

Council of Chief State School Officers
Wisconsin Center for Education Research

SURVEYS OF ENACTED CURRICULUM[®]

ENGLISH LANGUAGE LEARNER STUDY

Survey Of Instructional Practices

Academic Teacher Survey

Grades K-12

English, Language Arts, and Reading

This survey is designed for academic teachers whose primary responsibility is the instruction of English Language Arts. This does not include ESL/ELD teachers who are mainly responsible for the English language development of English Language learners. A specific survey has been designed for them.

Thank you for agreeing to participate in this survey of instructional practices and content. This survey is part of a collaborative effort to provide education researchers, policymakers, administrators, and most importantly, teachers like yourself with comparative information about instruction in districts participating in the SEC Collaborative or in associated initiatives from states and districts around the country. To learn more about the SEC and its use in other projects, please visit the project website: <http://www.secsurvey.org>.

Your participation in this survey is voluntary. If you choose to participate, your personal information will remain strictly confidential. Information that could be used to identify you or connect you to individual results will not be shared with staff in your school, district, or state. Individual respondents are never identified in any reports of results. The questionnaire poses no risk to you, and there is no penalty for refusal to participate. You may withdraw from the study simply by returning the questionnaire without completing it, without penalty or loss of services or benefits to which you would be otherwise entitled.

If you have any questions regarding your rights as a research participant, please contact the University of Wisconsin-Madison School of Education's Human Subjects Committee office at (608) 262-2463.

A joint project of the Council of Chief State School Officers and the Wisconsin Center for Education Research, with funding support from the U.S. Department of Education and participating states and districts. Limited Copyright.

Reporting Period: Most recent school year (current year, if reporting after March 1st)

Instructions for Selecting the Target Class

English, language arts, and reading instruction: For all questions, please refer only to activities that are part of English, language arts, or reading instruction. If you teach more than one class, respond only for the first class that you teach each week. If that is a split class (i.e., the class contains more than one group for language arts instruction and each group is taught separately), respond for the group with the largest number of ELLs.

Please read each question and its response choices carefully, and then mark your response by filling in an appropriate response circle. A pen or pencil may be used to complete the survey.

Survey of Instructional Practices for English, Language Arts, and Reading

SCHOOL DESCRIPTION

- 1 Which of these categories best describe the way your English, language arts, and reading classes at this school are organized? (Check all that apply)
- ① Departmentalized Instruction
 - ② Subject-Area Specialist (non-departmental)
 - ③ Self-Contained (i.e., teach multiple subjects)
 - ④ Team Taught
- 2 If your school is departmentalized, or if you are a subject-area specialist, how many different English, language arts, and reading classes do you currently teach?
- ① ② ③ ④ ⑤ ⑥ ⑦
(Number of classes taught)

CLASS DESCRIPTION

- 3 Which term best describes the target class, or course, you are teaching?
- ① English/Language Arts
 - ② Reading
 - ③ Dramatics/Speech
 - ④ English as a Second Language
 - ⑤ Literature
 - ⑥ Journalism/Writing
 - ⑦ Technical Writing
 - ⑧ AP/IB Classes
 - ⑨ Other
- 4 During a typical week, approximately how many hours will the target class spend in your subject area?
- Number of instructional hours=**
- ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
0 1 2 3 4 5 6 7 8 9
- 5 What is the average length of each class period for the target class?
- ① Not applicable
 - ② 30 to 40 minutes
 - ③ 41 to 50 minutes
 - ④ 51 to 60 minutes
 - ⑤ 61 to 90 minutes
 - ⑥ 91 to 120 minutes
 - ⑦ Varies due to block scheduling or integrated instruction
- 6 For how many weeks will the target class meet this school year in total?
- Total number of weeks=**
- ① ② ③
1 to 12 13 to 24 25 to 36

HOMEWORK (work assigned to be completed *outside of class*)

Answer the following questions with regard to your target class:

- 16 How often do you usually assign English, language arts, and reading homework to be completed outside of class?
- ① Never (Skip to # 27)
 ② Less than once per week
 ③ Once or twice per week
 ④ Three to four times per week
 ⑤ Every day
- 17 How many minutes do you expect a typical student to spend on a normal homework assignment completed outside of class?
- ① I do not assign homework
 ② Less than 15 minutes
 ③ From 15 to 30 minutes
 ④ From 31 to 60 minutes
 ⑤ From 61 to 90 minutes
 ⑥ More than 90 minutes
- 18 Does homework completed outside of class count toward student grades?
- ① Never
 ② Usually does not
 ③ Usually does
 ④ Always does

AMOUNT OF HOMEWORK TIME

- 0 - None**
1 - Little (*Less than 10% of homework time outside of class*)
2 - Some (*10-25% of homework time outside of class*)
3 - Moderate (*26-50% of homework time outside of class*)
4 - Considerable (*More than 50% of homework time outside of class*)

What percentage of the time that students in the target class spend on English, language arts, and reading homework done *outside of class* do you expect them to:

- | | None | Little | Some | Moderate | Considerable |
|---|-------------|---------------|-------------|-----------------|---------------------|
| 19 Research, plan, and write a report | ① | ② | ③ | ④ | ⑤ |
| 20 Read assigned text | ① | ② | ③ | ④ | ⑤ |
| 21 Engage in a writing process (e.g., prewriting, drafting, editing, or revising) | ① | ② | ③ | ④ | ⑤ |
| 22 Complete a worksheet or answer assigned questions | ① | ② | ③ | ④ | ⑤ |
| 23 Work on a demonstration or presentation | ① | ② | ③ | ④ | ⑤ |
| 24 Collect data or information | ① | ② | ③ | ④ | ⑤ |
| 25 Participate in word study activities (e.g., spelling, vocabulary, etc.) | ① | ② | ③ | ④ | ⑤ |
| 26 Other (Specify: _____) | ① | ② | ③ | ④ | ⑤ |

INSTRUCTIONAL ACTIVITIES IN ENGLISH, LANGUAGE ARTS, AND READING (ELAR)

Listed below are questions about the types of activities **that students in the target class** may engage in during English, language arts, and reading instruction. Please estimate the relative amount of time a typical student in your class will spend engaged in *each activity* over the course of a school year. The activities are not mutually exclusive; across activities, **your answers will probably exceed 100%**. Consider each activity on its own, estimating the range that best indicates the relative amount of English, language arts, and reading instructional time that a typical student in your target class engages in over the course of a school year for that category.

<i>AMOUNT OF INSTRUCTIONAL TIME</i>	
0 - None	
1 - Little (<i>Less than 10%</i> of instructional time for the school year)	
2 - Some (<i>10-25%</i> of instructional time for the school year)	
3 - Moderate (<i>26-50%</i> of instructional time for the school year)	
4 - Considerable (<i>More than 50%</i> of instructional time for the school year)	

How much of the English, language arts, and reading instructional time in the target class do students use to engage in the following tasks?	None	Little	Some	Moderate	Considerable
27 Watch the teacher demonstrate/model English, language arts and reading processes (e.g., reading, writing, and speaking)	①	②	③	④	⑤
28 Silently read books, magazines, articles, or other written material of their own choice	①	②	③	④	⑤
29 Collect, summarize, and/or analyze information from multiple sources	①	②	③	④	⑤
30 Maintain and reflect on a portfolio of their own work	①	②	③	④	⑤
31 Engage in a writing process (e.g., prewriting, drafting, editing, or revising)	①	②	③	④	⑤
32 Learn to use resources (e.g., dictionary, thesaurus, or speller)	①	②	③	④	⑤
33 Use hands-on materials or manipulatives (e.g., letter tiles, boxes, puppets, or costumes)	①	②	③	④	⑤
34 Work in pairs or small groups	①	②	③	④	⑤
35 Engage or participate in a language arts activity outside the classroom (e.g., attend a play, performance, or similar activity during school time)	①	②	③	④	⑤
36 Use computers or other technology (e.g., cameras, tape recorders, etc.) to learn/practice/explore language arts content	①	②	③	④	⑤
37 Practice test-taking strategies	①	②	③	④	⑤
38 Work individually on assignments	①	②	③	④	⑤
39 Take a quiz or test	①	②	③	④	⑤

INSTRUCTIONAL ACTIVITIES IN ENGLISH, LANGUAGE ARTS, AND READING (ELAR)

AMOUNT OF INSTRUCTIONAL TIME

0 - None

1 - Little (*Less than 10%* of instructional time for the school year)

2 - Some (*10-25%* of instructional time for the school year)

3 - Moderate (*26-50%* of instructional time for the school year)

4 - Considerable (*More than 50%* of instructional time for the school year)

How much of the English, language arts, and reading instructional time in the target class do students use to engage in the following tasks?	None	Little	Some	Moderate	Considerable
40 Work with teacher in guided reading or writing practice	①	②	③	④	⑤
41 Participate in a student-teacher conference	①	②	③	④	⑤
42 Listen to outside speakers in class	①	②	③	④	⑤
43 Read aloud (e.g., pair sharing)	①	②	③	④	⑤
44 View slides, overheads, films, videos, or DVDs or listen to recordings	①	②	③	④	⑤
45 Listen to the teacher read aloud	①	②	③	④	⑤
46 Engage in a speech, oral presentation, or performance	①	②	③	④	⑤
47 Use a work center/station	①	②	③	④	⑤
48 Engage in journal or free expressive writing	①	②	③	④	⑤
49 Use graphic organizers	①	②	③	④	⑤
50 Grade assignments/check homework	①	②	③	④	⑤

NOTE: The response options on this page refer to the amount of time available for each underlined cluster of activities separately.

AMOUNT OF INSTRUCTIONAL TIME (for this set of activities)

0 - None

1 - Little (*Less than 10% of instructional time for this set of activities*)

2 - Some (*10-25% of instructional time for this set of activities*)

3 - Moderate (*26-50% of instructional time for this set of activities*)

4 - Considerable (*More than 50% of instructional time for this set of activities*)

Activities in ELAR

When students in the target class are engaged in constructing meaning from text activities as part of English, language arts, and reading instruction, how much of that time do they use to engage in the following tasks?

	None	Little	Some	Moderate	Considerable
51 Complete English, language arts, and reading exercises from a text or worksheet	①	②	③	④	⑤
52 Write a response or explanation using brief constructed responses of several sentences or more	①	②	③	④	⑤
53 Respond creatively to texts	①	②	③	④	⑤
54 Relate text to personal experience or prior learning	①	②	③	④	⑤
55 Use reading and writing to solve real-world problems	①	②	③	④	⑤
56 Analyze information to make inferences or draw conclusions	①	②	③	④	⑤

Small Group Activities in ELAR

When students in the target class work in pairs or small groups as part of English, language arts, and reading instruction, how much of that time do they use to engage in the following tasks?

	None	Little	Some	Moderate	Considerable
57 Discuss <i>how</i> they read and <i>how</i> they write	①	②	③	④	⑤
58 Discuss <i>what</i> they read and <i>what</i> they write	①	②	③	④	⑤
59 Complete written assignments from the textbook or worksheets	①	②	③	④	⑤
60 Work on an assignment, report, or project that takes longer than a week to complete	①	②	③	④	⑤
61 Work on a writing project in which group members engage in peer revision and editing	①	②	③	④	⑤
62 Review assignments or prepare for a test or quiz	①	②	③	④	⑤
63 Prepare or practice for a presentation	①	②	③	④	⑤

NOTE: The response options on this page refer to the amount of time available for each underlined cluster of activities separately.

AMOUNT OF INSTRUCTIONAL TIME (for this set of activities)

0 - None

1 - Little (*Less than 10% of instructional time for this set of activities*)

2 - Some (*10-25% of instructional time for this set of activities*)

3 - Moderate (*26-50% of instructional time for this set of activities*)

4 - Considerable (*More than 50% of instructional time for this set of activities*)

Hands-On and Technology Activities in ELAR

When students in the target class are engaged in activities that involve the use of hands-on materials as part of English, language arts, and reading instruction, how much of that time do they use to engage in the following tasks?

- | | None | Little | Some | Moderate | Considerable |
|--|------|--------|------|----------|--------------|
| 64 Work on projects such as puppet shows, plays, or dioramas | ① | ② | ③ | ④ | ⑤ |
| 65 Build models or charts that support the text | ① | ② | ③ | ④ | ⑤ |

When students in the target class are engaged in activities that involve the use of computer or other educational technology as part of English, language arts, and reading instruction, how much of that time do they use to engage in the following tasks?

- | | None | Little | Some | Moderate | Considerable |
|---|------|--------|------|----------|--------------|
| 66 Learn facts or practice procedures, skills, or conventions | ① | ② | ③ | ④ | ⑤ |
| 67 Engage in a writing process (e.g., prewriting, drafting, editing, or revision) | ① | ② | ③ | ④ | ⑤ |
| 68 Research and collect information (e.g., internet, CD-ROM, etc.) | ① | ② | ③ | ④ | ⑤ |
| 69 Display and analyze data/information | ① | ② | ③ | ④ | ⑤ |
| 70 Create multi-media presentations (e.g., website, PowerPoint, etc.) | ① | ② | ③ | ④ | ⑤ |
| 71 Take a test, quiz, online assessment, or diagnostic inventory | ① | ② | ③ | ④ | ⑤ |
| 72 Use individualized instruction or tutorial software | ① | ② | ③ | ④ | ⑤ |
| 73 Communicate through e-mail | ① | ② | ③ | ④ | ⑤ |

NOTE: The response options on this page refer to the amount of time available for each underlined cluster of activities separately.

AMOUNT OF INSTRUCTIONAL TIME (for this set of activities)

0 - None

1 - Little (*Less than 10% of instructional time for this set of activities*)

2 - Some (*10-25% of instructional time for this set of activities*)

3 - Moderate (*26-50% of instructional time for this set of activities*)

4 - Considerable (*More than 50% of instructional time for this set of activities*)

Processes of Inquiry in ELAR

When students in the target class participate in activities associated with inquiry as part of English, language arts, and reading, how much of that time do they use to engage in the following tasks?

	None	Little	Some	Moderate	Considerable
74 Listening and responding to directions	①	②	③	④	⑤
75 Questioning (e.g., interviewing, probing, or interrogating)	①	②	③	④	⑤
76 Skimming, scanning, or taking notes	①	②	③	④	⑤
77 Organizing, outlining, or summarizing information	①	②	③	④	⑤
78 Developing research questions	①	②	③	④	⑤
79 Conducting research procedures	①	②	③	④	⑤
80 Working with reference sources (e.g., dictionary, encyclopedia, and internet sites)	①	②	③	④	⑤
81 Examining secondary or primary sources	①	②	③	④	⑤
82 Evaluating credibility and utility of information sources	①	②	③	④	⑤
83 Becoming literate in electronic media	①	②	③	④	⑤
84 Learning and using library skills (e.g., classification systems, serial locations, etc.)	①	②	③	④	⑤
85 Organizing information for display or presentation	①	②	③	④	⑤
86 Documenting findings (e.g., use citations and references)	①	②	③	④	⑤

ASSESSMENTS

For the following items, please indicate how often you use each of the following strategies when assessing students in the target English, language arts, and reading class?

	Not at all	1 - 5 times per <u>year</u>	1 - 6 times per <u>year</u>	1 - 3 times per <u>month</u>	1 - 3 times per <u>week</u>	4 - 5 times per <u>week</u>
87 Students answer objective questions (e.g., multiple-choice, true/false, or matching)	<input type="checkbox"/>	①	②	③	④	⑤
88 Students perform on-demand literacy tasks (e.g., writing to a prompt, reading aloud, giving a presentation, etc.)	<input type="checkbox"/>	①	②	③	④	⑤
89 Students assess their own work and progress (e.g., using rubrics, checklists, or reflective journals)	<input type="checkbox"/>	①	②	③	④	⑤
90 Teacher monitors student responses and interactions during discussion	<input type="checkbox"/>	①	②	③	④	⑤

INSTRUCTIONAL INFLUENCES

For the following items, please indicate the degree to which the following factors positively (support) or negatively (constrain) influence your practice in the target English, language arts, and reading class.

	N/A	Strong Negative Influence	Somewhat Negative Influence	Little or No Influence	Somewhat Positive Influence	Strong Positive Influence
91 Your state's curriculum framework or content standards	①	②	③	④	⑤	⑥
92 Your district's curriculum framework, standards, or guidelines	①	②	③	④	⑤	⑥
93 Textbook or instructional materials	①	②	③	④	⑤	⑥
94 State test or results from test	①	②	③	④	⑤	⑥
95 District test or results from test	①	②	③	④	⑤	⑥
96 National English, language arts, and reading education standards	①	②	③	④	⑤	⑥
97 Your pre-service preparation	①	②	③	④	⑤	⑥
98 Students' special needs	①	②	③	④	⑤	⑥
99 Parental or community preferences	①	②	③	④	⑤	⑥
100 Preparation of students for next grade or level	①	②	③	④	⑤	⑥
101 Local priorities, directives, or policies	①	②	③	④	⑤	⑥
102 Your professional development experiences	①	②	③	④	⑤	⑥
103 Screening, diagnostic, or classroom assessment results	①	②	③	④	⑤	⑥
104 State standards for ELL/ESL/ELP/ELD	①	②	③	④	⑤	⑥
105 Knowledge of second language acquisition processes	①	②	③	④	⑤	⑥
106 Students' language needs/ linguistic proficiency	①	②	③	④	⑤	⑥
107 Students' first languages	①	②	③	④	⑤	⑥
108 Previous teaching experience	①	②	③	④	⑤	⑥

CLASSROOM INSTRUCTIONAL READINESS

For the following items, please indicate how well prepared you are to:

	Not Well Prepared	Somewhat Prepared	Well Prepared	Very Well Prepared
109 Provide instruction that meets state English, language arts, and/or reading standards.	①	②	③	④
110 Use a variety of assessment strategies.	①	②	③	④
111 Select and/or adapt instructional materials to implement the prescribed curriculum.	①	②	③	④
112 Teach students with physical disabilities.	①	②	③	④
113 Help students document and evaluate their own work.	①	②	③	④
114 Teach classes for students with diverse abilities and learning styles.	①	②	③	④
115 Teach students from a variety of cultural backgrounds.	①	②	③	④
116 Teach students who have limited English proficiency.	①	②	③	④
117 Group students in specific ways in order to support their language development.	①	②	③	④
118 Adapt your speech to students' proficiency level.	①	②	③	④
119 Integrate the academic language development of ELLs into instruction.	①	②	③	④
120 Connect instruction to ELLs' cultural background and personal experience.	①	②	③	④
121 Define language objectives for ELLs.	①	②	③	④
122 Provide learning strategies to support language development.	①	②	③	④
123 Choose research-based curricula / interventions for ELLs.	①	②	③	④
124 Support ELLs' literacy development needs in English.	①	②	③	④
125 Support ELLs' literacy development needs in their native language.	①	②	③	④
126 Use a first language to support second language acquisition.	①	②	③	④

TEACHER OPINIONS AND BELIEFS

For the following items, please indicate your opinion about each of the statements below:

	Strongly Disagree	Disagree	Neutral/ Undecided	Agree	Strongly Agree
131 ELLs need extensive practice applying specific grammar, usage, and language structure before engaging challenging mathematics content.	①	②	③	④	⑤
132 I enjoy teaching ELLs.	①	②	③	④	⑤
133 I feel successful teaching ELLs.	①	②	③	④	⑤
134 My academic expectations are the same for all students, regardless of their English language abilities.	①	②	③	④	⑤
135 The ELLs in my class affect my ability to be an effective teacher.	①	②	③	④	⑤
136 I am supported by colleagues to try out new ideas in teaching English, language arts, and reading.	①	②	③	④	⑤
137 I receive support from the administration for teaching English, language arts, and reading.	①	②	③	④	⑤
138 Academic and ESL teachers in this school regularly share ideas and materials.	①	②	③	④	⑤
139 Academic and ESL teachers in this school regularly observe each other teaching classes.	①	②	③	④	⑤
140 I have many opportunities to learn new things about teaching ELLs in my present job.	①	②	③	④	⑤
141 I am required to follow rules at this school that conflict with my best professional judgment about teaching.	①	②	③	④	⑤
142 Most teachers in this school contribute actively to making decisions about the curriculum.	①	②	③	④	⑤
143 I have adequate time during the regular school week to work with my peers.	①	②	③	④	⑤
144 I have adequate curriculum materials available for instruction.	①	②	③	④	⑤
145 Student absenteeism is a problem in my class.	①	②	③	④	⑤
146 Mobility of students in and out of our school is a concern.	①	②	③	④	⑤

PROFESSIONAL DEVELOPMENT IN ENGLISH, LANGUAGE ARTS, OR READING

In answering the following items, consider all the professional development activities related to English, language arts, or reading content or English, language arts, or reading education that you have participated in **since June 1st of last year**. Professional development refers to a variety of activities intended to enhance your professional knowledge and skills, including in-service training, teacher networks, course work, institutes, committee work, and mentoring. In-service training is professional development offered by your school or district to enhance your professional responsibilities and knowledge. Workshops are short-term learning opportunities that can be located in your school or elsewhere. Institutes are longer term professional learning opportunities, for example, of a week or longer in duration.

Since June 1st of last year, **how much time have you spent engaged in professional development activities focused on English, language arts, reading, or literature?**

0 = N/A 1 = 1-5 hrs. 2 = 6-15 hrs. 3 = 16-35 hrs. 4 = 36-60 hrs. 5 = 60+ hrs.

- 147 Workshops or in-service training about teaching or learning English, language arts, reading, or literature
- 148 Summer institutes or conferences about teaching or learning English, language arts, reading, or literature
- 149 College courses that supported the teaching or learning of English, language arts, reading, or literature (indicate number of hours in class)

Amount of Time					
①	①	②	③	④	⑤
①	①	②	③	④	⑤
①	①	②	③	④	⑤

Since June 1st of last year, **how frequently have you engaged in each of the following activities focused on English, language arts, reading, or literature?**

	Never	Once or twice a <u>year</u>	Once or twice a <u>term</u>	Once or twice a <u>month</u>	Once or twice a <u>week</u>	Almost <u>daily</u>
150 Attended conferences related to English, language arts, reading, or literature	①	①	②	③	④	⑤
151 Participated in teacher study groups, networks, or collaboratives	①	①	②	③	④	⑤
152 Used teacher resource centers or internet resources to enrich your knowledge and skills	①	①	②	③	④	⑤
153 Worked on a committee or task force focused on curriculum and instruction	①	①	②	③	④	⑤
154 Engaged in informal self-directed learning (e.g., discussions with colleagues about English, language arts, reading, or literature)	①	①	②	③	④	⑤
155 Participated in professional development activities related to English language learning.	①	①	②	③	④	⑤
156 Engaged in action research.	①	①	②	③	④	⑤
157 Participated in data retreats (e.g., looking at student data).	①	①	②	③	④	⑤

Thinking again about your professional development activities in English, language arts, reading, or literature since June 1st of last year, how often has the following occurred for you?

	Never	Rarely	Sometimes	Often
158 Observed demonstrations of teaching techniques	①	②	③	④
159 Received coaching or mentoring about my instruction from an activity leader, coach, or mentor	①	②	③	④
160 Led group discussions	①	②	③	④
161 Conducted a demonstration of a lesson, unit, or skill	①	②	③	④
162 Developed curricula or lesson plans with others	①	②	③	④
163 Reviewed student work or scored assessments	①	②	③	④
164 Developed assessments or tasks	①	②	③	④
165 Given a lecture or presentation to colleagues	①	②	③	④

Still thinking about your professional development activities since June 1st of last year, indicate how often they have been:

	Never	Rarely	Sometimes	Often
166 Designed to support the school's improvement plan	①	②	③	④
167 Consistent with your department's or grade level's plan to improve teaching	①	②	③	④
168 Consistent with your personal goals for your professional development	①	②	③	④
169 Built on what you learned in previous professional development activities	①	②	③	④
170 Supported by follow-up activities that related clearly to what you learned.	①	②	③	④

Since June 1st of last year, have you participated in professional development activities in the following ways?

	No	Yes
171 I participated in professional development activities along with most or all of the teachers from my school.	①	①
172 I participated in professional development activities along with most or all of the teachers from my department or grade level.	①	①
173 I participated in professional development activities NOT attended by other staff from my school.	①	①
174 I discussed what I learned with other teachers in my school or department who did NOT attend the activity.	①	①

Since June 1st of last year, how much emphasis have your professional development activities placed on the following topics?

	None	Minor	Moderate	Major
175 State content standards	①	②	③	④
176 Alignment of instruction to curriculum	①	②	③	④
177 Instructional approaches	①	②	③	④
178 In-depth study of a specific area in English, language arts, or reading	①	②	③	④
179 Study of how children learn particular topics in English, language arts, or reading	①	②	③	④
180 Individual differences in student learning	①	②	③	④
181 Meeting the learning needs of special populations of students (e.g., English language learners, students with disabilities)	①	②	③	④
182 Classroom assessment (e.g., diagnostic, textbook-linked tests, teacher-developed tests)	①	②	③	④
183 State or district assessment (e.g., preparing, understanding, interpreting assessment data)	①	②	③	④
184 Technology to support student learning	①	②	③	④
185 State ELL/ESL/ELP/ELD standards	①	②	③	④
186 Methods of teaching in ELL/ESL/ELD	①	②	③	④
187 Study of how children learn a second language	①	②	③	④
188 Adapting instruction to individual differences in student learning	①	②	③	④
189 Crosscultural communication and understanding	①	②	③	④
190 Testing and Assessment in ELL/ESL/ELD	①	②	③	④
191 Curriculum and materials development in ELL/ESL/ELD	①	②	③	④

TEACHER CHARACTERISTICS

192 Please indicate your gender.	Female	Male
	①	①
193 Please indicate your race/ethnicity. (Indicate all that apply)	① American Indian or Alaska Native ② Asian ③ Black or African American ④ Hispanic or Latino ⑤ Native Hawaiian or other Pacific Islander ⑥ White or European-American ⑦ Others, multi-ethnic/multi-racial	

- | | Less than 1 year | 1 - 2 years | 3 - 5 years | 6 - 8 years | 9 - 11 years | 12 - 15 years | More than 15 years |
|---|---|-------------|-------------|-------------------|----------------|---------------|--------------------|
| 194 How many years have you taught English, language arts, or reading prior to this year? | ① | ② | ③ | ④ | ⑤ | ⑥ | |
| 195 How long have you been assigned to teach at your current school? | ① | ② | ③ | ④ | ⑤ | ⑥ | |
| | N/A | BA or BS | MA or MS | Multiple MA or MS | Ph.D. or Ed.D. | Other | |
| 196 What is the highest degree you hold? | ① | ② | ③ | ④ | ⑤ | | |
| 197 What was your major field of study for the bachelor's degree? | <ul style="list-style-type: none"> ① Elementary Education with an English, language arts, or reading concentration ② Elementary Education with a concentration in another area (e.g., another education area such as science, mathematics, foreign language, etc.) ③ Middle School Education with an English, language arts, or reading concentration ④ Middle School Education with a concentration in another area (e.g., another education area such as science, mathematics, foreign language, etc.) ⑤ Secondary Education with an English, language arts, or reading concentration ⑥ Secondary Education with a concentration in another area (e.g., another education area such as science, mathematics, foreign language, etc.) ⑦ English ⑧ Bilingual Education ⑨ Multicultural Education ⑩ Other academic discipline (e.g., science, mathematics, foreign language, etc.) | | | | | | |
| 198 If applicable , what was your major field of study for the highest degree you hold beyond a bachelor's degree? | <ul style="list-style-type: none"> ① English, language arts, or reading ② Curriculum and Instruction ③ Administration ④ Special Education ⑤ Bilingual Education ⑥ Multicultural Education ⑦ None (bachelor's is highest degree) ⑧ Other disciplines (such as science, mathematics, foreign languages, etc.) | | | | | | |
| 199 What certifications do you currently possess? (Check all that apply) | <ul style="list-style-type: none"> ① Emergency, provisional or temporary Certification ② Elementary/Early Childhood Certification ③ Middle School Certification ④ Secondary Certification, in a field other than English, language arts, or reading ⑤ Secondary English, language arts, or reading Certification ⑥ ELL/ESL/ELD/bilingual enforcement/certification ⑦ National Board Certification | | | | | | |

FORMAL COURSE PREPARATION

Please estimate the total number of courses (quarter or semester) you have taken at the undergraduate and/or graduate level in each of the following areas:

	(Number of courses)									
	0	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17+
200 English/American literature	①	①	②	③	④	⑤	⑥	⑦	⑧	⑨
201 Writing, composition, speech, or theater	①	①	②	③	④	⑤	⑥	⑦	⑧	⑨
202 Teaching of English, language arts, or reading	①	①	②	③	④	⑤	⑥	⑦	⑧	⑨
203 Bilingual education, English as a second language, or related areas	①	①	②	③	④	⑤	⑥	⑦	⑧	⑨
204 Multicultural education	①	①	②	③	④	⑤	⑥	⑦	⑧	⑨

This is the end of the Instructional Practices portion of the survey. Please continue on to complete the Instructional Content portion. Thank you.

Please provide the following information:
(Note: Your personal information will be kept confidential.)

Name: _____

Email address: _____
(required for on-line access to individual results)

District: _____

School: _____

Date: _____

Providing your name and email address will allow you to gain access to your individual results along with results for your school and/or district.