

Instructions

This survey should be completed by all Pre-K Academy teachers (and aides if any have helped in completing KSEP forms). It should take about 20 minutes to complete. The purpose of this survey is NOT to assess teacher performance but only to help us better understand the child assessments that teachers complete. All responses are confidential – the information that you provide will be combined with responses from other Pre-K teachers and is NOT reported by individual teachers. Thank you for helping to continuously improve the educational environment and opportunities for your young children and their families.

The following questions ask you to prioritize the following four developmental dimensions. We recognize that all developmental dimensions are important for young children, but we'd like for you to identify which are the most important, which are the easiest to impact, and which you focus upon the most to ensure children are ready to enter kindergarten.

1. Which skills are the most important upon kindergarten entry? Please prioritize the order of importance from 1 to 4, with 1 being the most important and 4 being least important. Please choose 1st for only one item, 2nd for only one item, etc.

Developmental Dimensions	Most important for <u>kindergarten entry</u> (Please prioritize from 1 to 4)			
Emotional Well Being (i.e., interaction with adults, interaction with peers and self regulation)	1 st	2 nd	3 rd	4 th
Communicative Skills (i.e., language comprehension, language expression)	1 st	2 nd	3 rd	4 th
Approaches to Learning (i.e., interest in learning, cognitive competence)	1 st	2 nd	3 rd	4 th
Cognition and General Knowledge (i.e., measure, order and time, number concepts, reading skills, interest in books and other written materials)	1 st	2 nd	3 rd	4 th

2. Which skills are the most important for children to accomplish by the time they leave kindergarten? Please prioritize the order of importance from 1 to 4, with 1 being the most important and 4 being least important. Please choose 1st for only one item, 2nd for only one item, etc.

Developmental Dimensions	Most important for children to accomplish upon exiting kindergarten (Please prioritize from 1 to 4)			
Emotional Well Being (i.e., interaction with adults, interaction with peers and self regulation)	1 st	2 nd	3 rd	4 th
Communicative Skills (i.e., language comprehension, language expression)	1 st	2 nd	3 rd	4 th
Approaches to Learning (i.e., interest in learning, cognitive competence)	1 st	2 nd	3 rd	4 th
Cognition and General Knowledge (i.e., measure, order and time, number concepts, reading skills, interest in books and other written materials)	1 st	2 nd	3 rd	4 th

3. Which skills are easiest and hardest for you to help children with? Please prioritize the level of ease from 1 to 4, with 1 being the most important and 4 being least important. Please choose 1st for only one item, 2nd for only one item, etc.


Developmental Dimensions	Easiest for you to impact (Please prioritize from 1 to 4)			
Emotional Well Being (i.e., interaction with adults, interaction with peers and self regulation)	1 st	2 nd	3 rd	4 th
Communicative Skills (i.e., language comprehension, language expression)	1 st	2 nd	3 rd	4 th
Approaches to Learning (i.e., interest in learning, cognitive competence)	1 st	2 nd	3 rd	4 th
Cognition and General Knowledge (i.e., measure, order and time, number concepts, reading skills, interest in books and other written materials)	1 st	2 nd	3 rd	4 th

4. Which developmental skills do you focus upon the most in your program? Please prioritize the order of your focus from 1 to 4, with 1 being the most important and 4 being least important. Please choose 1st for only one item, 2nd for only one item, etc.


Developmental Dimensions	Developmental skills you focus upon the most (Please prioritize from 1 to 4)			
Emotional Well Being (i.e., interaction with adults, interaction with peers and self regulation)	1 st	2 nd	3 rd	4 th
Communicative Skills (i.e., language comprehension, language expression)	1 st	2 nd	3 rd	4 th
Approaches to Learning (i.e., interest in learning, cognitive competence)	1 st	2 nd	3 rd	4 th
Cognition and General Knowledge (i.e., measure, order and time, number concepts, reading skills, interest in books and other written materials)	1 st	2 nd	3 rd	4 th

5. Does your program have a “packaged” curriculum?

<input type="checkbox"/> Yes (If yes, which curriculum does your program use?)	<input type="checkbox"/> No (If no, what kind of curriculum do you use?)
<input type="checkbox"/> High/Scope <input type="checkbox"/> Creative Curriculum <input type="checkbox"/> Montessori <input type="checkbox"/> Bank Street <input type="checkbox"/> Curiosity Corner <input type="checkbox"/> Scholastic curriculum <input type="checkbox"/> Letter People <input type="checkbox"/> High Reach <input type="checkbox"/> State-developed curriculum <input type="checkbox"/> Locally-developed curriculum <input type="checkbox"/> Other: _____	<input type="checkbox"/> No curriculum <input type="checkbox"/> Homegrown curriculum <input type="checkbox"/> Modification of packaged curriculum



GO TO Q 6



GO TO Q 7

6. How often do you use the packaged curriculum?

- All of the time
 Some of the time
 Not very often
 Never

7. Do you speak any languages other than English?
 No (If "No," Skip to Question 9)
 Yes → If "Yes," which other languages you speak? _____

8. How well do you speak this language(s)? (Check one)

Language (Please write in each language other than English that you speak, and rate your fluency for each)	Basic Can have a basic conversation or answer questions on familiar topics	Proficient Ability to use language with minimal limitations to classroom/curriculum instruction	Fluent Completely comfortable instructing and interacting professionally in the language
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. What languages are used in this class/program? (Check all that apply)

- English
 Spanish
 Other language (specify) _____

10. About what percentage of your curriculum instruction is done in a language other than English?

About _____%

11. Is there an assistant to help you and the children communicate when there is a language barrier? (Check one)

- No
 Yes
 Not applicable

12. In total, how many years have you been teaching or caring for young children (including all grades and early care and education settings)?

Number of years: _____

13. How many of those years have you been teaching and caring for young children ages 0 – 5?

Number of years: _____

14. What is the highest grade or year of school that you completed?

- Less than high school
 High school diploma or GED
 Attended college but no degree
 AA (Associates degree) or vocational certificate or two-year degree
 Bachelor's degree or other college four-year degree
 Graduate degree (Masters or Doctorate degree)

15. Do you have a state-awarded permit?

- Yes Type: _____
 No

