

# Survey and Methodology for Assessing Adult Basic Education Teachers' Characteristics and Concerns

Developed by Cristine Smith and Judy Hofer  
as part of the NCSALL Staff Development Study

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National Center for the Study of Adult Learning and Literacy

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# Survey and Methodology for Assessing Adult Basic Education Teachers' Characteristics and Concerns

Note To Researchers: DETACH THESE TWO PAGES BEFORE  
SENDING SURVEY TO TEACHERS

The following is a survey developed as part of the National Center for the Study of Adult Learning and Literacy's Professional Development Study, directed by Cristine Smith and Judy Hofer. Most of the questions in this survey were tested with 100 adult education and literacy teachers in the New England area; a few changes have been made to this version to correct poorly worded questions or to cover relevant information that was not addressed in the original study.

## GOAL OF THE SURVEY

The goal of the survey was to collect information about the factors that support or hinder teachers within their jobs and their programs. We offer the survey questions here as one sample of a questionnaire that states or organizations could use to learn more about the teachers working for them. Collecting and analyzing data using this survey will assist states or organizations in their efforts to design professional development activities or set program policies that support teachers to do the best job possible.

We encourage you to review the NCSALL Report entitled *Characteristics and Concerns of Adult Basic Education Teachers* (NCSALL Reports #26, available at <http://gseweb.harvard.edu/ncsall/research/reports.htm>) to gain an understanding of the kind of data and information you can gather, use, and apply to your setting.

## SAMPLING METHODS

### **A. Best way to sample teachers**

A survey is only as good as the sampling it employs. The best way to sample teachers within a state, we believe, is to use a complete list of all teachers—full and part time—employed by any organization that provides direct services to adult learners, whether public or private. Surveyors would then randomly select some percentage of the whole list (say, 10-30%) and send the survey to those randomly selected teachers. If any teachers do not return the survey, another teacher's name is randomly selected from the list and sent the survey, and so on, until the predetermined sample number is achieved. Teachers should be paid for their time in filling out the survey (usually a \$25.00 stipend would be sufficient). If the state also wanted to sample from their tutor population, a similar selection procedure would be ideal.

### **B. Next best way to sample teachers**

However, many states do not have a complete and up-to-date list of teachers, making it difficult to utilize a completely random sample. The next best way to sample would be to send to all teachers whose home addresses are known, with the sample being those teachers who complete the survey and send it back. However, surveyors should be aware of the limitations of such a sampling method; at least recognize how teachers got onto such a list (Are they more likely to be

full-time teachers? Are they more likely to be teachers who have taught for more years in the adult education system?) and recognize that those teachers who opt to send the survey back may, in some important way, be different from those teachers who did not opt to send it back.

### ***C. Least desirable way to sample teachers***

The least desirable but probably most feasible way for states to sample teachers is by sending multiple copies of the survey to each program director, and asking that director to distribute them to the teachers. The drawbacks to this method of sampling are many: surveyors can assume that some program directors may not distribute them, or may distribute them only to some teachers (such as full-time teachers), resulting in teachers in particular programs being over-sampled in comparison to other programs; directors may require (rather than encourage) teachers to fill it out, so that some respondents will not be completing the survey voluntarily; directors may opt to distribute the survey only to full-time teachers with more years of experience, etc.

Our main suggestion, regardless of the sampling method you use, is to document completely how you distributed the survey and collected the data, so that you can describe the sample of teachers you feel you have in the end. The limitations in your sampling methodology will then allow you to interpret what the data means; i.e., if you feel that you have a higher percentage of full-time teachers in your sample than you believe you have in your state or organization, it is probably due to the sampling, but you can analyze and determine what that may mean for the rest of the data you have collected, and how representative your sample is likely to be for the whole population of teachers in your program or system.

In any case, we feel that it is important for states to begin to ask programs to send in to the state adult basic education office a complete list of teachers, with their home addresses whenever possible, along with the annual National Reporting System data programs are required to generate. If documenting the names and contact information for each teachers were part of the computer software programs use as part of NRS, the state would have an automatic updated list of teachers each year, and it would require little extra work for the program. This list could then be used by the state or the professional development system to advertise professional development opportunities directly to teachers, or to appropriately sample teachers for surveys such as this.

## **USING THIS SURVEY**

If you have questions about implementing this survey in your state or organization, or you would like to discuss how to change any questions, please feel free to contact us.

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Please let us know if you use this survey in your state or organization. Thank you.

Code #: \_\_\_\_\_

**Adult Education and Literacy Teachers' Questionnaire:  
Characteristics and Working Conditions**

**PLEASE WRITE LEGIBLY**

**YOUR FIRST AND LAST NAME:** \_\_\_\_\_  
(PLEASE PRINT)

Thank you for taking the time to complete the following questionnaire. We appreciate the time it will take to answer the questions in the most thoughtful way possible. We believe your responses will generate information that will be of great benefit to other teachers and to the field of adult basic education.

**Your responses will be read only by researchers** and no individual's name or program name will be presented in the research results. Each person in the study will be given a code number, which will be used by the research team. However, we request that you provide us with your name so that we can determine which teachers have responded.

**Your responses are very important to the study, so please don't leave any question blank.** If there is any question you prefer not to answer, you may skip over it, but we count on your responses to every question to help us make the study complete.

**Your answers to this survey will be combined with the responses of other participants** to help us better understand the characteristics and conditions of teachers.

## Instructions for Completing the Questionnaire

- Please take the time to read each question completely, as well as any additional instructions included.
- All questions relate to your situation or work in adult education and literacy (not in K-12), unless otherwise noted.
- Answer questions carefully, and please write clearly. If you have difficulty answering any question, please check the answer that most closely responds to your situation and provide an explanation in the margin.
- For most questions, please check the one answer that comes closest to describing your opinion or situation. In some questions, you will be asked to check all answers that apply. If you check “other” as an answer, please be sure to write your specific answer on the line provided.
- In some questions, you will be directed to skip to a particular question.
- For questions that ask you to provide a number, please use a whole number. Example: 12 years, not 12 ½ years.
- For some questions, you will be asked to circle a number (1-6) indicating the strength of your feeling or opinion about a particular issue. Although the questions and categories are different, the scale always runs from “1” at the low end to “6” at the high end.
- For open-ended questions, please record your responses on the lines provided, and use the back of the page if your answers are longer.
- The term “adult basic education” or “adult literacy” refers to all basic education instruction attended by adults, including English to Speakers of Other Languages and adult secondary education, regardless of context (school-based programs, community-based programs, correctional facilities, libraries, workplaces, etc.)

THANK YOU.

WITHIN TWO WEEKS, PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE  
TO US IN THE SELF-ADDRESSED STAMPED ENVELOPE PROVIDED.

**SECTION A**  
**YOUR CURRENT WORK SITUATION**

1. **What is the primary type of teaching that you currently do?** (*Check only one*)

- 2  ABE/literacy (reading 0-4 level)
- 3  Pre-GED (reading 5-8 level)
- 4  GED/Adult secondary education preparation
- 5  ESL/ESOL (English as a Second Language/English to Speakers of Other Languages)
- 6  An equal combination of the two or three categories above  
(*Please list*): \_\_\_\_\_  
\_\_\_\_\_
- 7  Other: \_\_\_\_\_

2. **What is your primary teaching situation?** (*Check only one*)

- 1  One-on-one teaching (or tutoring) with the same individual over a specific period of time
- 2  One-on-one teaching (or tutoring) with different individuals during drop-in sessions  
(sometimes called “individualized” or “individualized group” instruction)
- 3  Teaching a class of 2-10 students
- 4  Teaching a class of 11-20 students
- 5  Teaching a class of 21+ students
- 6  Other: \_\_\_\_\_

3. Please fill in the chart below with the name of the class you teach during each time period. For a time period that you don't work, mark an "X". For a time period where you are paid for prep time, counseling or administration work, write "prep" or "admin" or "counseling".

EXAMPLE:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<del>Morning 9-12 am</del>	Beginning ESOL 10-11	Prep time 11- 12	Beginning ESOL 10-11  Admin 11-12	Advanced ESOL Writing 9-11			

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Morning 9-12 am</b>							
<b>Afternoon 12-4 pm</b>							
<b>Evening 4-7 pm</b>							
<b>Night 7-10 pm</b>							

4. **Do you currently receive paid preparation time?** (i.e., paid time to prepare for your classes/teaching sessions)

1  Yes **GO TO QUESTION 5**

2  No **GO TO QUESTION 6**

5. **What is the ratio of paid preparation time to teaching time that you receive?**

1  1 hour of paid prep time to every 1 hour of teaching (1 to 1).

2  1 hour of paid prep time to every 2 hours of teaching (1 to 2).

3  1 hour of paid prep time to every 3 hours of teaching (1 to 3).

4  Other: \_\_\_\_\_

6. **Currently, how many different adult education and literacy programs do you teach or work in?**

different programs

7. **At the present time, how many hours a week do you spend working in the following roles?**

(across all your adult basic education jobs)

a Teacher/tutor\*:  hours per week \*Including prep time

b Counselor:  hours per week

c Administrator/Director:  hours per week

d Staff Developer:  hours per week

e Other: \_\_\_\_\_:  hours per week

8. **Do you currently receive benefits in any of your adult basic education jobs?**

- 1  Yes **GO TO QUESTION 9**
- 2  No **GO TO QUESTION 10**

9. **What benefits do you receive?** (*Check all that apply*)

- 1  Medical insurance or health benefits
- 2  Paid vacation
- 3  Sick pay
- 4  Pension plan
- 5  Life insurance
- 6  Other: \_\_\_\_\_

10. **How do you view the following aspects of your primary program?** (*Circle a number in each line*)

		<u>Very weak</u>			<u>Very strong</u>		
a	Quality of leadership	1	2	3	4	5	6
b	Expertise of the director	1	2	3	4	5	6
c	Stability of your job	1	2	3	4	5	6
d	Stability of program funding	1	2	3	4	5	6
e	Amount or quality of support services offered to students ( <i>either directly or through referral</i> )	1	2	3	4	5	6
f	Size of program	1	2	3	4	5	6
g	Percentage of full-time to part-time staff	1	2	3	4	5	6
h	Involvement of students in program decision-making	1	2	3	4	5	6
i	Process for on-going program improvement	1	2	3	4	5	6

		<u>Very weak</u>				<u>Very strong</u>	
j	Program's involvement in the community	1	2	3	4	5	6
k	Support for teachers' staff development (i.e., encouragement, paid time off)	1	2	3	4	5	6
l	Support for teachers to make changes in the program	1	2	3	4	5	6
m	Support for teachers to make changes in the classroom	1	2	3	4	5	6
n	Opportunity to meet with/learn from other teachers	1	2	3	4	5	6
o	Access to staff development	1	2	3	4	5	6
p	Mission or philosophy of program	1	2	3	4	5	6
q	Quality of program facilities (physical condition of building, situation of classrooms, etc.)	1	2	3	4	5	6
r	Other: _____	1	2	3	4	5	6
s	Other: _____	1	2	3	4	5	6

11. Which of the following are available in your primary program?

		<u>Available</u>	<u>Unavailable</u>
a	Your own desk or place to work and leave materials	<input type="checkbox"/>	<input type="checkbox"/>
b	Your own classroom or space to teach and post materials	<input type="checkbox"/>	<input type="checkbox"/>
c	Adequate heating, cooling and lighting	<input type="checkbox"/>	<input type="checkbox"/>
d	Adequate-sized classrooms with appropriate furniture and acoustics	<input type="checkbox"/>	<input type="checkbox"/>
e	Adequate materials to use in the classroom ( <i>photocopies, student texts, etc.</i> )	<input type="checkbox"/>	<input type="checkbox"/>
f	Place for students to meet outside of class time ( <i>lounge, work area</i> )	<input type="checkbox"/>	<input type="checkbox"/>
g	Computer for you to use	<input type="checkbox"/>	<input type="checkbox"/>
h	Computers for students to use	<input type="checkbox"/>	<input type="checkbox"/>
I	Access to the Internet	<input type="checkbox"/>	<input type="checkbox"/>
j	Access to office machines ( <i>phone, photocopier, FAX, etc.</i> )	<input type="checkbox"/>	<input type="checkbox"/>
k	Accessible entry to program and classrooms ( <i>for disabled staff and students</i> )	<input type="checkbox"/>	<input type="checkbox"/>
l	Place for teachers to meet outside of class time	<input type="checkbox"/>	<input type="checkbox"/>

		<u>Available</u>	<u>Unavailable</u>
m	Resource center for teachers inside the program	<input type="checkbox"/>	<input type="checkbox"/>
n	Other: _____	<input type="checkbox"/>	<input type="checkbox"/>

12. **What similarities do you share with the majority of the students with whom you work?** (*Check all that apply*)

- 1  same gender as students
- 2  same race or ethnic background as students
- 3  same language as students
- 4  same class (e.g., socio-economic background) as students
- 5  same learning difficulties or disabilities as students
- 6  live in same neighborhood as students
- 7  same or similar work background as students
- 8  same or similar educational background as students
- 9  same current income level as students
- 10  Other: \_\_\_\_\_

**SECTION B**  
**YOU AS AN ADULT BASIC EDUCATION PRACTITIONER**

13. **What is your age?**

years old

14. **What is your gender?**

1  Male

2  Female

15. **What is your race or ethnicity?** *(Please check all that apply)*

1  Asian

2  Black or African American

3  Hispanic or Latino

4  Native American Indian or Alaska Native

5  Native Hawaiian or Other Pacific Islander

6  White

7  Other \_\_\_\_\_

16. **What is the highest level of formal education you have completed?** *(Check only one)*

1  High school or GED

2  Associate's degree

3  Bachelor's degree

4  Master's degree or teaching certificate

5  Doctoral degree

17. **What was your major subject or concentration in the highest level of formal education you completed?**

---

18. **How many undergraduate- or graduate-level courses in adult education, adult basic education, adult literacy or English to Speakers of Other Languages have you completed?** (Please write "000" if none completed)

courses

19. **Do you also currently teach in the K-12 system?**

1  Yes

2  No

20. **How many years in total have you been teaching adults in an adult basic education program?** (Please round to the nearest whole number; i.e., teaching 4 months=00 years, teaching 8 months=01 years, teaching 1 year 7 months=02 years)

years

21. **How many years in total have you worked in the field of adult basic education (in any capacity-- teacher, program director, counselor, volunteer)?**

years

22. **Was your first teaching experience in the field of adult basic education?**

1  Yes

2  No

23. Were you ever a teacher in the K-12 system?

- 1  Yes      How many years did you teach in K-12?     years
- 2  No

24. What is the primary reason that you became an adult basic education teacher/practitioner?  
(Check only one)

- 1  Wanted to get experience teaching to prepare for K-12 job
- 2  Wanted to leave K-12 but keep teaching
- 3  Wanted a second job in addition to teaching in K-12
- 4  Wanted to work with adults rather than children
- 5  Wanted to work in a part-time teaching job
- 6  Wanted to work within a more flexible educational structure (i.e., community-based type program, for example)
- 7  Wanted to help the community
- 8  Needed a job
- 9  Wanted to help individuals in need
- 10  Other: \_\_\_\_\_

25. To what extent do you desire to be teaching/working in the field of adult education and literacy one year from now? (Circle a number)

No desire

Complete desire

1

2

3

4

5

6

26. To what extent do you desire to be teaching/working in the field of adult education and literacy five years from now? (Circle a number)

No desire

Complete desire

1

2

3

4

5

6

27. **To what extent would you say that working in adult education and literacy is your long-term career?** (Circle a number)

Not at all

Completely

1

2

3

4

5

6

28. **What would be your primary reason for leaving the field of adult basic education?** (Check only one)

- 1  Need for full-time work
- 2  Need for more pay
- 3  Need for some or more benefits
- 4  Need for better physical working conditions
- 5  Need for some or more job security
- 6  Desire to work in K-12 system
- 7  Desire to work in another type of social service
- 8  Desire to try a non-teaching or non-social service career
- 9  Need for some or more interaction with colleagues
- 10  Need for some or more opportunities for staff development or professional growth
- 11  Desire to work in a higher-status, more respected field of work
- 13  Retire
- 14  Other: \_\_\_\_\_

29. **What percentage of the students with whom you work are people of color?**  
(i.e., Asian, African-American, Latino, Native American, Native Hawaiian or Pacific Islander)

%

30. **To what extent do you feel that the following actions are appropriate for adult basic education teachers to do?** (*Circle a number in each line*)

		<u>Not at all appropriate</u>			<u>Very appropriate</u>		
a	Learn about the personal lives of students ( <i>e.g., their family members, their hobbies, the type of work they do</i> )	1	2	3	4	5	6
b	Provide opportunities for students to talk about their personal lives as part of the classroom curriculum	1	2	3	4	5	6
c	Learn about the issues that concern students ( <i>e.g., lack of child care, health problems, immigration difficulties</i> )	1	2	3	4	5	6
d	Develop curriculum for students to work towards solving problems or addressing issues that concern them	1	2	3	4	5	6
e	Develop curriculum that addresses issues in society, such as racism, poverty or violence	1	2	3	4	5	6
f	Meet individually with students to assess their educational and life goals	1	2	3	4	5	6
g	Learn about the ways in which students actually use literacy in their daily lives ( <i>e.g., how they read, write and speak at work, at home, and in the community</i> )	1	2	3	4	5	6
h	Develop curriculum based on how students actually use or want to use literacy in their daily lives	1	2	3	4	5	6
i	Learn about the communities from which students come	1	2	3	4	5	6
j	Visit the homes of students	1	2	3	4	5	6

		<u>Not at all appropriate</u>				<u>Very appropriate</u>	
k	Conduct activities that build a community of students within the classroom and/or program	1	2	3	4	5	6
l	Provide personal counseling	1	2	3	4	5	6
m	Refer students to other services, inside or outside of the program	1	2	3	4	5	6
n	Take part in program decisions and program improvement activities	1	2	3	4	5	6
o	Advocate for students' needs <i>(at a local, state or national level)</i>	1	2	3	4	5	6
p	Promote adult basic education <i>(at a local, state or national level)</i>	1	2	3	4	5	6
q	Other: _____	1	2	3	4	5	6

31. **To what extent do you think your program would agree with your overall responses above about the role of an adult basic education teacher?** *(Circle a number)*

Program would strongly  
disagree

Program would strongly  
agree

1                      2                      3                      4                      5                      6

32. **Which of the following areas is most important to you?** *(Check only one)*

- 1  Knowing what you teach (content or subject matter)
- 2  Knowing how to teach (approaches and techniques)
- 3  Knowing who you teach (students' lives, needs and goals)

33. **In which of the following areas do you feel the most skilled?** (*Check only one*)

- 1  Knowing what you teach (content or subject matter)
- 2  Knowing how to teach (approaches and techniques)
- 3  Knowing who you teach (students' lives, needs and goals)

34. **Which of the following would you choose as your top THREE (3) concerns about working in adult basic education?** (*Check only three*)

- a  Number of working hours available
- b  Amount of salary or pay
- c  Amount of benefits (e.g., health insurance, paid vacation, sick pay)
- d  Job security
- e  Quality of program facilities or setup
- f  Amount of contact with colleagues/other staff
- g  Type of program structure, policies or mission
- h  Amount of opportunities for staff development or professional growth
- i  Support from program administration
- j  Status of adult basic education teachers/practitioners
- k  Amount of paid prep time
- l  Other: \_\_\_\_\_

**SECTION C**  
**YOUR PARTICIPATION IN STAFF DEVELOPMENT**

35. **On average, how many hours of adult literacy-related staff development release time do you receive each year?** (i.e., release time is paid time to attend staff or professional development) (*Please mark "000" if you receive none*)

hours

36. **In the past 12 months, have you had the opportunity to participate in adult-literacy related staff development (on any topic)?**

1  Yes **GO TO QUESTION 37**

2  No **GO TO QUESTION 38 (Page 18)**

37. **In the past 12 months, approximately how much adult literacy-related staff development (on all topics) have you participated in, by event?** (*Please mark "00" if you participated in none*)

- |   |  |   |                                    |
|---|--|---|------------------------------------|
| a | Attended a stand-alone training or workshop:<br><i>(either single- or multiple session, NOT part of a conference)</i>  | <input type="checkbox"/> <input type="checkbox"/> | different <u>workshops</u>         |
| b | Attended a conference:   | <input type="checkbox"/> <input type="checkbox"/> | different <u>conferences</u>       |
| c | Engaged in formal peer coaching or observation:  | <input type="checkbox"/> <input type="checkbox"/> | different <u>coaching partners</u> |
| d | Participated in a practitioner research<br>or teacher inquiry project:   | <input type="checkbox"/> <input type="checkbox"/> | different <u>projects</u>          |
| e | Participated in a curriculum development project:<br><i>(a project to develop curriculum, which is a multi-lesson plan to cover<br/>the scope and sequence of content over an extended period of time)</i> | <input type="checkbox"/> <input type="checkbox"/> | different <u>projects</u>          |
| f | Participated in a study circle or sharing group:<br><i>(either single- or multiple session, NOT part of a conference)</i>  | <input type="checkbox"/> <input type="checkbox"/> | different <u>groups</u>            |
| g | Studied and read on your own:  | <input type="checkbox"/> <input type="checkbox"/> | <u>hours</u>                       |
| h | Attended a college course/class:   | <input type="checkbox"/> <input type="checkbox"/> | different <u>courses</u>           |
| i | Attended a stand-alone lecture:<br><i>(NOT part of a conference)</i>   | <input type="checkbox"/> <input type="checkbox"/> | different <u>lectures</u>          |

j Other: \_\_\_\_\_:   times

38. **If you read or studied on your own about adult literacy-related topics in the past 12 months, what type of material did you most often read? (Check only one )**

1  adult learning theory or research

2  curriculum or teaching ideas (commercially-produced)

3  curriculum or teaching ideas (teacher- or student-produced)

4  Other: \_\_\_\_\_

39. **How many times a year do the teachers from your program attend teacher meetings where the focus is staff development or sharing ideas about instruction** (i.e., where teachers talk about teaching and not about parking policies or paperwork)?

times per year

40. **In the past 12 months, have you had the opportunity to interact with adult basic education colleagues?**

1  Yes **GO TO QUESTION 41**

2  No **GO TO QUESTION 42 (Page 19)**

41. **In the past 12 months**, how much have you interacted with colleagues, by event?

- a Co-taught an adult basic education, ESOL or GED class  
(i.e., NOT part of your regular teaching situation)   different classes
- b Developed curriculum jointly with another teacher or team of teachers   different curricula
- c Shared ideas with or sought advice from staff in your program   different times per month
- d Shared ideas with or sought advice from staff in another program   different times per month
- f Shared ideas with or sought advice from staff development or technical assistance professional   different times per month
- g Read messages on an ABE-related listserv   different listservs
- h Written messages on an ABE-related listserv   different postings
- I Other: \_\_\_\_\_   times

42. **If all of the following choices were available to you for formal staff development, what would your first choice be?** (Check only one)

- 1  Workshop or training (*single session*)
- 2  Workshop or training (*multiple sessions*)
- 3  Peer coaching or mentoring (*being observed with feedback by an experienced teacher/practitioner*)
- 4  Study circle (*reading research or theory and discussing its applicability to your classroom or program, during multiple sessions or meetings with other practitioners*)
- 5  Practitioner research or inquiry group (*investigating a problem or question in your own class, while meeting with others over time*)
- 6  Formal course or institute offered for college credit

7  Conference (*statewide or national conference, designed specifically for adult education and literacy practitioners*)

43. **Of the following organized mechanisms or ways for you to learn how to improve your teaching/practice, which one (1) would be most ideal for you?** (*Check only one*)

1  You attending formal staff development activities (*workshops, peer coaching, practitioner research, conferences, study circles*)

2  You meeting regularly with other teachers from your program to share ideas and materials on particular topics or work on a project (*e.g., curriculum development, etc.*)

3  You meeting regularly with other teachers from outside of your program to share ideas and materials on particular topics or work on a project (*e.g., curriculum development, etc.*)

4  You meeting regularly with a staff developer who comes to your program to provide technical assistance (*to you alone or to you and other teachers*)

5  Other: \_\_\_\_\_

44. **How do you view the following aspects of the staff development offered and/or organized throughout the year by your state?** (Circle a number in each line)

		<u>Very weak</u>				<u>Very strong</u>	
a	Information about staff development activities offered	1	2	3	4	5	6
b	Accessibility of activities	1	2	3	4	5	6
c	Quality of facilitation	1	2	3	4	5	6
d	Relevance of activities to your needs	1	2	3	4	5	6
e	Range of staff development models available to attend (e.g., workshops, practitioner research, mentoring, etc.)	1	2	3	4	5	6
f	Frequency of staff development opportunities	1	2	3	4	5	6
g	Duration of staff development (i.e., teachers having opportunities to meet multiple times, over a multi-week or multi-month period of time on a particular topic)	1	2	3	4	5	6
h	Teacher involvement in planning staff development activities	1	2	3	4	5	6
I	Teacher involvement in conducting staff development activities	1	2	3	4	5	6
j	Support for collegiality (i.e., teachers having opportunities to learn from and share with each other)	1	2	3	4	5	6
k	Other: _____	1	2	3	4	5	6

45. **Which of the following would you choose as your primary expectation or hope for participating in staff development?** (*Check only one*)

- a  Validate or confirm what you already know
- b  Increase your confidence in how you teach
- c  Add to your knowledge on the topic
- d  Help you learn more about HOW to teach (the craft of teaching)
- e  Help you learn more about WHO you teach (who students are)
- f  Help you learn more about WHAT you teach (the content of your classes: math, reading, etc.)
- g  Increase the number of colleagues with whom you can share ideas and call on after the staff development
- h  Give you techniques or strategies that you can use immediately in your class or program
- i  Transform your practice
- j  Other: \_\_\_\_\_
- k  Other: \_\_\_\_\_

46. **Which one of the following is most important to you when participating in staff development?** (*Check only one*)

- a  Quality of the facilitator
- b  Interaction with other participants
- c  Quality of the readings or materials
- d  Opportunity to meet over time
- e  Structure/design of the sessions
- f  Other: \_\_\_\_\_

47. **When you interact with other practitioners to share ideas, which of the following is most important to you?** (*Check only one*)
- a  Whether the other practitioners have more expertise than I do
  - b  Whether the other practitioners teach in the same role (ABE, ESOL, GED) as me
  - c  Whether the other practitioners share the same philosophy or approach to teaching that I have
  - d  Whether the other practitioners have the same teaching problems or concerns that I do
  - e  No preference

**SECTION D**  
**YOUR ACTIONS IN THE CLASSROOM AND PROGRAM**

48. **To what extent do you do the following actions?** *(Circle a number on each line)*

		<u>Never do</u>				<u>Do daily</u>	
a	Learn about the personal lives of students ( <i>e.g., their family members, their hobbies, the type of work they do</i> )	1	2	3	4	5	6
b	Provide opportunities for students to talk about their personal lives as part of the classroom curriculum	1	2	3	4	5	6
c	Learn about the issues that concern students ( <i>e.g., lack of child care, health problems, immigration difficulties</i> )	1	2	3	4	5	6
d	Develop curriculum for students to work towards solving problems or addressing issues that concern them	1	2	3	4	5	6
e	Develop curriculum that addresses issues in society, such as racism, poverty or violence	1	2	3	4	5	6
f	Meet individually with students to assess their educational and life goals	1	2	3	4	5	6
g	Learn about the ways in which students actually use literacy in their daily lives ( <i>e.g., how they read, write and speak at work, at home, and in the community</i> )	1	2	3	4	5	6
h	Develop curriculum based on how students actually use or want to use literacy in their daily lives	1	2	3	4	5	6
I	Learn about the communities from which students come	1	2	3	4	5	6

j	Visit the homes of students	1	2	3	4	5	6
k	Conduct activities that build a community of students within the classroom and/or program	1	2	3	4	5	6
l	Provide personal counseling	1	2	3	4	5	6
m	Refer students to other services, inside or outside of the program	1	2	3	4	5	6
n	Take part in program decisions and program improvement activities	1	2	3	4	5	6
o	Other: _____	1	2	3	4	5	6

49. **What is the most important factor in determining what you teach in the classroom?** (*Check only one*)

- 1  Required curriculum or competencies to be covered
- 2  Students' needs, issues or goals
- 3  Director's priorities
- 4  Test students will/must take
- 5  Other \_\_\_\_\_

50. Which one of the following factors best supports you when you want to make a change in your teaching, your classroom or your program? (Check only one)

- a  Amount of interaction or support from colleagues (other practitioners) in my program
- b  Amount of interaction or support from program director or coordinator in my program
- c  Amount of personal or prep time
- d  Access to resources or materials (*books, computers, teaching materials*)
- e  Type or quality of the facilities where I teach
- f  My status (*part or full-time, role in program, stability of my job*)
- g  Level of interest among learners for the change
- h  Type of program policies or structures
- i  Type of curriculum that I am required to use
- j  Level of freedom or power that I have to influence decisions in my class or program
- k  Other: \_\_\_\_\_

51. Which one of the following factors **most hinders** you when you want to make a change in your teaching, your classroom or your program? (Check only one)

- a  Amount of interaction or support from colleagues (other practitioners) in my program
- b  Amount of interaction or support from program director or coordinator in my program
- c  Amount of personal or prep time
- d  Access to resources or materials (*books, computers, teaching materials*)
- e  Type or quality of the facilities where I teach
- f  My status (*part or full-time, role in program, stability of my job*)
- g  Level of interest among learners for the change
- h  Type of program policies or structures
- i  Type of curriculum that I am required to use
- j  Level of freedom or power that I have to influence decisions in my class or program
- k  Other: \_\_\_\_\_

**SECTION E**  
**YOUR ACTIONS AS A MEMBER OF THE FIELD OF**  
**ADULT BASIC EDUCATION**

52. **In the past 12 months**, have you had the opportunity to provide adult literacy-related staff development to others?

- 1  Yes            **GO TO QUESTION 53**
- 2  No                **GO TO QUESTION 54 (Page 28)**

53. **In the past 12 months**, how much adult literacy-related staff development have you **provided to others, by event?**

- a Led or facilitated a workshop:   different workshops  
*(either single- OR multiple session, either part of a conference or stand-alone)*
- b Coached or advised fellow teachers as a formal mentor or peer coach:   different teachers
- c Led a curriculum development project:   different projects  
*(a project to develop a curriculum, which is a multi-lesson plan to cover the scope and sequence of content over an extended period of time)*
- d Facilitated a study circle or sharing group:   different groups  
*(either single- OR multiple session, either part of a conference or stand-alone)*
- e Written for an adult literacy-related publication   different articles  
*(newsletter, journal):*
- f Taught a college course/class:   different courses
- g Provided technical assistance to another adult basic education program:   different programs
- h Other: \_\_\_\_\_:   different times
- I Other: \_\_\_\_\_:   different times

54. **In the past 12 months, have you had the opportunity to take action OUTSIDE OF YOUR PROGRAM on a local, state or national level to support students' needs?** (e.g., working to get public transportation in the community, writing letters to lobby for changes in welfare laws)

1  Yes

2  No

55. **In the past 12 months, have you had the opportunity to take action OUTSIDE OF YOUR PROGRAM on a local, state or national level to promote adult basic education?** (e.g., talking to local representatives about space for adult basic education program, going to state house to speak about need for increased funding, serving as a member of an adult-literacy related policy group)

1  Yes

2  No

56. **In the past 12 months, approximately how many total hours have you spent taking action OUTSIDE OF YOUR PROGRAM to advocate for students' needs and/or to promote adult basic education?** (i.e., doing the activities you listed in questions and/or above)

hours

57. **Is there anything else you would like to tell us, that we haven't asked you?**

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THANK YOU.  
WE SINCERELY APPRECIATE THE TIME YOU HAVE CONTRIBUTED.