

ICPSR 29462

**Head Start Impact Study (HSIS),
2002-2006 [United States]**

*United States Department of Health and
Human Services. Administration for
Children and Families. Office of Planning,
Research and Evaluation*

Spring 2004 Cohort B Teacher Survey

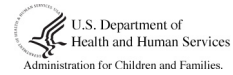
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These data are made available by the Child Care and Early Education *Research Connections* project. *Research Connections* promotes high quality research in child care and early education and the use of that research in policymaking.

Research Connections is operated by the National Center for Children in Poverty at the Mailman School of Public Health, Columbia University and the Inter-university Consortium for Political and Social Research at the Institute for Social Research, University of Michigan, through a cooperative agreement with the Child Care Bureau, Office of Family Assistance and the Office of Planning, Research, and Evaluation, Administration for Children and Families in the U.S. Department of Health and Human Services.



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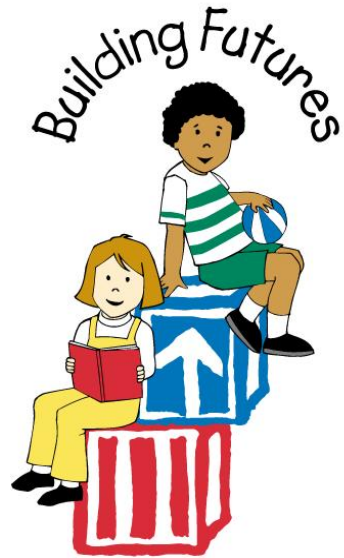
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Spring 2004



Head Start
Impact Study
TEACHER SURVEY
Cohort B

Setting Type:			
Setting Name:			
Setting ID:			
Setting Address:			
	Street		
	City	State	Zip
Setting Phone:	()		
Respondent/ Provider Type:			
Respondent/ Provider Name:			
Room Number:			

INTRODUCTION

The purpose of the *Building Futures: Head Start Impact Study* is to determine how children learn, grow and prepare for school. The study involves approximately 5000 children across the country who applied to Head Start in fall 2002 and were randomly assigned to a Head Start group or a non-Head Start group. The *Building Futures: Head Start Impact Study* will examine how Head Start helps children to improve their readiness for school and their early school performance, compared to children enrolled in other preschool and child care settings. Your completed survey will help us to understand more about Head Start and other preschool and child care programs and how they help to prepare children for school.

The study is sponsored by the U.S. Department of Health and Human Services (DHHS). Your participation is very important to the study and your responses will be confidential. The survey will take approximately 30 minutes of your time to complete.

Before you begin, please read the following:

NOTICE: 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 0970-0229 (expires 9/30/2005). The time required to complete this information collection is estimated to average 30 minutes per response, including time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

DEFINITIONS
(appear in *italics* in survey):

Transitional (or readiness) kindergarten – extra year of school for kindergarten-age eligible children who are judged not ready for kindergarten

Kindergarten - traditional year of school primarily for 5-year-olds prior to first grade

Transitional first grade - extra year of school for children who have attended kindergarten and have been judged not ready for first grade

Class - refers to the child's total school day, including time spent with any teacher, as well as time spent on meals, naps, recess, and between activities

Activity center - clearly delineated, organized, thematic work and play area where children interact with materials and other children without the teacher's constant presence or direction (such as a language arts area, a block area, a dramatic play area)

Limited English proficiency (LEP) – 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.

Questions About Your Class

1. What type of school is this? (CIRCLE ONE RESPONSE)

- | | |
|---|---|
| Public school..... | 1 |
| Catholic school..... | 2 |
| Private school with other religious affiliation | 3 |
| Private school with no religious affiliation | 4 |

2. Do you teach.... (CIRCLE YES OR NO FOR EACH ITEM):

- | | Yes | No |
|--------------------------------------|-----|----|
| a. a full-day class? | 1 | 2 |
| b. a half-day morning class?..... | 1 | 2 |
| c. a half-day afternoon class? | 1 | 2 |

3. What type of *class* is this? (SEE DEFINITIONS ON PAGE 2 AND CIRCLE ONE RESPONSE)

- | | |
|--|---|
| <i>Kindergarten class</i> | 1 |
| <i>Transitional (or readiness) kindergarten class</i> | 2 |
| <i>Transitional first grade class</i> | 3 |
| Multigrade or ungraded class with at least some kindergarten-age children
(specify) _____ | 4 |

4. Approximately how many students are currently enrolled...

- | | |
|---------------------|-------|
| a. in kindergarten? | _____ |
| b. in this class? | _____ |

5. How often does this class meet?

- | | |
|------------------------------------|-------|
| a. Number of days each week: | _____ |
| b. Total number of hours per week: | _____ |

6. To the best of your knowledge, how many children currently enrolled in this class are...
(PLEASE ENTER A NUMBER FOR EACH ITEM. IF NONE, ENTER 0)

- | | |
|--------------------------------------|-------|
| a. American Indian or Alaskan Native | _____ |
| b. Asian or Pacific Islander | _____ |
| c. Black, non-Hispanic | _____ |
| d. Hispanic | _____ |
| e. White, non-Hispanic | _____ |

7. How many children with *limited English proficiency (LEP)* are there in this class? (SEE DEFINITION ON PAGE)

Number of LEP children: _____

8. How many children who are eligible for free or reduced-price lunch or breakfast are there in this class?

Number of eligible children: _____

9. How many paid assistants, co-teachers, or team teachers do you have in this class in a typical week?

Number of paid assistants, co-teachers, or team teachers: _____

10. On average, how many hours per week is there at least one paid assistant, co-teacher, or team teacher with you in this class?

Number of hours per week: _____

11. How many adult volunteer assistants do you have in this class in a typical week?

Number of adult volunteers: _____

12. On average, how many hours per week all together do adult volunteer assistants spend in this class?

Total number of hours per week: _____

13. Do you have *activity centers* in this classroom? (SEE DEFINITIONS ON PAGE 2)

Yes 1
No 2

14. How much time do the children in your classroom spend daily in the following kinds of activities? Do not include lunch or nap breaks. (CIRCLE ONE RESPONSE FOR EACH ITEM)

	No time	Half hour or less	About one hour	About two hours	Three hours or four hours	Five hours or more	NA
a. Child chooses activities.....	1	2	3	4	5	6	7
b. Adult directs individual activities.....	1	2	3	4	5	6	7
c. Adult directs small group activities	1	2	3	4	5	6	7
d. Adult directs whole class/group activities ...	1	2	3	4	5	6	7

15. How often do you or someone else do each of the following reading and language activities with children in your classroom? (CIRCLE ONE RESPONSE FOR EACH ITEM)

	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Every day
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 words.....	1	2	3	4	5	6
d. Have child(ren) tell you a story.....	1	2	3	4	5	6
e. Practice the sounds that letters make (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 or make up stories	1	2	3	4	5	6
i. Show child(ren) how to read a book or magazine (the way to hold it, point to words).	1	2	3	4	5	6
j. Have the child(ren) practice writing or spelling their names.....	1	2	3	4	5	6
k. Learn about rhyming words and word families such as cat, mat, sat	1	2	3	4	5	6
l. Practice or teach directional words such as over, up, in. etc.....	1	2	3	4	5	6

16. How often do the children do each of the following activities? (CIRCLE ONE RESPONSE FOR EACH ACTIVITY)

	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Every day
a. Count out loud	1	2	3	4	5	6
b. Work with shape blocks	1	2	3	4	5	6
c. Counting things such as small toys, chips, etc. to learn math.....	1	2	3	4	5	6
d. Play math games.....	1	2	3	4	5	6
e. Use music to understand math ideas	1	2	3	4	5	6
f. Use dance or act out stories to practice math ideas such as numbers, size or shapes	1	2	3	4	5	6
g. Work with rulers, measuring cups, spoons, or other measuring instruments.....	1	2	3	4	5	6
h. Talk about calendar or days of the week	1	2	3	4	5	6

17. What are the primary languages spoken by children in this class? (CIRCLE ALL THAT APPLY)

- a. English 01
- b. Spanish 02
- c. Vietnamese 03
- d. Chinese..... 04
- e. Japanese 05
- f. Korean 06
- g. A Filipino language..... 07
- h. Yiddish 08
- i. Other language (SPECIFY) 09

IF ONLY LANGUAGE USED IS ENGLISH, GO TO QUESTION 20

18. Do you talk to children or teach in any of the languages mentioned in your response to question 17? (CIRCLE YES OR NO FOR EACH ITEM)

- | | YES | NO |
|---------------|-----|----|
| a. Talk | 1 | 2 |
| b. Teach..... | 1 | 2 |

19. Are there any other adults who regularly help in the classroom that speak any of the languages mentioned in your response to question 17?

YES..... 1
NO 2

20. On an average day, how many children are absent from your class? (CIRCLE ONE RESPONSE)

None 1
One or two 2
Three or four 3
Five or six..... 4
Seven or more..... 5

21. At this point in the year, how would you rate the behavior of the children? (CIRCLE ONE RESPONSE)

The group misbehaves very frequently and is almost always difficult to handle 1
The group misbehaves frequently and is often difficult to handle 2
The group misbehaves occasionally 3
The group behaves well 4
The group behaves exceptionally well..... 5

22. How would you describe the school readiness skills of children in this class who attended Head Start as compared to children in this class who did not attend Head Start? (CIRCLE ONE RESPONSE)

No difference in school readiness skills..... 1
Children who attended Head Start demonstrate stronger school readiness skills... 2
Children who attended Head Start demonstrate weaker school readiness skills 3
Do not know which children attended Head Start..... 4

23. In general, how often and in what way do you usually have contact with the parents of children about their daily activities or behavior? (CIRCLE ONE RESPONSE FOR EACH ITEM)

	Daily	Weekly	Monthly	Less than monthly	Never
a. Talk in person	1	2	3	4	5
b. Telephone calls to parents ..	1	2	3	4	5
c. Written notes to parents	1	2	3	4	5
d. Scheduled meetings or conferences	1	2	3	4	5
e. Conduct home visits.....	1	2	3	4	5
f. Send home child(ren)'s work.....	1	2	3	4	5

24. The following items are statements that some teachers have made about how children in preschool should be taught and managed. Indicate to what extent each statement agrees or disagrees with your personal beliefs about good teaching practice in preschool programs. (CIRCLE ONE RESPONSE FOR EACH ITEM)

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Activities in preschool classrooms should respond to individual differences in development.	1	2	3	4	5
b. Each curriculum area should be taught as a separate subject at separate times.	1	2	3	4	5
c. Three- and four-year old children should choose many of their own activities that the teacher or provider has prepared such as writing, science, etc.	1	2	3	4	5
d. Children should be allowed to cut their own shapes, perform their own steps in an experiment, and plan their own creative drama, art, and writing activities	1	2	3	4	5
e. Students should work silently and alone on seatwork.	1	2	3	4	5
f. Children in preschool classrooms should learn by touching and using objects.	1	2	3	4	5
g. Treats, stickers, or stars should be used to encourage appropriate behavior among three- and four-year old children	1	2	3	4	5
h. Appropriate behavior among three- and four-year old children should be encouraged using punishments or reprimands.	1	2	3	4	5
i. Children should be involved in establishing rules for the classroom.	1	2	3	4	5
j. Three- and four-year old children should be taught to read the letters of the alphabet.	1	2	3	4	5
k. Children should learn to color within the lines.	1	2	3	4	5
l. Children in preschool classrooms should learn to form letters correctly on a printed page	1	2	3	4	5
m. Children should dictate or tell stories to a teacher who writes the stories down for the children.	1	2	3	4	5
n. Children should know their letter sounds before they learn to read.	1	2	3	4	5
o. Children should form letters correctly before they are allowed to create a story.	1	2	3	4	5

25. Please tell me the extent to which you agree with each of the following statements. Tell me whether you *strongly disagree*, *disagree*, *neither agree nor disagree*, *agree*, or *strongly agree*. (CIRCLE ONE RESPONSE FOR EACH ITEM)

	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

26. How likely are you to continue working here through the next year? Would you say . . . (CIRCLE ONE RESPONSE)

Very likely.....	1
Somewhat likely	2
Somewhat unlikely	3
Very unlikely.....	4

Background Information

27. In total, how many years have you been teaching (including all grades and preschool)?

Number: _____ ☐ Months
☐ Years

28. 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. ENTER A NUMBER FOR EACH ITEM. WRITE "0" IF YOU HAVE NEVER TAUGHT THE GRADE OR PROGRAM LISTED)

	Total years grade/ 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. Other (Specify).....	_____

29. 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)

Number of years: _____

30. What is the highest grade or year of school that you completed? (CIRCLE ONE RESPONSE)

Up to 8 th grade	01
9 th to 11 th grade.....	02
12 th grade but no diploma	03
High school diploma/equivalent.....	04
Voc/tech program after high school but no Voc/tech diploma	05
Voc/tech diploma after high school	06
Some college but no degree	07
Associate's degree.....	08
Bachelor's degree	09
Graduate or professional school but no degree.....	10
Master's degree (MA, MS.)	11
Doctorate degree (PhD, EdD).....	12
Professional Degree After Bachelor's Degree (Medicine/MD; Dentistry/DDS; Law/JD/LLB; etc.)	13

31. Do you have a state teaching certificate, teaching license, or teaching credential?

YES..... 1
NO 2 (GO TO Q.33)

32. What age group or groups are you licensed to teach? (CIRCLE ALL THAT APPLY)

a. Pre-Kindergarten or younger 1
b. Elementary 2
c. Middle School..... 3
d. High School..... 4
e. Other (SPECIFY)..... 5

33. Are you currently enrolled in any of the following programs in the field of early childhood education, child development, or special education? (CIRCLE YES OR NO FOR EACH ITEM)

	YES	NO
a. Child Development Associate (CDA) Program.....	1	2
b. Associate Degree	1	2
c. Bachelor's Degree.....	1	2
d. Graduate Degree (Master's or Ph.D or Ed.D.)	1	2
e. Teaching Certificate Program	1	2
f. Other (SPECIFY).....	1	2

34. How many college courses have you completed in the following areas? (CIRCLE ONE NUMBER FOR EACH ITEM)

a. Early child hood 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+

35. What is your total annual salary (before taxes) as a teacher for the current school year?

\$__ __, __ __ __ per year

36. How many months of the year does this salary cover?

Number of months: _____

37. How many hours per week does this salary cover (not including overtime)?

Hours per week: _____

38. What is your gender?

Male 1
Female 2

39. In what year were you born?

19_____

40. Are you of Spanish origin, or Hispanic or Latino?

YES 1
NO 2 (GO TO Q.42)

41. Which one of these best describes you?

Mexican, Mexican American, Chicano 1
Puerto Rican 2
Cuban 3
Another Spanish/Hispanic/Latino group 4

42. What is your race? You may indicate more than one if you like. (CIRCLE ALL THAT APPLY)

a. White 01
b. Black, African American, or Negro 02
c. American Indian or Alaska Native (SPECIFY) _____ ... 03
d. Asian Indian 04
e. Chinese 05
f. Filipino 06
g. Japanese 07
h. Korean 08
i. Vietnamese 09
j. Asian (not further specified) 10
k. Native Hawaiian 11
l. Guamanian or Chamorro 12
m. Samoan 13
n. Other Pacific Islander (SPECIFY) _____ 14
o. Another race (SPECIFY) _____ 15

43. If you could change one thing (including staff, administration, classroom practices, and facilities) that you think would significantly improve the services you are providing, what would it be?

44. Finally, what two things do you think your class does really well for child(ren) and their families?

1.

2.

**THANK YOU FOR YOUR PARTICIPATION IN THE
BUILDING FUTURES: HEAD START IMPACT STUDY!**

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