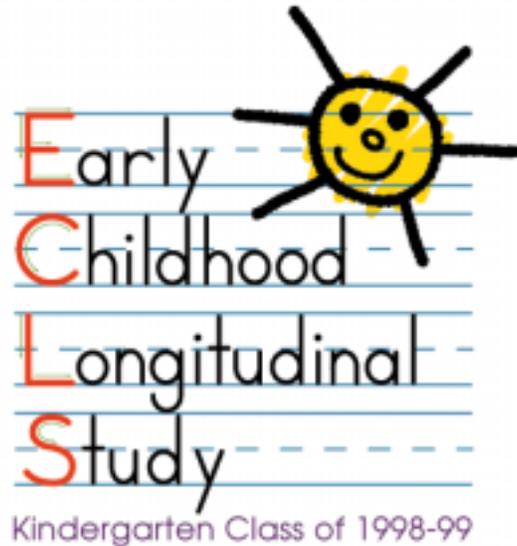


SPRING 2000 KINDERGARTEN TEACHER QUESTIONNAIRE

PART A



L A B E L

Prepared for the U.S. Department of Education
National Center for Education Statistics

by Westat
1650 Research Boulevard
Rockville, Maryland 20850
(301) 251-1500

Assurance of Confidentiality

The collection of information in this survey is authorized by Public Law 100-297 and continued under the auspices of Section 404(a) of the National Education Statistics Act of 1994, Title IV of the Improving America's Schools Act of 1994, Public Law 103-382. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. No information collected under this authority may be used for any purpose other than the purpose for which it was supplied. Information will be protected from disclosure by federal statute (42 US Code 242m, section 308d). Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be reported.

Dear Teacher,

This questionnaire asks about the characteristics of your class, and about the children in your class. Please write your answers directly on the questionnaire, by circling the appropriate number or by writing your response in the space provided.

Many of the questions ask that you respond separately for each kindergarten class that you teach -- half-day morning and/or afternoon or full-day.

- Report on **half-day morning and half-day afternoon classes** separately, in the appropriate columns.
- If you teach a **full-day class** (the same children are with you for the full day), please record your answers in only the full-day class column; do not report on the morning and afternoon sessions of the class separately.
- If you teach a class with a **day care** component, please report only on the instructional portion of the class, in the appropriate class column. For example, if the instructional portion of the class is held in the morning, and the day care portion in the afternoon, record your answers in the morning class column.

Obviously, only you can provide this information. Therefore, although we realize you are very busy, we urge you to complete this questionnaire as accurately as possible. The information you provide is being collected for research purposes and will be kept strictly confidential.

Please record your answers directly on the questionnaire.

Thank you very much for your help.

DEFINITIONS

Reference is made to children with limited English proficiency (LEP), as well as English-as-a-second-language (ESL) and bilingual education programs throughout the questionnaire. For this study, the following definitions apply:

- Children with limited English proficiency (LEP): Children whose native language is other than English and whose skills in listening to, speaking, reading, or writing English are such that they have difficulty understanding school instruction in English.
- English-as-a-second-language (ESL) program: An instructional program designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency.
- Bilingual education program: A program in which native language is used to varying degrees in instructing children with limited English proficiency.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0750. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, DC 20208.

CLASSROOM CHARACTERISTICS

1. What grade do you presently teach? CIRCLE ALL THAT APPLY.

Kindergarten (including Transitional/Readiness Kindergarten and Transitional/Pre-first grade)	0
First grade	1
Second grade	2
Third grade	3
Fourth grade	4
Fifth grade	5

IF YOU ANSWERED "KINDERGARTEN" IN Q1, ANSWER Q2. OTHERWISE, GO TO Q4.

		Morning class	Afternoon class	Full-day class
2.	What type of kindergarten program(s) do you teach? CIRCLE ONE FOR EACH CLASS YOU TEACH.			
a.	Regular kindergarten class 1-year program; traditional year of school primarily for 5 year- olds prior to first grade.....	1	1	1
b.	1st year of a 2-year kindergarten program	2	2	2
c.	2nd year of a 2-year kindergarten program	3	3	3
d.	Transitional (or readiness) kindergarten (extra year of school for kindergarten-age eligible children who are judged not ready for kindergarten)	4	4	4
e.	Transitional/pre-1st grade class (extra year of school for children who have attended kindergarten but have been judged not ready for first grade)	5	5	5
f.	Ungraded class with at least some kindergarten-aged children (a classroom containing kindergarten-aged students, possibly in combination with other ages, not formally identified as a "kindergarten" class)	6	6	6
g.	Multigrade class with at least some kindergarten-aged children (a classroom containing kindergarten and some combination of other grades – for example a combination pre- kindergarten/kindergarten)	7	7	7

IF YOU ANSWERED "MULTIGRADED" IN Q2, ANSWER Q3. OTHERWISE, GO TO Q4.

3. What grade levels are included in each of the classes that you teach? CIRCLE ALL THAT APPLY.

- a. Prekindergarten
- b. Transitional (or readiness) kindergarten
- c. Regular kindergarten
- d. Transitional/pre-1st grade
- e. 1st grade.....
- f. 2nd grade
- g. 3rd grade or higher

Morning class	Afternoon class	Full-day class
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7

4. What types of classes do you teach? CIRCLE ALL THAT APPLY.

- Morning class only..... 1
- Afternoon class only..... 2
- Morning class and afternoon class..... 3
- Full-day class 4

5. How many hours per day does each of your classes normally meet? WRITE THE NUMBER TO THE NEAREST HALF HOUR, FOR EXAMPLE, 2.5, 3.5.

Number of hours/day.....

Morning class	Afternoon class	Full-day class
____ . ____ hrs/day	____ . ____ hrs/day	____ . ____ hrs/day
____ days/wk	____ days/wk	____ days/wk

6. How many days per week does each of your classes normally meet?

Number of days/week.....

7. As of today's date, how many children in your class(es) are at each of the following age levels? WRITE NUMBER ON EACH LINE. ENTER "0" IF YOU HAVE NO CHILDREN OF THAT AGE IN YOUR CLASS(ES).

- a. 3 years old
- b. 4 years old
- c. 5 years old
- d. 6 years old
- e. 7 years old
- f. 8 years old
- g. 9 years old or older.....
- h. **Total class enrollment**

Morning class	Afternoon class	Full-day class
_____	_____	_____
3 yrs	3 yrs	3 yrs
_____	_____	_____
4 yrs	4 yrs	4 yrs
_____	_____	_____
5 yrs	5 yrs	5 yrs
_____	_____	_____
6 yrs	6 yrs	6 yrs
_____	_____	_____
7 yrs	7 yrs	7 yrs
_____	_____	_____
8 yrs	8 yrs	8 yrs
_____	_____	_____
9 + yrs	9 + yrs	9 + yrs
_____	_____	_____
total	total	total

	Morning class	Afternoon class	Full-day class
8. As of today's date, how many children in each of your classes belong to each of the following racial-ethnic groups? WRITE NUMBER ON LINE. ENTER "0" IF YOU HAVE NO CHILDREN OF THAT RACIAL-ETHNIC GROUP IN YOUR CLASS(ES).			
a. Asian or Pacific Islander	_____	_____	_____
b. Hispanic, regardless of race	_____	_____	_____
c. Black, not of Hispanic origin	_____	_____	_____
d. White, not of Hispanic origin.....	_____	_____	_____
e. American Indian or Native Alaskan	_____	_____	_____
f. Other (Please Specify):	_____	_____	_____

g. Total class enrollment	total	total	total
9. As of today's date, how many boys and girls are there in each of your classes?			
Number of boys	_____	_____	_____
	boys	boys	boys
Number of girls	_____	_____	_____
	girls	girls	girls
10. Were children assigned to any of your classes on the basis of their preschool experience?			
Yes	1	1	1
No	2	2	2
11. For what percent of children in your classroom did you get records from their preschool or Head Start program or communicate with their preschool or Head Start teacher? CIRCLE ONE FOR EACH CLASS YOU TEACH.			
None	1	1	1
1 - 25%	2	2	2
26 - 50%	3	3	3
51 - 75%	4	4	4
76% or more	5	5	5

	Morning class	Afternoon class	Full-day class
12. How many of the children in each of your classes are repeating kindergarten this year? IF NONE, WRITE "0." Number of children repeating kindergarten.....	_____	_____	_____
13. How many of the children in each of your classes demonstrated the following reading skills when they started school this year? WRITE NUMBER ON LINE. ENTER "0" IF YOU HAVE NO CHILDREN WITH THAT READING SKILL IN YOUR CLASS(ES). Recognized letters..... Read words Read complete sentences.....	_____ _____ _____	_____ _____ _____	_____ _____ _____
14. At this point in the school year, how would you rate the behavior of the children in each of your classes? CIRCLE ONE FOR EACH CLASS YOU TEACH. Group misbehaves very frequently and is almost always difficult to handle..... Group misbehaves frequently and is often difficult to handle..... Group misbehaves occasionally..... Group behaves well..... Group behaves exceptionally well.....	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
15. Do any of the children in your class(es) speak a language other than English? Yes No	1 2 GO TO Q22	1 2 GO TO Q22	1 2 GO TO Q22

	Morning class	Afternoon class	Full-day class
16. Which languages other than English are spoken by the children in each of your classes? CIRCLE ALL THAT APPLY.			
a. Spanish.....	1	1	1
b. Vietnamese.....	2	2	2
c. Chinese	3	3	3
d. Japanese	4	4	4
e. Korean	5	5	5
f. A Filipino language	6	6	6
g. Another Asian language	7	7	7
h. Other language (Please Specify):	8	8	8
<hr/>			
17. Do you have any children with limited English proficiency (LEP) in your class(es)? (LEP children are children whose native language is other than English and whose skills in listening, speaking, reading, or writing English are such that they have difficulty understanding school instruction in English.)			
Yes	1	1	1
No	2 GO TO Q22	2 GO TO Q22	2 GO TO Q22
18. How many children with limited English proficiency (LEP) do you have in each of your classes?			
Number of LEP children	_____	_____	_____

	Morning class	Afternoon class	Full-day class
21. How much time per day do you and any other teacher or aide speak any non-English language in each of your classes? CIRCLE ONE FOR EACH CLASS YOU TEACH.			
1 - 15 minutes.....	1	1	1
16 - 30 minutes.....	2	2	2
31 - 60 minutes.....	3	3	3
More than 60 minutes.....	4	4	4
22. How many children have enrolled in and left your classroom since October 1st ? WRITE NUMBER ON LINE.			
a. Number of new children who enrolled in your class.....	_____	_____	_____
b. Number of children who left your class.....	_____	_____	_____
23. How many children in your class(es) have the following characteristics? WRITE NUMBER ON LINE.			
a. Are classified as Gifted and Talented.....	_____	_____	_____
b. Are participating in a Gifted and Talented program.....	_____	_____	_____
c. Are below grade level in their reading skills.....	_____	_____	_____
d. Are below grade level in their mathematics skills.....	_____	_____	_____
e. Are tardy, on an average day.....	_____	_____	_____
f. Are absent, on an average day.....	_____	_____	_____
24. How many children in your class(es) have a diagnosed physical or psychological disability and need special services? WRITE NUMBER ON LINE. IF STATEMENT DOES NOT APPLY TO ANY CHILDREN IN YOUR CLASS, ENTER "0" ON THE LINE AND GO TO QUESTION 27.			
Number of children who have a diagnosed physical or psychological disability.....	_____	_____	_____

25. How many of these children have the following disabilities? WRITE NUMBER ON LINE. COUNT EACH CHILD ONLY ONCE. CHILDREN WITH MORE THAN ONE DISABILITY CATEGORY SHOULD BE REPORTED AS HAVING MULTIPLE DISABILITIES OR DEAF-BLINDNESS, AS APPROPRIATE. IF NO CHILDREN IN YOUR CLASS(ES) HAVE THE PARTICULAR DISABILITY, ENTER "0" ON THAT LINE.

- a. Communication impairments, speech impairments, language impairments.....
- b. Learning disabilities
- c. Serious emotional disturbances.....
- d. Mental retardation
- e. Developmental delay
- f. Vision impairments.....
- g. Hearing impairments.....
- h. Orthopedic impairments.....
- i. Other health impairments.....
- j. Multiple disabilities
- k. Autism
- l. Traumatic brain injuries
- m. Deaf-blindness
- n. Other (Please Specify):.....

Morning class	Afternoon class	Full-day class
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

IF YOU DO NOT TEACH ANY CHILDREN WITH A DISABILITY, GO TO QUESTION 27.

	Morning class	Afternoon class	Full-day class
26. For how many of these children do the following apply? WRITE NUMBER ON LINE. IF THE STATEMENT DOES NOT APPLY TO ANY CHILDREN IN YOUR CLASS(ES), ENTER "0" ON THAT LINE.			
a. Are currently receiving special services or accommodations for their disabilities.....	_____	_____	_____
b. Have an Individualized Education Program (IEP) for children with disabilities	_____	_____	_____
c. Have a Section 504 plan	_____	_____	_____
d. Need more help than they are currently receiving.....	_____	_____	_____
27. What languages are used for instruction in your class(es)? CIRCLE ALL THAT APPLY.			
a. No language other than English	1	1	1
b. Spanish	2	2	2
c. Vietnamese	3	3	3
d. Chinese	4	4	4
e. Japanese.....	5	5	5
f. Korean.....	6	6	6
g. A Filipino language	7	7	7
h. Another Asian language.....	8	8	8
i. Other language (Please Specify):	9	9	9

CLASS ORGANIZATION AND RESOURCES

28. Do you typically integrate two or more curriculum areas around common or unifying themes (e.g., using math and science concepts in the same unit of study or using arts and social studies in the same unit of study)? CIRCLE ONE NUMBER.

Yes 1
 No 2

29. **How often** and **how much time** do children in your class(es) usually work on lessons or projects in the following general topic areas, whether as a whole class, in small groups, or in individualized arrangements?

	How Often					How Much Time			
	Never	Less than once a week	1-2 times a week	3-4 times a week	Daily	1-30 minutes a day	31-60 minutes a day	61-90 minutes a day	More than 90 minutes a day
a. Reading and language arts	1	2	3	4	5	1	2	3	4
b. Mathematics	1	2	3	4	5	1	2	3	4
c. Social studies	1	2	3	4	5	1	2	3	4
d. Science	1	2	3	4	5	1	2	3	4
e. Music	1	2	3	4	5	1	2	3	4
f. Art	1	2	3	4	5	1	2	3	4
g. Dance/creative movement	1	2	3	4	5	1	2	3	4
h. Theater/creative dramatics	1	2	3	4	5	1	2	3	4
i. Foreign language	1	2	3	4	5	1	2	3	4
j. English-as-a-second-language (ESL)	1	2	3	4	5	1	2	3	4

30. How many times **each week** do children in your class(es) usually have physical education. CIRCLE ONE NUMBER.

Never 1 **(SKIP TO Q32)**
 Less than once a week 2
 Once or twice a week 3
 Three or four times a week 4
 Daily 5

31. How much time **each day** do children in your class(es) usually spend when they participate in physical education? CIRCLE ONE NUMBER.

Do not participate in physical education.. 1
 1-15 minutes/day 2
 16-30 minutes/day 3
 31-60 minutes/day 4
 More than 60 minutes/day 5

32. How many days a week do children have recess? WRITE NUMBER ON LINE.

_____ Days (IF "0," GO TO Q34)

33. Between the starting bell and the dismissal bell, how many times a day do children have recess? CIRCLE ONE NUMBER.

- Once..... 1
- Twice..... 2
- Three or more times..... 3

34. In a typical day, how much time does your class spend in the following activities? CIRCLE ONE NUMBER ON EACH LINE.

	None	1-15 minutes	16-30 minutes	31-45 minutes	Longer than 45 minutes
a. Lunch	0	1	2	3	4
b. Recess	0	1	2	3	4

35. How often do you divide your class(es) into instructional groups for reading and math activities or lessons? CIRCLE ONE NUMBER ON EACH LINE.

	Never	Less than once a week	Once or twice a week	Three or four times a week	Daily
a. Reading	1	2	3	4	5
b. Math	1	2	3	4	5

36. On days when you use instructional/achievement grouping, how many groups do you have and how many minutes per day are your class(es) usually divided into instructional groups for reading and math activities or lessons? WRITE NUMBERS ON LINES BELOW, AND CIRCLE ONE NUMBER ON EACH LINE. IF YOU DO NOT USE ACHIEVEMENT GROUPING IN THE SUBJECT LISTED, PLEASE WRITE "0" ON THE LINE AND SKIP TO THE NEXT QUESTION.

	Number of instructional groups	1-15 minutes/day	16-30 minutes/day	31-60 minutes/day	More than 60 minutes/day
a. Reading	_____	1	2	3	4
b. Math	_____	1	2	3	4

37. How often do children in your class(es) who need more help with reading receive the following kinds of services while at school? CIRCLE ONE NUMBER ON EACH LINE AND WRITE IN THE AVERAGE NUMBER OF MINUTES PER SESSION, NOT COUNTING TIME SPENT MOVING BETWEEN CLASS AND THE SERVICE.

	Never	Less than once a week	Once or twice a week	Three or four times a week	Daily	Minutes per session
a. Extra individual assistance from you	1	2	3	4	5	_____
b. Individual tutoring from an aide or volunteer	1	2	3	4	5	_____
c. Individual tutoring by a specialist	1	2	3	4	5	_____
d. Pull-out instruction in small groups.....	1	2	3	4	5	_____
e. Other (Please Specify):...	1	2	3	4	5	_____

38. How often do the children in your class(es) do the following activities? CIRCLE ONE NUMBER ON EACH LINE.

	No library or media center in this school	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a. Go to the school library or media center	0	1	2	3	4	5
b. Borrow materials from the library or media center		1	2	3	4	5

39. How many **paid** aides assist you in any of your classes? RECORD NUMBER ON LINE.

_____ NUMBER (IF "0," GO TO Q46)

40. How many hours a week do different types of **paid** aides usually assist in your class(es) in the following ways? WRITE THE TOTAL HOURS PER WEEK THAT YOU ARE ASSISTED BY PAID AIDE(S) IN THE APPROPRIATE BOXES BELOW. IF THE STATEMENT DOES NOT APPLY TO YOUR CLASS, ENTER "0" ON THAT LINE.

	Regular aides	Special Education aides	ESL or Bilingual Education aides
a. Working directly with children on instructional tasks	_____ hrs/week	_____ hrs/week	_____ hrs/week
b. Doing non-instructional work (e.g., photocopying, preparing materials, etc.)	_____ hrs/week	_____ hrs/week	_____ hrs/week

PLEASE ANSWER THE FOLLOWING QUESTIONS FOR THE PAID AIDE **WHO SPENDS THE MOST TIME IN YOUR CLASSES.**

	Morning class	Afternoon class	Full-day class
41. Is the aide's first language English? CIRCLE ONE FOR EACH CLASS.			
Yes.....	1	1	1
No	2	2	2
42. How well does the aide speak English? CIRCLE ONE FOR EACH CLASS.			
Not at all well	1	1	1
Not well.....	2	2	2
Well.....	3	3	3
Very well.....	4	4	4

43. What is the **highest** level of education of your aide? CIRCLE ONE NUMBER ON EACH LINE.

	Morning class	Afternoon class	Full-day class
Less than high school	1 GO TO Q45	1 GO TO Q45	1 GO TO Q45
High school diploma or GED	2 GO TO Q45	2 GO TO Q45	2 GO TO Q45
Associate's degree	3	3	3
Bachelor's degree.....	4	4	4
At least one year of course work beyond a Bachelor's degree but not a graduate degree.....	5	5	5
Master's degree or above.....	6	6	6
Don't Know	8 GO TO Q45	8 GO TO Q45	8 GO TO Q45

44. If your aide has a college degree or is currently working on one, is either of the following his/her major field of study? CIRCLE ONE NUMBER ON EACH LINE.

	Morning class	Afternoon class	Full-day class
a. Early childhood education			
Yes	1	1	1
No	2	2	2
Don't Know	8	8	8
b. Elementary education			
Yes	1	1	1
No	2	2	2
Don't Know	8	8	8

45. Does your aide have any of the following certifications? CIRCLE ONE NUMBER ON EACH LINE.

	Morning class	Afternoon class	Full-day class
a. Early childhood education			
Yes	1	1	1
No	2	2	2
Don't Know	8	8	8
b. Elementary education			
Yes	1	1	1
No	2	2	2
Don't Know	8	8	8
c. Currently working on a teaching credential			
Yes	1	1	1
No	2	2	2
Don't Know	8	8	8

46. In general, how adequate is each of the following for your class(es)? CIRCLE ONE NUMBER ON EACH LINE.

	I don't use these at this grade level	Never adequate	Often not adequate	Sometimes not adequate	Always adequate
a. Textbooks	1	2	3	4	5
b. Tradebooks	1	2	3	4	5
c. Workbooks and practice sheets	1	2	3	4	5
d. Manipulatives (e.g., blocks, puzzles).....	1	2	3	4	5
e. Audiovisual equipment (e.g., VCR)	1	2	3	4	5
f. Videotapes and films	1	2	3	4	5
g. Computer equipment	1	2	3	4	5
h. Computer software.....	1	2	3	4	5
i. Paper and pencils	1	2	3	4	5
j. Ditto or photocopier equipment	1	2	3	4	5
k. Art materials, paints, clays....	1	2	3	4	5
l. Musical instruments	1	2	3	4	5
m. Musical recordings.....	1	2	3	4	5
n. Materials for teaching LEP children	1	2	3	4	5
o. Materials for teaching children with disabilities	1	2	3	4	5
p. Heat and air-conditioning.....	1	2	3	4	5
q. Classroom space	1	2	3	4	5
r. Child-sized furniture	1	2	3	4	5

47. How often do your children use the following materials or resources in your class? CIRCLE ONE NUMBER ON EACH LINE.

	Not available	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a. Art materials	0	1	2	3	4	5	6
b. Musical instruments.....	0	1	2	3	4	5	6
c. Costumes for creative dramatics/theater	0	1	2	3	4	5	6
d. Cooking or food related items	0	1	2	3	4	5	6
e. Books and other written materials in children's first language (for non- English speakers)	0	1	2	3	4	5	6
f. VCR	0	1	2	3	4	5	6
g. TV for watching broadcast programs.....	0	1	2	3	4	5	6
h. Record, tape, or CD player	0	1	2	3	4	5	6
i. Science equipment (e.g., magnifying glass, scales, thermometers)	0	1	2	3	4	5	6

INSTRUCTIONAL ACTIVITIES AND CURRICULAR FOCUS

48. How often do children in this class do each of the following **READING** and **LANGUAGE ARTS** activities? **CIRCLE ONE NUMBER ON EACH LINE.**

	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a. Work on learning the names of the letters	1	2	3	4	5	6
b. Practice writing the letters of the alphabet	1	2	3	4	5	6
c. Discuss new or difficult vocabulary.....	1	2	3	4	5	6
d. Dictate stories to a teacher, aide, or volunteer	1	2	3	4	5	6
e. Work on phonics	1	2	3	4	5	6
f. Listen to you read stories where they see the print (e.g., Big Books)	1	2	3	4	5	6
g. Listen to you read stories but they don't see the print.....	1	2	3	4	5	6
h. Retell stories	1	2	3	4	5	6
i. Read aloud	1	2	3	4	5	6
j. Read from basal reading texts	1	2	3	4	5	6
k. Read silently	1	2	3	4	5	6
l. Work in a reading workbook or on a worksheet	1	2	3	4	5	6
m. Write words from dictation, to improve spelling.....	1	2	3	4	5	6
n. Write with encouragement to use invented spellings, if needed.....	1	2	3	4	5	6
o. Read books they have chosen for themselves.....	1	2	3	4	5	6
p. Compose and write stories or reports.....	1	2	3	4	5	6
q. Do an activity or project related to a book or story.....	1	2	3	4	5	6
r. Publish their own writing.....	1	2	3	4	5	6
s. Perform plays and skits	1	2	3	4	5	6
t. Write stories in a journal	1	2	3	4	5	6

	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
u. See/hear stories from story tellers or other artists	1	2	3	4	5	6
v. Work in mixed-achievement groups on language arts activities	1	2	3	4	5	6
w. Peer tutoring	1	2	3	4	5	6

49. For this school year as a whole, please indicate how each of the following **READING** and **LANGUAGE ARTS** skills is taught in your class(es)? CIRCLE ONE NUMBER ON EACH LINE.

	Not Taught		Taught				
	Taught at a higher grade level	Children should already know	One a month or less	2-3 times a month	1-2 times a week	3-4 times a week	Daily
a. Conventions of print (left to right orientation, book holding)	1	2	3	4	5	6	7
b. Alphabet and letter recognition	1	2	3	4	5	6	7
c. Matching letters to sounds	1	2	3	4	5	6	7
d. Writing own name (first and last)	1	2	3	4	5	6	7
e. Rhyming words and word families	1	2	3	4	5	6	7
f. Reading multi-syllable words, like adventure	1	2	3	4	5	6	7
g. Common prepositions such as over and under, up and down	1	2	3	4	5	6	7
h. Identifying the main idea and parts of a story	1	2	3	4	5	6	7
i. Making predictions based on text	1	2	3	4	5	6	7
j. Using context cues for comprehension	1	2	3	4	5	6	7
k. Communicating complete ideas orally	1	2	3	4	5	6	7
l. Remembering and following directions that include a series of actions.....	1	2	3	4	5	6	7
m. Using capitalization and punctuation	1	2	3	4	5	6	7
n. Composing and writing complete sentences.....	1	2	3	4	5	6	7
o. Composing and writing stories with an understandable beginning, middle, and end.....	1	2	3	4	5	6	7
p. Conventional spelling.....	1	2	3	4	5	6	7

	Not Taught		Taught				
	Taught at a higher grade level	Children should already know	One a month or less	2-3 times a month	1-2 times a week	3-4 times a week	Daily
q. Vocabulary	1	2	3	4	5	6	7
r. Alphabetizing	1	2	3	4	5	6	7
s. Reading aloud fluently	1	2	3	4	5	6	7

50. To what extent do you agree with the following statement? "Children should be encouraged to use invented spelling if they do not know the correct spelling of a word." CIRCLE ONE NUMBER.

- Strongly disagree 1
- Disagree 2
- Neither agree nor disagree 3
- Agree 4
- Strongly agree 5

51. How often do children in this class do each of the following **MATH** activities? CIRCLE ONE NUMBER ON EACH LINE.

	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a. Count out loud.....	1	2	3	4	5	6
b. Work with geometric manipulatives	1	2	3	4	5	6
c. Work with counting manipulatives to learn basic operations	1	2	3	4	5	6
d. Play math-related games	1	2	3	4	5	6
e. Use a calculator for math	1	2	3	4	5	6
f. Use music to understand math concepts.....	1	2	3	4	5	6
g. Use creative movement or creative drama to understand math concepts.....	1	2	3	4	5	6
h. Work with rulers, measuring cups, spoons, or other measuring instruments.....	1	2	3	4	5	6
i. Explain how a math problem is solved	1	2	3	4	5	6
j. Engage in calendar-related activities	1	2	3	4	5	6
k. Do math worksheets	1	2	3	4	5	6
l. Do math problems from their textbooks.....	1	2	3	4	5	6
m. Complete math problems on the chalkboard.....	1	2	3	4	5	6
n. Solve math problems in small groups or with a partner	1	2	3	4	5	6
o. Work on math problems that reflect real-life situations.....	1	2	3	4	5	6
p. Work in mixed achievement groups on math activities.....	1	2	3	4	5	6
q. Peer tutoring.....	1	2	3	4	5	6

52. For this school year as a whole, please indicate how each of the following **MATH** skills is taught in your class(es)? CIRCLE ONE NUMBER ON EACH LINE.

	Not Taught		Taught				
	Taught at a higher grade level	Children should already know	One a month or less	2-3 times a month	1-2 times a week	3-4 times a week	Daily
a. Correspondence between number and quantity	1	2	3	4	5	6	7
b. Writing all numbers between 1 and 10.....	1	2	3	4	5	6	7
c. Counting by 2s, 5s, and 10s.....	1	2	3	4	5	6	7
d. Counting beyond 100	1	2	3	4	5	6	7
e. Writing all numbers between 1 and 100	1	2	3	4	5	6	7
f. Recognizing and naming geometric shapes.....	1	2	3	4	5	6	7
g. Identifying relative quantity (e.g., equal, most, less, more).....	1	2	3	4	5	6	7
h. Sorting objects into subgroups according to a rule.....	1	2	3	4	5	6	7
i. Ordering objects by size or other properties	1	2	3	4	5	6	7
j. Making, copying, or extending patterns	1	2	3	4	5	6	7
k. Recognizing the value of coins and currency.....	1	2	3	4	5	6	7
l. Adding single-digit numbers.....	1	2	3	4	5	6	7
m. Subtracting single-digit numbers.....	1	2	3	4	5	6	7
n. Place value	1	2	3	4	5	6	7
o. Reading two-digit numbers.....	1	2	3	4	5	6	7
p. Reading three-digit numbers.....	1	2	3	4	5	6	7
q. Mixed operations (e.g., $4+3-2=5$)	1	2	3	4	5	6	7
r. Reading simple graphs.....	1	2	3	4	5	6	7

	Not Taught		Taught				
	Taught at a higher grade level	Children should already know	One a month or less	2-3 times a month	1-2 times a week	3-4 times a week	Daily
s. Performing simple data collection and graphing.....	1	2	3	4	5	6	7
t. Fractions (e.g., recognizing that $\frac{1}{4}$ of a circle is colored).....	1	2	3	4	5	6	7
u. Ordinal numbers (e.g., first, second, third)	1	2	3	4	5	6	7
v. Using measuring instruments accurately.....	1	2	3	4	5	6	7
w. Telling time	1	2	3	4	5	6	7
x. Estimating quantities.....	1	2	3	4	5	6	7
y. Adding two-digit numbers.....	1	2	3	4	5	6	7
z. Carrying numbers in addition	1	2	3	4	5	6	7
aa. Subtracting two-digit numbers without regrouping.....	1	2	3	4	5	6	7
bb. Estimating probability.....	1	2	3	4	5	6	7
cc. Writing math equations to solve word problems.....	1	2	3	4	5	6	7

53. How often do children in your class(es) use computers for the following purposes? CIRCLE ONE NUMBER ON EACH LINE.

	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a. To learn reading, writing, or spelling.....	1	2	3	4	5	6
b. To learn math.....	1	2	3	4	5	6
c. To learn social studies concepts.....	1	2	3	4	5	6
d. To learn science concepts.....	1	2	3	4	5	6
e. To learn keyboarding skills.....	1	2	3	4	5	6
f. To create art.....	1	2	3	4	5	6
g. To compose and/or to perform music.....	1	2	3	4	5	6
h. For enjoyment (e.g., games).....	1	2	3	4	5	6
i. To access information (e.g., to connect to Internet or local network).....	1	2	3	4	5	6

54. For this school year as a whole, please indicate how each of the following **SCIENCE** or **SOCIAL STUDIES** topics or skills is taught in your class(es)? CIRCLE ONE NUMBER ON EACH LINE.

	Not Taught		Taught				
	Taught at a higher grade level	Children should already know	One a month or less	2-3 times a month	1-2 times a week	3-4 times a week	Daily
a. Human body	1	2	3	4	5	6	7
b. Plants and animals	1	2	3	4	5	6	7
c. Dinosaurs and fossils.....	1	2	3	4	5	6	7
d. Solar system and space ...	1	2	3	4	5	6	7
e. Weather (e.g., rainy, sunny)	1	2	3	4	5	6	7
f. Understand and measure temperature	1	2	3	4	5	6	7
g. Water	1	2	3	4	5	6	7
h. Sound.....	1	2	3	4	5	6	7
i. Light	1	2	3	4	5	6	7
j. Magnetism and electricity	1	2	3	4	5	6	7
k. Machines and motors	1	2	3	4	5	6	7
l. Tools and their uses	1	2	3	4	5	6	7
m. Health, safety, nutrition, and personal hygiene	1	2	3	4	5	6	7
n. Important figures and events in American history	1	2	3	4	5	6	7
o. Community resources (e.g., grocery store, police)	1	2	3	4	5	6	7
p. Map-reading skills.....	1	2	3	4	5	6	7
q. Different cultures.....	1	2	3	4	5	6	7
r. Reasons for rules, laws, and government.....	1	2	3	4	5	6	7
s. Ecology	1	2	3	4	5	6	7
t. Geography	1	2	3	4	5	6	7
u. Scientific method	1	2	3	4	5	6	7
v. Social-problem solving.....	1	2	3	4	5	6	7

PARENT INVOLVEMENT

55. How many regularly scheduled conferences do you have with a parent or guardian of each child in your class(es) during the school year? CIRCLE ONE NUMBER.

- No conferences 1
- One conference 2
- Two conferences 3
- Three or more conferences 4

56. What percent of children in your class(es) have parents who participate in the following activities? CIRCLE ONE NUMBER ON EACH LINE.

	None	1-25%	26-50%	51-75%	76% or more
a. Attend teacher-parent conferences	1	2	3	4	5
b. Volunteer regularly to help in your classroom or another part of the school.....	1	2	3	4	5
c. Attend open houses or parties.....	1	2	3	4	5
d. Attend art/music events or demonstration	1	2	3	4	5

57. In a typical week, about how many total hours do volunteer(s) assist with your class(es)? IF THERE ARE TWO OR MORE VOLUNTEERS, PLEASE ADD UP THEIR WEEKLY HOURS. WRITE NUMBER ON LINE.

	Morning class	Afternoon class	Full-day class
Total number of hours per week.....	_____	_____	_____

58. During this school year, how many times have you done the following? CIRCLE ONE NUMBER ON EACH LINE.

	Never	One to two times	Three to five times	Six to ten times	10-14 times	15 or more times
a. Sent home letters, newsletters, or other notices addressed to all parents.....	1	2	3	4	5	6
b. Shared portfolios or other collections of children's work for parents to see.....	1	2	3	4	5	6

SCHOOL and STAFF ACTIVITIES

59. How often have you participated in the following school-related activities since the beginning of the year? CIRCLE ONE NUMBER ON EACH LINE.

	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a. Meeting with other teachers to discuss lesson planning	1	2	3	4	5	6
b. Meeting with other teachers to discuss curriculum development.....	1	2	3	4	5	6
c. Meeting with other teachers or specialists to discuss individual children.....	1	2	3	4	5	6
d. Meeting with the special education teacher or service providers to discuss and plan for the children with disabilities in my class(es).....	1	2	3	4	5	6

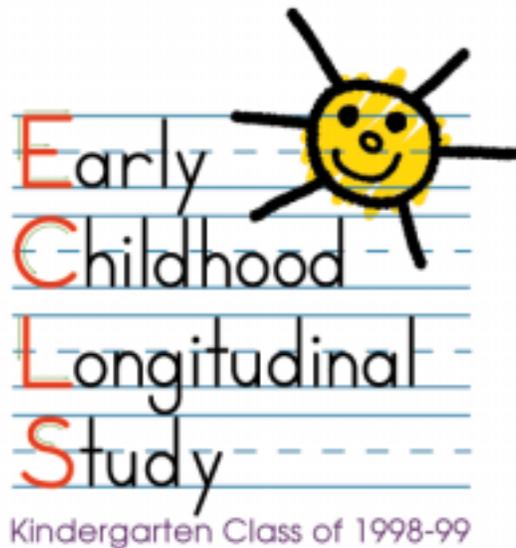
60. In which of the following staff development and training activities have you participated during the current academic year? CIRCLE ONE NUMBER ON EACH LINE.

	Yes	No
a. Three or more inservice training days	1	2
b. Workshops involving study groups or small-group problem solving	1	2
c. Direct instruction from an outside consultant on a specific topic	1	2
d. Peer observation and feedback	1	2
e. Follow-up support for a teacher trying out new skills and knowledge in the classroom.....	1	2
f. Visits to, or observations of, other schools	1	2
g. Release time for attending early childhood professional conferences	1	2
h. Enrollment in college or university courses	1	2
i. Workshops on computers and technology in the classroom	1	2
j. Other (Please Specify):.....	1	2

61. DATE QUESTIONNAIRE COMPLETED: _____/_____/_____
MONTH DAY YEAR

SPRING 2000 KINDERGARTEN TEACHER QUESTIONNAIRE

PART B



L A B E L

Prepared for the U.S. Department of Education
National Center for Education Statistics

by Westat
1650 Research Boulevard
Rockville, Maryland 20850
(301) 251-1500

Assurance of Confidentiality

The collection of information in this survey is authorized by Public Law 100-297 and continued under the auspices of Section 404(a) of the National Education Statistics Act of 1994, Title IV of the Improving America's Schools Act of 1994, Public Law 103-382. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. No information collected under this authority may be used for any purpose other than the purpose for which it was supplied. Information will be protected from disclosure by federal statute (42 US Code 242m, section 308d). Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your response will be reported.

Dear Teacher,

This booklet contains questions that seek information concerning your school and your classroom as part of the Early Childhood Longitudinal Study Kindergarten Cohort (ECLS-K).

This questionnaire asks about:

- a) class organization, typical class activities, and evaluation methods;
- b) your views on kindergarten readiness;
- c) your school's climate and environment; and
- d) general information about you.

Obviously, only you can provide this information. Therefore, although we realize you are very busy, we urge you to complete this questionnaire as accurately as possible. The information you provide is being collected for research purposes and will be kept strictly confidential.

Please write your answers directly on the questionnaire by circling the appropriate number or by writing your response in the space provided.

Thank you very much for your help.

DEFINITIONS

Reference is made in the questionnaire to children with limited English proficiency (LEP), as well as English as a second language (ESL) and bilingual education programs. For this study, the following definitions apply:

- Children with limited English proficiency (LEP): Children whose native language is other than English and whose skills in listening to, speaking, reading, or writing English are such that they have difficulty understanding school instruction in English.
- English as a second language (ESL) program: An instructional program designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency.
- Bilingual education program: A program in which native language is used to varying degrees in instructing children with limited English proficiency.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0750. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, DC 20208.

CLASS ORGANIZATION, CLASS ACTIVITIES, AND EVALUATION

1. In a typical day, how much time do the children spend in the following activities? CIRCLE ONE NUMBER ON EACH LINE. DO NOT INCLUDE LUNCH OR RECESS BREAKS. IF YOU TEACH MORE THAN ONE CLASS, CONSIDER ALL CLASSES WHEN MARKING YOUR RESPONSES.

	No Time	Half hour or less	About one hour	About two hours	Three hours or more
a. Teacher-directed whole class activities?	1.....	2.....	3.....	4.....	5.....
b. Teacher-directed small group activities?	1.....	2.....	3.....	4.....	5.....
c. Teacher-directed individual activities?	1.....	2.....	3.....	4.....	5.....
d. Child-selected activities?	1.....	2.....	3.....	4.....	5.....

2. Does your classroom have the following interest areas or centers for activities? CIRCLE ONE NUMBER ON EACH LINE. IF YOU TEACH MORE THAN ONE CLASS, CONSIDER ALL CLASSES WHEN MARKING YOUR RESPONSES.

	Yes	No
a. Reading area with books	1	2
b. Listening center	1	2
c. Writing center or area	1	2
d. Pocket chart or flannel board.....	1	2
e. Math area with manipulatives	1	2
f. Area for playing with puzzles and blocks (Legos, etc.)	1	2
g. Water or sand table	1	2
h. Computer area.....	1	2
i. Science or nature area with manipulatives.....	1	2
j. Dramatic play area or corner.....	1	2
k. Art area	1	2

3. How important is each of the following in evaluating the children in your class(es)? CIRCLE ONE NUMBER ON EACH LINE.

	Not important	Somewhat important	Very important	Extremely important	Not applicable
a. Individual child's achievement relative to the rest of the class	1.....	2	3.....	4.....	5.....
b. Individual child's achievement relative to local, state, or professional standards	1.....	2	3.....	4.....	5.....
c. Individual improvement or progress over past performance.....	1.....	2	3.....	4.....	5.....
d. Effort	1.....	2	3.....	4.....	5.....
e. Class participation	1.....	2	3.....	4.....	5.....
f. Daily attendance.....	1.....	2	3.....	4.....	5.....
g. Classroom behavior or conduct.....	1.....	2	3.....	4.....	5.....
h. Cooperativeness with other children	1.....	2	3.....	4.....	5.....
i. Ability to follow directions	1.....	2	3.....	4.....	5.....
j. Other method used in evaluating children (Please Specify):.....	1.....	2	3.....	4.....	5.....

4. Which of the following best describes your evaluation and grading practices for different types of children? CIRCLE ONLY ONE NUMBER.

- I hold the same standards for most children, but I make exceptions for children with special needs (for example, children with disabilities, children with limited English proficiency) 1
- I hold different standards for different children based on what I think they are capable of 2
- I hold the same standards for everyone in my class..... 3

5. How many hours do you have designated as paid preparation periods per week? CIRCLE ONLY ONE NUMBER.

- 2 hours or less per week..... 1
- More than 2 hours but less than 5 per week..... 2
- 5 to 9 hours per week 3
- 10 to 14 hours per week 4
- 15 or more hours per week..... 5

6. Other than time spent during the work day, how many hours a week on average do you spend preparing for the class(es) you teach – for example, preparing lesson plans, grading papers? CIRCLE ONLY ONE NUMBER.

- 2 hours or less per week..... 1
- More than 2 hours but less than 5 per week..... 2
- 5 to 9 hours per week 3
- 10 to 14 hours per week 4
- 15 or more hours per week..... 5

VIEWS ON READINESS, SCHOOL CLIMATE, AND ENVIRONMENT

7. How important do you believe the following characteristics are for a child to be ready for kindergarten? CIRCLE ONE NUMBER ON EACH LINE.

	Not important	Not very important	Somewhat important	Very important	Essential
a. Finishes tasks.....	1.....	2.....	3.....	4.....	5.....
b. Can count to 20 or more.....	1.....	2.....	3.....	4.....	5.....
c. Takes turns and shares.....	1.....	2.....	3.....	4.....	5.....
d. Has good problem-solving skills.....	1.....	2.....	3.....	4.....	5.....
e. Is able to use pencils and paint brushes.....	1.....	2.....	3.....	4.....	5.....
f. Is not disruptive of the class.....	1.....	2.....	3.....	4.....	5.....
g. Knows the English language.....	1.....	2.....	3.....	4.....	5.....
h. Is sensitive to other children's feelings.....	1.....	2.....	3.....	4.....	5.....
i. Sits still and pays attention.....	1.....	2.....	3.....	4.....	5.....
j. Knows most of the letters of the alphabet.....	1.....	2.....	3.....	4.....	5.....
k. Can follow directions.....	1.....	2.....	3.....	4.....	5.....
l. Identifies primary colors and shapes.....	1.....	2.....	3.....	4.....	5.....
m. Communicates needs, wants, and thoughts verbally in primary language.....	1.....	2.....	3.....	4.....	5.....

8. In some schools, special efforts are made to make the transition into kindergarten less difficult for children. Which of the following are done in your school? CIRCLE ONE NUMBER ON EACH LINE.

	Yes	No
a. I (or someone at the school) phone or send home information about the kindergarten program to parents	1	2
b. Preschoolers spend some time in the kindergarten classroom	1	2
c. The school days are shortened at the beginning of the school year.....	1	2
d. Parents and children visit kindergarten prior to the start of the school year.....	1	2
e. I (or another teacher) visit the homes of the children at the beginning of the school year.....	1	2
f. Parents come to the school for orientation prior to the start of the school year.....	1	2
g. Other transition activities (Please Describe): _____ _____ _____	1	2

9. Please indicate the extent to which you agree with each of the following statements on children's preparation for school. CIRCLE ONE NUMBER ON EACH LINE.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Attending preschool (for example, nursery, prekindergarten, or Head Start) is very important for success in kindergarten.....	1	2	3	4	5
b. Children who begin formal reading and math instruction in preschool will do better in elementary school	1	2	3	4	5
c. Parents should make sure their children know the alphabet before they start kindergarten.....	1	2	3	4	5
d. Most children should learn to read in kindergarten.....	1	2	3	4	5
e. Parents need help in learning how to teach their children how to read	1	2	3	4	5
f. Parents should set aside time every day for their kindergarten children to practice schoolwork	1	2	3	4	5
g. Homework should be given to kindergarten children almost every day.....	1	2	3	4	5
h. Parents should read to their children and play counting games at home regularly	1	2	3	4	5

10. Please indicate the extent to which you agree with each of the following statements about your school's climate. CIRCLE ONE NUMBER ON EACH LINE.

- | | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|--|-------------------|----------|----------------------------|-------|----------------|
| a. Staff members in this school generally have school spirit..... | 1 | 2 | 3 | 4 | 5 |
| b. The level of child misbehavior (for example, noise, horseplay, or fighting in the halls or cafeteria) in this school interferes with my teaching..... | 1 | 2 | 3 | 4 | 5 |
| c. Many of the children I teach are not capable of learning the material I am supposed to teach them | 1 | 2 | 3 | 4 | 5 |
| d. I feel accepted and respected as a colleague by most staff members..... | 1 | 2 | 3 | 4 | 5 |
| e. Teachers in this school are continually learning and seeking new ideas | 1 | 2 | 3 | 4 | 5 |
| f. Routine administrative duties and paperwork interfere with my job of teaching | 1 | 2 | 3 | 4 | 5 |
| g. Parents are supportive of school staff | 1 | 2 | 3 | 4 | 5 |

11. To what extent do you agree with the following statements?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I am adequately trained to teach the children with disabilities who are in my class	1	2	3	4	5
b. Inclusion of children with disabilities in my class has worked well.....	1	2	3	4	5

12. At your school, how much influence do you think teachers have over school policy in areas such as determining discipline policy, deciding how some school funds will be spent, and assigning children to classes? CIRCLE ONLY ONE NUMBER.

- No influence 1
- Slight influence..... 2
- Some influence 3
- Moderate influence..... 4
- A great deal of influence 5

13. How much control do you feel you have IN YOUR CLASSROOM over such areas as selecting skills to be taught, deciding about teaching techniques, and disciplining children? CIRCLE ONLY ONE NUMBER.

- No control..... 1
- Slight control 2
- Some control..... 3
- Moderate control 4
- A great deal of control..... 5

14. Please indicate the extent to which you agree with each of the following statements about your school's environment. CIRCLE ONE NUMBER ON EACH LINE.

- | | Strongly
disagree | Disagree | Neither
agree nor
disagree | Agree | Strongly
agree |
|--|------------------------------|-----------------|---|--------------|---------------------------|
| a. The academic standards at this school are too low..... | 1..... | 2..... | 3..... | 4..... | 5..... |
| b. There is broad agreement among the entire school faculty about the central mission of the school..... | 1..... | 2..... | 3..... | 4..... | 5..... |
| c. The school administrator knows what kind of school he/she wants and has communicated it to the staff..... | 1..... | 2..... | 3..... | 4..... | 5..... |
| d. The school administrator deals effectively with pressures from outside the school (for example, budget, parents, school board) that might otherwise affect my teaching..... | 1..... | 2..... | 3..... | 4..... | 5..... |
| e. The school administrator sets priorities, makes plans, and sees that they are carried out..... | 1..... | 2..... | 3..... | 4..... | 5..... |
| f. The school administration's behavior toward the staff is supportive and encouraging..... | 1..... | 2..... | 3..... | 4..... | 5..... |

15. Please indicate the extent to which you agree with each of the following statements on teaching. CIRCLE ONE NUMBER ON EACH LINE.

- | | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|--|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|
| a. I really enjoy my present teaching job | 1..... | 2 | 3..... | 4 | 5 |
| b. I am certain I am making a difference
in the lives of the children I teach | 1..... | 2 | 3..... | 4 | 5 |
| c. If I could start over, I would choose
teaching again as my career | 1..... | 2 | 3..... | 4 | 5 |

YOUR BACKGROUND

16. What is your gender?

Male..... 1

Female 2

17. In what year were you born? 19 ____

18. Are you of Hispanic or Latino origin? CIRCLE ONE NUMBER.

Yes 1

No..... 2

19. Which best describes your race? CIRCLE ALL THAT APPLY.

American Indian or Alaska Native..... 1

Asian 2

Black or African American..... 3

Native Hawaiian or Other Pacific Islander 4

White 5

20. Counting this school year, how many years have you been a schoolteacher? WRITE NUMBER ON LINE.

_____ Years

21. Counting this school year, how many years have you taught each of the following grades and programs? WRITE THE NUMBER OF YEARS TO THE NEAREST HALF YEAR (FOR EXAMPLE, 2.5, 3.5). PLEASE INCLUDE PART-TIME TEACHING. WRITE "0" IF YOU HAVE NEVER TAUGHT THE GRADE OR PROGRAM LISTED.

Total Years Grade or Program Taught

- a. Preschool or Head Start _____ . _____
- b. Kindergarten (including Transitional/Readiness Kindergarten and Transitional/pre-1st grade)..... _____ . _____
- c. First grade..... _____ . _____
- d. Second through fifth grade _____ . _____
- e. Sixth grade or higher _____ . _____
- f. English as a Second Language (ESL) program _____ . _____
- g. Bilingual education program _____ . _____
- h. Special education program..... _____ . _____
- i. Physical education program _____ . _____
- j. Art or music program _____ . _____

22. Counting this school year, how many years have you taught in your **current school** including part-time teaching? WRITE THE NUMBER OF YEARS TO THE NEAREST HALF YEAR (FOR EXAMPLE, 2.5, 3.5).

_____ Years

23. What is the highest level of education you have completed? CIRCLE ONLY ONE NUMBER.

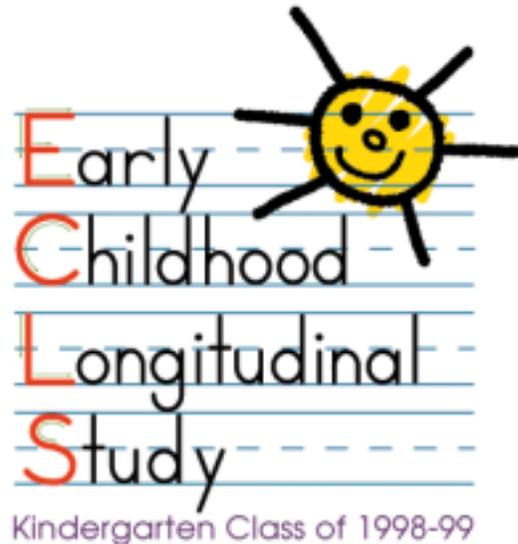
- High school diploma or GED..... 1
- Associate's degree..... 2
- Bachelor's degree 3
- At least one year of course work beyond a Bachelor's degree but not a graduate degree..... 4
- Master's degree..... 5
- Education specialist or professional diploma based on at least one year of course work past a Master's degree level..... 6
- Doctorate..... 7
- Other (Please Specify): _____ 8

24. How many college courses have you completed in the following areas? CIRCLE ONE NUMBER ON EACH LINE.

- a. Early childhood education..... 0 1 2 3 4 5 6+
- b. Elementary education 0 1 2 3 4 5 6+
- c. Special education..... 0 1 2 3 4 5 6+
- d. English as a Second Language (ESL)..... 0 1 2 3 4 5 6+
- e. Child development 0 1 2 3 4 5 6+
- f. Methods of teaching reading..... 0 1 2 3 4 5 6+
- g. Methods of teaching mathematics..... 0 1 2 3 4 5 6+
- h. Methods of teaching science 0 1 2 3 4 5 6+

SPRING 2000 KINDERGARTEN TEACHER QUESTIONNAIRE

PART C



L A B E L

Prepared for the U.S. Department of Education
National Center for Education Statistics

by Westat
1650 Research Boulevard
Rockville, Maryland 20850
(301) 251-1500

Assurance of Confidentiality

The collection of information in this survey is authorized by Public Law 100-297 and continued under the auspices of Section 404(a) of the National Education Statistics Act of 1994, Title IV of the Improving America's Schools Act of 1994, Public Law 103-382. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. No information collected under this authority may be used for any purpose other than the purpose for which it was supplied. Information will be protected from disclosure by federal statute (42 US Code 242m, section 308d). Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be reported.

Academic Rating Scale

The Academic Rating Scale is separated into three areas: (1) Language and Literacy, (2) General Knowledge, and (3) Mathematical Thinking. You are asked to rate the child's skills, knowledge, and behaviors within each of these three areas based on your experience with this child. This is NOT a test and should not be administered directly to the child. Each question includes examples that are meant to help you think of the range of situations in which the child may demonstrate similar skills and behaviors. **The examples do not exhaust all the ways that a child may demonstrate what he/she knows or can do.**

The following **five-point scale** is used for each of the questions. It reflects the degree to which a child has acquired and/or chooses to demonstrate the targeted skills, knowledge, and behaviors.

- 1 = Not yet → Child has not yet demonstrated skill, knowledge, or behavior.
- 2 = Beginning → Child is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.
- 3 = In progress → Child demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.
- 4 = Intermediate → Child demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.
- 5 = Proficient → Child demonstrates skill, knowledge, or behavior competently and consistently.
- N/A = Not Applicable → Skill, knowledge, or behavior has not been introduced in classroom setting.

Rate only the child's **current** achievement or motivation. Rate each child compared to other children of the same age level. Please use the full range of ratings. If the skill, knowledge, or behavior has been introduced in the classroom, please rate the child using the numbers **1-5**. Circle "**NA**" only if the skill, knowledge, or behavior has not been introduced in your classroom setting.

Children with Limited English Proficiency: Please answer the questions based on your knowledge of this child's skills. If the child does not yet demonstrate skills in English but does demonstrate them in his/her native language, please answer the questions with the child's native language in mind.

Children with Special Needs: It may be necessary to consider adaptations for some questions to make them more inclusive for this child's skills and/or use of adaptive equipment. Some children may utilize alternative forms of verbal communication (e.g., sign language, communication boards) or written communication (e.g., word processors, Braille, dictation). Please answer the questions with these adaptations in mind.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0750. The time required to complete this information collection is estimated to average 10 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

SECTION I: LANGUAGE AND LITERACY

THIS CHILD ...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In Progress	Intermediate	Proficient	Not Applicable
1. Uses complex sentence structures – for example, says "If she had brought her umbrella, she wouldn't have gotten wet," or "Yesterday it was raining cats and dogs," or "Why can't we go on the field trip at the same time as the first grade?".....	1	2	3	4	5	N/A
2. Understands and interprets a story or other text read to him/her – for example, retelling a story just read to the group, or telling about why a story ended as it did, or connecting part of the story to his/her own life.....	1	2	3	4	5	N/A
3. Easily and quickly names all upper- and lower-case letters of the alphabet	1	2	3	4	5	N/A
4. Produces rhyming words – for example, says a word that rhymes with "chip," "shop," "drink," or "light.".....	1	2	3	4	5	N/A
5. Reads simple books independently – for example, reads books with a repetitive language pattern.	1	2	3	4	5	N/A
6. Uses different strategies to read unfamiliar words – for example, examines cues from pictures or context, or uses consonant sounds to read words, or uses prior knowledge in order to make predictions.	1	2	3	4	5	N/A
7. Composes simple stories – for example, by writing about a personal experience in a journal.....	1	2	3	4	5	N/A
8. Demonstrates an understanding of some of the conventions of print – for example, by using both upper and lower case letters when writing, or putting spaces between words, or using a period at the end of a sentence.....	1	2	3	4	5	N/A
9. Uses the computer for a variety of purposes – for example, by drawing a picture, or counting objects, or typing numbers, letters, or words.....	1	2	3	4	5	N/A

SECTION II: GENERAL KNOWLEDGE

THIS CHILD ...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In Progress	Intermediate	Proficient	Not Applicable
10. Recognizes distinct differences in habits and living patterns between him/herself and other groups of people he/she knows – for example, knowing that there are many different types of families, or knowing the different types of homes people live in, or the different types of foods that people eat.	1	2	3	4	5	N/A
11. Recognizes some ways in which people rely on each other for goods and services – for example, expressing through words or pictures that some people grow food, some transport it, some sell it, and others buy it	1	2	3	4	5	N/A
12. Uses his/her senses to explore and observe – for example, observing and noting the habits of classroom pets, or identifying environmental sounds, or describing the differences in clay before and after water is added.	1	2	3	4	5	N/A
13. Forms explanations based on observations and explorations – for example, by describing or drawing the conditions (water, soil, sun) that help a plant grow, or by explaining that a block will slide more quickly down a steeper slope.	1	2	3	4	5	N/A
14. Classifies and compares living and non-living things in different ways – for example, classifying objects according to "things that are alive and not alive," or "things that fly and things that crawl," or "plants and animals."	1	2	3	4	5	N/A

SECTION III: MATHEMATICAL THINKING

THIS CHILD ...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In Progress	Intermediate	Proficient	Not Applicable
15. Sorts, classifies, and compares math materials by various rules and attributes – for example creating a rule for sorting keys, such as "keys with numbers" in one pile and "keys without numbers" in another pile, or sorting shapes by several attributes such as "large plastic shapes" and "small wooden shapes."	1	2	3	4	5	N/A
16. Orders a group of objects – for example, by ordering rods or sticks by length, or arranging paints from lightest to darkest, or musical instruments from softest to loudest.	1	2	3	4	5	N/A
17. Shows an understanding of the relationship between quantities – for example, knowing that a group of ten small stones is the same quantity as a group of ten larger blocks.	1	2	3	4	5	N/A
18. Solves problems involving numbers using concrete objects – for example "Vera has six blocks, George has three, how many blocks are there in all?" or "How many do I need to give George so he will have the same number of blocks as Vera?"	1	2	3	4	5	N/A
19. Demonstrates an understanding of graphing activities – for example, by looking at a picture graph on favorite ice-cream flavors and knowing which flavor is the most popular and which one is the least.	1	2	3	4	5	N/A
20. Uses instruments accurately for measuring – for example, by using a balance scale to compare the weight of two objects, or using tablespoons and teaspoons during a cooking project, or using a measuring tape to measure the length of different objects.	1	2	3	4	5	N/A
21. Uses a variety of strategies to solve math problems – for example, using manipulative materials, looking for a pattern, or acting out a problem.	1	2	3	4	5	N/A

Student Information

1. Has this child ever fallen two or more weeks behind in school work this year because of a health problem? CIRCLE ONE NUMBER.

Yes 1

No..... 2

2. Does this child receive instruction in any of the following types of programs in your school? CIRCLE ONE NUMBER ON EACH LINE.

	Yes	No
a. Individual tutoring program in reading	1	2
b. Pull-out small group program in reading	1	2
c. Individual tutoring program in mathematics.....	1	2
d. Pull-out small group program in mathematics.....	1	2
e. Pull-out English as a Second Language (ESL) program (instructional program designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency)	1	2
f. In-class English as a Second Language (ESL) program	1	2
g. Gifted and talented program.....	1	2
h. Program for children with behavioral or emotional problems	1	2

3. Did this child participate in any of the following federally funded Title I programs or services offered by the school during this school year? CIRCLE ONE NUMBER ON EACH LINE.

	Yes	No	Not Offered
a. Title I reading.....	1	2	3
b. Title I math.....	1	2	3
c. Title I English/language arts	1	2	3
d. Title I combined reading/English/language arts	1	2	3
e. Title I ESL/Bilingual	1	2	3
f. Title I Handicapped/special Education	1	2	3

4. During structured play time, how does this child compare with other children in the class in terms of physical activity? CIRCLE ONLY ONE NUMBER.

- A lot less active than most 1
- A little less active than most..... 2
- About the same as most 3
- A little more active than most..... 4
- A lot more active than most 5

5. During unstructured play time, how does this child compare with other children in the class in terms of physical activity? CIRCLE ONLY ONE NUMBER.

- A lot less active than most 1
- A little less active than most..... 2
- About the same as most 3
- A little more active than most..... 4
- A lot more active than most 5

6. Overall, how would you rate this child's academic skills in each of the following areas, compared to other children of the same grade level? CIRCLE ONLY ONE NUMBER.

	Far below average	Below average	Average	Above average	Far above average
a. Language and literacy skills	1	2	3	4	5
b. Science and social studies	1	2	3	4	5
c. Mathematical skills	1	2	3	4	5

7. How often does this child work to the best of her/his ability? CIRCLE ONLY ONE NUMBER.

- Never..... 1
- Seldom..... 2
- Usually..... 3
- Always..... 4

8. How many achievement groups in **reading** do you currently have in this child's class? CIRCLE ONE NUMBER. IF YOU DO NOT HAVE READING ACHIEVEMENT GROUPS IN THIS CHILD'S CLASS, CIRCLE "0" AND GO TO QUESTION 11.

- None 0 (Go to Q11)
- One..... 1
- Two..... 2
- Three 3
- Four 4
- Five..... 5

9. In which reading group is this child currently placed? USE "1" FOR THE HIGHEST ACHIEVEMENT GROUP. WRITE THE NUMBER OF THE ACHIEVEMENT GROUP NUMBER BELOW.

_____ Achievement Group

10. Has this child moved to a higher or lower reading achievement group, or not moved during this school year? CIRCLE ONE NUMBER.

- Moved to a higher group 1
- Moved to a lower group..... 2
- Not moved..... 3

11. On average how often do you meet with school staff (i.e., administrators, other teachers, specialists, counselors) to discuss this child's program and progress? CIRCLE ONLY ONE NUMBER.

- Several times a week 1
- Several times a month 2
- Once a month..... 3
- A few times over the school year 4
- Once..... 5
- Never..... 6

12. During this school year, have this child's parents/guardians participated in the following activities? CIRCLE ONE NUMBER ON EACH LINE.

	Yes	No	Not Applicable/ Not Offered
a. Attended regularly-scheduled conferences at your school	1	2	3
b. Attended parent/teacher informal meetings that you initiated to talk about the child's progress	1	2	3
c. Returned your telephone calls.....	1	2	3
d. Volunteered to help in your classroom or school	1	2	3

13. During this school year, besides regular teacher conferences, have you communicated with this child's parents? CIRCLE ONE NUMBER.

- Yes 1
- No..... 2 **(SKIP TO Q15)**

14. Was the purpose usually to ... CIRCLE ONE NUMBER.

- Discuss problems..... 1
- Or, to discuss how well the child is doing? 2

