

Adult ESL Literacy Impact Study

Teacher Data Form (2008)

Program Name: _____ Site: _____

Last Name: _____ First Name: _____

Address: _____ Apt #: _____

_____ Zip code: _____

Phone #: (____) _____

Classes taught at this program: _____

Name of Class in Study: _____ Meeting Days: _____ Meeting Times: _____

Languages Spoken and Proficiency (excluding English)

1. _____ 2. _____ 3. _____

Speaking:

- Fluent
- Moderate
- Little

Reading:

- Fluent
- Moderate
- Little

Speaking:

- Fluent
- Moderate
- Little

Reading:

- Fluent
- Moderate
- Little

Speaking:

- Fluent
- Moderate
- Little

Reading:

- Fluent
- Moderate
- Little

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this form is **xxxx-xxxx**. The time required to complete this survey is estimated to average **15 minutes** per response, including the time to review instructions, search existing data sources, gather the data needed, and respond to the survey questions. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Melanie Ali, Institute of Education Sciences, U.S. Department of Education, Room 502B, 555 New Jersey Avenue, NW, Washington, DC 20208. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Dr. Larry Condelli, American Institutes for Research, 1000 Thomas Jefferson Street, N.W., Suite 400 Washington, DC 20007.

Confidentiality

Any information that would permit identification of the individual respondents will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purpose except as required by law.

Gender: M _____ F _____

Racial Background

- White
- Black or African American
- Asian
- Native Hawaiian or Other Pacific Islander
- American Indian or Alaska Native

Ethnicity

- Hispanic or Latino
- Not Hispanic or Latino

Employment status at this program

- Part-time
- Full-time

Education Level (check all that apply)

- High school diploma
- Associate's degree
- Bachelor's degree (Education)
- Bachelor's degree (Other)
- Master's degree (Education)
- Master's degree (Linguistics/TESL)
- Master's degree (Other)
- Education specialist's or professional diploma based on at least one year's work past master's degree
- Doctorate (specify area): _____
- Professional degree (e.g., M.D., LL.B., J.D.)

Current Certification (check all that apply)

- ESL/TESL certificate
- Advanced professional certificate
- Regular or standard state certificate
- Certificate issued by a state after satisfying all requirements except the completion of a probationary period
- Certificate issued by a state that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained
- Certificate issued by a state to persons who must complete a certification program in order to continue teaching
- Certification by an accreditation body other than the state
- No certification

Teaching Experience (round to nearest whole year)

	Years of Experience
Adult ESOL (any level; include years also reported under Adult ESOL Literacy)	
Adult ESOL Literacy (i.e., teaching classes identified by programs as "literacy" classes)	
Other Adult Education (non-ESOL)	
K-12 ESOL	
Other K-12	
Other Teaching (specify):	

What is the total number of hours you spent in the following professional development activities during the last year (fall 2007 through spring 2008)?

Write the total number of hours you spent in these activities. If you attended professional development that falls under multiple categories, please divide the number of hours you estimate was spent on each topic.

Round to nearest whole hour. Write '0' if you participated in none.

	Fall 2007 through Spring 2008
	Number of hours (Write '0' if you participated in none)
a. Teaching reading or general training on literacy instruction for ESOL learners	<input type="text"/>
b. Teaching reading or general training on literacy instruction for non-ESOL learners	<input type="text"/>
c. Teaching general ESOL (oral communication skills, pronunciation, vocabulary, etc.)	<input type="text"/>
d. Other (specify): _____	<input type="text"/>