

Random Assignment Evaluation of Pacific CHILD

**ANNUAL TEACHER SURVEY\***

Dear Teacher,

Thank you for your participation in the Random Assignment Evaluation of the Pacific CHILD Program. As part of this two-year evaluation, we request you to complete this Annual Teacher Survey.

Your participation in this survey is completely voluntary. However, your input is an essential part of this study, and we greatly appreciate your response. Our report aims to be of value to education leaders across the country. We know how precious your time is. To thank you for completing the survey, we are offering a \$XX gift certificate. Details on how to claim your gift certificate is provided at the end of the survey.

Your responses to this survey will be used only for the research purposes. The results from this survey will be reported only in an aggregated format, and your name or your school will not be revealed. We will not provide information that identifies you or your school to anyone outside the study team, except as required by law.

If you have any questions about the study or this survey please contact XXXXX at Berkeley Policy Associates (xxxx@bpacal.com). If you encounter any technical problem in completing this on-line survey, please contact XXXXXX, Survey Administrator (xxxxx@bpacal.com). You can also reach us by calling 1-800-891-0272 (Toll Free). [For CNMI and American Samoa: You may also contact XXXXX locally at xxxxx@bpacific.com or by calling xxxxxxxxx.]

Thank you for your participation!

*\*The Pacific Communities with High Performance in Literacy Development (Pacific CHILD) Program is a professional development program administered by the Pacific Resources for Education and Learning (PREL) with funding from the U.S. Department of Education. Berkeley Policy Associates (BPA) is the independent evaluator of the Pacific CHILD. 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 information collection is <xxxx>. The time required to complete this information collection is estimated to average 20-25 minutes, including the time to review instructions. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651.*

## I. Your Professional and Demographic Background

1. Enter your school: \_\_\_\_\_

2. Which of the following degrees do you currently hold? (Check all appropriate boxes)

- High school diploma
- Associate's degree
- Bachelor's degree
- Master's degree
- Doctorate or professional degree (Ph.D., Ed.D., M.D., J.D., D.D.S., etc.)
- Other (Specify) \_\_\_\_\_
- None of the above

3. Which of the following teaching credentials or professional licenses do you hold? (Check all appropriate boxes)

- Teaching Credential
  - Hawai'i State (Specify type)
  - A state/entity other than Hawai'i (Specify state or entity) \_\_\_\_\_
- Special Endorsement
  - Special Education
  - ESL/TESOL
  - Bilingual Education
  - Other (Specify type) \_\_\_\_\_
- Administrator
- Substitute/Provisional License
- National Board Certification
- Other (please specify) \_\_\_\_\_
- None of the above

4. What is your gender?

- Male
- Female

**5. Which of the following best describes your racial or ethnic background? (Check all appropriate boxes)**

- American Indian or Alaska Native
  - Specify Tribe or Nation \_\_\_\_\_
- Black/African American
- Asian
  - Please specify
  - Indian
  - Chinese
  - Japanese
  - Korean
  - Other (Specify) \_\_\_\_\_
- Pacific Islander or Native Hawai'iian
  - Carolinian
  - Chamorro
  - Chuukese
  - Filipino
  - Kapingese
  - Kosrean
  - Marshallese
  - Mwokliese
  - Native Hawai'iian
  - Ngatikese
  - Nukuoran
  - Palauan
  - Pingelapese
  - Pohnpeian
  - Polynesian (Samoan or Tongan)
  - Satawalese
  - Ulithian
  - Yapese
  - Other (Specify) \_\_\_\_\_
- Hispanic/Latino
- White
- Other (Specify) \_\_\_\_\_

**6. Is English your primary language (the first language you learned as a child)?**

- No
- Yes

7. Do you have conversational fluency in any language(s), including Pidgin or Hawai'ian Creole English, other than English?

No

Yes

8. If you selected "Yes" in Question 6 above, please specify the language(s), including Pidgin or Hawai'ian Creole English:

\_\_\_\_\_

9. If you selected "Yes" in Question 6 above, please specify your dominant language (the language you feel you speak best or are the most comfortable using):

\_\_\_\_\_

10. Please tell us about your past teaching experience. Counting this year as one year, how many years have you been teaching at any school? Include all teaching experience except student teaching.

\_\_\_\_\_ year(s)

11. Counting this year as one year, how many years have you been teaching at your current school? Include all teaching experience except student teaching.

\_\_\_\_\_ year(s)

12. Of all your years spent teaching, how many of those years did you spend teaching in classes with 20% or more designated English language learners?

\_\_\_\_\_ year(s)

13. What is the approximate total number of students in your 4<sup>th</sup> or 5<sup>th</sup> grade class this year?

\_\_\_\_\_ students

14. Of the total number of students listed above, approximately how many are designated English Language Learners?

\_\_\_\_\_ ELLs

**15. [Control Group] Please indicate to what extent you have participated in professional development focused on the following topics during the summer 2007 and school year 2007-2008?**

**[Program Group] Please indicate to what extent you have participated in professional development focused on the following topics, *in addition to Pacific CHILD*, during the summer 2007 and the school year 2007-2008?**

	Not at All	1-3 Days	4-6 Days	7 Days or More
a. English language development standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Content area standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Support for a published curriculum in language arts or other content areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Direct Instruction (DI) training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Success for All training				
f. PREx-C-ELL or ExC-ELL® training				
g. Corrective Reading (CR) training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Open Court Training				
i. The Sheltered Instruction Observation Protocol (SIOP) training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other training on instructional strategies for English language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Differentiation of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. If you selected "Other" in Question 14 above, please describe the type of professional development you received.

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## II. Instructional Practices

17. Please indicate how often you use the following instructional strategies in your classroom.

	Never/ Almost Never	1-2 Times per Week	1-2 Times per Day	Several Times a Day	Don't Know/ Not Familiar
a. Explicitly teach academic language particular to English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Use multiple techniques to make concepts and tasks clear (e.g., visuals, manipulatives, realia, modeling)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Make lower level materials available for students with lower English proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provide opportunities for all students to use higher-order thinking skills (e.g., problem solving, predicting, organizing, evaluating, self-monitoring)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Simplify input to make it more comprehensible to English language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Adjust expectations for students' whose limited English proficiency prevents them from meeting state or district standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Provide students with extra wait time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Explicitly teach reading comprehension strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Group students by English language proficiency level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Group students heterogeneously	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**18. How frequently do you ask students in your class(es)—including English language learners—to engage in the following activities? (Check one box per row)**

	Never/Almost Never	1-2 Times per Month	1-2 Times per Week	1-2 Times per Day
a. Develop oral or written summaries of reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Evaluate their own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Complete workbook or textbook exercises in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Evaluate a piece of work completed by another student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Memorize vocabulary, facts, rules or procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Engage in discussions about a reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Listen to lectures and take notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Work in small groups of two or more students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Recite poetry, speeches or passages from memory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Use data and text references to support their ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Complete tests or quizzes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**19. To what extent is each of the following a challenge for your school?**

	<b>Serious Challenge</b>	<b>Moderate Challenge</b>	<b>Minor Challenge</b>	<b>Not a Challenge</b>
a. Shortage of ESL certified teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Shortage of bilingual teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Time for teachers to collaborate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. A high proportion of English language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Student behavior/discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. A lack of community or parent support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. A lack of student motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. A lack of appropriate materials for ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Collegiality among faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Lack of administrative support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Lack of professional development opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**20. Please indicate the extent to which you agree or disagree with the following statements about student learning.**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>No Opinion</b>
a. Some students I teach are not capable of learning the material I am supposed to teach them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. It is important for ELL students to develop and maintain their primary language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers should incorporate the cultures of their students into instructional activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The use of primary language in the classroom slows down English language learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teachers should modify the curriculum to meet the needs of ELL students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. ELL students thrive in mainstream classes with native English speaking peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The use of native language at home can impede learning a second language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Students may use their primary languages in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Culture is part of the curriculum in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I feel I have the preparation or professional development necessary to meet the needs of ELL students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. The presence of ELL students in mainstream classrooms has a negative impact on the achievement of other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. The most appropriate way to deal with an ELL's lack of comprehension is to use simplified materials and simplified language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**21. To what extent do the following factors hamper your ability to teach to the Language Arts standards?**

	Not at all	Very little	Somewhat	A Great Deal
a. The number of English language learners in my class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The ability level of my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Level of parent or community support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My limited knowledge for working with English language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The range of students' needs in my class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Level of support from principals/administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. My limited knowledge of my content area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Level of support from other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Inadequate materials and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. My level of fluency in the English language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. The requirement that instruction be carried out in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**III. Professional Development Support (treatment group only)**

**22. Did you participate in the 10-day Summer Institute in the summer of 2007?**

- Attended all days of the training [Skip to Q23]
- Attended 6-9 days of the training
- Attended 1-5 days of the training
- I was invited to participate, but did not attend
- N/A (I joined the Pacific CHILD Program after the Summer Institute). [Skip to Q23]

**23. What was the main reason that you did not participate or missed days of the training?**

- Schedule conflict with my personal plans
- Schedule conflict with my school/professional activities.
- School/district did not compensate me for t my attendance in the training
- Did not think that the summer institution would be useful for me
- Other: Please explain: \_\_\_\_\_

**24. How many follow-up mini institutes have you attend so far during the 2007-08 school year?**

- \_\_\_\_\_ mini-institutes
- N/A (No mini-institutes is offered so far.) [Skip to Q25]

**25. What are the main reasons that you did not participate or missed a mini-institutes?**

- Attended all mini institutes offered so far (did not miss any mini-institute that was offered).
- Schedule conflict with my personal plan
- Schedule conflict with my school/professional activities.
- School/district did not compensate me for my attendance in the training
- Did not think that the mini-institute would be useful for me
- Other: Please explain: \_\_\_\_\_

**26. How do you describe your participation in the weekly Structured Learning Team meeting with other teachers?**

- Attended 3-4 times a month. [Skip to Q27]
- Attended 2-3 times a month.
- Attended 1-2 times a month.
- Attended 1-2 times per semester.
- Attended 1 time or not at all.

**27. What are the main reasons that you did not regularly attend weekly Structured Learning Team meeting.**

- Schedule conflict with my personal plan
- Schedule conflict with my school/professional activities.
- School/district did not compensate me for my attendance in the meeting
- Did not think that the Structured Learning Team would be useful for me
- Other: Please explain: \_\_\_\_\_

**28. How do you describe your participation in the bi-weekly coaching session with the PREL Pacific CHILD training staff?**

- Met with PREL staff about twice a month. [Skip to Q29]
- Met with PREL staff about once a month.
- Met with PREL staff less frequently than once a month.
- Did not meet with PREL staff at all.

**29. What are the main reasons that you did not meet regularly with the bi-weekly coaching session with the PREL staff?**

- Schedule conflict with my personal plan
- Schedule conflict with my school/professional activities.
- School/district did not compensate me for t my attendance in the meeting
- Did not think that the meeting with PREL staff would be useful for me
- Coaching session was not regularly scheduled at my school.
- Did not think that the meeting with PREL staff would be useful for me
- Other: Please explain: \_\_\_\_\_

**30. How would you best describe the availability of your PREL training staff?**

- My PREL staff was frequently present at my school and tried to meet with me often.
- My PREL staff was sometimes present at my school and tried to meet with me sometimes.
- My PREL staff was rarely present at my school and tried to meet with me occasionally.
- My PREL staff was never present at my school and did not try to meet with me at all.
- Other: Please explain: \_\_\_\_\_

**31. Please indicate the extent to which you agree or disagree with each of the following statements:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>No Opinion</b>
a. PREL staff encouraged me to collaborate with other teachers and work on instructional plans together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. PREL staff emphasized the Pacific CHILD components that were learned during the institutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. PREL staff helped me improve my instructional plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. After each Structured Learning Team meeting, I was asked to reflect on and evaluate the session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. PREL staff helped me to understand the purpose behind instructional practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. PREL staff was available to me outside of the Structured Learning Team meeting time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Structured Learning Team meetings were well thought out and organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. PREL staff was knowledgeable with respect to the Pacific CHILD components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. PREL staff was knowledgeable with respect to implementing a variety of instructional practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. PREL staff was knowledgeable with respect to implementing differentiated instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I feel I will be able to continue using Pacific CHILD components after the study has ended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. The support of my PREL staff was valuable to my professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**32. Please indicate the extent to which you feel the following Pacific CHILD activities were useful:**

	Not Useful at All	Not Very Useful	Somewhat Useful	Very Useful
a. Gathering information about my teaching context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Identifying learning goals for my target lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Identifying activities that will support the learning goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Discussing grade – appropriate academic content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Discussing language learning issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Pre-conference conversation before the observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Discussing how my lesson supports all students' achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Having my lessons observed by the PREL staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Receiving feedback on my teaching from my PREL staff after the observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. PREL staff's demonstrations of instructional practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. The questions my PREL staff asked to help me reflect on specific aspects of my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Revising/identifying the instructional goals for my future lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**33. Please indicate the extent to which participating in Pacific CHILD affected the following:**

	<b>Not Effective at All</b>	<b>Not Very Effective</b>	<b>Somewhat Effective</b>	<b>Very Effective</b>
a. Your knowledge regarding the needs of English language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Your confidence in implementing the Pacific CHILD components in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Your awareness of the cultures of English language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Your knowledge regarding reading comprehension strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Your ability to differentiate instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Your use of vocabulary development techniques with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Your use of flexible grouping strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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