

# APPENDIX F.1

## Adult ESL Literacy Impact Study Sam and Pat Teacher Data Form (2009)

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: \_\_\_\_\_

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### ***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 **1850-0811**. 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***

Your responses are protected from disclosure by federal statute (P.L. 107-279, Title I, Part E, Sec.183). All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purposes, unless otherwise compelled by law.

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## A. Supports for *Sam and Pat* Instruction

How many times did you access the following supports for teaching with *Sam and Pat* during summer 2008 through spring 2009?

Write '0' if you did not access a particular support; please fill in all boxes.

	<b>Number of times support was accessed</b> (Write '0' if you accessed none)
a. Phone call support from <i>Sam and Pat</i> developers	<input type="text"/>
b. Video support from <i>Sam and Pat</i> developers (e.g., clips of instructional modeling via cd-rom, dvd, or online)	<input type="text"/>
c. E-mail support from <i>Sam and Pat</i> developers	<input type="text"/>

## B. Professional Development Not Provided By Study

**Excluding** any professional development provided by the study, what is the total number of hours you spent participating in professional development workshops during summer 2008 through spring 2009 that covered the following topics?

Write the total number of hours you spent in these activities, excluding hours of professional development provided by the study. 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; please fill in all boxes.

	<b>Number of hours</b> (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"/>

### C. Implementation of *Sam and Pat* and Other Materials Used in the Study Class

How many minutes per week, on average, did you spend preparing to teach your study class? Please report the average number of minutes per week separately for the fall 2008 and the winter/spring 2009 terms.

Number of Minutes Spent Preparing	
Fall 2008	Winter/Spring 2009
<input type="text"/>	<input type="text"/>

As of the end of the fall 2008 and the winter/spring 2009 terms, what was the final lesson number you covered from the *Sam and Pat* workbook used in your study class?

Number of Final Lesson (or Unit) Covered from <i>Sam and Pat</i> Workbook	
Fall 2008	Winter/Spring 2009
<input type="text"/>	<input type="text"/>

During the fall 2008 and winter/spring 2009 terms, to what extent, on average, did you supplement the *Sam and Pat* workbook used in your study class with any other materials? (mark (X) each box that applies)

	Not used in study class	Used less than once a month	Used one to two times a month	Used three to four times a month	Used more than once a week
A second workbook or text, or handouts from a second workbook or text. Specify workbook: _____	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
A third workbook or text, or handouts from a third workbook or text. Specify workbook: _____	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Worksheets related to a <i>Sam and Pat</i> lesson that I or another teacher created	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Worksheets <u>not</u> related to a <i>Sam and Pat</i> lesson that I or another teacher created	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Stories or paragraphs that I or another teacher created	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Stories or paragraphs that students created	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Stories or paragraphs from other sources (e.g., other publishers, newspapers)	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Dictionaries or picture dictionaries	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Computer software	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
E-mail or webpages	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Audio recordings	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Video recordings	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Please indicate the extent to which you agree or disagree with the following statements about the use of the *Sam and Pat* workbook in your study class (mark (X) one box on each line):

	Strongly Disagree	Disagree	Agree	Strongly Agree
I have had adequate opportunities to learn how to use <i>Sam and Pat</i> in my classroom	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
I can explain to other teachers how to use <i>Sam and Pat</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<i>Sam and Pat</i> is aligned well with our program's curriculum standards	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<i>Sam and Pat</i> conflicts with my preferred approach to literacy instruction	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<i>Sam and Pat</i> assumes major changes to the way I teach	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<i>Sam and Pat</i> is difficult to use	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<i>Sam and Pat</i> is more trouble than it's worth	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

How likely would you be to use *Sam and Pat* again, given the choice? (mark (X) one box)

Not at all likely	Likely	Very Likely
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

What would you say are the most useful features of *Sam and Pat*?

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What would you say are the least useful features of *Sam and Pat*?

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