

Kentucky Adult Education Professional Development Survey Results



Kentucky Adult Education
Council on Postsecondary Education
April 2008

Kentucky Adult Education Professional Development Survey Summary

The intent of the Professional Development Survey was to design and provide professional development that supports quality instructional practice. The information collected via the survey will be used to provide valuable information to inform the direction of professional development activities and to establish baseline information to examine the impact of professional learning in Kentucky Adult Education.

The number of survey questions was dependent upon respondents degree level and job responsibilities in adult education (64 total questions). The survey contained open-ended questions, check boxes, and a four-point Likert scale (very confident, confident, somewhat confident and not at all confident). Results are depicted in aggregate for the entire state, except when disaggregated by region for in-depth analysis.

Survey Letter Sent to Respondents

Adult Education Colleague,

As we work together to increase the skills of Kentucky adult education students, we are committed to providing all adult educators with the professional development they need in order to help students achieve. To design and provide professional development that supports quality instructional practice, we must start with a better understanding of the current adult educators in Kentucky. Specifically, we would like to know:

- o What kinds of preparation and experience do you have?
- o What types of further professional development do you want and need?

Kentucky Adult Education is surveying all adult educators to inform decisions on professional development training for fiscal year 2007-08 and to improve our training content and delivery methods.

Your input and opinions are very important in this process. Please help us by completing this survey.

Thank you for sharing your feedback with us and be assured that all answers are anonymous.

Sarah Hindman Hawker
Vice President, Council on Postsecondary Education
Kentucky Adult Education

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Primary Objectives

1. Identify instructor preparation and experience.
2. Determine professional development needs.
3. Identify curriculum instructors are using.

Method

Using Zoomerang, an online survey was deployed on July 11, 2007.

Survey link was sent via e-mail to 1,170 adult educators.

Survey completion

- Original deadline was August 1, 2007
- Deadline extended until mid-August 2007
- Survey closed week of September 10, 2007

Overview

All 120 counties had at least 1 person respond.

Overall a 60% response rate, which is significant for an online survey.

- 707 respondents to the survey
 - 76% of the respondents were instructors
 - 22% of the respondents were program directors or data clerks

The survey coincided with the beginning of the new fiscal year and the first year of the *New Framework for Adult Education*.

Respondents Teaching Experience

How many years of experience do you have <u>working</u> in adult education?		
Less than 1 year	49	7%
1-5 years	293	41%
6-10 years	160	23%
10 or more	205	29%
TOTAL	707	100%

The majority of respondents (41%) have 1-5 years of experience working in adult education.

Only 29% of the respondents had 10+ years of experience working in adult education.

How many years of <u>teaching</u> experience do you have in adult education?		
Less than 1 year	60	9%
1-5 years	274	39%
6-10 years	133	19%
10 or more	175	25%
I do not teach	52	7%
TOTAL	694	100%

The majority of respondents (39%) have taught 1-5 years in adult education.

Respondents Teaching Experience

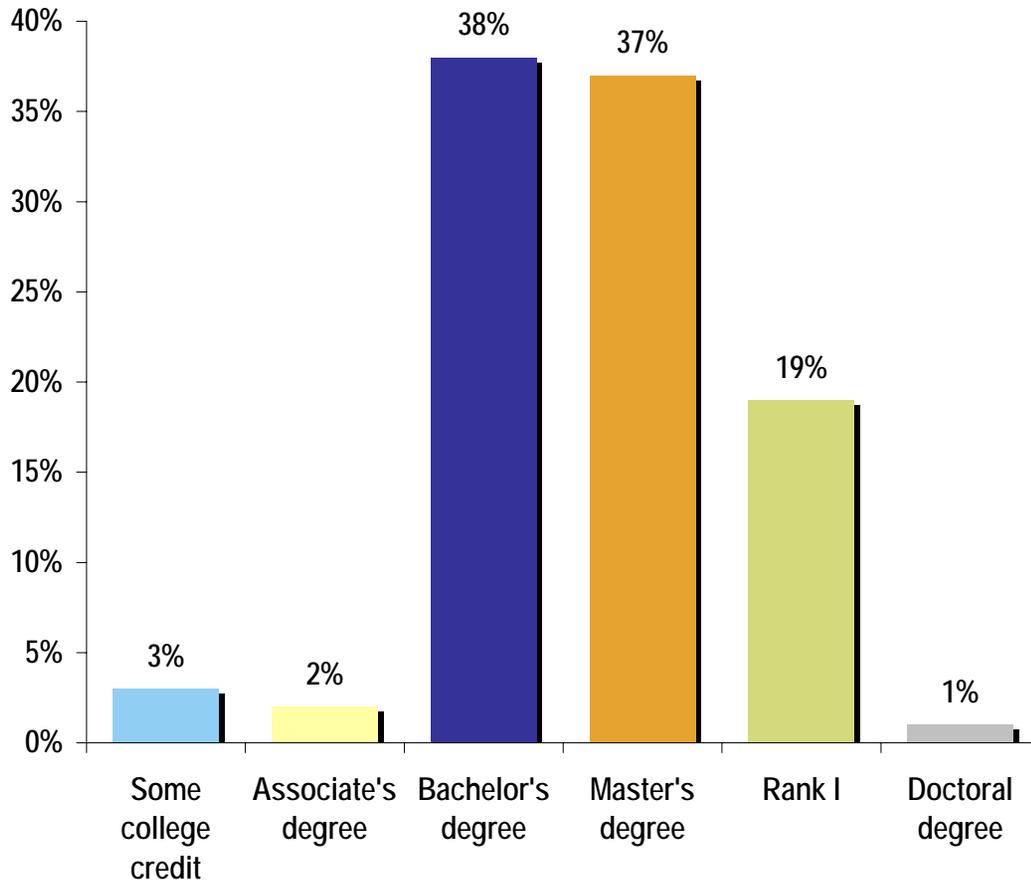
How many years of <u>teaching</u> experience do you have <u>outside</u> adult education?		
Less than 1 year	33	8%
1-5 years	108	27%
6-10 years	81	20%
10 or more	55	14%
I do not teach	130	32%
TOTAL	407	100%

69% of the total respondents have teaching experience outside of adult education.

The majority of respondents had 1-5 years of teaching experience outside of adult education.

Only 14% of the respondents have taught 10 or more years outside of adult education which seems to indicate that not nearly as many instructors are retired K-12 teachers.

Respondents Educational Level



17% of the respondents are currently pursuing a postsecondary degree.

30% of the respondents have a current teaching certificate.

95% of the respondents have a bachelor's degree or above.

Number of Respondents per County

County	Respondents
Adair	5
Allen	5
Anderson	3
Ballard	1
Barren	4
Bath	2
Bell	5
Boone	15
Bourbon	4
Boyd	4
Boyle	6
Bracken	3
Breathitt	4
Breckinridge	3
Bullitt	12
Butler	5
Caldwell	4
Calloway	11
Campbell	12
Carlisle	1
Carroll	4
Carter	8
Casey	4
Christian	10
Clark	7
Clay	6
Clinton	2
Crittenden	2
Cumberland	3
Daviess	12
Edmonson	2
Elliott	9
Estill	2
Fayette	26
Fleming	2
Floyd	3
Franklin	9
Fulton	3
Gallatin	4
Garrard	4

County	Respondents
Grant	5
Graves	3
Grayson	5
Green	3
Greenup	9
Hancock	3
Hardin	15
Harlan	4
Harrison	3
Hart	7
Henderson	7
Henry	2
Hickman	1
Hopkins	7
Jackson	2
Jefferson	94
Jessamine	7
Johnson	6
Kenton	22
Knott	4
Knox	3
Larue	5
Laurel	9
Lawrence	4
Lee	2
Leslie	2
Letcher	5
Lewis	2
Lincoln	3
Livingston	2
Logan	4
Lyon	4
McCracken	8
McCreary	2
McLean	2
Madison	7
Magoffin	3
Marion	5
Marshall	7
Martin	2

County	Respondents
Mason	5
Meade	4
Menifee	2
Mercer	3
Metcalfe	1
Monroe	4
Montgomery	6
Morgan	7
Muhlenberg	9
Nelson	7
Nicholas	2
Ohio	2
Oldham	16
Owen	2
Owsley	2
Pendleton	3
Perry	3
Pike	11
Powell	5
Pulaski	12
Robertson	1
Rockcastle	2
Rowan	6
Russell	1
Scott	10
Shelby	7
Simpson	2
Spencer	1
Taylor	2
Todd	2
Trigg	2
Trimble	2
Union	3
Warren	5
Washington	3
Wayne	6
Webster	3
Whitley	14
Wolfe	3
Woodford	5

Respondents Field of Study in Postsecondary Education

Associate's degree (27 field of study areas)

- Business (20%)
- Arts (16%)
- Science and General Studies (8%)

Bachelor's degree (75 field of study areas)

- Elementary Education (13%)
- Business (10%)
- English (7%)

Respondents Field of Study in Postsecondary Education

Master's degree (51 field of study areas)

- Counseling & Educational Psychology (11%)
- Elementary Education and Education (10%)
- Secondary Education (8%)

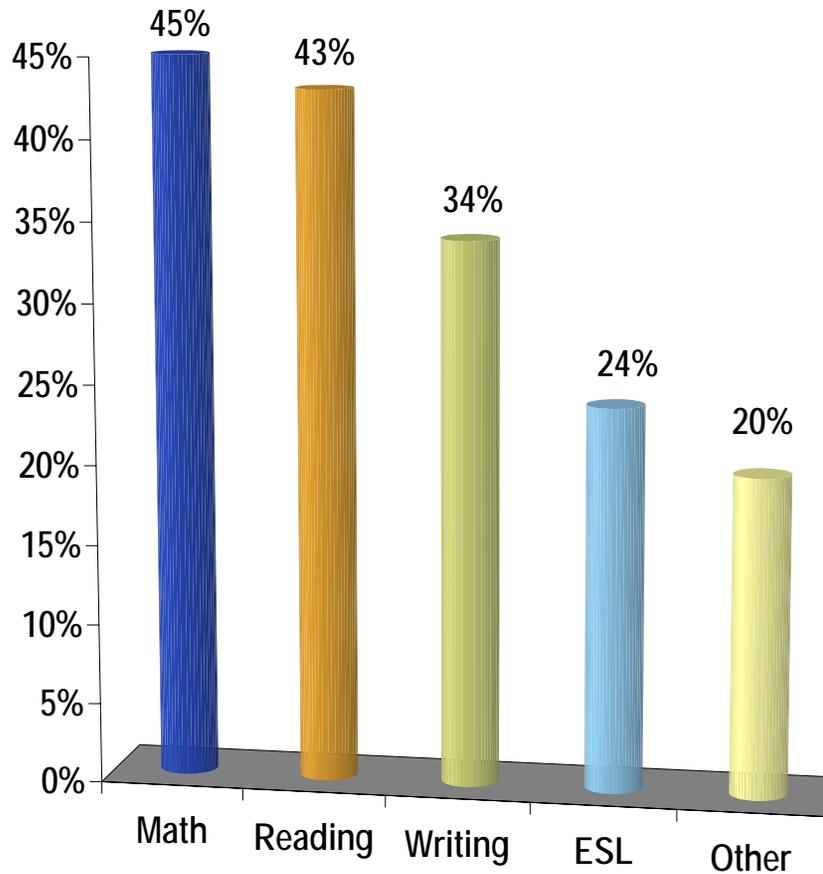
Rank I (14 field of study areas)

- Admin/Supervision/Leadership (40%)
- Education (12%)
- Counseling and Secondary Education (11%)

Doctorate (8 field of study areas)

- Juris Doctorate (30%)

Interest in Certificates



63% of the total respondents indicated an interest in pursuing a certificate.

Math and Reading are the top two choices.

64 additional suggestions

Administration (19)

Learning Disabilities (9)

Workplace (7)

Family Literacy (5)

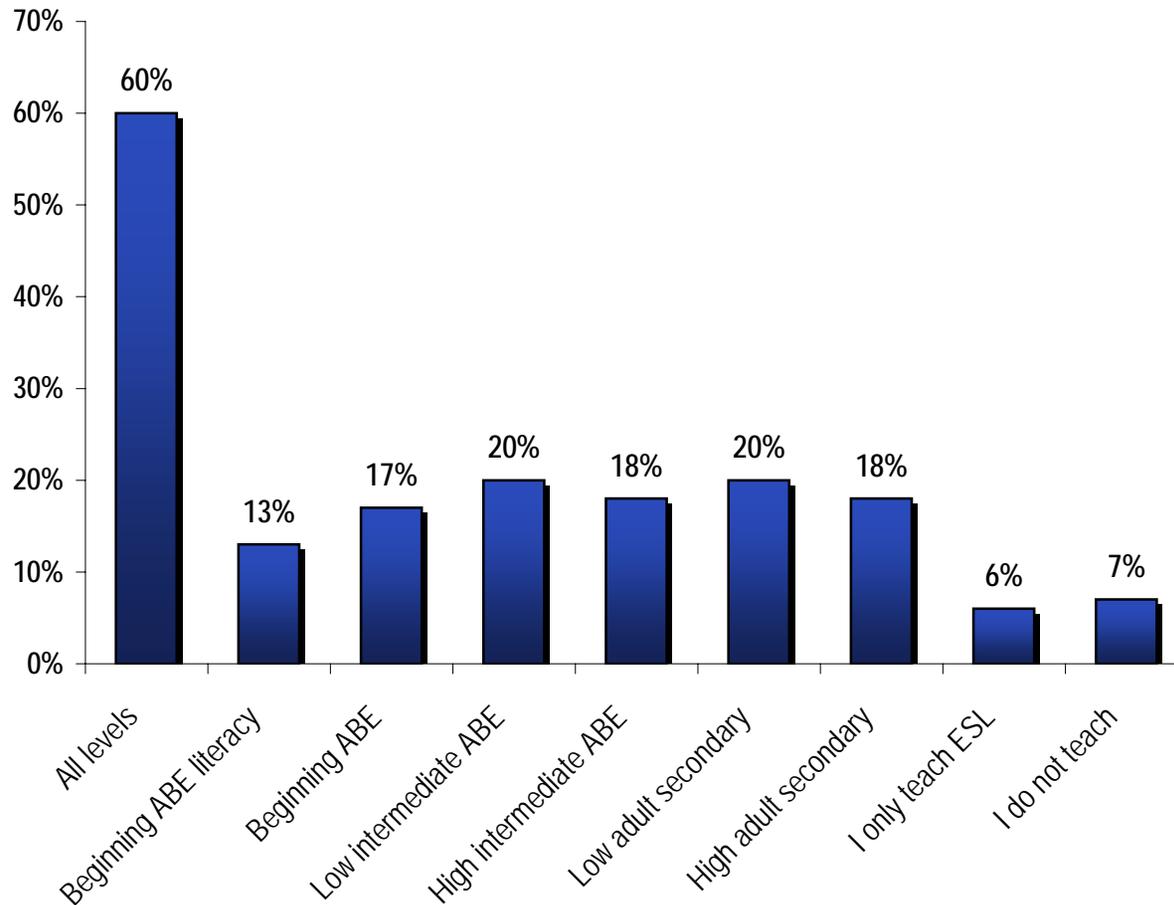
Primary Teaching Assignment

Assignment	Number	Percent
ABE/GED	357	50%
I do not teach	90	13%
Other	66	9%
Family literacy	65	9%
Corrections	53	7%
ESL	52	7%
Workforce education	24	3%
TOTAL	707	100%

The majority of the respondents (50%) have an ABE/GED teaching assignment.

26% of the respondents have an assignment in a specialized area of adult education; family literacy, corrections, ESL or workforce education.

Teaching Level



60% of the respondents teach all levels.

20% or fewer teach a specific level.

The 7% of respondents that indicated they do not teach were directed to the program director questions or to the professional development questions at the end of the survey.

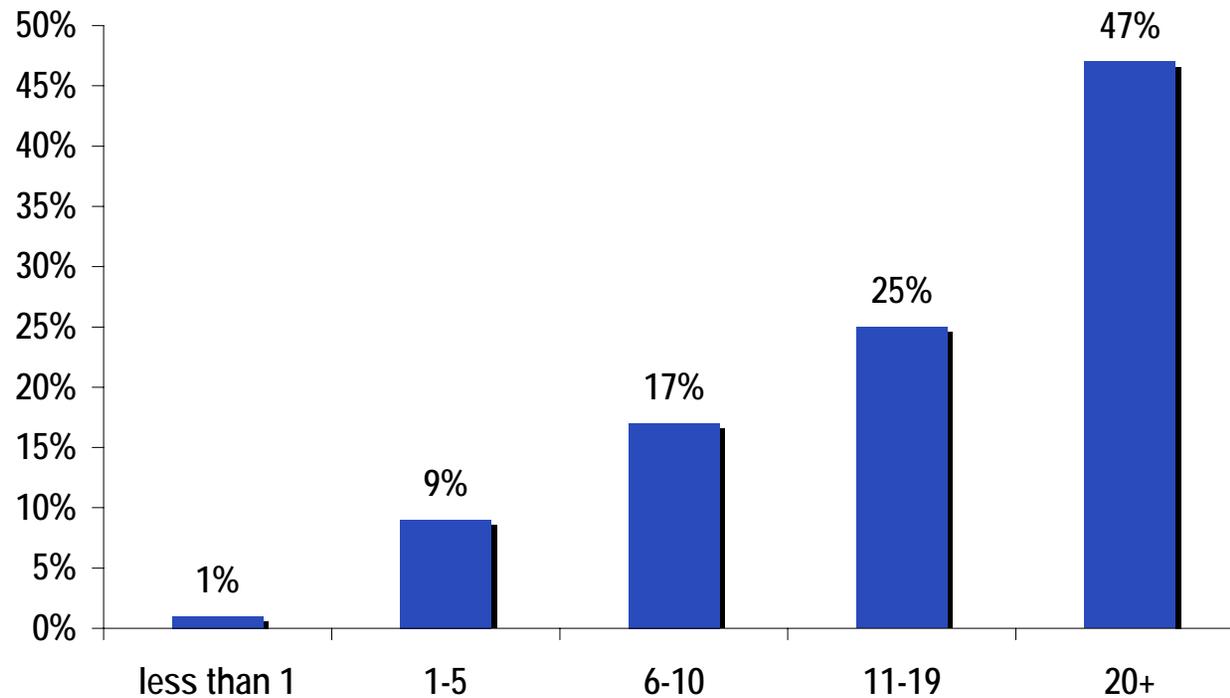
Instructional Time per Subject Area

Subject	Percent
Math	41%
Reading	22%
Writing	21%
Social Studies	9%
Science	8%
Computer Literacy	10%
Total	111%

Respondents indicated spending more time teaching math (41%) than any other subject.

Respondents indicated working beyond a regular 40 hour week thus the percent totaling over 100.

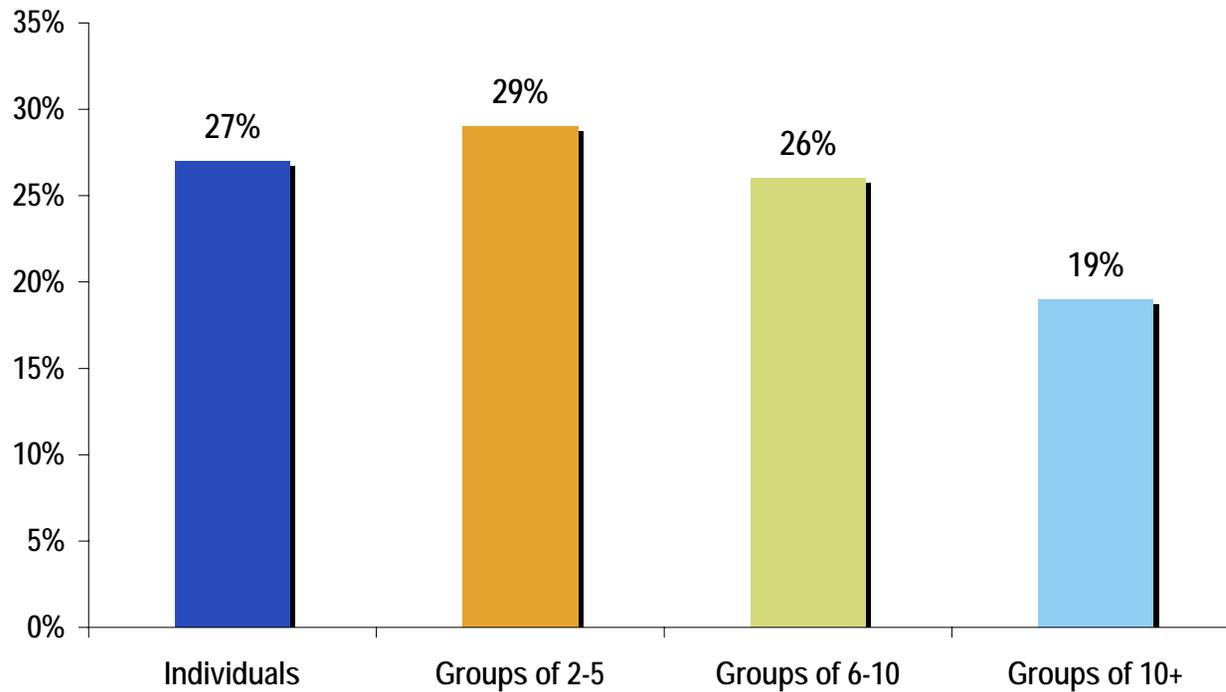
Average Instructional Hours per Week



Slightly more than half (51%) of the respondents spend 1-19 hours per week teaching.

6 respondents teach less than 1 hour a week.

Instructional Group Size



56% of instruction is for individuals and groups of 2-5 students.

45% of instruction is for groups of 6-10 and 10 or more students.

Supervisor Classroom Visits

Supervisor Feedback

	Number	Percent
Never	36	14%
Yearly	50	19%
Monthly	61	23%
Weekly	61	23%
Daily	58	22%
Total	266	100%

Instructors were asked the following question "How often does your supervisor visit your classroom and give you constructive feedback?"

14% of instructors responding to this survey indicated never having a supervisor visit the classroom and give constructive feedback.

ABE Curriculum

Curriculum/Publisher	Total
McGraw Hill/ Contemporary	241
Steck-Vaughn	190
GED and Pre-GED Connections	65
New Readers Press	31
TABE Fundamentals	29
Laubach	24
Jamestown Publishers	14
Cambridge books	11
Adult Reading Series/Challenger	7
Phonics	5
Learning 100 Reading Program	3
Scoreboost (NRP)	3
Voyager	3
Workplace Essentials	3
All About the USA All editions	2
Curriculum Associates	2
Fast Track	2
Grammar Usage Series	2
Math Sense	2
Passkey	2
Reading for Today	2
SRA Laboratory	2
Study Buddy	2
Vocabulary Connections	2

Curriculum/Publisher	Total
Top 50 Skills	2
Quantum Reading Series	1
50 Reading Skills	1
America's Story Book 1 & 2	1
Barnell Loft Reading Booklets	1
Basic Skills and Life Skills	1
Bowden	1
Cornerstone Computer Lessons	1
Crossroads	1
Drop in the Bucket Math Books	1
Essential Mathematics for Life (Glencoe)	1
Grass Roots Press	1
Harcourt-Brace	1
Lifeskills	1
Math Essentials	1
Modern Curriculum Press	1
News Week in Education	1
Newspapers in Education	1
One Minute Reader Series	1
Oxford Picture Dictionary Series for ESL	1
PACE	1
Paragraph Writing	1
Problem Solving Strategies	1

Curriculum/Publisher	Total
Read Naturally CD and Workbook	1
Read Right	1
Reading 100	1
Reading Around the Block	1
Reading Basics	1
Reading Horizons	1
Realia	1
Remedia (Reading & math)	1
Sopris West: Rewards	1
SRA Kits for Individualization	1
Talk of the Block Reading Series	1
Texas Scottish Rite	1
Top Line Math	1
Wilson Reading System	1
Wonders of Science	1
Writing/Word Power Series with Supplements	1
689	

ABE Curriculum

Web sites or Software	Total
PLATO	34
Skill Bank	18
WIN	14
Computer Programs	9
Literacy Link	7
SPARK 3000 Online Reading	5
Internet Resources	5
Access 21st Century Software	3
www.myskillstutor.com	3
21st/Access Century Software	2
Grammar Renegades Software	2
abcteach.com	1
aplusmath.com (math/computer)	1
Learntoread.com	1
Library 2000 (computer program)	1
NCFL	1
Rogers Center for Learning Multisens	1
Schoolexpress.com	1
Total	109

Supporting Materials	Total
Curriculum Designed by Program	20
Curriculum Based on Students' Needs	15
Face-to-Face Instruction	9
Too Various to Mention	6
Workbooks or Worksheets	4
Library and Various High Interest Books	3
Hands-On	2
Newspapers	2
Peer-to-Peer	2
Discontinued High School Textbooks	1
Flash Cards	1
Graphs/Charts/Tables	1
Instructors Working in Group Settings	1
Word Problems and Handouts	1
Total	68

Subject	Total
Math	38
Reading	19
Science	9
Social Studies	8
Writing (Journal and Essay)	22
Total	96

ASE Curriculum

Curriculum/Publisher	Total
6-Way Paragraphs - Pauk	2
Achievement Technology	1
ACT and SAT Study Guides and COMPASS	22
All About the USA All editions	1
America's Story Book 1 & 2	1
Authentic Material	1
Bowden	1
Break through to Math	1
Building Skills with TABE	4
CAI	1
Calculator Preparation	1
Cambridge	3
Challenger	2
Consumer Education	1
Contemporary (see McGraw Hill)	
Evaluative/Diagnostic GED tests	1
Fast Track	1
Focus on Skills	2
GED Connection	43
Global Continuing Free Education	1
Grasp Math	1
Harcourt-Brace	1
Hawkes Publishing for Mathematics	1
Jamestown	3

Curriculum/Publisher	Total
Job Skills	1
JobFit Survey	1
John Langan Series Reading	2
Kaplan	1
Key Historical Documents Skills Book	1
Key Train curriculum	1
Legal Vocabulary	1
Longman----Reading & Writing	1
Manley Math	1
Math Review	1
Math Sense and Problem Solving	1
Math Skills for the Workforce	1
Mathshops	1
McGraw Hill/Contemporary	136
MoMedia Compass Secrets	3
Most Missed Math Questions	1
New Reader Press	27
Newsweek in Education	1
Number Concepts	1
Organization in Pre-Writing	1
Pace-Writing	1
Passkey	1
PLATO or WIN	48
Power Math Tutor Series	1

Curriculum/Publisher	Total
Quick-Write/Supp. Quick Word	1
Read Naturally	2
Read Right	1
Reading 100	1
Reading Basics	2
Reading Strategies	1
Realia	1
SKILL BANK	9
Skills Tutor	4
Southwestern GED	1
SRA Reading and Math Laboratory	1
Steck Vaughn	154
Study buddy	1
Texas A & M Math Lab Tutorials	3
TOEFL	1
Top 50 GED Skills (by subject)	3
Top Line Math	2
Visual Literacy for Science and SS	1
Voyager- for Reading	1
Word Power	1
Work Keys	1
Workplace Essential Skills	4
Workplace Training	1
Total	528

ASE Curriculum

Websites or Computer Literacy Programs	Total
Basic Computer Skills	1
Computer Assisted Instruction	3
Computer Generated Materials	7
GED 21st Century Software	6
Grammar Renegades Software	1
Internet Resources	6
Library 2000 (computer program)	1
Number2.com	1
Skills Bank on Computer	2
Total	28

Supporting Materials	Total
Basic Study Skills	1
Class Assignments	1
Combination of Materials	5
Conversation and Open Discussions	1
Developmental Courses	1
Hadley School for the Blind Materials	1
Homework	3
Individualized (Based on TABE; Based on Testing; Tutoring; One-on-One Instruction)	5
Making Posters and Typing info for the Community	1
Reading Materials (Library books; Novels; Old books; Purple Math Book; Trade Books; Textbooks; College Textbooks; Higher Level Textbooks; News For You; Weekly Current Events Newspaper; Magazines; Materials from Writing Workshops)	12
Small Group Instruction	1
Teacher Created Curriculum	18
This is an Area in Which we Need Help	1
Varies greatly based on student's assessment	3
Workbooks	6
Total	60

Subject	Total
English	3
Language	1
Math	23
Reading	11
Science	7
Social Studies	8
Sociology	1
Writing	39
Total	93

ASE Curriculum

Curriculum/Publisher

Cambridge

GED Math Materials
Workbooks
Reading Skills Test

GED Connection

3 Components Books, Videos, Online, TV
Exercise Books and Supplements
Fast Track
GED Skill Book
Math Problem Solver
Social Studies and Science

Jamestown

Critical Reading Series
Disasters and Weird Science

New Reader Press

GED Practice 1120 CD-ROM
GED Prep
GED Score Boost Critical Think
GED Skill Workbooks
Pass the GED-Math
Pass the GED Series
Pass the GED Workbooks
Pre-GED Skill Workbooks
Reading in the Content Areas
Scoreboosters Series
Skill Workbook Series

Curriculum /Publisher

McGraw Hill/Contemporary

Achieving TABE Success Series
Building Language Skills
Building Reading Skills
Educational Activities
Exercising Your English
Foundations of College Writing
GED
GED Essay
GED Exercise Series
GED Math GED Series
GED Series
GED Study Books
Language Builder
Language Builder Series
Little Green Booklets for Math
Math and Reading
Math Power
Most Complete and Reliable GED Preparation
Number Power
Number Power Math
Number Power Pre-Algebra and Algebra
Number Power Series
Pre-GED
Pre-GED and GED Series Problem Solver GED Math
Reading and Critical Thinking
Skill Series
Top 50 Math Skills
Top 50 Skill Series

Curriculum /Publisher

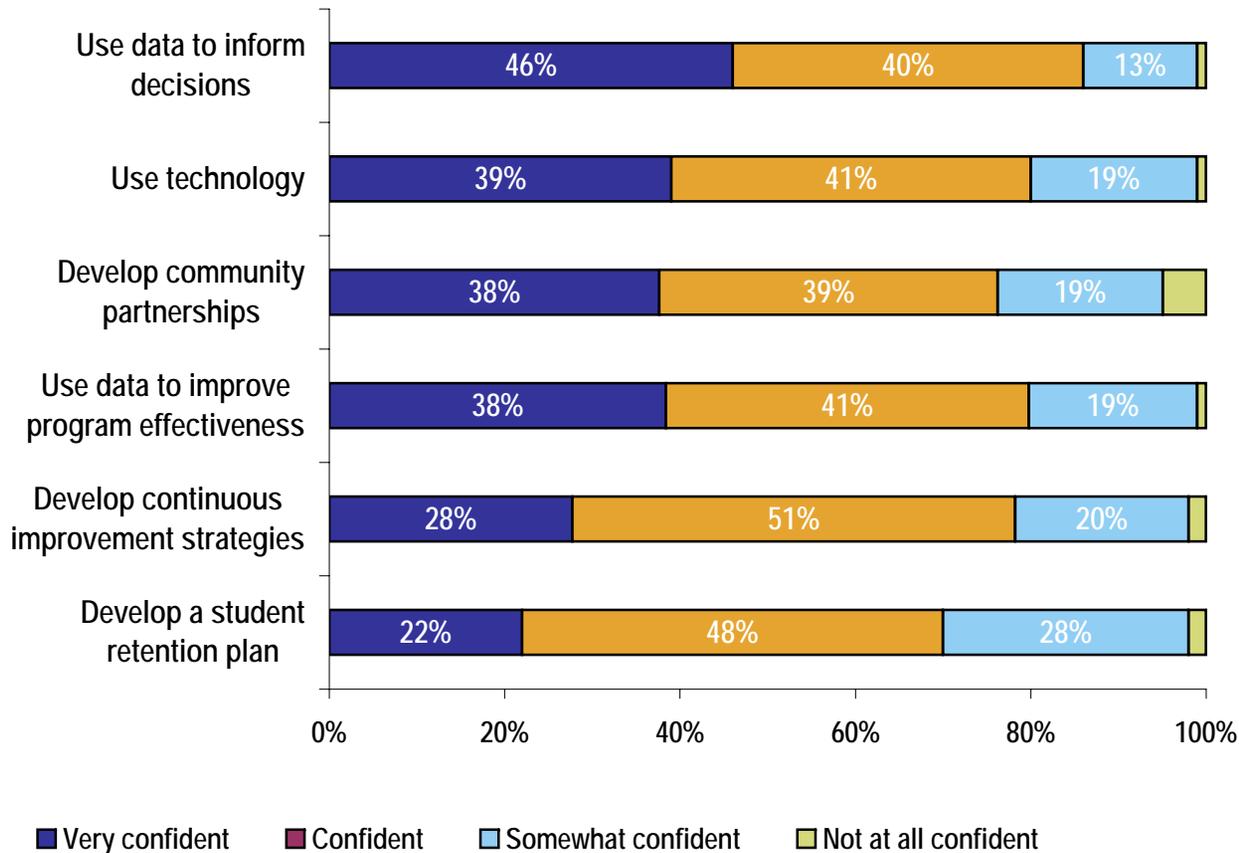
McGraw Hill/Contemporary

Viewpoints
Workbooks
Writing

Steck Vaughn

Achieving TABE Success Level D and Up
Basic Essentials Mathematics
Capitalization and Punctuation Booklet
Complete GED Preparation
Complete GED
Consumable Workbook Series
Contemporary Booklets all Subjects
Decimals and Percents Booklet

Program Director Confidence



46% of the respondents are very confident using data to inform decisions however only 38% are very confident using data to improve program effectiveness.

Only 22% of the respondents are very confident developing a student retention plan.

English as a Second Language

English as a Second Language Literacy Levels

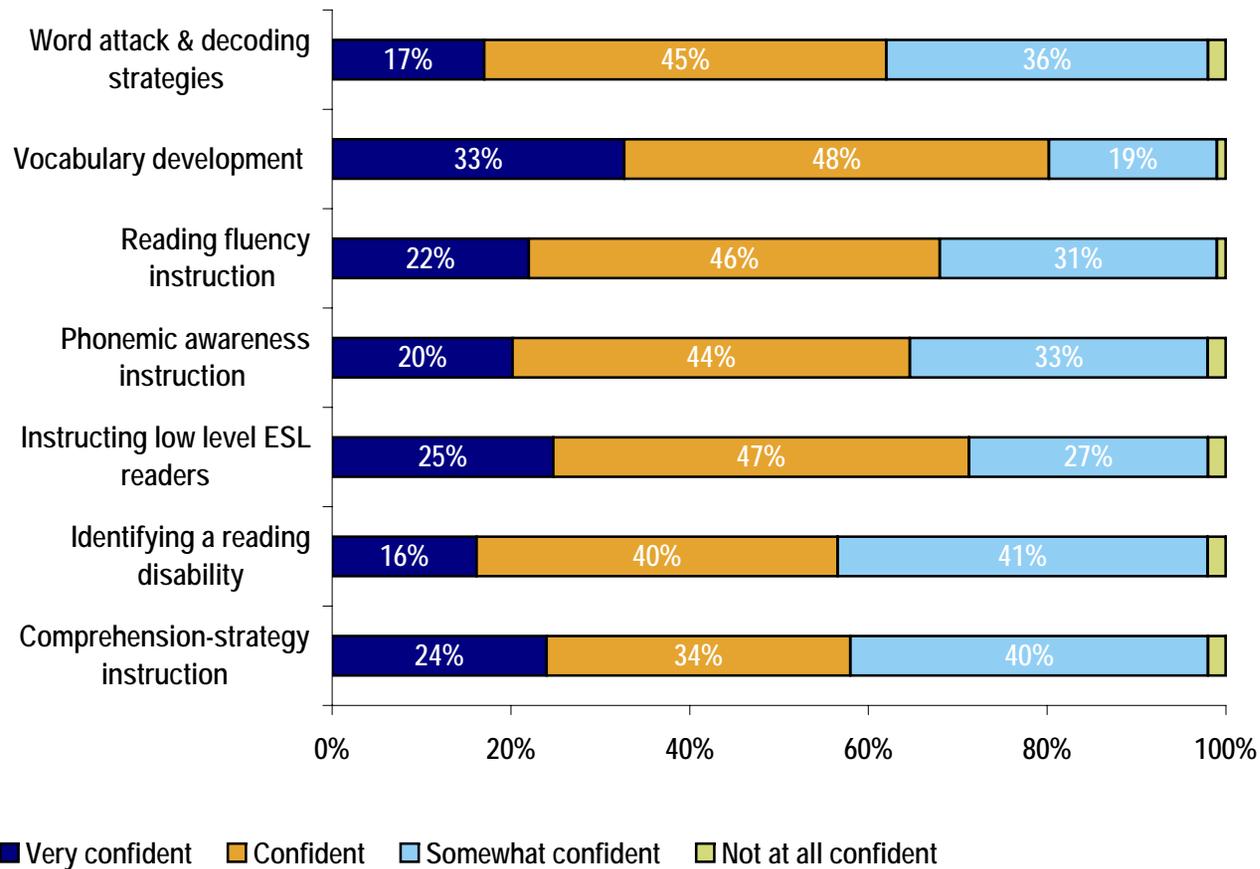
	Number	Percent
All ESL levels	82	67%
ESL beginning literacy	22	18%
ESL low beginning	16	13%
ESL high beginning	15	12%
ESL low intermediate	16	13%
ESL high intermediate	12	10%
ESL low advanced	10	8%
I do not teach	3	2%

Of the total survey respondents 20% indicated that they teach ESL.

Only ESL instructors answered the following ESL questions all other respondents were forwarded to the next section of the survey.

English as a Second Language

Confidence Levels in Reading

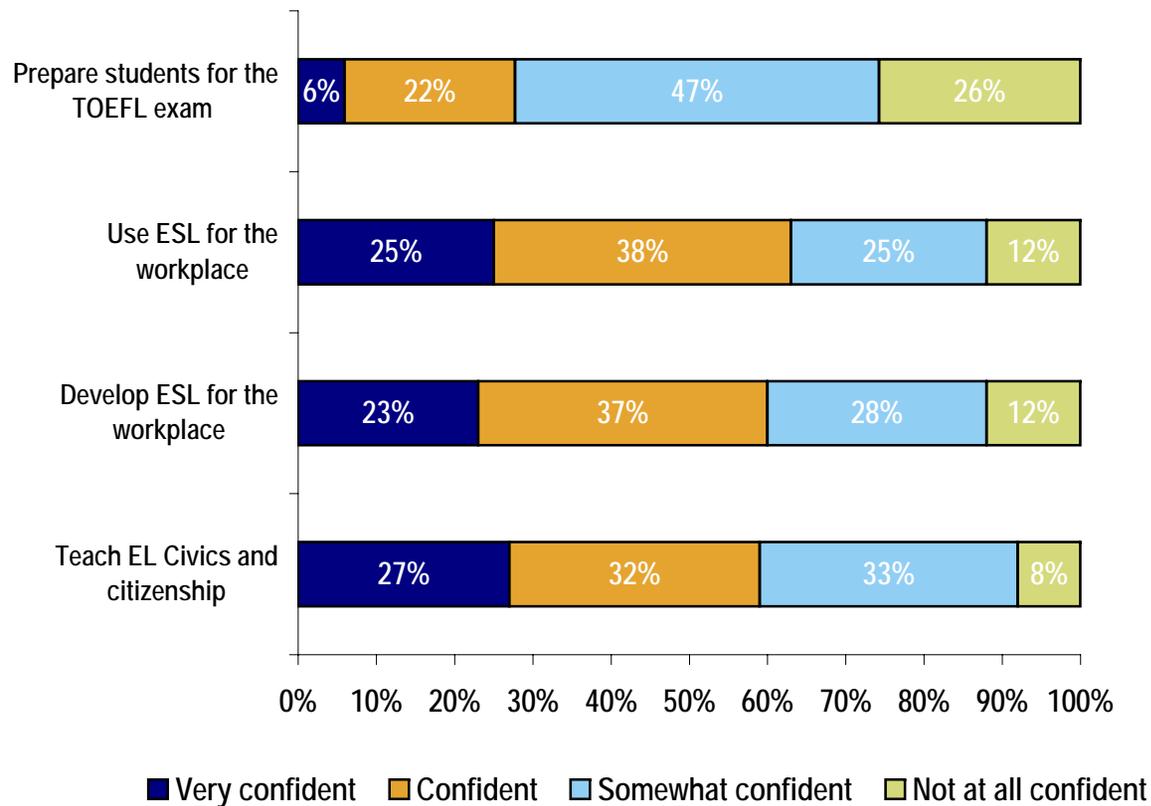


81% of the ESL instructors responding to this question are very confident or confident developing vocabulary.

Only 56% of the ESL instructors responding to this question are very confident or confident identifying a reading disability.

English as a Second Language

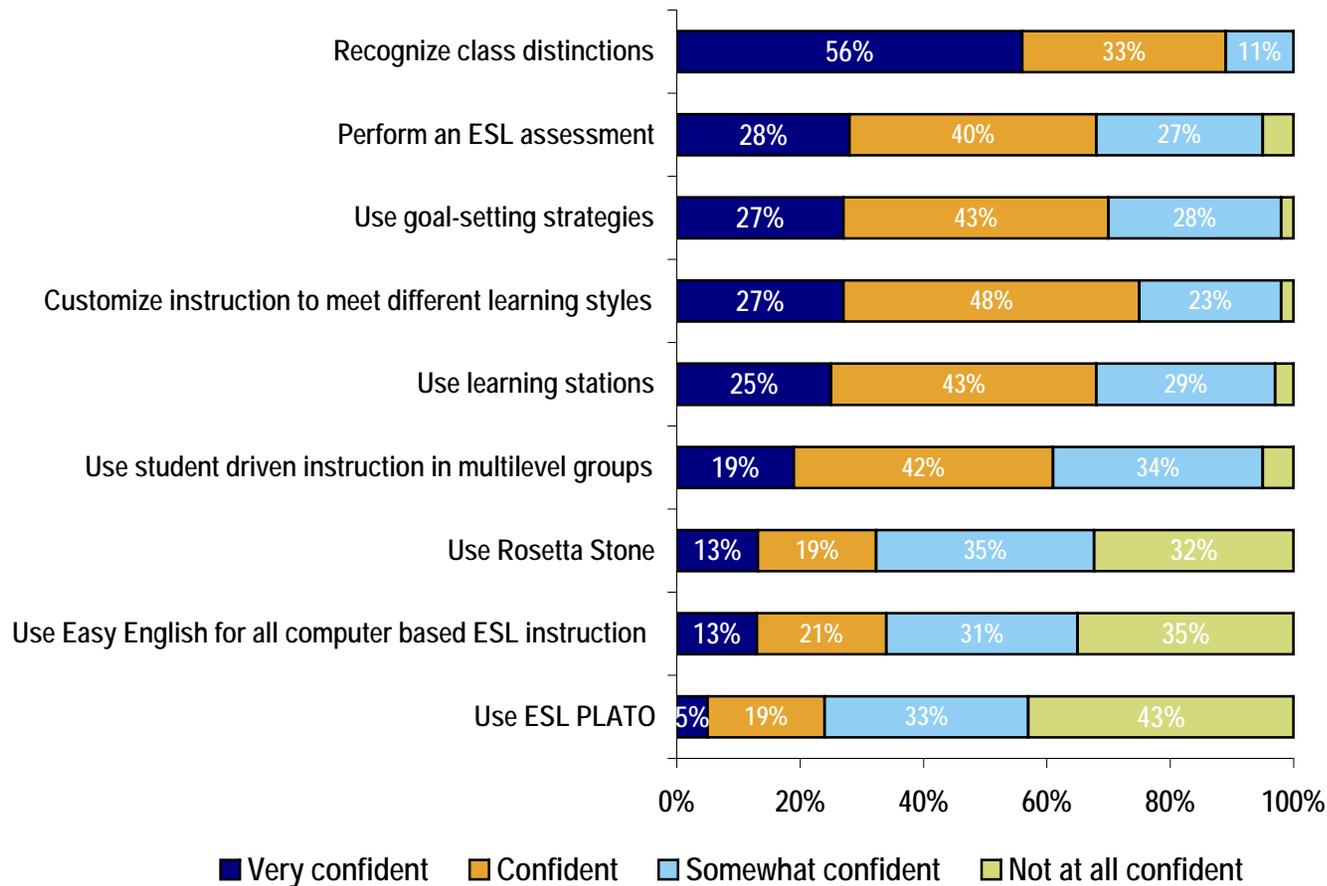
Confidence Levels



Only 6% of the respondents teaching ESL were confident preparing students for the TOEFL exam.

English as a Second Language

Confidence Using Various Instructional Strategies



Only 5% of the ESL instructors responding to this question are very confident using ESL PLATO.

Only 28% of the ESL instructors responding to this question are very confident performing an ESL assessment.

Learning Disabilities

Percent of respondents that know how to use a pre-screening instrument to identify students who may have a learning disability?

42% YES 58% NO

Percent of respondents that know where to refer a student for further assessment, if the student has characteristics of a learning disability but no documentation.

63% YES 37% NO

Family Literacy

Respondents confidence in facilitating PACT (parent and child) time.

	Number	Percent
Very confident	73	49%
Confident	55	37%
Somewhat confident	18	12%
Not at all confident	4	3%
Total	150	100%

27% of the respondents indicated that they teach family literacy.

9% of the respondents have their primary teaching assignment in family literacy.

Technology

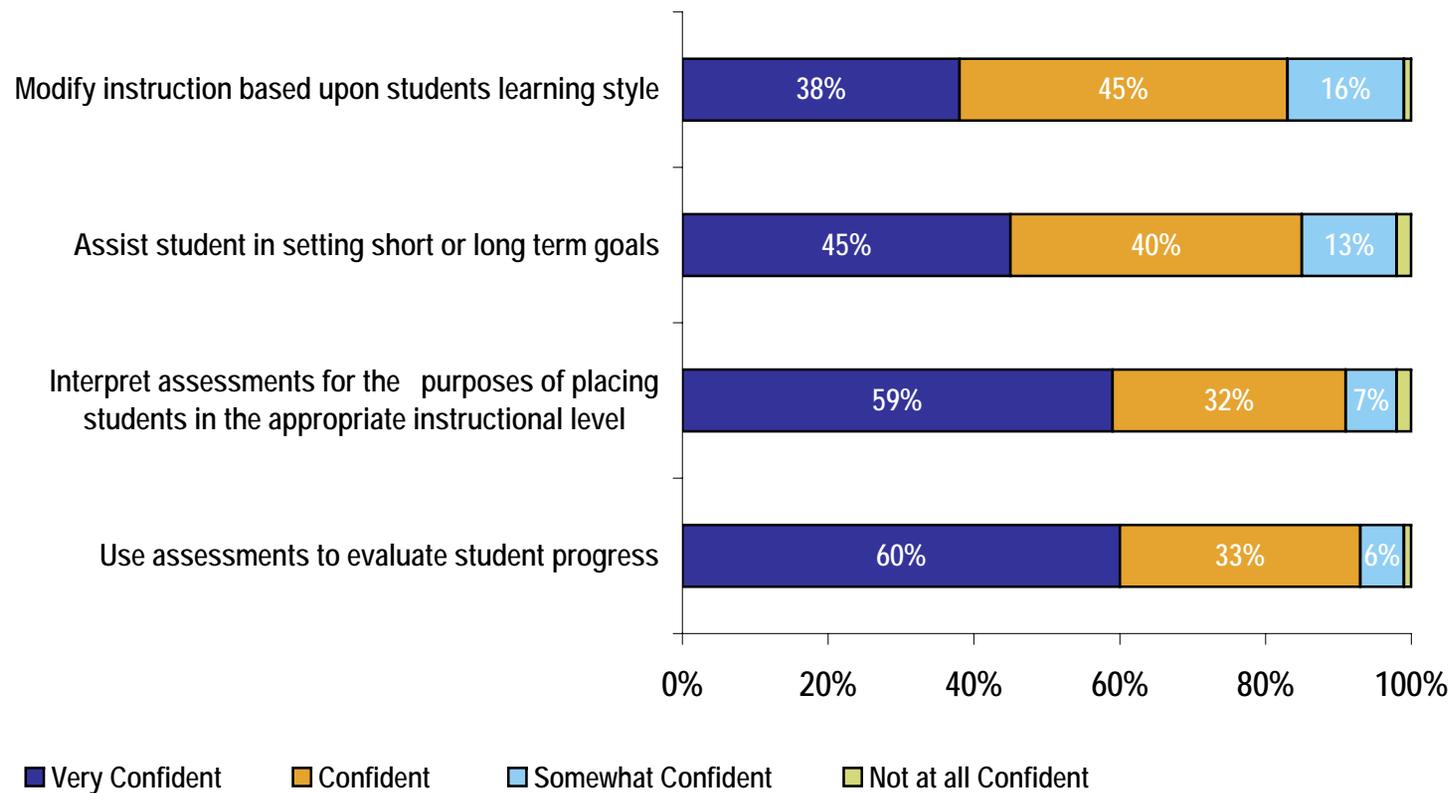
84% of the respondents indicated using computer technology in the classroom.

80% of program directors are comfortable using technology.

54% of the respondents are interested in PD training that offers strategies for using computer technology in the classroom.

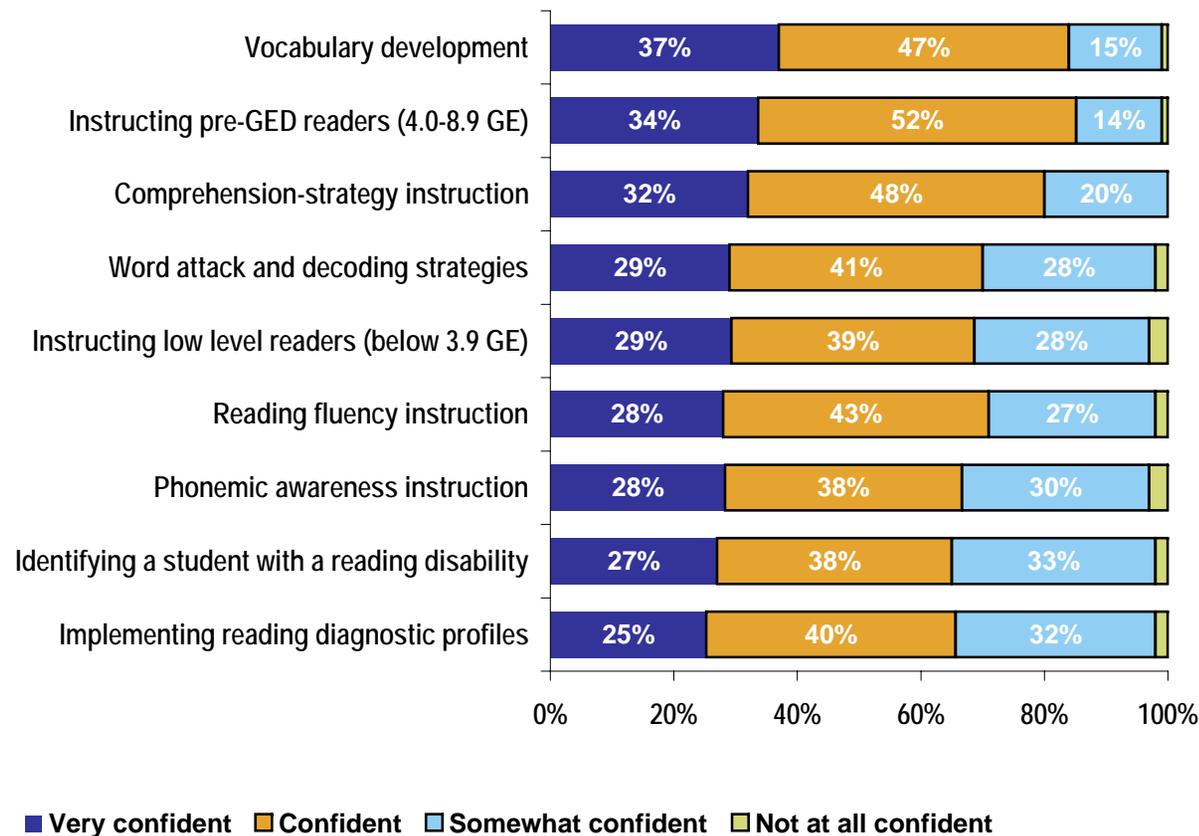
ABE/GED Instructors

Confidence Using Various Instructional Strategies



Reading Instructors

Confidence Levels Teaching Reading Strategies

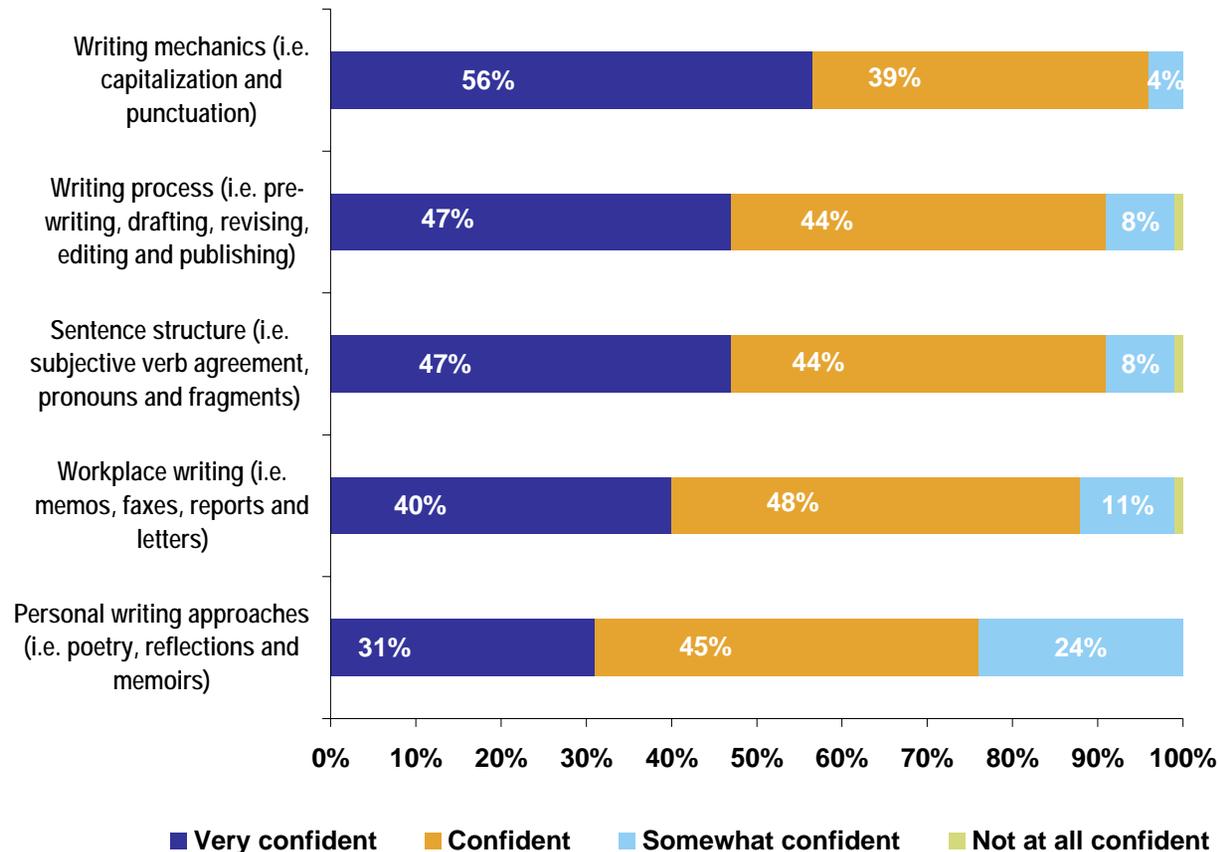


Respondents indicating "somewhat confident" in teaching these reading components ranges from 14% - 33%.

Of all of the reading components listed, respondents are the most confident in teaching vocabulary development (37%).

Writing Instructors

Confidence Levels Teaching Writing Strategies

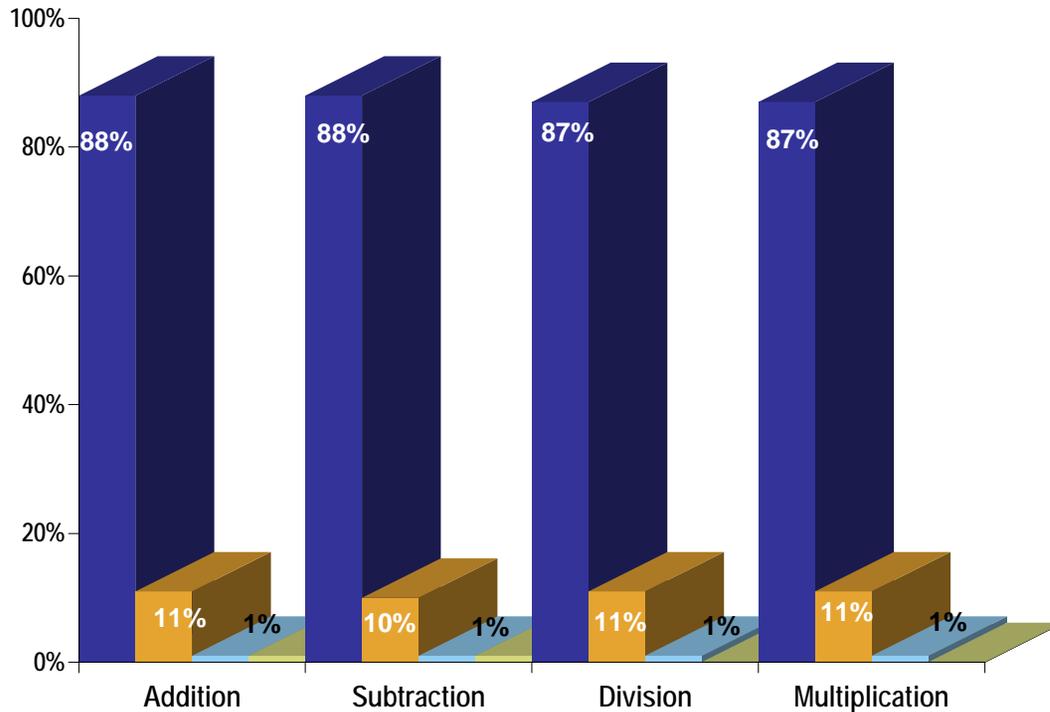


The range of "very confident" for the writing confidence questions (31% - 56%) as compared to the reading confidence questions (25% - 37%), suggests that respondents are more comfortable teaching writing than reading.

Math Instructors

Confidence Levels Teaching Basic Math

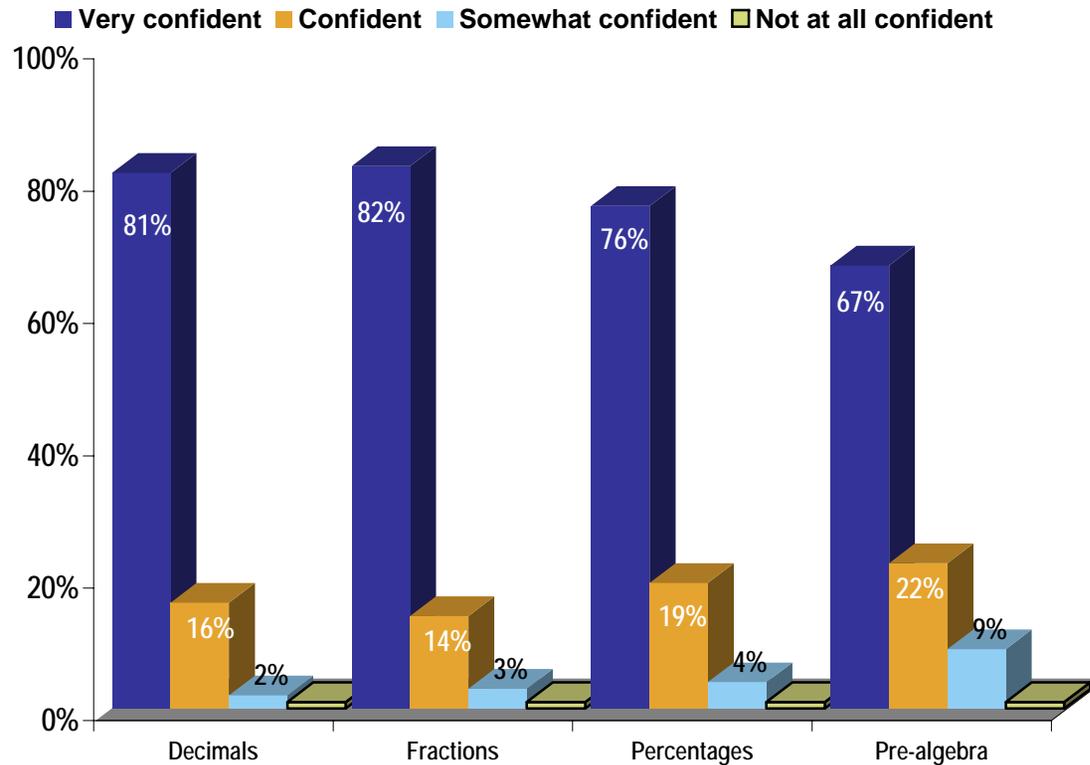
■ Very confident ■ Confident ■ Somewhat confident ■ Not at all confident



The majority of instructors are very confident in teaching basic math skills.

Math Instructors

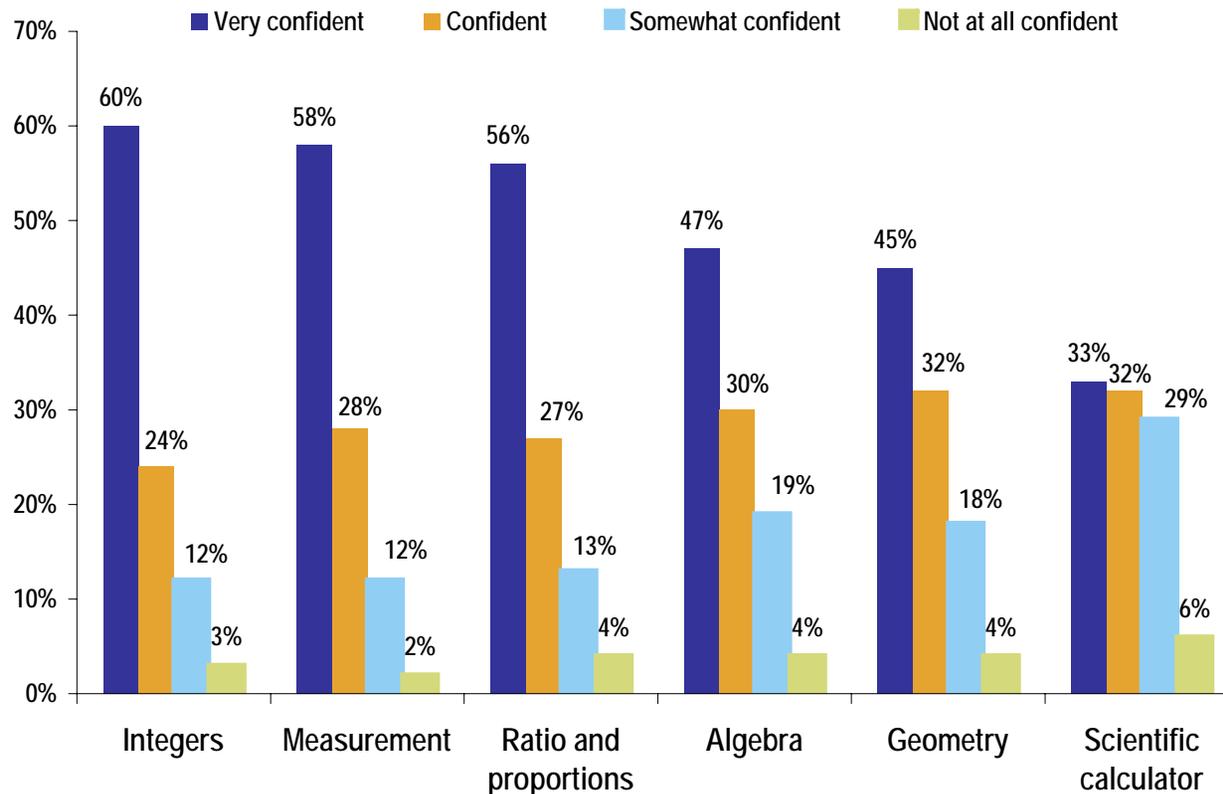
Confidence Levels Teaching Pre-GED Math



As the math skill increases, the respondents confidence level decreases.

Math Instructors

Confidence Levels Teaching GED Math



The trend is more prevalent in this graph than the previous pre-GED graph, as the math skill increases the respondents confidence level decreases.

Professional Development

Opportunities

Techniques for teaching students with different learning styles 66%

Using varied instructional strategies 65%

Teaching multiple levels in the same classroom 64%

Techniques for helping students develop good study skills 54%

Strategies for preparing students for postsecondary education 53%

Lesson planning 42%

Additional Professional Development Topics

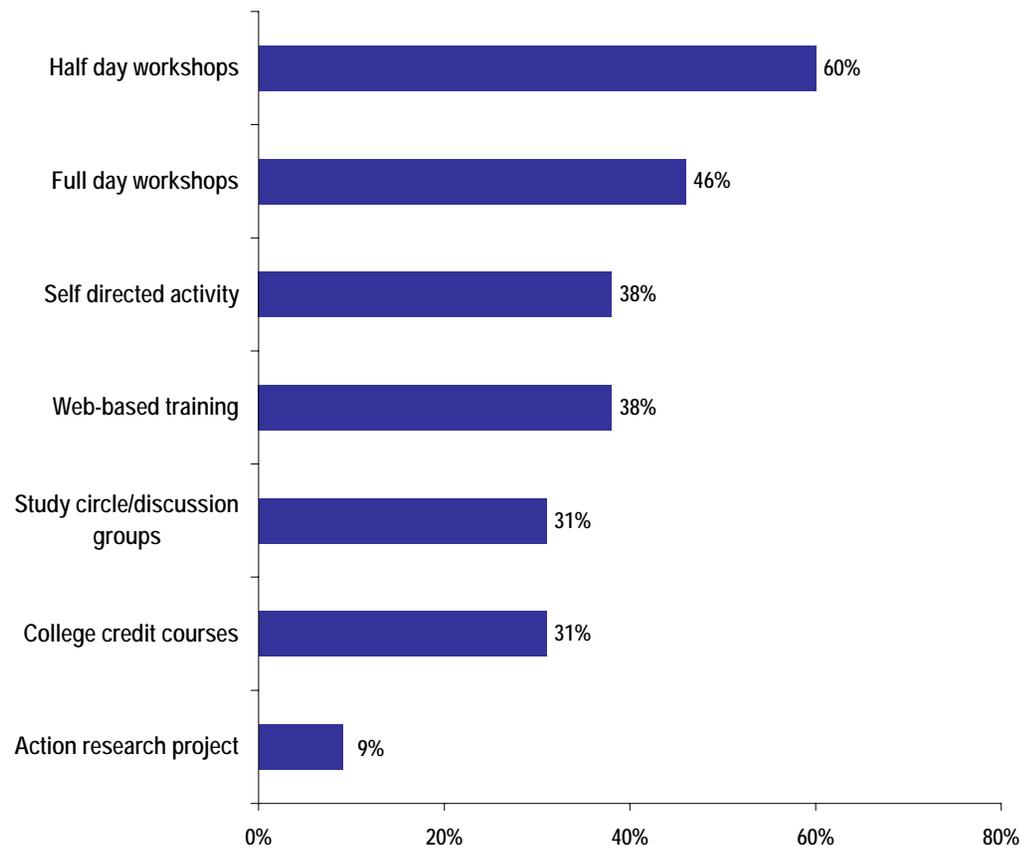
Topic	Number
AERIN	4
Algebra	3
Assessment	2
Calculator is Your Friend Not Your Enemy	1
Classroom Strategies	1
Communication	1
Compass	2
Computer	2
Corrections	3
Cultural Diversity and Guidelines for Teaching Different Ethnicities	2
Curriculum (Alignment, Planning, Development and How To Use)	4
Data	3
English as a Second Language	17
Family Literacy (Infant and Toddler Games and Parenting Classes)	8
Goal Setting and Orientation	4
Group or Classroom Teaching	3
Health Literacy	2
How to Put Enthusiasm into Learning!	1
Instruction - Strategies by Subject Areas and Ages	21
Learning Disabilities	26
Life Coping Skills	2
Literacy Link	5
Low Level Learners	4
Managed Enrollment	14
Management (Program Management, Program Administration, Program Awareness, Program Leadership, Time Management, Anger Management, Human Resources, Continuous Improvement, Developing Staff, Supervision, Financial and Building Multiple Budgets and Image)	21

Topic	Number
Marketing and Advertising	2
Math	30
Motivational Strategies	5
OPT Online	1
PDtrack	1
PLATO	3
Problems of the Adult Student	4
Reading	23
Recruitment	11
Retention	29
Science and Social Studies	2
Self-esteem	1
Strategies for the New Framework	2
Teaching Critical Thinking Strategies	1
Test Taking Skills and Study skills	3
Transitions	5
WIN	2
Working with Difficult Students	1
Writing	13

Top Six Reasons for Participating in Professional Development

- 1 - To learn new instructional strategies
- 2 - To learn techniques which I can use immediately
- 3 - To fulfill PD requirements
- 4 - To obtain information on how adults learn
- 5 - To obtain a new perspective on teaching
- 6 - To network with other educators

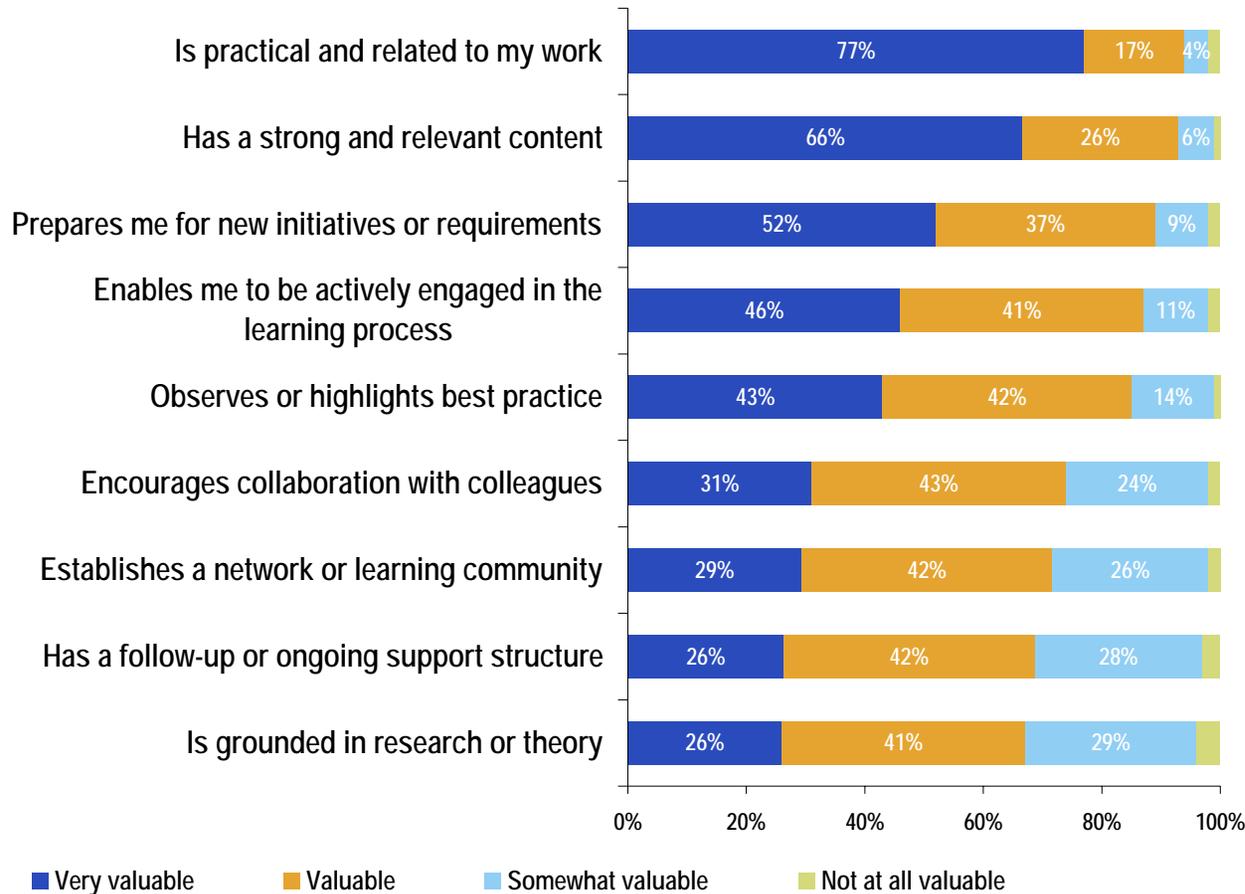
Professional Development Formats



The majority of respondents (60%) prefer half day workshops.

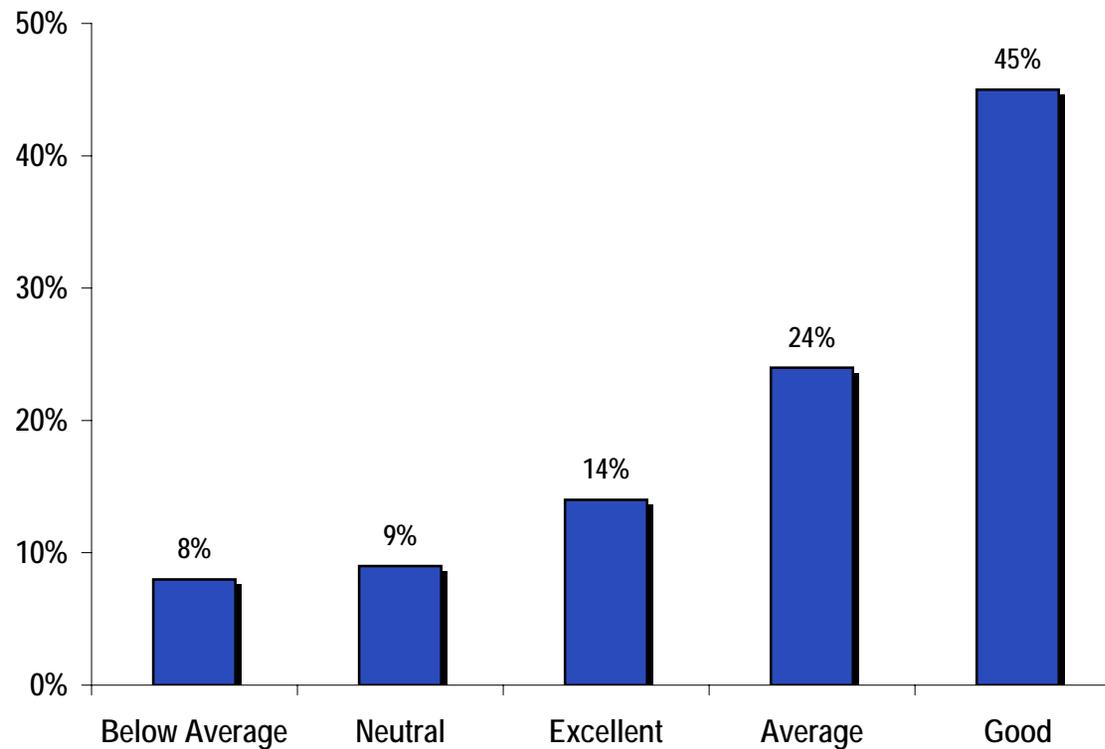
31% of respondents indicated an interest in college credit courses.

Professional Development Relevance



Respondents value PD more if it is practical (77%) and has a strong relevant content (66%) than if it is grounded in research (26%).

Usefulness of PDtrack



69% of the respondents rated PDtrack as good or average.

48% of the respondents provided suggestions for improvement.

75% of the respondents provided comments on what they liked most about PDtrack.

Education Majors by Degree Level

Percent of Respondents Degrees in an Education

18% of the Associate's degrees

33% of the Bachelor's degrees

60% of the Master's degrees

88% of the Rank I

33% of the Doctoral degrees

Education by Years of Experience in Adult Education

	Less than 1 year	1-5 years	6-10 years	10 or more years
Bachelor's	9%	45%	20%	25%
Master's	3%	43%	21%	32%
Rank I	9%	42%	24%	25%

Degree Level by Region

FY 2005-06 Awarded GED Total Score	2604 (1st)	2562 (4th)	2589 (2nd)	2558 (5th)	2587 (3rd)	2547 (6th)	State avg = 2574
	Region 1 (Western)	Region 2 (Southern)	Region 3 (Louisville area)	Region 4 (Northern)	Region 5 (Central)	Region 6 (Eastern)	
Bachelor's degree	35%	44%	30%	41%	32%	54%	
Master's degree	49%	27%	38%	41%	44%	17%	
Rank I	14%	29%	22%	6%	19%	21%	
Doctoral degree	0%	0%	3%	3%	0%	0%	
	63%	56%	63%	50%	63%	38%	Master's degree and above

63% of instructors have a master's degree or above in regions 1, 3 and 5 and also had the top 3 GED total scores for GED graduates.

Region 6 has the fewest number of master's degrees or higher and was the lowest scoring region for GED graduates. Region 6 was below the state average.

Region 4 has only 50% of instructors with a master's degree or higher and was the 2nd lowest region for both instructors with a masters degree or higher and average GED graduate scores.

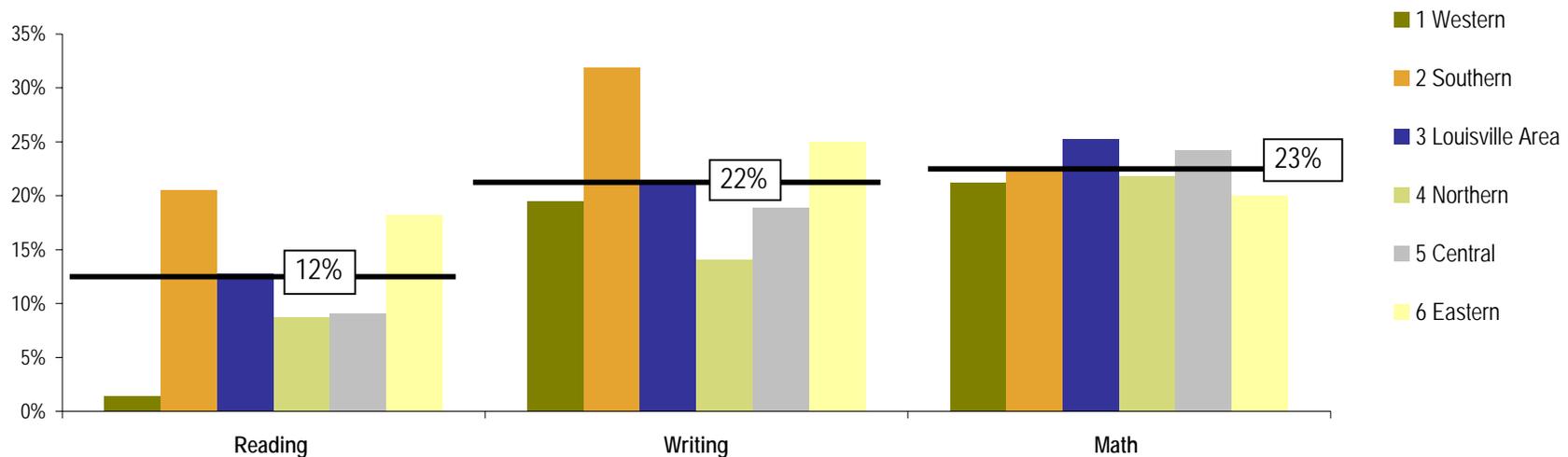
Teaching Experience by Region

	Region 1 (Western)	Region 2 (Southern)	Region 3 (Louisville area)	Region 4 Northern)	Region 5 (Central)	Region 6 (Eastern)
Less than 1 year	15%	7%	6%	9%	7%	10%
1-5 years	47%	43%	39%	40%	38%	30%
6-10 years	13%	19%	21%	22%	25%	14%
More than 10 yrs	19%	25%	23%	27%	20%	41%
Does not teach	7%	7%	11%	3%	11%	5%

The average time in adult education for instructors in Eastern KY is more than 10 years. However for the other 5 regions it is 1-5 years.

Western KY has the largest percentage of instructors with less than 1 year of teaching experience.

Respondents Answering Very Confident for all of the Reading, Writing and Math Questions by Region



Regions Most Confident in Reading

Southern = 20%
 Eastern = 18%
 State = 12%

Regions Most Confident in Writing

Southern = 32%
 Eastern = 25%
 State = 22%

Regions Most Confident in Math

Louisville Area = 25%
 Central = 24%
 State = 23%

Appendix A

Survey Questions

1. How many years of experience do you have working in adult education?

Less than 1 year
 1-5 years
 6-10 years
 10 or more years

Total

2. In which county do you have primary teaching responsibility?

3. How many years of teaching experience do you have in adult education?

less than 1 year
 1-5 years
 6-10 years
 10 or more years
 I do not teach

Total

4. Do you have teaching experience outside of adult education? For example, in K-12 or a college/university setting?

Yes
 No

Total

5. How many years did you teach outside adult education?

less than 1 year
 1-3 years
 4-6 years
 7-10 years
 more than 10 years

Total

6. How many months per year do you work in adult education?

Less than 6 months
 7-9 months
 9.5 months
 10-11 months
 12 months

Total

7. What is your highest educational level?

GED
High school diploma
Some college credit
Associate's degree
Bachelor's degree
Master's degree
Rank One
Doctoral degree

Total

8. For each awarded degree, please list your field of study. (For example: biology, curriculum and instruction, engineering, psychology...)

605 Responses

9. Are you currently pursuing an undergraduate or graduate degree?

Yes
No

Total

10. Do you have a current teaching certificate?

Yes
No

Total

11. If available, would you be interested in pursuing a specialized certificate in Adult Education?

Yes
No

Total

12. What specialized certificate are you interested in pursuing?

ESL
Math
Reading
Writing
Other, please specify

13. What is your primary teaching assignment in adult education?

ABE/GED
Corrections
English as a Second Language
Family literacy
Workforce education
I do not teach
Other, please specify

Total

14. Indicate the following subject areas you teach by listing the average percentage of time you teach in the appropriate area?

526 Responses

15. Indicate your confidence in your ability to do the following. (Very confident, Confident, Somewhat Confident, Not at all confident)

Interpret assessments for the purposes of placing students in the appropriate instructional level

Use assessments to evaluate student progress

Modify instruction based upon students learning style

Assist student in setting short or long term goals

16. Please explain if the rating not at all confident was checked above.

21 Responses

17. Do you have administrative duties in addition to teaching?

Yes

No

18. Indicate your confidence in your ability to do the following. (Very confident, Confident, Somewhat Confident, Not at all confident)

Develop a student retention plan

Develop continuous improvement strategies

Use data to inform decisions

Use data to improve program effectiveness

Develop community partnerships

Use technology

19. How often does your supervisor visit your classroom and give you constructive feedback?

Never

Yearly

Monthly

Weekly

Daily

Total

20. Do you teach English as a Second Language?

Yes

No

21. What ESL levels do you teach?

All ESL levels

ESL beginning literacy

ESL low beginning

ESL high beginning

ESL low intermediate

ESL high intermediate

ESL low advanced

I do not teach

22. Indicate your confidence in your ability to do the following. (Very confident, Confident, Somewhat Confident, Not at all confident)

Comprehension-strategy instruction

Identifying a student with a reading disability

Instructing low level ESL readers

Phonemic awareness instruction

Reading fluency instruction

Vocabulary development

Word attack and decoding strategies

23. Please explain if the rating not at all confident was checked above.

9 Responses

24. Indicate your confidence in your ability to do the following. (Very confident, Confident, Somewhat Confident, Not at all confident)

Teach EL Civics and citizenship

Develop ESL for the workplace

Use ESL in the workplace

Prepare students for the TOEFL exam

25. Please explain if the rating not at all confident was checked above.

33 Responses

26. Indicate your confidence in your ability to do the following. (Very confident, Confident, Somewhat Confident, Not at all confident)

Recognize class distinctions (gender, ethnicity)

Use ESL PLATO

Use Rosetta Stone

Use Easy English for all computer based ESL instruction

Perform an ESL needs assessment

Use goal-setting strategies

Customize instruction to meet different learning styles

Use learning stations

Use student driven instruction in multilevel groups

27. Please explain if the rating not at all confident was checked above.

55 Responses

28. What literacy level/s do you teach?

All levels

Beginning ABE literacy

Beginning ABE

Low intermediate ABE

High intermediate ABE

Low adult secondary

High adult secondary

I only teach ESL

I do not teach

29. On average, how many hours per week do you teach?

less than 1

1-5

6-10

11-19

Over 20

I do not teach

Total

30. What is the average number of students that you teach at a time?

Individuals
 Groups of 2-5
 Groups of 6-10
 Groups of 10+
 I do not teach
Total

31. Do you know how to use a pre-screening instrument to identify students who may have a learning disability?

Yes
 No
Total

32. If a student has characteristics of a learning disability but no documentation, do you know where to refer the student for further assessment?

Yes
 No
Total

33. Do you teach family literacy?

Yes
 No

34. Indicate your confidence in your ability to facilitate PACT (parent and child) time.

Very confident
 Confident
 Somewhat confident
 Not at all confident

35. Please explain if the rating not at all confident was checked above.

5 Responses

36. List the curriculum you find to be the most successful with adult basic (ABE) students:

361 Responses

37. List the curriculum you find to be the most successful with adult secondary (ASE) students

268 Responses

38. Do you use computer technology in the classroom?

Yes
 No

39. Do you teach reading?

Yes
No

40. Indicate your confidence in your ability to do the following. (Very confident, Confident, Somewhat Confident, Not at all confident)

Comprehension-strategy instruction
Identifying a student with a reading disability
Instructing low level readers (below 3.9 GE)
Instructing pre-GED readers (4.0-8.9 GE)
Phonemic awareness instruction
Reading fluency instruction
Vocabulary development
Word attack and decoding strategies
Implementing reading diagnostic profiles

41. Please explain if the rating not at all confident was checked above.

29 Responses

42. Do you teach writing?

Yes
No

43. Indicate your confidence in your ability to do the following. (Very confident, Confident, Somewhat Confident, Not at all confident)

Personal writing approaches (i.e. poetry, reflections and memoirs)
Sentence structure (i.e. subjective verb agreement, pronouns and fragments)
Workplace writing (i.e. memos, faxes, reports and letters)
Writing mechanics (i.e. capitalization and punctuation)
Writing process (i.e. pre-writing, drafting, revising, editing and publishing)

44. Please explain if the rating not at all confident was checked above.

10 Responses

50. Do you teach math?

Yes
No

51. Indicate your confidence in your ability to do the following. (Very confident, Confident, Somewhat Confident, Not at all confident)

Addition
Subtraction
Division
Multiplication

52. Please explain if the rating not at all confident was checked above.

2 Responses

53. Indicate your confidence in your ability to do the following. (Very confident, Confident, Somewhat Confident, Not at all confident)

Decimals
Fractions
Percentages
Pre-algebra

54. Please explain if the rating not at all confident was checked above.

9 Responses

55. Indicate your confidence in your ability to do the following. (Very confident, Confident, Somewhat Confident, Not at all confident)

Algebra
Geometry
Ratio and proportions
Integers
Measurement
Scientific calculator

56. Please explain if the rating not at all confident was checked above.

39 Responses

57. If available, indicate which professional development opportunities you would participate.

Lesson planning
Using varied instructional strategies
Teaching multiple levels in the same classroom
Techniques for teaching students with different learning styles
Strategies for preparing students for postsecondary education
Techniques for helping students develop good study skills
Strategies for using computer technology in the classroom

58. List additional professional development topics you would like to pursue further.

200 Responses

59. Rank the following reasons for participating in professional development, from highest to lowest. (Rank highest reason = 6 and your lowest=1) In order to answer this question, click on only one box per each item below.

To fulfill my PD requirements
To learn new instructional strategies
To learn techniques which I can use immediately
To network with other educators
To obtain a new perspective on teaching
To obtain information on how adults learn

60. Indicate the professional development formats you prefer?

Full day workshops
 Half day workshops
 College credit courses
 Study circle/discussion groups
 Web-based training
 Action research project
 Self directed activity

61. What makes a PD activity valuable for you?

Is grounded in research or theory
 Is practical and related to my work
 Encourages collaboration with colleagues
 Has a strong and relevant content
 Enables me to be actively engaged in the learning process
 Has a follow-up or ongoing support structure
 Establishes a network or learning community
 Observes or highlights best practice
 Prepares me for new initiatives or requirements

62. What do you like most about PDtrack?

500 Responses

63. Please provide suggestions for improvements to PDtrack.

345 Responses

64. Please rate the usefulness of PDtrack.

Excellent
 Good
 Average
 Neutral
 Below Average
Total

Appendix B

Program Director Questions

Responses when, "Not at all confident" was indicated

As a new instructor, I would like further instruction on testing, scoring and student placement.

I am confident in my ability to interpret assessments but the Locator and the TABE do not align much of the time, therefore the Locator results do not always accurately reflect what TABE to give a person.

I am more comfortable helping students identify objectives to reach goals. Showing students have completed objectives toward their own personal goals is less invasive.

I depend on the Adult Education coordinator to place the students. I tutor 3 hours a week. I have given assessments.

I don't instruct.

I just became an instructor on July 1, 2007 and I have not had any students yet.

I primarily work with the children of the students.

I teach early childhood.

I try to work with the student by what their test show's me when I do their profile. I work on trying to make a change in their attitudes that they can do this. You can accomplish a whole lot if you make them feel they can do it.

I work in the "workplace division". We do not do student placement in our program.

I'm not sure how the learning styles relate to teaching students. We are just beginning to talk with the students about goal setting.

My primary job is family literacy, so someone else does the assessments.

Need more training in goal setting to meet the expectations of KYAE.

New employee and still learning.

Sometimes, though I know I must modify instruction to better suit students' learning styles, I often do not. The reason is that I feel I do not have time (possibly lacking the skills) to efficiently design in changes into my curriculum.

The Knott County Adult Learning Center has never used student learning styles for instruction. I have attended workshops on this topic in the past. What I have learned about modifying, evaluating, interpreting and helping students to set goals has been learned on my own with help from other teachers. I am fairly confident in these abilities, but can always do better.

Appendix C

English as a Second Language

Responses when, "Not at all confident" was indicated

Don't understand question. What is "comprehension-strategy instruction"?

I am not familiar enough with the strategies and the language to mark the identified as 3's.

I am not trained in this area. I have attended workshops in the past where we were essentially told to refer suspected LD students to someone else for appropriate testing. Without a trained professional's opinion, I would be most hesitant to pursue instruction.

I can use more training in ESL type subjects and low level readers.

I do not know any language besides English, so I need tutors to help with the ESL instruction in my class.

I do not know of tools that are available to identify students who are not English speakers.

I've really had no formal training in any reading/writing/ESL strategies, but we are a small program and sometimes I need to teach ESL classes. I do the best I can, but am very uncomfortable teaching ESL classes. It's not the students--I love them--it's the lack of training. I am primarily science and math, so that is my area of concentration at this time.

Low level ESL people are just hard to communicate with.

Appendix D

Family Literacy

Responses when, "Not at all confident" was indicated

I do the adult education component of family literacy.

I have only been working as an Adult Education Specialist/Instructor for three weeks now and have yet to start any Family Literacy activities.

I only teach the adult education portion of Family Literacy.

In my brief experience teaching family literacy, I didn't facilitate PACT time, but I am interested in learning more.

Would like more training and clarification on regs.

Reading Questions

Responses when, "Not at all confident" was indicated

Do not teach GED.

Don't understand questions. What are "Comprehension-strategy instruction" and "reading diagnostic profiles".

Feel I need disability and literacy training.

Have little training or experience in these areas.

Have never used.

Have no professional training in literacy instruction.

Have not been trained in those instructional areas.

Haven't had training with beginning readers.

I am not sure what the term means.

I am unable to use phonics due to a slight hearing problem.

I don't feel prepared to work with students in reading at this level.

I don't work with low level readers, we have an excellent literacy instructor who does this in our center.

I feel that I need better tools for teaching vocabulary.

I find it difficult to capture the interest of readers at this level. Thus retention is not successful.

I have never taught the low level readers and at this point would not know where to begin.

I have no expertise in this area.

I have not had much training or have background on identifying learning disabilities.

I have only been doing this for three weeks now.

I just completed the training scientifically based reading instruction for adults and I feel moderately skilled at most areas taught. The training was not the best in my opinion.

I normally teach GED level, therefore I do not get the opportunity to work with low level readers.

I teach GED level reading. We have other instructors who teach students below that level.

Identifying and working with students who have reading/learning disabilities has always been a challenge at my center.

My areas of study - linguistics - LD - Assessments -

My ESL classes do not include reading toward a GED. My classes are directed to work placement.

Appendix E continued

Reading Questions

Responses when, "Not at all confident" was indicated

Need training.

Need training in Reading for the lower levels.

No experience in those areas.

Our center has two reading classes. One includes entry level students. The second works with intermediate level students. Since I work with a wide variety of students at times they are not assigned a reading class, I basically use the Reading Basics materials. Our advanced students usually are assigned Steck Vaughn GED materials.

Unless reading or special education was a college major, I don't know how anyone can feel up to the challenge of being a truly effective reading teacher. I'm adequate but have lots of room for improvement.

Appendix F

Writing Questions

Responses when, "Not at all confident" was indicated

Can only seem to reflect on what I remember in school. I lack the confidence and the ability to teach the student writing styles and approaches having not studied this area enough.

I do not do workplace instruction.

I do not know the process for publishing, but this would be good to learn.

I never felt confident in that part of the writing process.

I teach very little writing. I don't teach writing because my skills are low!

Majority of students who are deaf or hard of hearing do not have that kind of exposure to writing and it is difficult to teach them the concepts.

Need brush up on writing process-I taught in elementary school and did basics.

Publishing experience - only web site publication.

This doesn't apply to me because I teach very basic writing, but I have taught English 101 & 102 at college level.

This will be my first year teaching writing.

Appendix G

Basic Math Questions

Responses when, "Not at all confident" was indicated

Feel more training is needed to help many of our students who have learning disabilities in math, also more about using manipulatives and real life materials in math, many students do not know addition/subtraction facts or multiplication/division facts.

I have never done this and would not have the first clue where to begin.

Pre-GED Math Questions

Not all confident was indicated

Algebra has always been difficult for me.

As I said I taught elementary school and could use brush up and learn strategies to teach in this area-helpful hints.

Do not teach GED.

Feel more training is needed to help many of our students who have learning disabilities in math, also more about using manipulative and real life materials in math.

I don't teach these.

I have never been taught pre-algebra or algebra.

It has been a long time since I used algebra and I have to review each time before I begin instruction.

Note: I do not teach pre-algebra or I would update my skills more.

This is my first year to teach, and instructional training is pending.

Appendix G continued

GED Math Questions

Responses when, "Not at all confident" was indicated

Although, I did not have geometry in school; by looking at the examples, I can help someone with it.

Am trying to teach myself how to use scientific calculator-never had to use one.

Do not teach GED.

Don't use it.

Feel more training is needed to help many of our students who have learning disabilities in math, also more about using manipulative and real life materials in math. Need to practice more with calculator use.

Haven't touched on these topics just yet.

Haven't used one much -- have a feeble text from a bookstore.

Haven't used.

I am comfortable using the calculator for basic functions only.

I am not as familiar with the high school curriculum. I do have access to materials.

I am not sure if you are referring to the Casio fx 260. If that is the case, the answer is confident. If you are referring to a graphing calculator, the answer is not at all.

I am not well educated in the field of math.

I don't feel confident teaching something I've not been taught myself.

I don't teach these.

I feel like I could use a refresher in algebra and possibly some geometry. Some instruction on the scientific calculator would also be helpful.

I feel more confident with basic math. We let our instructors with math degrees teach the higher math.

I have a problem understanding algebra myself, so I do not feel comfortable teaching it.

I have been out of school for so long!

I have been teaching in other areas and haven't focused on those areas.

I have little experience with scientific calculators.

I have never had the need to use a scientific calculator nor I have ever had a student request instruction on the use of a scientific calculator.

Appendix G continued

GED Math Questions

Responses when, "Not at all confident" was indicated

I have never used a scientific calculator.

I have not had any math classes in years and so I would have to study on my own to be able to teach GED level math.

I need more training on the upper math levels.

I work mostly with reading/writing instruction.

Instructional training is pending.

Lack of experience using the scientific calculator.

Lack of knowledge and we have in our center math teachers.

Limited training and experience with the calculator.

Majority of deaf students did not have that kind of instructions which make it difficult to absorb the information.

Math is very hard for me.

Math skills in the GED level are lacking. I need additional training.

Need class on algebra and Integers.

Never had to use it.

New to full-time math teacher this year, I have not yet read the instructions for the higher functions on the scientific calculator.

No training on scientific calculator.

NOTE: I do not teach any of these, I teach low level ABE. I stop at decimals.

Prior teaching experience in lower primary.

Use very seldom.

Appendix H

Respondents Bachelor's Degrees

Bachelor's degree	Number
Actuarial Science	1
Agriculture and Natural Resources	1
Anthropology	3
Applied Science	1
Art, Studio/History/Education/Visual	15
Bachelor only listed	6
Behavioral Sciences	1
Biology	11
Business and Accounting	55
Chemistry	2
Child Development	1
Civil Engineering	1
Communication	9
Communication Disorders	3
Community Education	7
Consumer and Family Science/Home Economics	13
Criminal Justice/Legal Studies/Corrections	17
Distributive Education	1
Early Childhood	3
Earth Science	1
Education	20
Education - Science	1
Elementary Education	73
Elementary Education Special Education	4
English	42
English as a Second Language	1
Environmental Science	2
Food and Nutrition	3
Foreign Languages	1
French	4
General Science	1
General Studies	9
Geography	1
Geology	1
German	1
Guidance & Counseling	1
History	31
Human Resource Management	3

Appendix H continued

Respondents Bachelor's Degrees

Bachelor's degree	N
Human Services	7
Information Technology	1
Interior Design	2
International Relations	2
Journalism	3
Kinesiology and Health Promotion	20
Language Instruction	1
Learning and Behavior Disorders	1
Library Science	3
Linguistics	1
Math	12
Medical Technology	1
Middle School (English; Social Studies; Math)	6
Mineral Processing Engineering	1
Music	1
Music Education	3
Nuclear Medicine	1
Nursing	1
Office Systems Technology	1
Philosophy	3
Political Science	13
Psychology	32
Public Health	2
Public Relations	2
Reading	2
Secondary Education (German; History; French; Physics; Chemistry; Biology)	27
Social Science	5
Social Work	14
Sociology	21
Spanish	7
Special Education	5
Theology/Bible	10
Training and Development	1
Vocational Agriculture	1
Vocational Rehabilitation	1
Workforce Education and Development	1
Writing	1
TOTAL	351

Appendix I

Suggestions for PDtrack

Suggestions	Number
Create a more user friendly format (simplify the system)	76
Simplify the navigation there are too many steps involved i.e. looking up classes, selecting a class, stating your goal, submitting your plan, having your plan approved and then having to make your plan active	47
Flexibility to modify plan within the year	29
More PDtrack training opportunities (hands-on, face-to-face and small group)	18
Simplify PD planning and PDtrack process (the history and plan should be the same)	12
Simplify the sign-in process	12
Post credit for attending workshop in a timely manner	8
All PD workshops should be listed by first day of fiscal year or by date the PD plan has to be submitted	7
Do not list classes that are not available; not always up-to-date	6
Online instruction manual (step-by-step instructions)	6
Improve the search feature (need to search by class type)	5
Eliminate duplicate courses listed on transcript and registration of duplicate courses	4
Eliminate PDtrack	4
Send out e-mail to all adult educators when a new training opportunity is added to the calendar	4

Over 300 respondents provided close to 50 suggestions to improve PDtrack

Appendix I continued

Suggestions for PDtrack

Suggestions	Number
Verify that a training will be able to take place before it is put on the calendar	4
Ability to reprint certificate	3
Better written instructions on the screens	3
Eliminate duplication of effort (paper and electronic PD plan)	3
Training location not always clear or listed (include maps)	3
Training assistance	2
Fix the filters	2
Reduce amount of time PDtrack is down	2
Keep catalogue updated	2
Limit the changes to PDtrack so staff does not have to keep learning the system	2
Online FAQs	2
Use simple terms like next or submit or use icons	2
Ability to save a PD plan before it is finished	1
Combine passwords for PDtrack and KYVAE	1
Drop-down list to select reason for attending course to prevent timing out	1
Eliminate commit step	1
Fewer evaluations	1
Get rid of the bugs in the system	1
Group courses by type of instructor	1
House PDtrack within KYVAE	1

Appendix I continued

Suggestions for PDtrack

Suggestions	Number
Improve the search engine	1
Link on main PDtrack page to history	1
Link online class in PD plan	1
List name of course in PD history not just codes	1
List PD workshops before the beginning of the fiscal year	1
Make checkout system more user friendly	1
More prompt notification of cancelled classes or full classes	1
Reminder e-mail for upcoming events	1
Remove or simplify the shopping cart and layers of checking out	1
Revise evaluation form	1
Simplify checkout process	1
Streamline the reports	1
Way to print the year long list of offerings in a convenient format	1
TOTAL	289

Appendix J

What do you like most about PDtrack?

Category	Number
Ability to organize PD	12
Accessibility	72
Accountability	4
Calendar/Catalogue	71
Feedback	2
History audit/track PDU's	98
Independence to choose workshops	17
Planning	51
Technical assistance is provided	2
User friendly	94
Variety of options	19
	442

Over 400 respondents provided comments concerning PDtrack.

14 respondents had not used PDtrack as of the survey deployment date.

59 respondents indicated dislikes about PDtrack.

