1. INFORMATION OVERVIEW

The State of Florida Adult Education Regional Training Councils request your input to ensure that the professional development events in 2009 - 2010 align with your needs. Questions that request demographic information have been recommended by the Center for Adult English Language Acquisition (CAELA), as part of its project with Florida on professional development for adult ESOL instructors.

All persons working in adult education in Florida are encouraged to complete this survey.

1. Please click on the pull-down arrow in the box that corresponds to the region in which your organization is located, then select the name of your county.

	Region 1	Region 2	Region 3	Region 4	Region 5
Please select only one region or county. If you work in more than one area, please select your primary county/region.					

* 2. Please indicate the type of agency you work in by clicking on the corresponding button.

ʃ∩ School District

ʃ∩ State College

ʃ∩ Community College

ʃ∩ Corrections

ʃ∩ Library

ʃ∩ Community/Faith-based Organization

ʃ∩ Department of Juvenile Justice

ʃ∩ One-Stop Center

ʃ∩ Other (please specify)

* 3. What position do you hold in your organization? (Please select the position that best reflects what you do in adult education)

- ⬚ Administrator/Executive Director/Department Chair
- ⬚ Teacher/Instructor/Faculty (works directly with students)
- ⬚ Coordinator
- ⬚ Counselor
- ⬚ Data Specialist
- ⬚ Staff Member
- ⬚ State Office Program Staff
- ⬚ Tech Support
- ⬚ Volunteer
- ⬚ Other (please specify)

[   ]

4. Which learning activities best reflect how you like to learn?

Please select the top five learning activities with 1 being your highest preference for learning

	1	2	3	4	5
Self-study of research articles	⬚	⬚	⬚	⬚	⬚
Read/discuss topics on adult education in study groups	⬚	⬚	⬚	⬚	⬚
Participate in online discussion lists on topics of interest	⬚	⬚	⬚	⬚	⬚
Develop my own program of study	⬚	⬚	⬚	⬚	⬚
Research a problem or topic	⬚	⬚	⬚	⬚	⬚
Practice teaching strategies with feedback from peers	⬚	⬚	⬚	⬚	⬚
Watch short videos of teachers in similar situations to mine to learn from them	⬚	⬚	⬚	⬚	⬚
Work on projects with peers (writing standards/manuals/training modules)	⬚	⬚	⬚	⬚	⬚
Attend small regional workshops to learn new teaching skills	⬚	⬚	⬚	⬚	⬚
Participate in peer mentoring/coaching that lasts 1–3 months	⬚	⬚	⬚	⬚	⬚
On-line professional development training	⬚	⬚	⬚	⬚	⬚
Professional development webinars	⬚	⬚	⬚	⬚	⬚

2. PROFESSIONAL DEVELOPMENT TRAINING

The following questions will cover any experience you have had as a <u>TRAINER</u> in adult education programs, and if you would be interested in becoming a <u>CERTIFIED TRAINER</u> on state-approved assessment tests.

1. Have you trained other adult education practitioners?

- Yes
- No

2. If you have trained adult education practitioners, what type of training have you done?

- Presentation or training on a topic at a state-wide conference
- Training/interactive workshop at a regional training event
- Mentoring/coaching peer teacher(s)
- Other types of trainings I have done (please specify)

3. If you have trained adult education practitioners, what topic area(s) did you train on? (Check all that apply)

- ∈ Assessment

- ∈ Curriculum/Standards

- ∈ Instructional Strategies

- ∈ Lesson Planning

- ∈ Listening

- ∈ Mathematics - Applied

- ∈ Mathematics - Computation

- ∈ Science for GED

- ∈ Social studies

- ∈ Speaking

- ∈ Reading

- ∈ Writing

- ∈ Online or Computer-based Instruction

- ∈ Technology Integration

Other training topic(s) (please specify)

4. If you have trained adult education practitioners, what kind of support do you need for continuing your efforts? (check all that apply)

- ∈ On-line resources

- ∈ Curriculum support

- ∈ Access to a content specialist

- ∈ Training resources

- ∈ Information on instructional resources

- ∈ Information on instructional strategies

Other types of support I would need to continue training (please specify)

5. Would you be interested in becoming a certified trainer of state-approved assessments tests at your adult education program or in your region?

- j͡n Yes

- j͡n No

- j͡n Not now, but within the next year

6. If you would be interested in becoming a certified trainer of state-approved assessment tests, please indicate the test(s) you would prefer to train on:

- ∈ BEST Plus

- ∈ CASAS for ABE

- ∈ CASAS for Adult ESOL

- ∈ TABE

- ∈ TABE CLAS-E

3. FOR ALL ADULT EDUCATION INSTRUCTORS

The next questions will focus on two categories:

1. ABE, AHS, GED & VPI

2. Adult ESOL

Upon clicking on one of these categories, you will be taken to questions for the category you select.

This part of the Needs Assessment Survey will assist in state planning for Adult ESOL professional development.

With a few minutes of your time, you can contribute greatly to effective planning for professional development of adult education instructors statewide.

1. Select the category that best represents the type of program you work in.

   jn   ABE, AHS, GED, VPI

   jn   Adult ESOL

4. FOR ABE, AHS, GED, VPI INSTRUCTORS

1. Please select the highest education level you have achieved:

◯ Doctorate

◯ Master

◯ Bachelor

Other (please specify)

[   ]

2. Please select the field of study that best matches your degree.

◯ Education - Adult

◯ Education - K-12

◯ Languages

◯ Mathematics

◯ Science

◯ Social Studies

◯ Other (please specify)

[   ]

3. As an ABE,AHS, GED, VPI instructor, which course do you teach the majority of your time?

◯ Adult Basic Education (ABE)

◯ Adult High School (AHS)

◯ GED Preparatory

◯ Vocational Preparatory Instruction (VPI)

◯ Other (please specify)

[   ]

4. As an ABE instructor, what level(s) do you teach?

- Beginning ABE Literacy (Grade Level 0.0-1.9)
- Beginning Basic Education (2.0-3.9)
- Low Intermediate Basic Education (4.0-5.9)
- High Intermediate Basic Education - Pre-GED (6.0-8.9)
- Low Adult Secondary Education - GED Preparatory (9.0-10.9)
- High Adult Secondary Education - GED Preparatory (11.0-12.9)
- Multi-level (Levels 1-2)
- Multi-level (Levels 3-4)
- Multi-level (Levels 5-6)
- Multi-level (Levels 1-2-3)
- Multi-level (Levels 4-5-6)
- Other combination of levels (please specify)

5. How many years have you taught ABE, AHS, GED, VPI? (Include part-time and full-time.)

- 1 or less
- 1 – 3
- 3 – 6
- 6 – 9
- 9 or more

6. Check the item that describes your work status

- Part-time
- Full-time
- Part of the year full-time and part of the year part-time

7. If your status is part-time, how many hours do you teach per week?

- 1 – 3
- 4 – 6
- 7 – 9
- 10 – 12
- 12 or more

8. Do you have paid planning time?

- ○ Yes
- ○ No

9. What is the approximate annual enrollment at the ABE, AHS, GED, VPI program where you teach?

- ○ Less than 100 per year
- ○ 100 – 200 per year
- ○ 200 – 500 per year
- ○ 500 – 1000 per year
- ○ Over 1000 per year

10. What is the enrollment method used in your ABE, AHS, GED, VPI class/program?

- ○ Open Entry/Open Exit (students enter and exit at any time during the semester)
- ○ Managed Enrollment (class is closed to new students after the semester starts)

11. What type of setting best describes the ABE, AHS, GED, VPI program where you teach?

- ○ Rural
- ○ Urban
- ○ Mixed

12. What type of Internet access do you and your students have?

- ○ No internet is available for student instruction
- ○ Internet is blocked at all times
- ○ Internet is available for specific instructional sites
- ○ Internet is available during certain blocks of time only
- ○ Internet is available at all times

Other (please specify)

[   ]

13. What type of technology is available to you and your students?

- Instruction Software
- Listening Compact Discs (CDs)
- Movies on DVD or Videocassette
- On-line courses through FATDEC
- Other (please specify)

14. Which of the following state-approved assessment(s)for ABE is/are used at your program?

- CASAS
- TABE

5. FOR ADULT ESOL INSTRUCTORS

Please scroll down to skip this page if you are NOT an ESOL instructor.

1. Please select the highest education level you have achieved:

- j͟n Doctorate
- j͟n Master
- j͟n Bachelor

Other (please specify)

[   ]

2. Please select the field of study that best matches your degree.

- j͟n Education - Adult
- j͟n Education - K-12
- j͟n English
- j͟n Languages
- j͟n Linguistics
- j͟n TESOL
- j͟n Other (please specify)

[   ]

3. As an Adult ESOL instructor, which course(s) do you teach the majority of your time?

- ⋶ Academic Skills for Adult ESOL Learners(For students who plan to enter post-secondary programs)
- ⋶ Adult English for Speakers of Other Languages (ESOL) (Main adult ESOL course of six levels)
- ⋶ Citizenship (For persons who plan to take the US Citizenship test)
- ⋶ English Literacy for Career & Technical Education (ELCATE) (For ESOL students to enter CT programs)
- ⋶ Literacy Skills for Adult ESOL Learners (For non-literate ESOL students)
- ⋶ Workplace Readiness (For Adult ESOL students who are employed and take classes at their workplace)
- ⋶ Other (please specify)

[   ]

4. As an Adult ESOL instructor, what level(s) do you teach?

- ⊝ Foundations (Level 1)
- ⊝ Low Beginning (Level 2)
- ⊝ High Beginning (Level 3)
- ⊝ Low Intermediate (Level 4)
- ⊝ High Intermediate (Level 5)
- ⊝ Advanced (Level 6)
- ⊝ Multi-level (Levels 1-2)
- ⊝ Multi-level (Levels 3-4)
- ⊝ Multi-level (Levels 5-6)
- ⊝ Multi-level (Levels 1-2-3)
- ⊝ Multi-level (Levels 4-5-6)
- ⊝ Other combination of levels (please specify)

5. How many years have you taught Adult ESOL? (Include part-time and full-time.)

- ⊙ 1 or less
- ⊙ 1 – 3
- ⊙ 3 – 6
- ⊙ 6 – 9
- ⊙ 9 or more

6. Have you obtained a K-12 ESOL Endorsement?

- ⊙ Yes
- ⊙ No

7. Check the item that describes your work status

- ⊙ Part-time
- ⊙ Full-time
- ⊙ Part of the year full-time and part of the year part-time

8. If your status is part-time, how many hours do you teach per week?

- ◯ 1 – 3
- ◯ 4 – 6
- ◯ 7 – 9
- ◯ 10 – 12
- ◯ 12 or more

9. Do you have paid planning time?

- ◯ Yes
- ◯ No

10. What is the approximate annual enrollment at the adult ESOL program where you teach?

- ◯ Less than 100 per year
- ◯ 100 – 200 per year
- ◯ 200 – 500 per year
- ◯ 500 – 1000 per year
- ◯ Over 1000 per year

11. What is the enrollment method used in your adult ESOL class/program?

- ◯ Open Entry/Open Exit (students enter and exit at any time during the semester)
- ◯ Managed Enrollment (class is closed to new students after the semester starts)

12. What type of setting best describes the adult ESOL program where you teach?

- ◯ Rural
- ◯ Urban
- ◯ Mixed

13. What type of technology is available to you and your adult ESOL students?

- ⊝ ESOL Instruction Software

- ⊝ Listening Compact Discs (CDs)

- ⊝ Movies on DVD or Videocassette

- ⊝ On-line courses available through FATDEC

- ⊝ Other (please specify)

14. What type of Internet access do you and your adult ESOL students have?

- ⌐ No internet is availble for student instruction

- ⌐ Internet is blocked to students at all times

- ⌐ Internet is available for specific instructional sites

- ⌐ Internet is available during certain blocks of time only

- ⌐ Internet is available at all times

Other (please specify)

15. Which of the following state-approved assessment(s)for adult ESOL is/are used at your program?

- ⊝ BEST Plus

- ⊝ Best Literacy

- ⊝ CASAS

- ⊝ TABE CLAS-E

6. STATE PRIORITY TRAININGS

Below is a list of training topics offered by the Regional Training Councils that represent <u>State Priorities for 2009 - 2010</u>.

Special note: these trainings will be made available by state staff and state approved trainers through the Regional Training Councils and/or web-based delivery .

For each of the following questions, please ask yourself,

"How interested am I in receiving training on this topic?"

1. Adults With Learning Disabilities - State Priority Trainings

	Very Interested	Somewhat Interested	Not Interested
Strategies and Resources for Teaching ABE/GED Students with Learning Disabilities	◌	◌	◌
Strategies and Resources for Teaching Adult ESOL Students with Learning Disabilities	◌	◌	◌

2. Assessments for State and Federal Reporting - State Priority Trainings

	Very Interested	Somewhat Interested	Not Interested
BEST Plus (Prepares persons to administer BEST Plus test to students)	◌	◌	◌
CASAS 101 - Implementation (Prepares persons to administer CASAS tests to students)	◌	◌	◌
CASAS 102 – Beyond Implementation (Refresher for test administrators with experience in CASAS)	◌	◌	◌
TABE 101 (Prepares persons to administer TABE to students)	◌	◌	◌
TABE 601 (Information for directors on administering and interpreting TABE)	◌	◌	◌
TABE CLAS-E 101 (Prepares persons to administer TABE CLAS-E to students)	◌	◌	◌

3. Career Planning and Transition - State Priority Trainings

	Very Interested	Somewhat Interested	Not Interested
Career Planning for Adult Education Students (Prepares instructors on career planning process and how to use Choices with students to develop a career plan)	◌	◌	◌
Transition of Adult ESOL Students to ABE (How to help students prepare for ABE coursework)	◌	◌	◌
Transition of Adult ESOL Students to GED (How to help students prepare for GED coursework)	◌	◌	◌
Transition of AHS/GED Students to Post-secondary (How to help students prepare for post-secondary programs)	◌	◌	◌

* 4. Please describe how you are currently assisting your students with career exploration and planning.

5. Professional Development - State Priority Trainings

	Very Interested	Somewhat Interested	Not Interested
ABE/GED Teacher Training on State Policies (Curriculum, Assessment, Reporting)	j∩	j∩	j∩
Adult ESOL Teacher Training on State Policies (Curriculum, Assessment, Reporting)	j∩	j∩	j∩

6. Program Administration - State Priority Trainings

	Very Interested	Somewhat Interested	Not Interested
Program Management Training for New Adult Education Administrators (Overview of state policies on assessment, enrollment, funding, legal, marketing and reporting)	j∩	j∩	j∩
State Updates for Program Administrators (Annual review of changes in adult education for administrators)	j∩	j∩	j∩
Enrollment and Intake Procedures for Adult Education Administrators (Registration, testing, goal setting and reporting)	j∩	j∩	j∩
National Reporting System (NRS) for Program Administrators (Goal setting and how to use NRS data for program improvement)	j∩	j∩	j∩
Selecting a State-approved Assessment (How to select the most appropriate test for local programs)	j∩	j∩	j∩
Civics Instruction for EL/Civics Grants (How to incorporate civics benchmarks to meet grant objectives)	j∩	j∩	j∩
Managed Enrollment (How to set up an enrollment system to improve student and program outcomes)	j∩	j∩	j∩
Data Reporting for State and Federal Funding (WDIS, CCSD, and NRS)	j∩	j∩	j∩

7. ELECTIVE TRAININGS

Below is a list of training topics offered by the Regional Training Councils that represent <u>Elective Trainings for 2009 - 2010</u>.

1. ASSESSMENT

	Very Interested	Somewhat Interested	Not Interested
GED Test Accomodations	ʝ∩	ʝ∩	ʝ∩
Using Informal Assessments in the ABE/GED Classroom	ʝ∩	ʝ∩	ʝ∩
Using Informal Assessments in the Adult ESOL Classroom	ʝ∩	ʝ∩	ʝ∩

Other assessment topics (please specify)

2. DISTANCE EDUCATION AND TECHNOLOGY

	Very Interested	Somewhat Interested	Not Interested
Digital Citizenship	ʝ∩	ʝ∩	ʝ∩
Integrating Technology in the Classroom (Instructional software, Internet, Podcasting, Web-based communities, YouTube, Google, Wikis)	ʝ∩	ʝ∩	ʝ∩
Plagiarism and Copyright Issues	ʝ∩	ʝ∩	ʝ∩
Teaching Distance Education Courses for ABE/GED/AHS Students	ʝ∩	ʝ∩	ʝ∩
Teaching Distance Education Courses for Adult ESOL Students	ʝ∩	ʝ∩	ʝ∩
Technology for ABE/GED/AHS Instructors	ʝ∩	ʝ∩	ʝ∩
Technology for Adult ESOL Instructors	ʝ∩	ʝ∩	ʝ∩
Using PowerPoint in Student Projects	ʝ∩	ʝ∩	ʝ∩
Web 2.0 Tools for Adult Education Students	ʝ∩	ʝ∩	ʝ∩

Other distance education and technology topics (please specify)

3. INSTRUCTION - ABE, AHS, GED and VPI

	Very Interested	Somewhat Interested	Not Interested
Classroom Teaching Strategies for Adult Education Students	jn	jn	jn
Cultural Topics in Adult Education (domestic violence, youth, gangs, human trafficking, elders)	jn	jn	jn
Family Literacy	jn	jn	jn
Financial Literacy for Adult Education Students	jn	jn	jn
GED Test Essay Writing Strategies	jn	jn	jn
GED Test Mathematics Strategies	jn	jn	jn
GED Test Reading Strategies	jn	jn	jn
GED Test Science Strategies	jn	jn	jn
GED Test Social Studies Strategies	jn	jn	jn
Health Literacy for Adult Education Students	jn	jn	jn
Learning Styles in Adult Education Classes	jn	jn	jn
Managing Multilevel Classes in Adult Education	jn	jn	jn
Teaching Mathematics to Adult Education Students	jn	jn	jn
Teaching Reading to Adult Education Students	jn	jn	jn
Teaching Writing to Adult Education Students	jn	jn	jn
Test-taking Strategies for CASAS	jn	jn	jn
Test-taking Strategies for TABE	jn	jn	jn
Using Brain-based Strategies for Teaching and Learning in Adult Education	jn	jn	jn

Other ABE/AHS/GED/VPI topics (please specify)

4. INSTRUCTION - ADULT ESOL

	Very Interested	Somewhat Interested	Not Interested
Citizenship and Civic Participation in US Society	○	○	○
Cultural Topics in Adult ESOL (children's education, drugs, immigration, parenting, domestic violence, human trafficking, elders, youth)	○	○	○
Family Literacy	○	○	○
Financial Literacy	○	○	○
Health Literacy	○	○	○
Learning Styles in Adult ESOL	○	○	○
Lesson Planning Strategies	○	○	○
Managing Multilevel Classes	○	○	○
Parent Involvement in Children's Education (How to interact with schools in US to help children succeed)	○	○	○
Project-based Instruction in Adult ESOL Classrooms	○	○	○
Teaching Adult ESOL Students in ABE Classes	○	○	○
Teaching Non-literate and Low Literacy Level Adult ESOL Students	○	○	○
Teaching Listening to Adult ESOL Students	○	○	○
Teaching Reading to Adult ESOL Students	○	○	○
Teaching speaking to Adult ESOL Students	○	○	○
Teaching Writing to Adult ESOL Students	○	○	○
Using Brain-based Strategies for Teaching and Learning in Adult ESOL	○	○	○
Using Multiple Intelligence in Teaching Adult ESOL Students	○	○	○

Other ESOL instruction topics (please specify)

[text area]

5. LEARNING DISABILITIES (LD) IN ADULT EDUCATION

	Very Interested	Somewhat Interested	Not Interested
Accommodations for Testing Students with LD	○	○	○
Assistive Technology for Students with LD	○	○	○
Screening Adult Education Students for LD	○	○	○
Strategies and Resources for Teaching Students with LD	○	○	○
Test-taking Strategies for Students with LD	○	○	○
Writing 504 Plans for Adult Education Students with LD	○	○	○

Other LD topics (please specify)

[text area]

6. LITERACY PROGRAMS (Community and faith-based organizations with instruction provided primarily by volunteer tutors)

(Note: It is not necessary for literacy programs to be funded with FL DOE grants to participate in trainings provided by the RTCs)

	Very Interested	Somewhat Interested	Not Interested
Building an Effective Literacy Program (Overview of key components and criteria of effective literacy programs)	◌	◌	◌
Developing and Working with a Board of Directors for Literacy Programs	◌	◌	◌
Literacy Tutor Training (How to provide instruction as a literacy tutor)	◌	◌	◌
Private Grants for Literacy Programs (How to obtain and implement private foundation grants)	◌	◌	◌
State Grants for Literacy Programs (How to obtain and implement FL DOE adult education grants)	◌	◌	◌
Volunteer Tutors in Literacy Programs (How to recruit, train and support volunteer tutors)	◌	◌	◌

Other literacy program topics (please specify)

[text field]

7. PROGRAM ADMINISTRATION

	Very Interested	Somewhat Interested	Not Interested
Adult Learner Involvement in Leadership Decision Making (How to involve students in decision-making processes to improve educational services)	◌	◌	◌
Learner Persistence and Retention (How to help students stay in the program)	◌	◌	◌
Marketing and Recruitment Strategies for Adult Education Directors (How to recruit new students and bring back former students)	◌	◌	◌
School Safety for Adult Education Directors (Gang violence, human trafficking, natural disasters, emergencies that impact adult education programs)	◌	◌	◌
State Board of Education Rules and State Statutes for Adult Education Directors (How to comply with record keeping, reporting, testing, enrollment and other policies)	◌	◌	◌
Stopping Out, Not Dropping Out in Adult Education (How to work with students that need to stop attending class to help them learn while out and to return)	◌	◌	◌

Other program administration topics (please specify)

[text field]

8. THANK YOU!

Thank you for taking the time to complete the Needs Assessment! It is very much appreciated!

To receive a copy of the survey results, please contact your Regional Training Council.

If you are interested in receiving information on adult education topics, or if you have any suggestions regarding this survey, please fill in any of the boxes below that you wish:

1. Contact Information and Comments

Name:

E-mail:

Telephone:

Agency name:

Comments: