

SURVEYS OF ENACTED CURRICULUM[©]

Survey Of Instructional Practices for ESL/ELD Teachers Grades K-12

This survey is designed for teachers who are responsible for the English language development (ELD) of English language learners (ELLs). Although this would include teachers who collaborate or team with content area teachers, it would not include ESL/ELD teachers who are responsible for both academic content and ESL/ELD.

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.

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

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.

ESL/ELD PROGRAM DESCRIPTION

1 How many hours per week are you involved with some form of English language development (ELD) instruction or support? _____ hours per week

2 How many hours per week do you spend supporting English language learners (ELLs) in the following areas?

Math	_____ hours per week
Science	_____ hours per week
Social Studies	_____ hours per week
English, Language Arts & Reading	_____ hours per week
Other areas	_____ hours per week

3 Describe the type(s) of program provided to English Language Learners (ELLs) in your school

Check all that apply

- | | | |
|--|---|---|
| Submersion Program (No ESL/ELD support) | ① | ELLs are taught in English only and receive no ELD support. |
| Non-structured Immersion Program | ② | ELLs are taught in English only and receive language development support, but the way this support is provided is not structured. |
| Structured Immersion Programs | ③ | ELLs are taught in English only and receive language development support, but the way this support is provided is carefully planned by ELD teachers/staff and school administrators e.g., by relying initially on simplification and vocabulary building strategies according to ELLs' development. |
| Paired Bilingual/ Alternative Immersion | ④ | ELLs receive instruction in both English and their native language at different time periods each day until they develop their language skills in English. |
| Bilingual Program | ⑤ | ELLs receive significant amount of instruction in their native language for some years, and then are transitioned into English only classrooms. |
| Two-Way Bilingual/
Dual Language Program | ⑥ | ELLs and English native speakers receive instruction in both English and Spanish or another foreign language. |
| Other Type of Program
(please, name it/ describe it): | ⑦ | _____
_____ |

CLASS DESCRIPTION

Select the target class:

For the following questions we want you to think about a specific group of students (the target class). If you teach only one class of ELLs, this will be your target class. If you teach more than one group of ELLs, please select a specific ESL/ELD class to reflect on in responding to the questions that follow. This class will be referred to as "the target class". To select this target class, please select the one you consider would be more useful for you to reflect/report on.

- 4 Check all of the characteristics to the right that describe the target class you have selected.
- ① It is the most challenging group for me.
 ② It is the class where I feel more comfortable.
 ③ Most or all ELLs speak a native language I know.
 ④ ELLs in this class have similar proficiency levels in English.
 ⑤ ELLs in this class have different proficiency levels in English.
 ⑥ This class has the largest number of ELLs.
 ⑦ This class has the smallest number of ELLs.
 ⑧ This is the only group of ELLs I have.
 ⑨ Other characteristic: _____
- 5 What is the average length of each period for the target class?
- ① Not applicable ④ 61 to 90 minutes
 ① 30 to 40 minutes ⑤ 91 to 120 minutes
 ② 41 to 50 minutes ⑥ Varies due to block scheduling or integrated instruction
 ③ 51 to 60 minutes
- 6 How many class periods per week do you meet with the target class? _____ periods per week with the target class
- 7 What is the grade level of most of the students in the target class?
- ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
 K 1 2 3 4 5 6 7 8 9 10 11 12
- 8 How many students are in the target class?
- ① 10 or fewer ② 16 to 20 ④ 26 to 30
 ① 11 to 15 ③ 21 to 25 ⑤ 31 or more
- 9 Estimate the number of students representing the races/ethnicities identified to the right
- # _____ American Indian or Alaska Native
 # _____ Asian
 # _____ Black or African American
 # _____ Hispanic or Latino/a
 # _____ Native Hawaiian or other Pacific Islander
 # _____ White or European-American
 # _____ Others, multi-ethnic/multi-racial
- 10 How many students in the target class function at each of the following levels of language proficiency?
- Emerging students # _____ (The student understands or uses few or no English words.)
 - Beginning students # _____ (The student understands or uses mostly simple phrases and sentences but requires frequent assistance.)
 - Intermediate students # _____ (The student understands or uses simple phrases and sentences, as well as complex sentences appropriate for the social and classroom contexts, but still requires some assistance.)
 - Proficient students # _____ (The student understands and uses simple and complex language appropriate for the social and classroom contexts and requires very little assistance.)
 - I do not know ① (Fill in this circle if you do not know or you cannot answer this question.)
- 11 What is the academic achievement level of most of the students in the target class?
- ① I don't know ③ Low achievement levels
 ① High achievement levels ④ Mixed achievement levels
 ② Average achievement levels

INSTRUCTIONAL ACTIVITIES FOR ELLs

Listed below are questions about the types of activities **that you or ELLs in the target class** may engage in. Please estimate the relative amount of time a typical ELL 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 instructional time that a typical ELL in your target class engages in over the course of a school year for that category.

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 time do ELLs in the target class use to engage in the following tasks?	None	Little	Some	Moderate	Considerable
12 Watching and listening to teacher demonstrations or explanations.	①	②	③	④	⑤
13 Guided reading of books, magazines, articles, etc. to support language development.	①	②	③	④	⑤
14 Working with the teacher in guided writing processes.	①	②	③	④	⑤
15 Learning to use resources (e.g., dictionary, speller, or thesaurus).	①	②	③	④	⑤
16 Working individually.	①	②	③	④	⑤
17 Working in small groups.	①	②	③	④	⑤
18 Participating in whole class discussions.	①	②	③	④	⑤
19 Completing language exercises from a sheet or a text.	①	②	③	④	⑤
20 Developing inquiry skills.	①	②	③	④	⑤
21 Working with hands-on manipulatives or realia.	①	②	③	④	⑤
22 Working with educational technology.	①	②	③	④	⑤
23 Taking quizzes or exams.	①	②	③	④	⑤
24 Listening to outside speakers in class.	①	②	③	④	⑤
25 Engaging in academic language development.	①	②	③	④	⑤
26 Engaging in social language development.	①	②	③	④	⑤
27 Demonstrating comprehension of key concepts through movement/ acting.	①	②	③	④	⑤
28 Demonstrating comprehension of key concepts in written form.	①	②	③	④	⑤
29 Demonstrating comprehension of key concepts orally.	①	②	③	④	⑤
30 Demonstrating comprehension of key concepts through drawing.	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*)

Individual Instructional Activities

When ELLs in the target class are working individually, how much of that time do they use to engage in the following tasks?

	None	Little	Some	Moderate	Considerable
31 Writing a response or explanation using brief constructed responses of several sentences or more.	①	②	③	④	⑤
32 Analyzing information to make inferences or draw conclusions.	①	②	③	④	⑤
33 Responding creatively to texts.	①	②	③	④	⑤
34 Applying concepts across content areas to real world problems.	①	②	③	④	⑤
35 Engaging in vocabulary development activities in the content area.	①	②	③	④	⑤
36 Designing charts or models that support learning of <i>academic content</i> .	①	②	③	④	⑤
37 Designing charts or models that support their <i>language development</i> .	①	②	③	④	⑤
38 Presenting content with manipulatives to support learning of <i>academic content</i> .	①	②	③	④	⑤
39 Presenting content with manipulatives to support <i>language development</i> .	①	②	③	④	⑤

Small Group Activities

When ELLs in the target class work in pairs or small groups, how much of that time do they engage in the following tasks?

	None	Little	Some	Moderate	Considerable
40 Preparing or practicing for a presentation in pairs or small groups.	①	②	③	④	⑤
41 Working on a writing project in which group members engage in peer revision and editing.	①	②	③	④	⑤
42 Completing written assignments from the textbook or worksheets with a partner.	①	②	③	④	⑤
43 Working as a group on an assignment, report, or project that takes longer than one week to complete.	①	②	③	④	⑤
44 Discussing <i>how</i> they read and <i>how</i> they write.	①	②	③	④	⑤
45 Discussing <i>what</i> they read and <i>what</i> they write.	①	②	③	④	⑤
46 Engaging in note-taking or other written work.	①	②	③	④	⑤
47 Engaging in small group discussions.	①	②	③	④	⑤
48 Designing charts or models that support learning of <i>academic content</i> .	①	②	③	④	⑤
49 Designing charts or models that support their <i>language development</i> .	①	②	③	④	⑤
50 Presenting content with manipulatives to support learning of <i>academic content</i> .	①	②	③	④	⑤
51 Presenting content with manipulatives to support <i>language development</i> .	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

When ELLs in the target class are engaged in activities that involve using computers or other educational technology, how much of that time do they use to engage in the following tasks?

	None	Little	Some	Moderate	Considerable
52 Working with technology-based visuals and manipulatives that support learning of academic language.	0	1	2	3	4
53 Working with technology-based visuals and manipulatives that support learning of academic content.	0	1	2	3	4
54 Using language-learning software.	0	1	2	3	4
55 Using assessment software to evaluate language learning.	0	1	2	3	4
56 Using assessment software to evaluate learning of academic content.	0	1	2	3	4
57 Displaying and analyzing data/information.	0	1	2	3	4
58 Researching and collecting information (e.g., internet, CD-ROM, etc.).	0	1	2	3	4
59 Creating multi-media presentations.	0	1	2	3	4
60 Engaging in a writing process (e.g., prewriting, drafting, revising, editing, or publishing).	0	1	2	3	4
61 Using individualized instruction or tutorial software.	0	1	2	3	4
62 Communicating through e-mail using target language.	0	1	2	3	4

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*)

Inquiry-based activities

When ELLs in the target class participate in activities associated with inquiry, how much of that time are they engaged in the following tasks?

	None	Little	Some	Moderate	Considerable
63 Listening and responding to directions.	0	1	2	3	4
64 Questioning (e.g., interviewing, probing, or interrogating).	0	1	2	3	4
65 Skimming, scanning, or taking notes.	0	1	2	3	4
66 Organizing, outlining, or summarizing information.	0	1	2	3	4
67 Developing research questions.	0	1	2	3	4
68 Conducting research procedures.	0	1	2	3	4
69 Working with reference sources (e.g., dictionary, encyclopedia, and internet sites).	0	1	2	3	4
70 Evaluating credibility and utility of information sources.	0	1	2	3	4
71 Becoming literate in electronic media.	0	1	2	3	4
72 Learning and using library skills (e.g., classification systems, serial locations, etc.).	0	1	2	3	4
73 Organizing information for display or presentation.	0	1	2	3	4
74 Documenting findings (e.g., using citations and references).	0	1	2	3	4

ASSESSMENTS

For the following items, please indicate how often you use each of the following strategies when assessing ELLs in the target class.

	Not at all	1 - 4 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>
75 Asking students to answer objective questions (e.g., multiple-choice, true/false, or matching).	①	②	③	④	⑤
76 Asking students to perform on-demand literacy tasks (e.g., writing to a prompt, reading aloud, giving a presentation, etc.).	①	②	③	④	⑤
77 Asking students to assess their own work and progress (e.g., using rubrics, checklists, or reflective journals).	①	②	③	④	⑤
78 Systematically monitoring the academic language that students use when they write and speak.	①	②	③	④	⑤
79 Designing classroom assessments based on the specific language demands of the content area.	①	②	③	④	⑤
80 Designing classroom assessments based on language standards.	①	②	③	④	⑤
81 Using informal assessment techniques.	①	②	③	④	⑤
82 Preparing students for state or district assessments.	①	②	③	④	⑤

INSTRUCTIONAL INFLUENCES

For the following items, please indicate the extent to which the following factors positively (support) or negatively (constrain) influence your practice in the target class.

	N/A	Strong Negative Influence	Somewhat Negative Influence	Little or No Influence	Somewhat Positive Influence	Strong Positive Influence
83 Parental or community input/preferences.	①	②	③	④	⑤	⑥
84 Textbook or instructional materials.	①	②	③	④	⑤	⑥
85 State standards for ELL/ESL/ELP/ELD.	①	②	③	④	⑤	⑥
86 Knowledge of second language acquisition processes.	①	②	③	④	⑤	⑥
87 Students' language needs/ linguistic proficiency.	①	②	③	④	⑤	⑥
88 Your district's curriculum framework, standards, or guidelines.	①	②	③	④	⑤	⑥
89 Local priorities, directives, or policies related to ELLs.	①	②	③	④	⑤	⑥
90 State's academic content standards.	①	②	③	④	⑤	⑥
91 Students' first languages.	①	②	③	④	⑤	⑥
92 State tests or test results.	①	②	③	④	⑤	⑥
93 Students' cultural backgrounds.	①	②	③	④	⑤	⑥
94 My professional development experiences.	①	②	③	④	⑤	⑥
95 Screening, diagnostic, or classroom assessment results.	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
96 Group students in specific ways in order to support their language development.	①	②	③	④
97 Provide instruction that meets state academic content standards.	①	②	③	④
98 Use a variety of assessment strategies.	①	②	③	④
99 Adapt your speech to students' proficiency level.	①	②	③	④
100 Adapt your texts to students' proficiency level.	①	②	③	④
101 Review new language structures and vocabulary.	①	②	③	④
102 Teach classes for students with diverse abilities and learning styles.	①	②	③	④
103 Teach students from a variety of cultural backgrounds.	①	②	③	④
104 Teach ELLs with cognitive and physical disabilities.	①	②	③	④
105 Organize and manage student behavior.	①	②	③	④
106 Integrate the academic language development of ELLs with the different content areas.	①	②	③	④
107 Connect instruction to ELLs' cultural background and personal experience.	①	②	③	④
108 Involve parents in the English language acquisition of their children.	①	②	③	④
109 Define language objectives for ELLs.	①	②	③	④
110 Summarize new content knowledge.	①	②	③	④
111 Provide learning strategies to support language development.	①	②	③	④
112 Choose research-based interventions for ELLs.	①	②	③	④
113 Choose research-based curriculum for ELLs.	①	②	③	④
114 Work with ELLs with behavioral problems.	①	②	③	④
115 Support ELLs' literacy development needs in English.	①	②	③	④
116 Support ELLs' literacy development needs in their native language.	①	②	③	④
117 Use a first language to support second language acquisition.	①	②	③	④
118 Contextualize new vocabulary.	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
119 Students learn a new language best when they engage in reading and writing tasks they find meaningful.	①	②	③	④	⑤
120 ELLs need extensive practice applying specific grammar, usage, and language structure before engaging challenging academic content.	①	②	③	④	⑤
121 Teaching reading strategies should be an integral part of ELD instruction.	①	②	③	④	⑤
122 All students can learn challenging academic content in English.	①	②	③	④	⑤
123 All ELLs can fully develop their linguistic competence in English.	①	②	③	④	⑤
124 It is important for ELLs to learn basic English language skills before engaging in critical thinking.	①	②	③	④	⑤
125 I enjoy teaching ELLs.	①	②	③	④	⑤
126 I am supported by colleagues to try out new ideas in teaching ELLs.	①	②	③	④	⑤
127 I receive support from the administration for teaching ELLs.	①	②	③	④	⑤
128 ELD and mainstream academic teachers in this school share ideas and materials on a regular basis.	①	②	③	④	⑤
129 ELD and mainstream academic teachers in this school regularly observe each others' teaching.	①	②	③	④	⑤
130 I have many opportunities to learn new things about teaching ELLs in my present job.	①	②	③	④	⑤
131 I am required to follow policies that conflict with my best professional judgment about teaching and learning the English language.	①	②	③	④	⑤
132 I have adequate curriculum materials to work with ELLs.	①	②	③	④	⑤
133 Students' absenteeism is a problem in my class.	①	②	③	④	⑤
134 Students' mobility in and out of our school is a concern for my class.	①	②	③	④	⑤
135 I feel successful teaching ELLs.	①	②	③	④	⑤
136 My academic expectations are the same for all students, regardless of their English language abilities.	①	②	③	④	⑤

PROFESSIONAL DEVELOPMENT

In answering the following items, consider all the professional development activities related to second language acquisition or English language learning and development 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 learning?**

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

- 137 Workshops or in-service training about teaching or learning the English language.
- 138 Summer institutes or conferences about teaching or learning the English language.
- 139 College courses that supported the teaching or learning of English for non-English speakers (indicate number of hours in class).

Amount of Time					
①	②	③	④	⑤	
①	②	③	④	⑤	
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 learning?**

	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>
140 Participated in professional development activities related to English language learning.	①	②	③	④	⑤	
141 Participated in teacher study groups, networks, or collaboratives.	①	②	③	④	⑤	
142 Used teacher resource centers or internet resources to enrich my knowledge and skills.	①	②	③	④	⑤	
143 Worked on a committee or task force focused on curriculum and instruction for ELLs.	①	②	③	④	⑤	
144 Served as a mentor/coach for ELD instruction.	①	②	③	④	⑤	
145 Received coaching or mentoring for ELD instruction.	①	②	③	④	⑤	
146 Engaged in informal self-directed learning (e.g., discussions with colleagues about English language learning).	①	②	③	④	⑤	
147 Engaged in action research.	①	②	③	④	⑤	
148 Participated in data retreats (e.g., looking at student data).	①	②	③	④	⑤	

Thinking again about your professional development activities related to English language learning since June 1st of last year, how often has the following occurred for you?

	Never	Rarely	Sometimes	Often
149 Observed demonstrations of teaching techniques.	①	②	③	④
150 Led group discussions.	①	②	③	④
151 Conducted a demonstration of a lesson, unit, or skill.	①	②	③	④
152 Developed curricula or lesson plans with others.	①	②	③	④
153 Reviewed student work or scored assessments.	①	②	③	④
154 Developed assessments or tasks.	①	②	③	④
155 Participated in inquiry based on my own practice.	①	②	③	④
156 Given a lecture or presentation to colleagues.	①	②	③	④

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

	Never	Rarely	Sometimes	Often
157 Designed to support the school's improvement plan.	①	②	③	④
158 Consistent with your department's or grade level's plan to improve teaching.	①	②	③	④
159 Consistent with your personal goals for your professional development.	①	②	③	④
160 Built on what you learned in previous professional development activities.	①	②	③	④
161 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 related to English language learning in the following ways?

	No	Yes
162 Participated in professional development activities along with most or all of the teachers from my school.	①	②
163 Participated in professional development activities along with most or all of the teachers from my department or grade level.	①	②
164 Participated in professional development activities NOT attended by other staff from my school.	①	②
165 Discussed what I learned with other teachers in my school or department who did NOT attend the activity.	①	②

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

	None	Minor	Moderate	Major
166 State ELL/ESL/ELP/ELD standards.	①	②	③	④
167 State content standards.	①	②	③	④
168 Alignment of instruction to curriculum.	①	②	③	④
169 Methods of teaching in ELL/ESL/ELD.	①	②	③	④
170 In-depth study of a specific area in second language teaching or learning.	①	②	③	④
171 Study of how children learn a second language.	①	②	③	④
172 Adapting instruction to individual differences in student learning.	①	②	③	④
173 Crosscultural communication and understanding.	①	②	③	④
174 Testing and Assessment in ELL/ ESL/ ELD.	①	②	③	④
175 State or district assessment (e.g., preparing, understanding, interpreting assessment data).	①	②	③	④
176 Technology to support student learning.	①	②	③	④
177 Curriculum and materials development in ELL/ESL/ELD.	①	②	③	④
178 Other (please specify): _____	①	②	③	④

TEACHER CHARACTERISTICS

- | | | | | | | | |
|---|---|----------------|-----------------------------|------------------------|---|------------------------------|-----------------|
| | Female | Male | | | | | |
| 179 Please indicate your gender | ① | ② | | | | | |
| 180 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/a | ⑤ Native Hawaiian or other Pacific Islander | ⑥ White or European-American | |
| | Less than
1 year | 1 - 2
years | 3 - 5
years | 6 - 8
years | 9 - 11
years | 12 - 15
years | More
than 15 |
| 181 How many years have you taught English language learners prior to this year? | ① | ② | ③ | ④ | ⑤ | ⑥ | |
| 182 How long have you been assigned to your current position at this school? | ① | ② | ③ | ④ | ⑤ | ⑥ | |
| | N/A | BA or
BS | MA or
MS | Multiple
MA / MS | Ph.D. or
Ed.D. | Other | |
| 183 What is the highest degree you hold? | ① | ② | ③ | ④ | ⑤ | | |
| 184 What was your major field of study for the bachelor's degree? | ① ESL/ Second language acquisition
② Special education
③ Bilingual education
④ Elementary education
⑤ Middle school education
⑥ Secondary education
⑦ Other discipline (e.g., ELA, science, mathematics, social sciences, etc) | | | | | | |
| 185 If applicable, what was your major field of study for the highest degree you hold beyond a bachelor's degree? | ① ESL/ Second language acquisition/learning
② Special education
③ Bilingual education
④ Elementary education
⑤ Middle school education
⑥ Secondary education
⑦ Other discipline (e.g., ELA, science, mathematics, social sciences, etc)
⑧ None (bachelor's is highest degree) | | | | | | |
| 186 What certifications do you currently possess? (Check all that apply) | ① Emergency, provisional or temporary certification
② Elementary/early childhood certification
③ Middle school certification
④ ELL/ESL/ELD/bilingual endorsement/certification
⑤ Special education certification
⑥ National Board certification
⑦ I have no certification, but am bilingual
⑧ Other (Specify: _____) | | | | | | |

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+	
187 ELL/ESL/ELD Theory	①	②	③	④	⑤	⑥	⑦	⑧	⑨		
188 ELL/ESL/ELD Teaching Methods	①	②	③	④	⑤	⑥	⑦	⑧	⑨		
189 Multicultural education	①	②	③	④	⑤	⑥	⑦	⑧	⑨		
190 Bilingual Education	①	②	③	④	⑤	⑥	⑦	⑧	⑨		
191 Applied linguistics	①	②	③	④	⑤	⑥	⑦	⑧	⑨		
192 Materials development for ELLs	①	②	③	④	⑤	⑥	⑦	⑧	⑨		
193 Curriculum/Syllabus design for ELLs	①	②	③	④	⑤	⑥	⑦	⑧	⑨		
194 Assessment for ELLs	①	②	③	④	⑤	⑥	⑦	⑧	⑨		
195 Teaching for an academic content area	①	②	③	④	⑤	⑥	⑦	⑧	⑨		
196 Other (Specify): _____	①	②	③	④	⑤	⑥	⑦	⑧	⑨		

Thank you.