

Adult ESL Instructor Professional Profile and Needs Assessment

Dear Colleague:

Thank you for taking the time to fill out this survey. It may seem exhaustive, but rest assured that the information you will have provided shall remain confidential. Its sole purpose is to help shape the overall professional development activities for ABLE site personnel who teach, in any content area, or manage the programming of, non-native speakers of English. Certain sections of this survey, or portions thereof, may not apply to you. Rather than writing N/A in such cases, feel free to leave them blank.

We expect to have results of the survey by: __08__/_29__/'08.

Sincerely,

The CAELA Network Team

Name _____

Program/Agency _____

(street)

(city/county)

(zip)

Phone _____ email _____

A. Education

Degrees _____

Fields of study _____

Certificates or endorsements _____

B. Personal Language/ Living Experience:

1. Did you grow up in a bilingual/multilingual household? Yes _____ No _____

C. If "Yes", please list the languages used your home beginning with the dominant language:

2. Did you grow up in a multi-cultural area or neighborhood? Yes ___ No ___

C. If "Yes", please indicate the cultural milieu in which you grew up.

2. Please list languages you have studied other than your native language.

3. Do you consider yourself having a second language or languages? If so, please list:

4. Have you lived, worked or studied abroad in a single location for more than one consecutive calendar year?

Yes _____ No _____ If "Yes" please listed country/ies in the space provided below:

5. Check the item most applicable to your living abroad experience: When I lived/worked/studied abroad, I lived:

A. On the economy _____ B. In sponsor provided housing/on economy _____

B. C. On a sponsor provided housing compound _____

6. Check the one that best describes your living abroad experience based on the following statement: I interacted with persons of the dominant culture both on and off the job:

Only as needed___ Whenever possible___

7. Please rate your overall living abroad experience:

Bad___ Poor___ Fair ___ Good___ Very good___ Excellent___

8. Did you endeavor to learn the dominant language(s) of the country/ies you have lived in? .

Yes___ No ___

C. Language Instruction History

1. Which types of English have you taught so far in your career (check all that apply):

EFL	
ESL	
EL CIVICS	
English for Academic Purposes (EAP)	
English for Special Purposes (ESP)	
Vocational English as a Second Language (VESL)	
K-12	
College/University	
TOEFL/TOEIC Preparation	

2. Have you taught languages other than English? A. Yes___ B. No___

C. If "Yes", please list: _____

4. At which level(s) have you taught the above language(s)? (Item B2) Check all that apply.

A. K-12 ___ B. University/College ___ C. Adult Continuing Education

5. Have you either directed or administered language instruction programs?

Yes___ No___

If "Yes" to number 5, please state briefly your responsibilities.

D. Current Teaching Assignment

1. Briefly describe your current teaching assignment including type (e.g., workplace, EL/Civics, family literacy) instructional hours per class, whether there is managed or open enrollment,

access to computer technology for instructors and learners, and whether you have paid planning time and/or professional development time.

2. What adult ESL level/s do you teach? (circle)

literacy **beginning** **intermediate low** **intermediate high** **advanced low** **advanced high**

3. What is your teaching situation? (check one box in a, b and c.)

A. . rural _____ suburban _____ urban _____ mixed _____

B. isolated _____ collegial _____

C. part-time _____ full-time _____

D. Total number of hours/week: _____

4. Are you responsible for designing your own curricula and corollary materials acquisition?

Yes___ No ___

5. Please list the currently accepted standards that you refer to when designing curricula and teaching your adult ELLs. _____

5 (a) Who do you directly report in your adult learning center administrative hierarchy?(Program director, lead teacher, etc.)

5 (b) Does the person who currently fills the supervisory role have any background in second language acquisition? _____

6. Do any of your site colleagues (teachers and administrators) have a background in second language acquisition, foreign language learning or inter-cultural communication?

A. Yes___ B. No___ C. Unsure___

D. If “Yes”, please, write in fraction form, the number of above over the total number of colleagues. ____/____

7. Does your site have the necessary funds to provide you continued professional development in ESL? Yes___ No___

8. Do you pursue self-directed professional development on a regular basis?

Yes___ No___

10. Please list the professional language research/teaching organizations you belong to:

11. State briefly the role these organizations have played in your (ESL) professional development.

12. Which of the organizations listed in #11 do you consider to be “the” organization as relates to your continuing PD? _____

13. What is the full annual membership fee for the organization listed in #12? \$_____

12. On a scale of 1 to10, with ten indicating the most advanced training, where would you place your ESL professional development needs? Please indicate: _____

E1: Years Adult English Language Teaching (ESL) Teaching Experience

- . A. Less than 1 year_____
- B. 1-3 years_____
- C. 3-9 years_____
- D. 10+ years_____

2. Please list the language, or language related, examinations that you are trained and authorized to administer: _____

F. Training and Professional Development

1. Types of activities you have been engaged in:

Workshops/presentations	participant_____	facilitator/presenter_____
Trainings	participant_____	facilitator/presenter_____
Observation/Feedback	participant_____	facilitator/presenter_____
Projects		
(e.g. curriculum development)	participant_____	facilitator/presenter_____
Inquiry/Research	participant_____	facilitator/presenter_____
Other	participant_____	facilitator/presenter_____

Specific topics: _____

2. Professional Development Learning Format (check any that apply)

Large group_____	Online_____	Lecture/Reading_____
Small group_____	Online/Face to face hybrid_____	Interactive_____
Mentoring_____	Peer coaching_____	Study circle_____
Other_____		

G. Professional Development Preferences

1. If you could select your own mode of professional development, what would be your preference? Please rank-order with #1 being your top choice and #5 being your last choice.

- _____ Developing your own plan of study with support from the state or program
- _____ Researching an issue, problem, or topic in your own teaching environment
(Please check: Alone____ with others____ online____)
- _____ Practicing classroom strategies with feedback from colleague or supervisor who observes
- _____ Working on a program project (e.g., curriculum development or standards)
- _____ Attending workshops and/or trainings to learn new instructional skills
- _____ Attending TESOL to learn the latest in SLA, linguistics, methods, materials application and best practice in the greater field of ESOL.

H. Professional Development Content

1. What topics would you like to learn more about? Designate your top 3 choices (1=highest priority)

- _____ assessment issues (for placement, NRS, in-class)
- _____ bilingualism – children & adults
- _____ cultural issues
- _____ communicative strategies
- _____ comparative linguistics
- _____ comparative grammar
- _____ comparative syntax
- _____ comparative phonology
- _____ curriculum (development and use)
- _____ EL/Civics and citizenship (content and issues)
- _____ lesson planning
- _____ needs assessment and goal-setting strategies
- _____ managing multilevel classes
- _____ preparing ESL student to transition to ABE/GED classes
- _____ professional concerns (certification, benefits, advancement, outlook)
- _____ program issues (retention, funding, recruitment, type and intensity of classes)
- _____ standards (state, program, content, alignment to curriculum)
- _____ second language acquisition (SLA) theory
- _____ teaching academic listening skills
- _____ teaching academic English writing to advanced ESL students
- _____ teaching discrete listening skills / reduced speech patterns (this is a sub-set)
- _____ teaching ESL learners in ABE classes
- _____ teaching literacy and beginning levels
- _____ teaching listening and speaking to ELLs
- _____ teaching pronunciation to non-native speakers of English
- _____ teaching reading to adult English language learners
- _____ teaching writing to adult English language learners
- _____ techniques (role plays, LEAs, TPR, dialogues, etc)
- _____ technology
(instructional use____ teacher use____ data entry____)

_____ other _____
 _____ other _____
 _____ other _____

Comments:
