

ABSTRACT

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Title: A TEACHER'S SELF-PERCEPTIONS OF EFFECTIVENESS AND IMPACT ON LANGUAGE LEARNERS

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The effectiveness of a teacher largely impacts students and how successful they are in the classroom. While a key factor in teacher performance and student success, teacher effectiveness is a complex and multidimensional concept. This study explores the self-perceptions of effectiveness of a bilingual teacher, working in a dual-language program setting, and her journey as she set out to improve her instructional delivery in her classroom. The study is part of a larger investigation that focused on teachers who completed a teacher preparation program at Southern Connecticut State University and their self-perceptions of their effectiveness and impact on their students. The larger study used action research (Kemmis, 2009) as a framework to enable the participants to reflect, determine, and improve aspects of their teaching. Data methods include a self-assessment of teacher effectiveness, a reflective journal, teacher-designed materials, students' work, transcripts of three audio-recorded meetings with researchers and participants, and an interview. Findings indicate that the bilingual teacher considered herself as an overall effective teacher but that she also had the mindset of needing consistent growth. For her to increase her effectiveness in a specific practice, she had to gain deep insight of her needs and to experiment multiple times with new practices before she could fully understand what she needed.