



PLI credentialing [Edit](#)

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1. Instructor Demographics

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Q1 Edit Question Add Question Logic Move Copy Delete

1. Gender

- ☐ Male
- ☐ Female

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Q2 Edit Question Add Question Logic Move Copy Delete

2. Age

- |                             |                             |                             |
|-----------------------------|-----------------------------|-----------------------------|
| <input type="radio"/> 20-25 | <input type="radio"/> 41-50 | <input type="radio"/> 66-70 |
| <input type="radio"/> 26-30 | <input type="radio"/> 51-55 | <input type="radio"/> 70+   |
| <input type="radio"/> 31-35 | <input type="radio"/> 56-60 |                             |
| <input type="radio"/> 36-40 | <input type="radio"/> 61-65 |                             |

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Q3 Edit Question Add Question Logic Move Copy Delete

3. Ethnicity

- |  |                                       |   |
|--|---------------------------------------|---|
| <input type="radio"/> Asian/Pacific Islander | <input type="radio"/> Hispanic/Latino | <input type="radio"/> white/European American |
| <input type="radio"/> black/African American | <input type="radio"/> Native American |   |
| <input type="radio"/> Other                  |                                       |   |

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Q4

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4. Please indicate the highest degree you hold.

Highest degree earned:

Year you earned the degree:

Highest degree

What is the Major / Discipline of your highest degree earned?

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## 2. Teaching Context

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Q5

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5. Which of the following best describes your official teaching position?

- ☐ Reading Instructor
- ☐ Writing Instructor
- ☐ ESL Instructor
- ☐ Math Instructor
- ☐ Study Skills Instructor
- ☐ First Year Experience Instructor
- ☐ Other (please specify)

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Q6

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6. Which of the following best describes your employment status:

- ☐ Full-time instructor
- ☐ Part-time instructor

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Q7

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7. Which of the following courses do you regularly teach in your college? Please check all that apply:

- ☐ Reading
- ☐ Writing
- ☐ English as a Second Language
- ☐ Math
- ☐ Study Skills
- ☐ Other (please list all that you teach)

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Q8   Edit Question   Move   Copy   Delete

8. What year did you first teach in a community college?

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Q9   Edit Question   Move   Copy   Delete

9. How many total years have you taught in a community college setting?

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Q10   Edit Question   Add Question Logic   Move   Copy   Delete

10. In what other educational settings have you taught? (mark all that are appropriate)

- ☐ Pre-school
- ☐ K-3 Elementary School
- ☐ 4-8 Middle School
- ☐ 9-12 High School
- ☐ Adult Educational Institutions
- ☐ Military
- ☐ University
- ☐ Other (please list other educational settings in which you have taught )

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3. Community College Context

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Q11 Edit Question Add Question Logic Move Copy Delete

11. Which of the following best describes your college:

- ☐ Two year stand alone college
- ☐ Two year branch college
- ☐ Four year college
- ☐ Other (please specify)

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Q12 Edit Question Add Question Logic Move Copy Delete

12. Would you describe the location of your college as urban, suburban, or rural?

- ☐ Urban
- ☐ Suburban
- ☐ Rural
- ☐ Other (please specify)

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Q13 Edit Question Move Copy Delete

13. What is your estimate of the ethnic makeup of students in the classes you taught in your most recent term? (Percentages should add up to 100)

Asian/Pacific Islander	black/African American	Hispanic/Latino	Native American	white/European American
Class makeup				
Other (please specify, and provide a percentage)				

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Q14 Edit Question Move Copy Delete

14. What is your estimate of the language background of the students in the classes you taught in your most recent term? (Percentages should add up to 100.)

	This % of my students speak English as their first language	This % of my students speak Spanish as their first language	This % of my students speak a language other than Spanish or English as their first language
Students' first language			
Other (please specify and provide percentages)			

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Q15 Edit Question Add Question Logic Move Copy Delete

15. Type of Program you teach in:

- ☐ Centralized Developmental Program (courses in developmental reading, basic writing, etc. are in a single department or under the same "roof" and are part of a coordinated effort)
- ☐ De-centralized Developmental Program (while there are developmental courses, there is little or no coordination of offerings; for example, basic writing is housed with English/Composition, reading is housed with Education, etc.)
- ☐ Other (please specify)

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Q16 Edit Question Add Question Logic Move Copy Delete

16. Type of reading classes offered at your college (check all that apply):

- ☐ Stand alone reading improvement classes
- ☐ Reading and Writing paired courses
- ☐ Reading courses paired with a content-area course
- ☐ Speed Reading
- ☐ Additional or Other courses (please specify)

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4. Licenses and Certificates

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Q17 [Edit Question](#) [Edit Question Logic \(6\)](#) [Move](#) [Copy](#) [Delete](#)

17. Check any of the following for which you have, or have had in the past, licenses to teach:

- ☐ Pre-school
- ☐ K-3 Elementary School
- ☐ 4-8 Middle School
- ☐ 9-12 High School
- ☐ Community College License
- ☐ Community College Certificate
- ☐ Other (please specify)

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5. License Information

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Q18 [Edit Question](#) [Move](#) [Copy](#) [Delete](#)

18. If you hold a community college license please specify the following about the license:

- What is the licensing agency?
- What year did you receive the license?
- Are there mandatory license renewal requirements?

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6. Certificate Information

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Q19

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19. If you hold a community college certificate please specify the following about the certificate:

From where did you earn the certificate?

What year did you receive the certificate?

Are there mandatory certificate renewal requirements?

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7. Institutional Requirements

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Q20

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20. What is the minimum degree needed to teach your subject at your community college?
- ☐ Associate's
  - ☐ Bachelor's
  - ☐ Master's
  - ☐ Doctorate
  - ☐ Other (please specify)

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Q21

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21. In addition to a minimum degree needed to teach your subject, is there a minimum amount of coursework in your content area that is required?
- ☐ No
  - ☐ If yes, please check here and describe that coursework (# of credits, content area, etc.)

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Q22

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22. Is a certificate or license of any kind required to teach your subject at your community college?

- ☐ No
- ☐ If yes, please check here and describe the certificate/license needed

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Q23   Edit Question   Move   Copy   Delete

23. This question is about employment requirements specific to your own experience and may include some of the information asked for in the previous few questions: Please describe what you were required to have in order to begin teaching at your community college (please also note whether you are a part-time instructor or a full-time instructor):

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Q24   Edit Question   Add Question Logic   Move   Copy   Delete

24. Is there a difference in hiring requirements between full-time and adjunct faculty?

- ☐ No
- ☐ If yes, please check here and describe the differences.

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8. Professional Development

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Q25   Edit Question   Move   Copy   Delete

25. In the college in which you are employed, are there any continuous employment requirements—professional development, etc.—that needed, or encouraged, in order to renew your contract or keep teaching in general? Please check all of those that apply to your context:

	Required by your college	Encouraged by your college, but not required	Neither required nor explicitly encouraged by your college, but you HAVE taken part in	Neither required nor explicitly encouraged by your college, and you HAVE NOT taken part in
--	--------------------------	--	--	--



Attending professional conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenting at professional conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading the professional literature (journals, books, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending workshops on campus by outside experts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending workshops on campus by other faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending off-campus institutes or training programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending online workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing workshops on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing workshops in the community/other colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brown bag sharing sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer reviewed teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observations of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty retreats with a focus on pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching portfolios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documents pertaining to contract renewal (e.g., Retention, Promotion, and Tenure processes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrolling in credit-bearing graduate courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrolling in non-credit-bearing professional development courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Progress toward obtaining further graduate or other university degrees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)				

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Q26

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26. Which of the following professional development activities does your college support, either through financial support, course release, or other form of support? Check as many as apply:

- ☐ Attending professional conferences
- ☐ Presenting at professional conferences
- ☐ Reading the professional literature (journals, books, etc.)
- ☐ Attending workshops on campus by outside experts
- ☐ Attending workshops on campus by other faculty

- ☐ Providing workshops on campus
- ☐ Providing workshops in the community/other colleges
- ☐ Brown bag sharing sessions
- ☐ Peer reviewed teaching
- ☐ Observations of teaching
- ☐ Peer mentoring
- ☐ Faculty retreats with a focus on pedagogy
- ☐ Teaching portfolios
- ☐ Documents pertaining to contract renewal (e.g., Retention, Promotion, and Tenure processes)
- ☐ Enrolling in credit-bearing graduate courses
- ☐ Enrolling in non-credit-bearing professional development courses
- ☐ Progress toward obtaining further graduate or other university degrees
- ☐ Other (please specify)

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9. Reading Course Approach

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Q27 Edit Question Add Question Logic Move Copy Delete

27. Which of the following best describes your philosophical orientation to teaching reading in a community college setting? Choose one:

- ☐ 1) students in my classes have a deficit in reading skills and remediation is needed to add to, and improve existing, reading skills
- ☐ 2) students in my classes are underprepared because of previous educational experiences and my class is designed to prepare them for college reading needs
- ☐ 3) students in my classes were misprepared by their previous educational experiences and need instruction designed to transfer their strategy knowledge to reading in college
- ☐ 4) students in my classes are at a variety of levels of reading proficiency and can all benefit from increased use of reading strategies at the college level
- ☐ 5) students in my classes struggle with college reading because of an unfamiliarity with academic discourse in general, and my class should help familiarize them with that discourse

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Q28 Edit Question Move Copy Delete

28. Which of the following do you use in your reading class?

	This is the sole course material used.	This is used regularly.	This is used every so often.	This is used rarely.	This is never used.
college reading textbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
content area textbooks (sociology, psychology, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
literature (novels)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
literature (short stories)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
literature (poems or plays)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
worksheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
computer software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
other (specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)					

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Q29

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29. Which of the following are focused on in your reading class?

	This is the primary focus.	This is focused on regularly.	This is focused on every so often.	This is focused on rarely.	This is never focused on.
vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
word analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
main idea	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
speed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
critical reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
memorization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reading for pleasure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
textbook reading strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
other (specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)					

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