<table>
<thead>
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<th>Topic</th>
<th>Content</th>
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| Child’s social development | • Child’s interactions with other children (e.g., is accepted and liked, makes friends easily, bothers and annoys other children)  
• Approaches to learning (e.g., shows eagerness, works independently)  
• Self-regulation (e.g., pays attention, is unable to sit still) |
| Class characteristics | • Number and gender of children in class  
• Race/ethnicity of children in class  
• Number of staff  
• Number of limited English proficiency (LEP) or special needs children |
| Program characteristics | • Full- or half-day  
• Hours per week  
• Class type (e.g., regular kindergarten, transitional, special education, first grade, Montessori) |
| Class activities | • Interest centers  
• Frequency of academic activities (e.g., reading, mathematics)  
• Time spent in various classroom formats (e.g., teacher-directed whole class, teacher-directed individual, ability groups)  
• Frequency of physical activity  
• Frequency of unstructured time (e.g., free play)  
• Language of instruction  
• Use of library |
| Instructional activities and curricular focus | • Grouping formats by subject matter (e.g., individual tutoring in mathematics, pull-out language instruction)  
• Frequency various reading and language arts skills are taught  
• Frequency various mathematics skills are taught  
• Specific reading and mathematics series used  
• Frequency and purposes of computer use  
• Science and social studies topics covered |
| Evaluation | • Importance of various evaluation criteria (e.g., child’s achievement relative to class, effort)  
• Teacher’s evaluation standards  
• Evaluation tools (e.g., standardized tests, individual or group projects) |
| Transition to kindergarten | • Activities organized by school to help children prepare for transition to kindergarten |
| Home/school connections | • Parent/teacher conferences  
• Importance of various school readiness skills (e.g., counting, using pencils, following directions)  
• Importance of preschool experiences and role of parents in preparing child for kindergarten  
• Job satisfaction |
| Attitudes | • Demographics  
• Education  
• Years of teaching experience  
• Certification  
• Professional development and training activities |
| Teacher background | --- |

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