a big plus. We have one coach that strictly focuses on helping

teachers with instructional practices for math and science. And then we have the

second ESL coach that works with English and social studies. So they work with

the other specialized coaches to come up with lesson plans and strategies to help

the students. They also have clerks for each grade level on 9th, 10th, 11th, and 12th

to help the students and their families. I have two administrators that manage. One

administrator focuses on instruction and the other focuses on accountability when

we speak of TELPAS and LPAC. It's a big world.

Likewise Participant 12 commented on how she utilizes the multilingual specialist:

In PLCs, we do have a specialist for the content areas. But then we also have a

multilingual specialist who will come to our PLCs and really provide support to

our EB-specific teachers. And so a lot of times they will have training for those

teachers to come together or the specialist will go into the class to observe and

give feedback. We just let them know we're a place of growth and so if you really

need some assistance with something please ask because we will come into the

classroom. Our specialist will come and assist you. A lot of times he's very hands-

on so he'll create manipulatives and really support the teacher and what they're

looking for. Teachers share their lesson plans with him, and he can add help with

things that may be beneficial and therefore ESL students.

Participants also commented on how they also coach their teachers on ideas they

have learned from professional development. Participant 15 commented:

I tend to be a principal who kind of gets in the weeds with my teachers if I can. I

roll up my sleeves. I participate in professional development sessions with them

so that when I go into the classroom, they know that I'm invested in it. I can help

guide them with my coaches. I may not be an expert, but the same thing that they

heard, I heard. We got to work together to make sure that it happens. So, for me,

my motivation has always been just being a supportive leader, and participate in

professional development. I need to be there with them whenever I can to hear,

learn with them, and then help them turn it around in their classroom.

Similarly, Participant 17 has stepped into the classroom to help coach teachers along with

assistant principals:

So, a specialist will come work directly with those teachers modeling the lessons.

Our instructional specialist in English will do that too. I go in and model

vocabulary development and so we do it a lot through classroom learning which I

think works best when there are kids in the classroom. Somebody can watch what

actually happens the way you want it to happen not just in theory. I have great

assistant principals with instructional coaching backgrounds so we do a lot of

modeling within classes with large ESL populations.

Principals have utilized coaches to help support students. Sometimes they have modeled

strategies as well in the classroom. Instructional coaching allows teachers and

instructional leaders to improve classroom practice through collaborative, nonevaluative

partnerships. Instructional coaching includes modeling of best practices, observation, and

reflective conversations (Nuss, 2020**).**

  Providing Valuable Time. Principals commented on providing teachers in-

school additional planning time since they know it is a struggle for teachers to complete

everything they need during the instructional day. Participant 7 provided a substitute to

support so teachers had time to complete rating and calibrating for TELPAS speaking on

an activity they were doing on campus. Also, Participant 10, shared how he created an

extra conference period for his teachers to have a conference every day with his block

schedule. Additionally, Participant 13 shared how he does not hold faculty meetings just

to hold faculty meetings. If he needs to cover something important he does it quickly and

doesn't "drag them out". He wants to honor their time and let them either work in their

room or plan. Moreover, Participant 1 shared how he provides time to help his

uncertified teachers complete their requirements within the school day:

It was such a struggle hiring bilingual teachers that we have a lot of teachers that

are working to become bilingual teachers. So, we're supporting them with days

that they can work on getting their certifications and studying for the exams.

Participants supported teachers by providing them time to complete important tasks such

as rating and calibrating for TELPAS, extra planning period, and certification preparation

time.

Summary of Findings

The findings are based on principal perceptions regarding the impact of their self-

efficacy on EB student achievement, facilitation of EB student learning, shared vision for

EB students, and motivating teachers with EB students. This qualitative inquiry study

aimed to examine principal perceptions of self-efficacy and EB student achievement

utilizing a grounded theory design approach. This study was focused on the rationale,

beliefs, and perceptions of principals regarding their leadership self-efficacy for EB

students' academic achievement.

The data analysis revealed 10 themes and 13 subthemes, which were deeply

rooted within the vast literature on principal leadership constructs. The findings

illustrated the expansive skills and competencies necessary for principals to lead teacher

teams and focus on student achievement. Considering principal perceptions regarding the

impact of their self-efficacy on EB student achievement, 100% (n = 18) agreed

principal's confidence influences EB achievement. The data revealed that the principal's

leadership can either improve or decrease student achievement based on the decisions

that are made. A perception of the principal as a reflective thinker was a common theme

that emerged from 44% (n = 8) of participants. The principals commented on how they

reflect their decisions on what is best for the student. On the other hand, several

participants 61% (n = 11) thought collaboration was an important source of principal

self-efficacy. Another perception of the principal is a builder of a collaborative team was another theme. The participants surround themselves with a team of experts on campus to guide and monitor their plans for EB student achievement. They work with the district's multilingual department for guidance and support. They continue their own professional development plan.

When examining the perceptions of principals concerning the impact of their self-efficacy in the facilitation of EB student learning, four emerging themes developed. These themes are: (a) Ensuring Teacher Quality (b) Promoting High-Quality Instruction (c) Understanding the Unique Needs of EB Students (d) Navigating Accountability. For Ensuring Teacher Quality, several principals 56% (n = 10) shared that with their increasing numbers of EL students on campus, they needed more teachers certified or trained with strategies to service them. Principals are concerned with finding teachers who are ESL certified. Some principals 39% (n = 7) shared their concern with the consistency of the English Language Development. According to the participants, teachers utilize translating in Spanish as the only linguistic accommodation or strategy for students. In addition, they have teachers that are not proficient in both languages, so they are not effective in teaching English. Principals have hired ESL staff that does not speak the native language. Several participants 50% (n = 9) mentioned that they wanted to hire a teacher that was the best fit for their school. Participants described teachers who are compassionate, understanding of EBs' emotional and academic well-being, build relationships, are successful, and want to work with EB population.

The second emerging theme of Promoting High Quality Instruction included three sub-themes: (a) Master Scheduling, (b) Team Planning, and (c) Professional Development. Several participants 67% (n = 12) discussed the importance and challenges of master scheduling for EBs. Principals commented on how they make intentional

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master schedules for EBs so they can either stay with the same group of students or teachers. Different plans were presented. Also, a majority of participants 78% (n = 14) discussed the value of facilitating time for planning among the teachers and specialized campus or district members that can help them. Several principals shared how they participate in lesson planning to learn, support and know what to look for in walkthroughs and observations. They also all mentioned how they utilize data to make instructional decisions to help them reach their goal. In addition, several 56% (n = 10) participants discuss the professional development offered they offer to support teachers with EBs on campus. They discussed how they monitor the strategies being encouraged in their walkthroughs or presentations. Some examples of professional development mentioned are *Seven Steps to a Language-Rich Interactive Classroom, Talk Read, Talk Write*, and TELPAS Speaking.

For the emerging theme of Understanding the Unique Needs of EB students, some participants 44% (n = 8) commented that staff needs to understand EB learners in order to serve them and help them make growth. Also, participants shared that teacher needed to be aware of the different levels of EB students. A participant perceived, " I think in order to facilitate learning we have to make sure that we know who the EB students are. We need to know their data to know what their strengths and weaknesses are." The principals responded to understanding the social and linguistic needs of EB students to help them make growth or exit the program.

During the interview sessions, all participants referred to TELPAS and STAAR as the data that is used to determine growth. The fourth emerging theme is Navigating Accountability. Several participants 50% (n = 9) shared their challenges regarding state testing for TELPAS and STAAR. The principal discussed the changes in TELPAS as well as how they are targeting TELPAS Listening with structured conversations,

prewriting scripts, purchasing new headphones, and practice activities where teachers listen to provide feedback. High school principals shared more frustration with the state regarding their New Arrivals taking STAAR over elementary and middle school. The principals mentioned how some of their newcomers may know the content in their native language yet get frustrated for taking the test in their second language. Then they become a retester but not because of content but of language. Thirty-three percent (n = 6) of the participants mentioned how they utilize data talks with teachers and students to monitor and support student achievement.

Considering principal perceptions of principals in relation to the impact of their self-efficacy and a shared vision for EB students, several participants 39% (n = 7) responded that creating a safe place for students to want to engage in school was important in their vision for the school. Creating a Safe, Welcoming Environment was a common theme that emerged from the participants' perceptions of the activities' principals organized on campus so their EB students could feel safe. Principals mentioned scheduling a community wide quinceañera, class dance parties, conversating with EB students in the classroom, and parent involvement activities can help students feel safe and welcomed. When participants were asked the question, "What is your vision for EL students on your campus?, 50% (n = 9) participants expressed visions of students being able to do better than when they started at their school and of positively impacting their future. Principals described their visions of EB students as having confidence in the English language, well-balanced bilingual students, academic growth, ability to communicate or interview in English, and graduation.

In analysis of principal perceptions in relation to the impact of their self-efficacy in motivating teachers of EB students, fifty percent of the participants discussed the importance of demonstrating how they value their teachers as well as how much value

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they contribute to the EB students. Valuing teachers is a common theme that emerged from the principal perceptions of motivating teachers. Principals stated how they reminded their teachers about the value they have on students as well as how they wanted to show them by engaging with teachers in the classroom or planning that they value their work with the EB students. Principals also show they value their teachers by emphasizing student growth when they talk about data with their teachers.

Supporting Teachers was another theme that emerged when participants were asked how to motivate teachers in their support of EBs on the campus. There were three subthemes: (a) Resources, (b) Instructional Coaching, and (c) Time. All participants agreed that they support teachers with the resources they need to support EB instruction. Some of these resources come from the district while others they purchase out of their campus budget. Fifty-five percent (n = 10) gave specific examples of resources that have been purchased by the participants. The data displayed in Table 4.2 indicated 50% (n = 5) utilize Summit K-12 as a resource for their ELs. On the other hand, 30% utilize *7 Steps to a Language-Rich Interactive Classroom*; 20% utilize Avid Curriculum and ELLEvation; and 10% utilize Data Driven Instruction, Dualingo, English to Spanish Dictionaries, Flocabulary, Nearpod, Rosetta Stone, and *Talk Read, Talk Write*. Also, several participants 39% (n = 7) commented on keeping teachers motivated by supporting them through coaching them on how to support EBs. Principals have utilized coaches to help support students. Sometimes they have modeled strategies as well in the classroom. Lastly, principals commented on providing teachers time since they know it is a struggle for teachers to complete everything they need. Participants supported teachers by providing them time to complete important tasks such as rating and calibrating for TELPAS, extra planning period, and certification preparation time.

Conclusion

This chapter presented a qualitative analysis regarding principal perceptions of self-efficacy and EB's student achievement in public schools. Overall, all principals believed their perceptions impact their self-efficacy on EB student achievement, in the facilitation of EL student learning, shared vision, and in motivating teachers with EB students. Chapter V will include a discussion of the findings detailed in this chapter in comparison to the findings listed in Chapter II, along with the implication of the findings concluded for this study and recommendations for future research studies.

CHAPTER V:

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

Emergent Bilingual achievement is a significant and frequent problem school districts across the U.S. need to address (NCES, 2022). Although many studies have been conducted in an effort to understand perceptions of self-efficacy of principals to lead others to perform at high levels and to engage in improving research-based organizational learning strategies that can impact student performance (Bellibaş et al., 2020; Elfers & Stritikus, 2014; Grissom et al., 2021; Hesbol, 2019; McGee et al., 2014; Pedell et al., 2020), there is limited research regarding principals' impact on EBs achievement across the elementary, middle, and high school levels in public schools (Eflers & Stritikus, 2014; Grissom et al., 2021; Vera et al., 2021). To examine principal perceptions of self-efficacy and EL student achievement, this qualitative inquiry study examined the transcripts of 18 principals in elementary, middle, and high school public schools. This chapter presents a detailed discussion of findings, along with the implications of these findings, along with the implications of these finding and future research recommendations.

Summary

Throughout this examination, the findings predominantly indicated that principal perceptions of self-efficacy impact EB student achievement. This is congruent with the Social Cognitive Theory Framework, where a school administrator's sense of self-efficacy is an individual's judgment of his or her capacity to develop a specific course of action to the situation or challenges presented to create a desired outcome (Bandura, 1977). School administrators with a high sense of self-efficacy have demonstrated the ability to be determined to meet their campus goals but are also more adaptable and flexible to change strategies to meet new situations (Bandura, 1994, 1997). This is also

consistent with conclusions and findings from Cobanoglu and Yurek (2018) and Skaalvik (2020) who indicated a principal's sense of self-efficacy plays a significant role in meeting the expectations and work demands, especially with the increasing demands of academic achievement and success. Bellemans and Devos (2021) emphasized the importance of principals applying work experiences in a positive way to support a positive self-concept to overcome obstacles and improve student achievement. In support of this finding, the principals' responses revealed that the principal's leadership can either improve or decrease student achievement based on the decisions that are made.

The findings from research question one indicated several participants 44 % (n = 8) shared how they are constantly reflecting and questioning themselves regarding the decisions they make on campus to support EB students, teachers, and academic achievement. They reflect on their decisions based upon data and student progress to set campus goals. This is parallel to the literature which concluded that reflective thinking helps the leader gather an understanding from their experiences, think critically, and use the knowledge as a guide for future actions (Ersozlu, 2016). Mastery experiences describe how people respond through behaviors based on their efficacy beliefs and evaluate the adequacy of their self-appraisal from their achieved performance (Bellemans & Devos, 2021). Decisions based on reflective analysis are not arbitrary, they are intentional and thoroughly analyzed to make the best decisions for students (Ersozlu, 2016).

Consistently the review of literature showed collaboration of a team is an important source of self-efficacy (Acton, 2021; Elfer & Stritikus, 2014; Ganon-Shilon, 2020). According to Ganon-Shilon et al. (2020) investigation of high school principals' perceptions and their shared sense-making practices during the implementation of a program, the findings concluded that by utilizing the individual ideas of school members

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into a shared pedagogical practice, and enhanced commitment to school goals occurred by the combined effort of the staff. Promoting ownership for the reform through a shared understanding and collaboration provides a beneficial framework for principals and teachers to navigate reform (Ganon-Shilon et al., 2020). This premise is compatible with the findings from this research study where 61% (n=11) of the participants responded collaboration was an important source of principal self-efficacy. Participants surround themselves with instructional or department experts on campus to guide and monitor their plans. They work with the district's multilingual department for guidance and support.

The findings from Research Question Two indicated several common themes from the principals' perceptions of their self-efficacy in the facilitation of EB student learning. As previously stated, facilitating student learning for EB students involves a principal understanding of programs, strategies, professional development, and support to help EL students become successful (Mungia, 2017). The research of this study revealed the following themes: ensuring teacher quality, promoting high-quality instruction, understanding the unique needs of EL students, and navigating accountability. Teacher quality describes teachers' attributes, and teaching quality refers to what teachers do in the classroom to foster student learning (Voss et al., 2022). For ensuring teacher quality, several principals 56% (n = 10) shared that with their increasing numbers of EB students on campus, they needed more teachers certified or trained with strategies to service EB students. Some principals 39% (n = 7) shared their concern with the consistency of the English Language Development. According to the participants, teachers utilize translating in Spanish as the only linguistic accommodation or strategy for students. Several participants 50% (n = 9) mentioned that they wanted to hire a teacher that was the best fit for their school. Participants described teachers who are compassionate, understanding of EBs' emotional and academic well-being, build relationships, are

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successful, and want to work with EL population. Congruently, these themes aligned with studies and literature that concluded it is critical for teachers who spend a significant amount of time with children to love their profession, practice it willingly, understand children's emotions and thoughts, and establish empathy with them (Ceylan, 2009; Peddell et. all 2020).

Additionally, the second emerging theme of promoting high-quality instruction included three sub-themes: master scheduling, team planning and participatory curriculum leadership, and professional development. This study indicated 67% (n = 12) of several participants discussed the importance and challenges of master scheduling for EBs. Principals commented on their different plans of how they make intentional master schedules for EBs so they can either stay with the same group of students or teachers. Also, a majority of participants 78% (n = 14) indicated the value of facilitating time for planning among the teachers and specialized campus or district members that can help them. Several principals shared how they participate in lesson planning to learn, support, and know what to look for in walkthroughs and observations. They also all mentioned how they utilize data to make instructional decisions to help them reach their goal. In addition, several 56% (n = 10) of participants discuss the professional development offered they offer to support teachers with EBs on campus. They discussed how they monitor the strategies being encouraged in their walkthroughs or presentations. These responses affirmed the literature regarding facilitating high-quality instruction for EL students (Elfers & Stritikus, 2014; Mungia, 2017; Padron & Waxman, 2016). Moreover, Weddle et al. (2021) study concluded it is a critical need for campus leaders to support teacher capacity with EB students.

The result of the multiphase study suggests that educators are searching for not only how they can evaluate and adapt to the learning needs of EB students, but also how

to improve support in the larger setting in which they learn, such as integrating EB students into schools, and home school relationships (Vera et al., 2021). This premise is compatible with findings from this study where 44% (n = 8) of participants responded that staff needs to understand the unique needs of EB learners in order to serve them and help them with social emotional and academic growth. The principals responded to understanding the social and linguistic needs of EB students to help them make growth or exit the program.

During the interview sessions, all participants referred to TELPAS and STAAR as the data that is used to determine growth. However, 50% (n = 9) indicated the speaking domain as being the most challenging area for EB students on campus. The principal discussed the changes in TELPAS as well as how they are targeting TELPAS Listening with structured conversations, prewriting scripts, purchasing new headphones, and practice activities where teachers listen to provide feedback. High school principals shared more frustration with the state regarding their New Arrivals taking STAAR over elementary and middle school. Park et al. (2018) concluded that principals focusing on how a school-level system influences student achievement provides a better understanding of sustaining high school academic performance through school reform initiatives such as building professional learning communities and monitoring data.

The findings from Research Question 3 indicated that when examining perceptions of principals in relation to the impact of their self-efficacy and a shared vision for EB students, 33 % (n=7) showed creating a safe place for students to want to engage in school was important in the vision for the school. Participants indicated scheduling events like a community-wide quinceañera or class parties, conversating with EBs students around the school, and parent involvement activities can help students feel safe and welcomed. Additionally, the study indicated 50% (n = 9) of participants

described visions of students being able to do better than when they started at their school and of positively impacting their future. They described their visions of ESL students having confidence in the English language, well-balanced bilingual students, academic growth, ability to communicate or interview in English, and graduation. This is congruent with findings from Braun et al. (2017), Hallinger (2011), Klar and Brewer's (2013), Peddell et al. (2020) where principals indicated similar strategies used to prepare teachers for school improvement included building positive relationships, shared understanding of data-driven decisions, and a clear vision of the focus attributed to student success.

Moreover, the findings from research question four indicated when examining principal perceptions of principals in relation to the impact of their self-efficacy in motivating teachers of EB students 50% (n = 9) of the participants discussed the importance of demonstrating how they value their teachers as well as how much value they contribute to the EB students. Principals stated how they reminded their teachers about the value they have on students as well as how they wanted to show them by engaging with teachers in the classroom or planning that they value their work with the EB students. Principals also show they value their teachers by emphasizing student growth when they talk about data with their teachers. All participants agreed that they support teachers with the resources they need to support EB instruction. Also, several participants 39% (n = 7) commented on keeping teachers motivated by supporting them through coaching them on how to support EBs. Principals have utilized coaches to help support students. Sometimes they have modeled strategies as well in the classroom. Lastly, principals commented on providing teachers time since they know it is a struggle for teachers to complete everything they need. Participants supported teachers by providing them time to complete important tasks such as rating and calibrating for

TELPAS, extra planning period, and certification preparation time. These findings are consistent with Acton (2021) qualitative study that indicated principals felt it was important to share the messaging of why an initiative is important for student learning to share with the rest of the faculty. In addition, findings from the Weddle et al. (2021) teachers' interviews suggest that the budget decisions campus leaders make regarding EB-focused training and resources support their EB success.

Implications

Based on the summary of findings discussed in the previous section, implications are warranted for principals, district leaders, teacher preparation programs, and state leaders. The findings of this study could help current and aspiring principals as well as district leaders in K-12 public schools gain insight on strategies to develop their leadership and principal self-efficacy to improve EB student achievement by facilitating learning with ensuring teacher quality, promoting high-quality instruction, understanding the unique needs of EB students, and navigating accountability. Also, the findings of this study could help teacher preparation programs align their programs with district and EB student needs in public schools. Lastly the findings could help state leaders develop an understanding of the concerns and needs of EB students to improve support to districts.

Collaboration is encouraged for school and district leaders to work together to create high-quality learning opportunities for students and created support systems that were EL-specific (Elfer & Stritikus 2014). Principals shared how collaborating with a team of experts helps them make the best decision for EB students. By utilizing the individual ideas of school members into a shared pedagogical practice, an enhanced commitment to school goals occurred by the combined effort of the staff (Ganon-Shilon (2020). Principals should consider building a diverse team as well as partner with district leaders to support the instruction of EB students on campus.

Also, principals commented on plans based on student data to help them reach their goals. A majority of the principals shared how they or another instructional leader were part of the planning team to show their support and understanding of instruction. Planning time is important because it provides teachers with time to collaborate so they can plan, analyze data, monitor student growth, discuss strategies, discuss interventions, and set goals (Mungia, 2017). The instruction planned for EB students must be intentional and targeted to meet the needs of the students. It is recommended principals or leadership team members participate in the planning sessions to support and be aware the instructional plans. In addition, principals or leadership team members will know what to be aware of during class visits, walkthroughs, and/or observations.

Both principal support and professional learning are positively associated with student achievement through their effect on group level teacher expectations (Park et al., 2018). Principals discussed how they provide professional development to support teachers and EB needs. They monitor the strategies being encouraged in their walkthroughs or presentations. Some examples of professional development mentioned are *Seven Steps to a Language-Rich Interactive Classroom, Talk Read, Talk Write*, and TELPAS Speaking. Teacher professional development is important for promoting understanding of second language acquisition for English learners (Weddle et al., 2021 Therefore principals need to be aware of current professional development practices and ensure they have allocated campus funding towards this need in their campus improvement plan and budget. District leaders can also ensure they have allocated funding to support principals with EB professional development.

Navigating accountability refers to the administrator's monitoring of student achievement and accountability. This is achieved through systems of school organization, culture, teacher behavior, and classroom practices (Grissom et al., 2021; Hallinger, 2011;

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Leithwood et al., 2006). Principals shared different strategies they implemented to support TELPAS at their campuses. Every principal talked about the speaking domain as being the most challenging area for their EL students. One principal shared the challenge his high academic performing students were having. Principals may consider auditing their testing equipment to ensure the devices work properly. Also, utilizing data talks helps students to assess their current level of proficiency, set goals, track progress and reflect upon their progress (Nordengren, 2019). Principals may consider meeting individually with every EL to discuss their progress and plan for improvement.

In addition, the findings of this study can help current and aspiring principals with ideas of improving the culture on the campus for EB students with ideas of creating a safe, welcoming environment as well as advocating academic and emotional success for EB students. Creating a safe, welcoming environment was a common theme that emerged from the participants' perceptions of the activities' principals organized on campus so their EB students could feel safe. It is important to create a safe and welcoming learning environment that has high expectations, a culture of trust, and a shared vision (Mungia, 2017). The learning environment refers to the beliefs, values, and everyday interactions among staff, students, and parents. It also includes basic needs such as safety and order at the school because it can impact the learning of EL students (Sebastian & Allensworth, 2012). Principals mentioned scheduling a community-wide quinceañera, class dance parties, conversating with EB students in the classroom, and parent involvement activities can help students feel safe and welcomed. It is recommended principals reflect on how their campus events reflect a safe and welcoming environment.

Furthermore, the findings of the study could help current and aspiring principals with strategies to recruit and retain teachers with suggestions to motivate and support teachers of EB students. It is recommended principals remind teachers of their purpose

and support them with time for planning, training, coaching, and collaborating with their team. Principals have utilized coaches to help support students. Sometimes they have modeled strategies as well in the classroom. Instructional coaching allows teachers and instructional leaders to improve classroom practice through collaborative, nonevaluative partnerships. Instructional coaching includes modeling of best practices, observation, and reflective conversations (Nuss, 2020)**.**

In addition, district leaders could benefit from the findings by ensuring staffing support is available at each campus since EB enrollment numbers are increasing, and districts need to consider varying levels of staffing support for campuses with different English proficiency levels such as new arrivals or long-term EBs. Some districts are offering stipends to recruit and retain ESL-certified teachers. Also, district leaders could benefit from the findings by providing and designing professional development opportunities that target the needs of EB students in instructional leadership and coaching. Principals need this support so they do not leave the profession. Research shows that principals are leaving at high rates and one of the reasons they leaveThere were resources shared such as Summit K-12 and *7 Steps to a Language-Rich Interactive Classroom.*

Also, teacher preparation programs in universities or alternative certification programs can benefit from the findings to prepare teacher candidates. According to the 2020-2021 Texas Student Information Report, Texas has 20.7% of Emergent Bilinguals identified in the state. ESL teachers are needed. Therefore, universities and alternative certification programs will be marketable with their programs if they offer support and training for instructing ELs and helping candidates pass their ESL certification.

Lastly, our state board of education could benefit from the findings of the challenges high school principals face in navigating accountability. High school principals are concerned with TELPAS, STAAR, and graduation rates for English Learners. Two participants believe it would be beneficial for the state to create a special interest group or task force that consists of stakeholders (principals, teachers, and EB students) who can address the challenges high schools are facing and provide possible solutions of accountability and supports to EB students.

Future Research Recommendations

There are several recommendations for future research in this area of study. First, an increase in the sample size of the principal participant group with at least three years of principal experience is suggested. By doing so the researcher may get a more accurate representation of perceptions of principal self-efficacy and EB achievement. The researcher may find similar or different findings from state and national areas. Secondly, the researcher recommends including teachers who teach EBs in the program at the principal schools to compare their perceptions. Lastly, data could be collected to study the specifics regarding funding, capital resources, and human resources for facilitating EB Learners.

Conclusion

Emergent Bilingual achievement is a significant problem school districts must address (NCES, 2022). The difference in student achievement between EBs and other groups becomes more significant as students enter middle and high school (NCES, 2022; TEA, 2021). In parallel, principals must be highly efficacious to lead others to perform at high levels to engage in improving research-based organizational learning strategies that can impact student performance (Grissom et al. 2021; Hesbol, 2019). Given that there is limited research regarding principals' impact on EBs achievement across elementary,

middle, and high schools in public schools, it is imperative to increase knowledge and understanding of principal perceptions of self-efficacy, EB student achievement, facilitation of EB student learning, shared vision for EB students and motivating teachers with EB students. Considering the graduation gap continues to increase between EBs and monolinguals (NCES, 2022; TEA, 2021), this study could potentially provide a significant contribution to developing principals' self-efficacy and support of EB student achievement across elementary, middle, and high schools.

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APPENDIX A:

INFORMED CONSENT

You are being asked to participate in the research project described below. Your participation in this study is entirely voluntary and you may refuse to participate, or you may decide to stop your participation at any time. Should you refuse to participate in the study or should you withdraw your consent and stop participation in the study, your decision will involve no penalty or loss of benefits to which you may be otherwise entitled. You are being asked to read the information below carefully and ask questions about anything you don't understand before deciding whether or not to participate.

Title: Examining Principal Perceptions in Terms of Self-Efficacy and English Learners' Student Achievement in K-12 Public Schools
Student Investigator(s): Janie Jimenez
Faculty Sponsor: Dr. Antonio Corrales

PURPOSE OF THE STUDY
The purpose of this study is to examine principal perceptions of self-efficacy and EL's student achievement.

PROCEDURES
Principals from elementary, middle school and high schools were selected to participate in this study based upon their demographic data. Interview data will be collected for this study to determine the perceptions of self-efficacy of principals on ELs student achievement regarding facilitating student learning, vision, and motivating teachers.

EXPECTED DURATION
The total anticipated time commitment will be approximately 30 minutes per participants.

RISKS OF PARTICIPATION
There are no anticipated risks associated with participation in this project

BENEFITS TO THE SUBJECT
There is no direct benefit received from your participation in this study, but your participation will help the investigator(s) better understand perceptions of self-efficacy of principals' on ELs student achievement in k-12 public schools

CONFIDENTIALITY OF RECORDS
Every effort will be made to maintain the confidentiality of your study records. The data collected from the study will be used for educational and publication purposes, however, you will not be identified by name. For federal audit purposes, the participant's documentation for this research project will be maintained and safeguarded by Principal

Investigator for a minimum of three years after completion of the study. After that time, the participant's documentation may be destroyed.

FINANCIAL COMPENSATION
There is no financial compensation to be offered for participation in the study.

INVESTIGATOR'S RIGHT TO WITHDRAW PARTICIPANT
The investigator has the right to withdraw you from this study at any time.

CONTACT INFORMATION FOR QUESTIONS OR PROBLEMS
If you have additional questions during the course of this study about the research or any related problem, you may contact the Student Researcher, Janie Jimenez, by email at garciaj1520@uhcl.edu. The Faculty Sponsor, Dr. Antonio Corrales, may be contacted at phone number by email at acorrales@uhcl.edu.

SIGNATURES:
Your signature below acknowledges your voluntary participation in this research project. Such participation does not release the investigator(s), institution(s), sponsor(s) or granting agency(ies) from their professional and ethical responsibility to you. By signing the form, you are not waiving any of your legal rights.

The purpose of this study, procedures to be followed, and explanation of risks or benefits have been explained to you. You have been allowed to ask questions and your questions have been answered to your satisfaction. You have been told who to contact if you have additional questions. You have read this consent form and voluntarily agree to participate as a subject in this study. You are free to withdraw your consent at any time by contacting the Principal Investigator or Student Researcher/Faculty Sponsor. You will be given a copy of the consent form you have signed.
Subject's printed name: _____
Signature of Subject: _____
Date: _____

Using language which is understandable and appropriate, I have discussed this project and the items listed above with the subject.
Printed name and title _____
Signature of Person Obtaining Consent: _____
Date: _____

THE UNIVERSITY OF HOUSTON-CLEAR LAKE (UHCL) COMMITTEE FOR PROTECTION OF HUMAN SUBJECTS HAS REVIEWED AND APPROVED THIS PROJECT. ANY QUESTIONS REGARDING YOUR RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UHCL COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (281-283-3015). ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT UHCL ARE GOVERNED BY REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT. (FEDERALWIDE ASSURANCE # FWA00004068)

APPENDIX B:

INTERVIEW GUIDE

Participants will be provided the interview protocol and questions prior to participating in the interviews. Consent forms will be completed at the teacher interview and collected by the researcher. The interviews will be recorded through Zoom. Participating in this study is completely voluntary and will provide invaluable data to the researcher.

Examining Principal Perceptions of Self-Efficacy and Emergent Bilinguals'' Student Achievement in K-12 Public Schools

Qualitative Interview Questions

Research Purpose: The purpose of this study is to examine principal perceptions of self-efficacy and EBs' student achievement.

Name:

Current Position:

School:

District:

1. How long have you served as a principal with EBs on your campus school? What is your background with EBs before serving as a principal?

2. How many EBs do you currently have on your campus?

3. What kind of second language programs does your campus offer?

4. What are the strengths of the second language program at your school?

5. What are the challenges in implementing the second language program at your school?

6. What changes would you like to see in the second language program at your school?

Self-Efficacy: The school administrator's belief in the capability to develop the instruction and student learning. These behaviors impact students learning. (Cobanoglu & Yurek, 2018)

7. Do you think a principal's confidence (self-efficacy) in their leadership abilities influences EB's student achievement? Please explain.

8. In what ways do you engage your staff around the need to improve student achievement for EBs?

9. How do you support EB teacher's professional growth?

Teacher motivation: something that determines what interests' individuals to teaching, the length of time they remain in their teaching profession, and the level to which they participate in their teaching profession in terms of attraction, retention, and awareness (Sinclair, 2008).

10. Do you think a principal's confidence (self-efficacy) in motivating teachers influences EB student achievement? Please explain.

11. How do you motivate teachers for supporting EB students on your campus? Please explain.

Facilitating Student Learning: Strategies (structure, systems, and processes) principals use to support the academic achievement of EBs at their campus (Mungia, 2017).

12. How do you facilitate student learning for EB students on your campus? Please explain.

13. How do you think your confidence in facilitating(supporting) student learning with EB student influences their academic achievement?

Vision: A critical aspect of leadership is helping a group create shared understandings about the school, its activities, and goals that support a sense of purpose (Hallinger, 2011).

14. What is your vision for the EB students on your campus?

15. How do you believe your confidence in your vision with EB students influence their academic achievement?

16. What do you consider to be the most important source of your principal self-efficacy? Why does this source have the most positive or negative influence on his/her self-efficacy?

17. Is there anything additional you would like to add regarding perceptions of self-efficacy of principals on EB's student achievement in public schools?