APPENDIX C. PARTICIPANT SURVEY

DRAFT DECEMBER 2020

IMPLEMENTATION EVALUATION OF THE TITLE III

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

PARTICIPANT SURVEY

SPRING 2021

Dear NPD Program Participant,

Thank you for agreeing to complete this survey for the *Implementation Evaluation of the National Professional Development (NPD) Program*!

- **Purpose of Study:** This study aims to better understand how institutions of higher education, state education agencies, and school districts that receive funding through Title III's NPD program are implementing projects to help educational personnel working with English learners (ELs) meet high professional standards and improve classroom instruction for ELs. Your participation in this study is voluntary.

- **Sponsor:** The study is being conducted by the American Institutes for Research® (AIR®) under a contract from the U.S. Department of Education.

- **Response Burden:** This survey should take approximately 40 minutes to complete.

- **Benefits:** Your participation will help policy makers, educators, and researchers better understand how professional learning activities supported by the NPD program are working to support pre-service and in-service educators in providing effective instruction for ELs. Findings from this study will be used to guide future improvements to the NPD program and identify areas for future research. You will receive a $20 gift card for completing the survey.

- **How Your Responses Will Be Used:** The information you provide through this survey will not be shared with anyone outside of the AIR study team. Your responses will be combined with responses from other individuals who participated in NPD-supported professional learning activities and summarized in a report that will be released on the U.S. Department of Education's website. This report will not mention any individuals who participated in the study by name.

- **More Information:** For questions or more information about this study, you may contact the AIR study team at XXXX@air.org or call the study toll-free-number at 1-800-XXX-XXXX.

Thank you for your cooperation in this very important effort!

A.1 **Do you recall participating in the following professional learning activities:**

> **[Prefill Title of NPD Project]**
>
> [**Prefill with Description of NPD Project]**

€ **Yes → Continue to A.2**

€ **No → SKIP OUT OF SURVEY**

Note: Throughout the rest of this survey, we will refer to these activities as your "NPD-supported professional learning activities" and/or "NPD-supported teacher preparation program."

A.2 **During which of the following time periods did you participate in these NPD-supported professional learning activities? Please select all that apply.**

	Yes	No
a. 2016–17 (include summer 2016)	☐1	☐2
b. 2017–18 (include summer 2017)	☐1	☐2
c. 2018–19 (include summer 2018)	☐1	☐2
d. 2019–20 (include summer 2019)	☐1	☐2
e. 2020-–21 (include summer 2020)	☐1	☐2

If "Yes" to (d) or (e) → Continue to A.3

If "No" to both (d) and (e) → SKIP OUT OF SURVEY

A.3 **At the time you participated in your NPD-supported professional learning activities, which of the following roles or positions did you hold? Which of the following roles or positions do you currently hold? Please select all that apply.**

	Role during NPD-supported activities	Current role
A. Pre-service teacher working toward initial certification	☐1	☐2
B. In-service teacher with full certification	☐1	☐2
C. In-service teacher with emergency certification or permit	☐1	☐2
D. Assistant teacher or paraprofessional	☐1	☐2
E. School administrator	☐1	☐2

F. Instructional coach	☐1	☐2
G. School support staff (e.g., counselor, family outreach coordinator)	☐1	☐2
H. District administrator	☐1	☐2
I. Other	☐1	☐2

If you chose "Other," please specify here: _____

A.4   In which of the following areas do you currently specialize (or, if you are a pre-service educator, plan to specialize)? Please select all that apply.

	Yes	No
A. English as a Second Language (ESL)	☐1	☐2
B. Dual language education (i.e., programs, such as two-way or one-way immersion programs, that promote bilingualism and biliteracy in English and a partner language)	☐1	☐2
C. Bilingual education (i.e., programs, such as transitional bilingual programs, that use languages other than English to provide instructional support but do not have the goal of promoting bilingualism and biliteracy)	☐1	☐2
D. General education or content area	☐1	☐2
E. Early childhood	☐1	☐2
F. Special education	☐1	☐2
G. Counseling	☐1	☐2
H. Administration/district or school leadership	☐1	☐2

l. Other	☐1	☐2

If you chose "Other," please specify here: _____

A.5 **Which grade levels do you currently serve (or, if you are a pre-service educator, plan to serve)? Please select all that apply.**

- € Early childhood (birth through prekindergarten)
- € Kindergarten
- € Grade 1
- € Grade 2
- € Grade 3
- € Grade 4
- € Grade 5
- € Grade 6
- € Grade 7
- € Grade 8
- € Grade 9
- € Grade 10
- € Grade 11
- € Grade 12

If respondent indicates in A.3 that they are still a pre-service teacher (A.3a = 2), skip to B.1. All other respondents continue to A.6.

A.6 **Which of the following types of instruction do you currently provide to ELs? Please select all that apply.**

	Yes	No
a. Content area instruction in English with integrated English language development	O1	O2
b. Content area instruction using English but specifically designed for ELs (e.g., sheltered instruction, SIOP)	O1	O2
c. Content area instruction that is not specifically designed for ELs	O1	O2
d. English language development (ELD) for ELs (e.g., English as a second language instruction) within or outside of the regular classroom	O1	O2
e. Instruction in the language arts of ELs' home language (e.g., Spanish language arts)	O1	O2
f. Instruction in content areas (math, science, social studies) involving significant (at least 25%) use of ELs' native language	O1	O2
g. Two-way immersion/dual language programs involving both ELs and native English speakers	O1	O2
h. Specialized instruction and supports for newcomers to U.S. schools	O1	O2

A.7   Of the students you currently serve, approximately how many are ELs?

€   All or a majority (More than 50 percent)

€   Many of them (21 to 50 percent)

€   Some of them (11 to 20 percent)

€   Few of them (up to 10 percent)

€   None of them

If respondent indicates in A.3 that they were a pre-service teacher during NPD (A.3a = 1), continue to B.1.

If respondent indicates in A.3 that they were an in-service teacher during NPD (A.3b, c, or d = 1), skip to C.1

A.   The next questions ask about your experiences while attending your NPD-supported teacher preparation program for your initial certification. Please consider all of your preparation experiences in the program you attended for initial certification, but do not include experiences after you received your initial certification such as experiences in a master's program or a program to obtain additional certifications.

B.1 **In total, how many courses did you take as part of your NPD-supported teacher preparation program for initial certification? Or, if you have not yet completed your teacher preparation program, please estimate the total number of courses you will have taken by the end of your program.**

Total Number of Courses

B.2 **How many of those courses fit into the following three categories? Please note that the sum of your responses should equal the total number of courses you indicated in the question above.**

	Number of courses
A. Courses exclusively devoted to topics related to ELs (e.g, a course on promoting English language acquisition, a course on strategies for teaching academic content to ELs)	
B. Courses that are not exclusively devoted to EL-related topics but cover some material that explicitly addresses EL-related topics (e.g., a course on student assessment practices that includes a unit on assessing ELs)	
C. Courses that do not include any EL-related content	

B.3 **As part of your NPD-supported preparation program for initial certification, did you engage in a student teaching assignment or practicum?**

€   Yes, I completed or am currently engaged in a student teaching assignment or practicum.➔ **Continue to B.4**

€   No, I have not yet engaged in a student teaching assignment or practicum, but I plan to do so by the time I finish my teacher preparation program**. ➔ Skip to B.6**

€   No, I have not completed a student teaching assignment or practicum, and I do not plan to do so. ➔ **Skip to B.6**

B.4 **During your student teaching assignment or practicum, approximately how many of the students whom you served were ELs?**

€   All or a majority of them (more than 50 percent) ➔ **Continue to B.5**

€   Many of them (21 to 50 percent) ➔ **Continue to B.5**

€   Some of them (11 to 20 percent) ➔ **Continue to B.5**

€   Few of them (up to 10 percent) **→ Continue to B.5**

€   None of them **→ Skip to B.6**

B.5   **Which of the following types of instruction did you provide to ELs during your student teaching assignment or practicum? Please select all that apply.**

	Yes	No
a. Content area instruction in English with integrated English language development	O1	O2
b. Content area instruction using English but specifically designed for ELs (e.g., sheltered instruction, SIOP)	O1	O2
c. Content area instruction that is not specifically designed for ELs	O1	O2
d. English language development (ELD) for ELs (e.g., English as a second language instruction) within or outside of the regular classroom	O1	O2
e. Instruction in the language arts of ELs' home language (e.g., Spanish language arts)	O1	O2
f. Instruction in content areas (math, science, social studies) involving significant (at least 25%) use of ELs' native language	O1	O2
g. Two-way immersion/dual language programs involving both ELs and native English speakers	O1	O2
h. Specialized instruction and supports for newcomers to U.S. schools	O1	O2

B.6   As part of your NPD-supported preparation program for *initial certification*, how often did you:

Teaching Strategies	Read about, hear about, or see a role play of this strategy (such as during coursework)?					Observe a teacher using this strategy in a K-12 classroom (include videos and direct observations during your fieldwork or student teaching)?					Practice this strategy in a K-12 classroom prior to becoming a full-time teacher?					Receive feedback on your use of this strategy from program staff or a cooperating teacher that included information about what you did well/how you could improve?				
	Rarely/never				*Very often*	*Rarely/ never*				*Very often*	*Rarely/ never*				*Very often*	*Rarely/ never*				*Very often*
a. Teaching ELs word-learning strategies such as using cognates (words that share a common origin in multiple languages) or context clues, focusing on word parts, or practicing using different forms of a root word.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
b. Facilitating discussions in which students have assigned roles to increase opportunities for ELs to use academic words.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
c. Using strategies that help ELs process content and practice language, such as having students read and discuss short text passages, act out word meanings, or ask each other questions.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
d. Using modeling, hands-on materials, visuals, demonstrations, gestures, and videos to engage ELs and to stimulate group discussion.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
e. Creating small groups of students with varying levels of English proficiency so that students with stronger English skills can provide language models for less proficient students.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
f. Supporting ELs' social and emotional development and overall well-being	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
g. Building meaningful relationships with EL parents and families	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5

B.7 **How <u>useful</u> have your NPD-supported preparation experiences for these teaching strategies been for your classroom instruction? If you have not provided any classroom instruction (e.g., as part of a practicum, student teaching, or regular teaching assignment), please select N/A.**

	Have not used	Not useful	Somewhat useful	Useful	Very useful	N/A
a. Teaching ELs word-learning strategies such as using cognates (words that share a common origin in multiple languages) or context clues, focusing on word parts, or practicing using different forms of a root word.	☐1	☐2	☐3	☐4	☐5	☐6
b. Facilitating discussions in which students have assigned roles to increase opportunities for ELs to use academic words.	☐1	☐2	☐3	☐4	☐5	☐6
c. Using strategies that help ELs process content and practice language, such as having students read and discuss short text passages, act out word meanings, or ask each other questions.	☐1	☐2	☐3	☐4	☐5	☐6
d. Using modeling, hands-on materials, visuals, demonstrations, gestures, and videos to engage ELs and to stimulate group discussion.	☐1	☐2	☐3	☐4	☐5	☐6
e. Creating small groups of students with varying levels of English proficiency so that students with stronger English skills can provide language models for less proficient students.	☐1	☐2	☐3	☐4	☐5	☐6
f. Supporting ELs' social and emotional development and overall well-being	☐1	☐2	☐3	☐4	☐5	☐6
g. Building meaningful relationships with EL parents and families	☐1	☐2	☐3	☐4	☐5	☐6

B.8   As part of your NPD-supported preparation program for *initial certification*, how often did you:

Teaching Strategies for "Demonstrating Sensitivity to Student Needs"	Read about, hear about, or see a role play of this strategy (such as during courses or workshops)?					Observe a teacher using this strategy in a K-12 classroom (include videos and direct observations)?					Practice this strategy in a K-12 classroom?					Receive feedback on your use of this strategy (e.g., from a coach or administrator) that included information about what you did well/how you could improve?				
	Rarely/ never				*Very often*	*Rarely/ never*				*Very often*	*Rarely/ never*				*Very often*	*Rarely/ never*				*Very often*
a. Recognizing the signs that students may need extra support or assistance	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
b. Checking in with students who are having difficulties with classroom activities or who are not engaged in the activities.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
c. Providing individualized support to both students struggling with understanding content and students who need extra challenge.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
d. Adjusting pacing and wait time during instruction if students need more time to understand a concept, process information, or complete an assignment.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
e. Follow-up with students who have experienced difficulty to ensure that the additional assistance offered has met their needs.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5

B.9 **How <u>useful</u> have your NPD-supported preparation experiences for these teaching strategies been for your classroom instruction? If you have not provided any classroom instruction (e.g., as part of a practicum, student teaching, or regular teaching assignment), please select N/A.**

	Have not used	Not useful	Somewhat useful	Useful	Very useful	N/A
a. Recognizing the signs that students may need extra support or assistance	☐1	☐2	☐3	☐4	☐5	☐6
b. Checking in with students who are having difficulties with classroom activities or who are not engaged in the activities	☐1	☐2	☐3	☐4	☐5	☐6
c. Providing individualized support to both students struggling with understanding content and students who need extra challenge	☐1	☐2	☐3	☐4	☐5	☐6
d. Adjusting pacing and wait time during instruction if students need more time to understand a concept, process information, or complete an assignment.	☐1	☐2	☐3	☐4	☐5	☐6
e. Follow-up with students who have experienced difficulty to ensure that the additional assistance offered has met their needs.	☐1	☐2	☐3	☐4	☐5	☐6

B.10   As part of your NPD-supported preparation program for *initial certification*, how often did you:

Teaching Strategies for "Conveying the Importance of Learning"	Read about, hear about, or see a role play of this strategy (such as during courses or workshops)?					Observe a teacher using this strategy in a K-12 classroom (include videos and direct observations)?					Practice this strategy in a K-12 classroom?					Receive feedback on your use of this strategy (e.g., from a coach or administrator) that included information about what you did well/how you could improve?				
	Rarely/ never				*Very often*	*Rarely/ never*				*Very often*	*Rarely/ never*				*Very often*	*Rarely/ never*				*Very often*
a. Conveying to students the importance and value of the concepts and skills they are learning.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
b. Conveying to students that their job in the classroom is to work hard and engage in learning.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
c. Conveying high expectations for student participation and engagement in classroom tasks and activities.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
d. Conveying the belief that all students are capable of learning challenging material if they work hard.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
e. Conveying that students should take responsibility for the quality of their own work by initiating improvements, making revisions, or adding detail based on feedback from the teacher.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5

B.11 How <u>useful</u> have your NPD-supported preparation experiences for these teaching strategies been for your classroom instruction? If you have not provided any classroom instruction (e.g., as part of a practicum, student teaching, or regular teaching assignment), please select N/A.

	Have not used	Not useful	Somewhat useful	Useful	Very useful	N/A
a. Conveying to students the importance and value of the concepts and skills they are learning.	☐1	☐2	☐3	☐4	☐5	☐6
b. Conveying to students that their job in the classroom is to work hard and engage in learning	☐1	☐2	☐3	☐4	☐5	☐6
c. Conveying high expectations for student participation and engagement in classroom tasks and activities.	☐1	☐2	☐3	☐4	☐5	☐6
d. Conveying the belief that all students are capable of learning challenging material if they work hard.	☐1	☐2	☐3	☐4	☐5	☐6
e. Conveying that students should take responsibility for the quality of their own work by initiating improvements, making revisions, or adding detail based on feedback from the teacher.	☐1	☐2	☐3	☐4	☐5	☐6

B.12 As part of your NPD-supported preparation program for *initial certification*, how often did you:

Teaching Strategies for "Providing Feedback that Helps Student Learning"	Read about, hear about, or see a role play of this strategy (such as during courses or workshops)?					Observe a teacher using this strategy in a K-12 classroom (include videos and direct observations)?					Practice this strategy in a K-12 classroom?					Receive feedback on your use of this strategy (e.g., from a coach or administrator) that included information about what you did well/how you could improve?				
	Rarely/ never				*Very often*	*Rarely/ never*				*Very often*	*Rarely/ never*				*Very often*	*Rarely/ never*				*Very often*
a. Using questions, prompts and assessments to regularly monitor student understanding and diagnose misconceptions or errors in thinking.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
b. Providing students with strategies and opportunities for monitoring their own understanding of academic concepts and learning progress.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
c. Teaching students how to provide constructive review and criticism of each other's work.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
d. Providing assistance, hints, or prompts that help students deepen their understanding of concepts or procedures and perform at a higher level.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
e. Providing feedback that builds on learning by expanding on and clarifying student ideas, providing new information, and correcting any misstatements or misconceptions	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5

B.13 **How <u>useful</u> have your NPD-supported preparation experiences for these teaching strategies been for your classroom instruction? If you have not provided any classroom instruction (e.g., as part of a practicum, student teaching, or regular teaching assignment), please select N/A.**

	Have not used	Not useful	Somewhat useful	Useful	Very useful	N/A
a. Using questions, prompts and assessments to regularly monitor student understanding and diagnose misconceptions or errors in thinking.	☐1	☐2	☐3	☐4	☐5	☐6
b. Providing students with strategies and opportunities for monitoring their own understanding of academic concepts and learning progress.	☐1	☐2	☐3	☐4	☐5	☐6
c. Teaching students how to provide constructive review and criticism of each other's work.	☐1	☐2	☐3	☐4	☐5	☐6
d. Providing assistance, hints, or prompts that help students deepen their understanding of concepts or procedures and perform at a higher level.	☐1	☐2	☐3	☐4	☐5	☐6
e. Providing feedback that builds on learning by expanding on and clarifying student ideas, providing new information, and correcting any misstatements or misconceptions	☐1	☐2	☐3	☐4	☐5	☐6

Instructional Strategies for "Building Students' Higher-Order Thinking Skills"	Read about, hear about, or see a role play of this strategy (such as during courses or workshops)?					Observe a teacher using this strategy in a K-12 classroom (include videos and direct observations)?					Practice this strategy in a K-12 classroom?					Receive feedback on your use of this strategy (e.g., from a coach or administrator) that included information about what you did well/how you could improve?				
	Rarely/ never				*Very often*	*Rarely/ never*				*Very often*	*Rarely/ never*				*Very often*	*Rarely/ never*				*Very often*
a. Presenting students with open-ended problems and tasks where there is not one correct answer or approach	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
b. Modeling the problem-solving process for students by "thinking out loud" to bring students' attention to the steps they are expected to go through to derive a solution	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
c. Asking students to explain or show their thinking-how they approached a given problem or task and how they arrived at their answer (e.g., doing a math problem at the board, arguing an interpretation of a poem or story).	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
d. Providing assignments that engage students in content that is cognitively challenging, i.e., that requires them to make predictions, formulate hypotheses, or brainstorm.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
e. Providing materials and resources that promote deeper learning, such as primary source materials in social studies, or articles or published documents in language arts.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5

B.14   As part of your NPD-supported preparation program for *initial certification*, how often did you:

B.15 **How <u>useful</u> have your NPD-supported preparation experiences for these teaching strategies been for your classroom instruction? If you have not provided any classroom instruction (e.g., as part of a practicum, student teaching, or regular teaching assignment), please select N/A.**

	Have not used	Not useful	Somewhat useful	Useful	Very useful	N/A
a. Presenting students with open-ended problems and tasks where there is not one correct answer or approach	☐1	☐2	☐3	☐4	☐5	☐6
b. Modeling the problem-solving process for students by "thinking out loud" to bring students' attention to the steps they are expected to go through to derive a solution	☐1	☐2	☐3	☐4	☐5	☐6
c. Asking students to explain or show their thinking-how they approached a given problem or task and how they arrived at their answer (e.g., doing a math problem at the board, arguing an interpretation of a poem or story)	☐1	☐2	☐3	☐4	☐5	☐6
d. Providing assignments that engage students in content that is cognitively challenging, i.e., that requires them to make predictions, formulate hypotheses, or brainstorm	☐1	☐2	☐3	☐4	☐5	☐6
e. Providing materials and resources that promote deeper learning, such as primary source materials in social studies, or articles or published documents in language arts	☐1	☐2	☐3	☐4	☐5	☐6

B.16   As part of your NPD-supported preparation program for *initial certification*, how often did you:

Teaching Strategies for "Designing and Using Assessments of Student Learning"	Read about, hear about, or see a role play of this strategy (such as during courses or workshops)?					Observe a teacher using this strategy in a K-12 classroom (include videos and direct observations)?					Practice this strategy in a K-12 classroom?					Receive feedback on your use of this strategy (e.g., from a coach or administrator) that included information about what you did well/how you could improve?				
	Rarely/ never				Very often	Rarely/ never				Very often	Rarely/ never				Very often	Rarely/ never				Very often
a. Clearly defining assessment criteria for students.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
b. Modifying assessments to meet the needs of individual students.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
c. Using results of assessments to guide planning of future instruction.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
d. Using questions, prompts and assessments to regularly diagnose student learning.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
e. Providing students with opportunities to monitor their own understanding and progress	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5

B.17   How <u>useful</u> have your NPD-supported preparation experiences for these teaching strategies been for your classroom instruction? If you have not provided any classroom instruction (e.g., as part of a practicum, student teaching, or regular teaching assignment), please select N/A.

		Have not used	Not useful	Somewhat useful	Useful	Very useful	N/A
a.	Clearly defining assessment criteria for students.	☐1	☐2	☐3	☐4	☐5	☐6
b.	Modifying assessments to meet the needs of individual students.	☐1	☐2	☐3	☐4	☐5	☐6
c.	Using results of assessments to guide planning of future instruction.	☐1	☐2	☐3	☐4	☐5	☐6
d.	Using questions, prompts and assessments to regularly diagnose student learning.	☐1	☐2	☐3	☐4	☐5	☐6
e.	Providing students with opportunities to monitor their own understanding and progress	☐1	☐2	☐3	☐4	☐5	☐6

B.18 **Please rate your agreement with the following statements about your experiences with EL-related coursework or professional learning opportunities that you participated in as part of your NPD-supported teacher preparation program. These experiences have…**

	Strongly disagree	Disagree	Agree	Strongly agree
a. Been consistent with my own goals for preparing for a teaching position	O1	O2	O3	O4
b. Tried to cover too many topics.	O1	O2	O3	O4
c. Allowed me to focus on an instructional problem over an extended period of time	O1	O2	O3	O4
d. Provided ongoing opportunities for collaboration with other teachers	O1	O2	O3	O4
e. Helped me establish or expand a social network of educators with whom I can continue to collaborate on EL instructional issues (e.g., share materials, ideas)	O1	O2	O3	O4
f. Enhanced my ability to improve student learning	O1	O2	O3	O4
g. Have taken more time than they were worth	O1	O2	O3	O4
h. Better prepared me to teach ELs	O1	O2	O3	O4

B.19 **Which of the following best describes your current status with regard to completing your NPD-supported teacher preparation program?**

- € I have completed the program.
- € I am still participating in the program and plan to complete it.
- € I am still participating in the program, but I am not sure if I will complete it.
- € I stopped participating in the program prior to completing it.

**Respondents indicating they have completed or plan to complete the program, skip to B.21
All other respondents continue to B.20**

B.20 **Which of the following factors influenced your decision not to complete the program? Or, if you are still deciding whether to complete the program, which factors are likely to influence that decision?**

	Yes	No
a. Change in career goals or interests	O1	O2
b. Change in life circumstances	O1	O2
c. Disruptions caused by the COVID-19 pandemic	O1	O2
d. Program is not a great fit for me	O1	O2
e. Disappointment with the program's quality or usefulness	O1	O2
f. Financial constraints	O1	O2
g. Time constraints	O1	O2
h. Difficulty completing program requirements	O1	O2
i. Other	O1	O2

If you chose "Other," please specify here: _____

B.21 **Have you acquired or do you plan to acquire certification or endorsement to teach ELs?**

- €   Yes, I have already acquired certification/endorsement to teach ELs.
- €   I have not yet acquired certification/endorsement to teach ELs, but I plan to.
- €   I'm not sure if I will acquire certification/endorsement to teach ELs.
- €   No, I do not plan to acquire certification/endorsement to teach ELs.

All respondents to B.21, skip to End of Survey.

IN-SERVICE EDUCATOR EXPERIENCES

B.   The next questions ask about your experiences while attending NPD-supported professional learning activities. Please consider all of your experiences associated with those activities, but do not include other unrelated professional learning opportunities.

C.1   Have your NPD-supported professional learning activities included participating in coursework? If so, please enter the number of courses you have completed and/or plan to complete. If your NPD-supported activities did not include coursework, please enter "0."

Total Number of Courses

C.2   How many sessions of the following types of other professional learning opportunities have you attended as part of your NPD-supported activities? On average, how many hours did each session last? If you did not attend a certain type of learning opportunity, please enter "0."

	Number of sessions	Average Number of hours per session
A. Workshops, academies, or training modules		
B. Summer institutes		
C. Professional learning communities (PLCs) or communities of practice		
D. Instructional coaching		
E. Classroom observations with structured feedback		
F. Conferences		
G. Other		

If you chose "Other," please specify here: _____

C.3   As part of your *NPD-supported professional learning activities*, how often did you:

Teaching Strategies	Read about, hear about, or see a role play of this strategy (such as during courses or workshops)?					Observe a teacher using this strategy in a K-12 classroom (include videos and direct observations)?					Practice this strategy in a K-12 classroom?					Receive feedback on your use of this strategy (e.g., from a coach or administrator) that included information about what you did well/how you could improve?				
	Rarely/never				*Very often*	*Rarely/ never*				*Very often*	*Rarely/ never*				*Very often*	*Rarely/ never*				*Very often*
a. Teaching ELs word-learning strategies such as using cognates (words that share a common origin in multiple languages) or context clues, focusing on word parts, or practicing using different forms of a root word.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
b. Facilitating discussions in which students have assigned roles to increase opportunities for ELs to use academic words.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
c. Using strategies that help ELs process content and practice language, such as having students read and discuss short text passages, act out word meanings, or ask each other questions.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
d. Using modeling, hands-on materials, visuals, demonstrations, gestures, and videos to engage ELs and to stimulate group discussion.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
e. Creating small groups of students with varying levels of English proficiency so that students with stronger English skills can provide language models for less proficient students.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
f. Supporting ELs' social and emotional development and overall well-being	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
g. Building meaningful relationships with EL parents and families	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5

C.4   How <u>useful</u> have your experiences with these teaching strategies during your NPD-supported professional learning activities been for your classroom instruction?

	Have not used	Not useful	Somewhat useful	Useful	Very useful
a. Teaching ELs word-learning strategies such as using cognates (words that share a common origin in multiple languages) or context clues, focusing on word parts, or practicing using different forms of a root word.	☐1	☐2	☐3	☐4	☐5
b. Facilitating discussions in which students have assigned roles to increase opportunities for ELs to use academic words.	☐1	☐2	☐3	☐4	☐5
c. Using strategies that help ELs process content and practice language, such as having students read and discuss short text passages, act out word meanings, or ask each other questions.	☐1	☐2	☐3	☐4	☐5
d. Using modeling, hands-on materials, visuals, demonstrations, gestures, and videos to engage ELs and to stimulate group discussion.	☐1	☐2	☐3	☐4	☐5
e. Creating small groups of students with varying levels of English proficiency so that students with stronger English skills can provide language models for less proficient students.	☐1	☐2	☐3	☐4	☐5
f. Supporting ELs' social and emotional development and overall well-being	☐1	☐2	☐3	☐4	☐5
g. Building meaningful relationships with EL parents and families	☐1	☐2	☐3	☐4	☐5

C.5   As part of your *NPD-supported professional learning activities*, how often did you:

Teaching Strategies for "Demonstrating Sensitivity to Student Needs"	Read about, hear about, or see a role play of this strategy (such as during courses or workshops)?					Observe a teacher using this strategy in a K-12 classroom (include videos and direct observations)?					Practice this strategy in a K-12 classroom?					Receive feedback on your use of this strategy (e.g., from a coach or administrator) that included information about what you did well/how you could improve?				
	Rarely/ never				*Very often*	*Rarely/ never*				*Very often*	*Rarely/ never*				*Very often*	*Rarely/ never*				*Very often*
a. Recognizing the signs that students may need extra support or assistance	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
b. Checking in with students who are having difficulties with classroom activities or who are not engaged in the activities.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
c. Providing individualized support to both students struggling with understanding content and students who need extra challenge.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
d. Adjusting pacing and wait time during instruction if students need more time to understand a concept, process information, or complete an assignment.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
e. Follow-up with students who have experienced difficulty to ensure that the additional assistance offered has met their needs.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5

C.6 **How <u>useful</u> have your experiences with these teaching strategies during your NPD-supported professional learning activities been for your classroom instruction?**

	Have not used	Not useful	Somewhat useful	Useful	Very useful
a. Recognizing the signs that students may need extra support or assistance	☐1	☐2	☐3	☐4	☐5
b. Checking in with students who are having difficulties with classroom activities or who are not engaged in the activities	☐1	☐2	☐3	☐4	☐5
c. Providing individualized support to both students struggling with understanding content and students who need extra challenge	☐1	☐2	☐3	☐4	☐5
d. Adjusting pacing and wait time during instruction if students need more time to understand a concept, process information, or complete an assignment.	☐1	☐2	☐3	☐4	☐5
e. Follow-up with students who have experienced difficulty to ensure that the additional assistance offered has met their needs.	☐1	☐2	☐3	☐4	☐5

C.7 As part of your *NPD-supported professional learning activities*, how often did you:

Teaching Strategies for "Conveying the Importance of Learning"	Read about, hear about, or see a role play of this strategy (such as during courses or workshops)?					Observe a teacher using this strategy in a K-12 classroom (include videos and direct observations)?					Practice this strategy in a K-12 classroom?					Receive feedback on your use of this strategy (e.g., from a coach or administrator) that included information about what you did well/how you could improve?				
	Rarely/ never				*Very often*	*Rarely/ never*				*Very often*	*Rarely/ never*				*Very often*	*Rarely/ never*				*Very often*
a. Conveying to students the importance and value of the concepts and skills they are learning.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
b. Conveying to students that their job in the classroom is to work hard and engage in learning.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
c. Conveying high expectations for student participation and engagement in classroom tasks and activities.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
d. Conveying the belief that all students are capable of learning challenging material if they work hard.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
e. Conveying that students should take responsibility for the quality of their own work by initiating improvements, making revisions, or adding detail based on feedback from the teacher.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5

C.8 **How <u>useful</u> have your experiences with these teaching strategies during your NPD-supported professional learning activities been for your classroom instruction?**

	Have not used	Not useful	Somewhat useful	Useful	Very useful
a. Conveying to students the importance and value of the concepts and skills they are learning.	☐1	☐2	☐3	☐4	☐5
b. Conveying to students that their job in the classroom is to work hard and engage in learning	☐1	☐2	☐3	☐4	☐5
c. Conveying high expectations for student participation and engagement in classroom tasks and activities.	☐1	☐2	☐3	☐4	☐5
d. Conveying the belief that all students are capable of learning challenging material if they work hard.	☐1	☐2	☐3	☐4	☐5
e. Conveying that students should take responsibility for the quality of their own work by initiating improvements, making revisions, or adding detail based on feedback from the teacher.	☐1	☐2	☐3	☐4	☐5

C.9   As part of your *NPD-supported professional learning activities*, how often did you:

Teaching Strategies for "Providing Feedback that Helps Student Learning"	Read about, hear about, or see a role play of this strategy (such as during courses or workshops)?					Observe a teacher using this strategy in a K-12 classroom (include videos and direct observations)?					Practice this strategy in a K-12 classroom?					Receive feedback on your use of this strategy (e.g., from a coach or administrator) that included information about what you did well/how you could improve?				
	Rarely/ never				*Very often*	*Rarely/ never*				*Very often*	*Rarely/ never*				*Very often*	*Rarely/ never*				*Very often*
a. Using questions, prompts and assessments to regularly monitor student understanding and diagnose misconceptions or errors in thinking.	O 1	O 2	O 3	O 4	O 5	O 1	O 2	O 3	O 4	O 5	O 1	O 2	O 3	O 4	O 5	O 1	O 2	O 3	O 4	O 5
b. Providing students with strategies and opportunities for monitoring their own understanding of academic concepts and learning progress.	O 1	O 2	O 3	O 4	O 5	O 1	O 2	O 3	O 4	O 5	O 1	O 2	O 3	O 4	O 5	O 1	O 2	O 3	O 4	O 5
c. Teaching students how to provide constructive review and criticism of each other's work.	O 1	O 2	O 3	O 4	O 5	O 1	O 2	O 3	O 4	O 5	O 1	O 2	O 3	O 4	O 5	O 1	O 2	O 3	O 4	O 5
d. Providing assistance, hints, or prompts that help students deepen their understanding of concepts or procedures and perform at a higher level.	O 1	O 2	O 3	O 4	O 5	O 1	O 2	O 3	O 4	O 5	O 1	O 2	O 3	O 4	O 5	O 1	O 2	O 3	O 4	O 5
e. Providing feedback that builds on learning by expanding on and clarifying student ideas, providing new information, and correcting any misstatements or misconceptions	O 1	O 2	O 3	O 4	O 5	O 1	O 2	O 3	O 4	O 5	O 1	O 2	O 3	O 4	O 5	O 1	O 2	O 3	O 4	O 5

C.10 How <u>useful</u> have your experiences with these teaching strategies during your NPD-supported professional learning activities been for your classroom instruction?

	Have not used	Not useful	Somewhat useful	Useful	Very useful
a. Using questions, prompts and assessments to regularly monitor student understanding and diagnose misconceptions or errors in thinking.	☐1	☐2	☐3	☐4	☐5
b. Providing students with strategies and opportunities for monitoring their own understanding of academic concepts and learning progress.	☐1	☐2	☐3	☐4	☐5
c. Teaching students how to provide constructive review and criticism of each other's work.	☐1	☐2	☐3	☐4	☐5
d. Providing assistance, hints, or prompts that help students deepen their understanding of concepts or procedures and perform at a higher level.	☐1	☐2	☐3	☐4	☐5
e. Providing feedback that builds on learning by expanding on and clarifying student ideas, providing new information, and correcting any misstatements or misconceptions	☐1	☐2	☐3	☐4	☐5

C.11 **As part of your *NPD-supported professional learning activities*, how often did you:**

Instructional Strategies for "Building Students' Higher-Order Thinking Skills"	Read about, hear about, or see a role play of this strategy (such as during courses or workshops)?					Observe a teacher using this strategy in a K-12 classroom (include videos and direct observations)?					Practice this strategy in a K-12 classroom?					Receive feedback on your use of this strategy (e.g., from a coach or administrator) that included information about what you did well/how you could improve?				
	Rarely/ never				*Very often*	*Rarely/ never*				*Very often*	*Rarely/ never*				*Very often*	*Rarely/ never*				*Very often*
a. Presenting students with open-ended problems and tasks where there is not one correct answer or approach	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
b. Modeling the problem-solving process for students by "thinking out loud" to bring students' attention to the steps they are expected to go through to derive a solution	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
c. Asking students to explain or show their thinking-how they approached a given problem or task and how they arrived at their answer (e.g., doing a math problem at the board, arguing an interpretation of a poem or story).	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
d. Providing assignments that engage students in content that is cognitively challenging, i.e., that requires them to make predictions, formulate hypotheses, or brainstorm.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
e. Providing materials and resources that promote deeper learning, such as primary source materials in social studies, or articles or published documents in language arts.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5

C.12   How <u>useful</u> have your experiences with these teaching strategies during your NPD-supported professional learning activities been for your classroom instruction?

	Have not used	Not useful	Somewhat useful	Useful	Very useful
a. Presenting students with open-ended problems and tasks where there is not one correct answer or approach	☐1	☐2	☐3	☐4	☐5
b. Modeling the problem-solving process for students by "thinking out loud" to bring students' attention to the steps they are expected to go through to derive a solution	☐1	☐2	☐3	☐4	☐5
c. Asking students to explain or show their thinking-how they approached a given problem or task and how they arrived at their answer (e.g., doing a math problem at the board, arguing an interpretation of a poem or story)	☐1	☐2	☐3	☐4	☐5
d. Providing assignments that engage students in content that is cognitively challenging, i.e., that requires them to make predictions, formulate hypotheses, or brainstorm	☐1	☐2	☐3	☐4	☐5
e. Providing materials and resources that promote deeper learning, such as primary source materials in social studies, or articles or published documents in language arts	☐1	☐2	☐3	☐4	☐5

C.13 As part of your *NPD-supported professional learning activities*, how often did you:

Teaching Strategies for "Designing and Using Assessments of Student Learning"	Read about, hear about, or see a role play of this strategy (such as during courses or workshops)?					Observe a teacher using this strategy in a K-12 classroom (include videos and direct observations)?					Practice this strategy in a K-12 classroom?					Receive feedback on your use of this strategy (e.g., from a coach or administrator) that included information about what you did well/how you could improve?				
	Rarely/ never				*Very often*	*Rarely/ never*				*Very often*	*Rarely/ never*				*Very often*	*Rarely/ never*				*Very often*
a. Clearly defining assessment criteria for students.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
b. Modifying assessments to meet the needs of individual students.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
c. Using results of assessments to guide planning of future instruction.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
d. Using questions, prompts and assessments to regularly diagnose student learning.	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5
e. Providing students with opportunities to monitor their own understanding and progress	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5	o 1	o 2	o 3	o 4	o 5

C.14 How <u>useful</u> have your experiences with these teaching strategies during your NPD-supported professional learning activities been for your classroom instruction?

	Have not used	Not useful	Somewhat useful	Useful	Very useful
a. Clearly defining assessment criteria for students.	☐1	☐2	☐3	☐4	☐5
b. Modifying assessments to meet the needs of individual students.	☐1	☐2	☐3	☐4	☐5
c. Using results of assessments to guide planning of future instruction.	☐1	☐2	☐3	☐4	☐5
d. Using questions, prompts and assessments to regularly diagnose student learning.	☐1	☐2	☐3	☐4	☐5
e. Providing students with opportunities to monitor their own understanding and progress	☐1	☐2	☐3	☐4	☐5

C.15 Which of the following best describes your current status with regard to completing all components of your NPD-supported professional learning activities?

€ I have completed all components of my NPD-supported professional learning activities.

€ I am still participating in some components of my NPD-supported professional learning activities, but I expect to ultimately complete all of them.

€ I am still participating in some components of my NPD-supported professional learning activities, but I am not sure if I will complete all of them.

€ I stopped participating in my NPD-supported professional learning activities prior to completing them.

Respondents indicating they have completed or plan to complete all of their activities, skip to C.17 All other respondents continue to C.16

C.16 **Which of the following factors influenced your decision not to complete all of components of your NPD-supported professional learning activities? Or, if you are still deciding whether to complete these activities, which factors are likely to influence that decision?**

	Yes	No
a. Change in career goals or interests	O1	O2
b. Change in life circumstances	O1	O2
c. Disruptions caused by the COVID-19 pandemic	O1	O2
d. The professional learning activities' lack of relevance to my classroom teaching	O1	O2
e. Disappointment with the quality or usefulness of the professional learning activities	O1	O2
f. Financial constraints	O1	O2
g. Time constraints	O1	O2
h. Difficulty completing requirements for the professional learning activities	O1	O2
i. Other	O1	O2

If you chose "Other," please specify here: _____

C.17 Do your NPD-supported professional learning activities involve acquiring a new certification or endorsement to teach ELs?

€ **Yes → Continue to C.18**

€ **No → SKIP to C.19**

C.18 Have you acquired or do you plan to acquire certification or endorsement to teach ELs?

€   Yes, I have already acquired the certification/endorsement to teach ELs.

€   I have not yet acquired the certification/endorsement to teach ELs, but I plan to.

€   I'm not sure if I will acquire the certification/endorsement to teach ELs.

€   No, I do not plan to acquire the certification/endorsement to teach ELs.

C.19   Please rate your agreement with the following statements about your NPD-supported professional learning activities. These experiences have…

	Strongly disagree	Disagree	Agree	Strongly agree
a. Been consistent with my own goals for professional development	O1	O2	O3	O4
b. Built on what I learned in earlier professional development experiences	O1	O2	O3	O4
c. Been part of a plan to meet state, district, and/or school goals	O1	O2	O3	O4
d. Tried to cover too many topics.	O1	O2	O3	O4
e. Allowed me to focus on an instructional problem over an extended period of time	O1	O2	O3	O4
f. Provided ongoing opportunities for collaboration with other teachers	O1	O2	O3	O4
g. Helped me establish or expand a social network of educators with whom I can continue to collaborate on EL instructional issues (e.g., share materials, ideas)	O1	O2	O3	O4
h. Enhanced my ability to improve student learning	O1	O2	O3	O4
i. Have taken more time than they were worth	O1	O2	O3	O4
j. Better prepared me to teach ELs	O1	O2	O3	O4

END OF SURVEY

THANK YOU FOR COMPLETING THE SURVEY! WE VERY MUCH APPRECIATE YOUR TIME.