# Child Care & Early Education RESEARCH CONNECTIONS

### **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 2005 First Grade Teacher Survey

ICPSR INTER-UNIVERSITY CONSORTIUM FOR POLITICAL AND SOCIAL RESEARCH

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OMB#: 0970-0229 Expiration Date: 09/30/2005



Spring 2005



## TEACHER SURVEY First Grade

Setting Type: Setting Name: Setting ID: Setting Address:				
			Street	
Setting Phone:	City (	)	State	Zip
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):

First Grade - traditional year of school primarily for 6-year-olds prior to second 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 SCHOOL**

Public school	1.	What ty	pe of school is this? (Circle one response.)
a. in first grade?		Catl Priv	nolic school
D. in this class?	2.	Approxi	mately how many students in this school are currently enrolled
3. What type of class is this? (See definitions on page 2 and circle one response.)  First grade class		a.	in first grade?
3. What type of class is this? (See definitions on page 2 and circle one response.)  First grade class		b.	in this class?
First grade class	QUE	STIONS A	ABOUT THIS CLASS
Transitional first grade class	3.	What ty	pe of class is this? (See definitions on page 2 and circle one response.)
a. Number of days each week		<i>Trai</i> Mult	nsitional first grade class
b. Total number of hours per week	4.	How oft	en does this class meet?
<ul> <li>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.)</li> <li>a. American Indian or Alaskan Native?</li> <li>b. Asian or Pacific Islander?</li> <li>c. Black, non-Hispanic?</li> <li>d. Hispanic?</li> <li>e. White, non-Hispanic?</li> <li>6. How many children with limited English proficiency (LEP) are there in this class? definition on page 2.)</li> </ul>		a.	Number of days each week
(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?  6. How many children with limited English proficiency (LEP) are there in this class? definition on page 2.)		b.	Total number of hours per week
b. Asian or Pacific Islander?	5.		
c. Black, non-Hispanic?		a.	American Indian or Alaskan Native?
d. Hispanic?		b.	Asian or Pacific Islander?
e. White, non-Hispanic?		C.	Black, non-Hispanic?
6. How many children with <i>limited English proficiency (LEP)</i> are there in this class? definition on page 2.)		d.	Hispanic?
definition on page 2.)		e.	White, non-Hispanic?
N. J. CLED LILL	6.		
Number of LEP children		Nun	nber of LEP children

7.	How many children who are eligible this class?	for fre	e or re	duced-p	rice lun	ch or bre	eakfast a	re there in
	Number of eligible children		<u></u>					
8.	How many paid assistants, co-teach typical week?	ners, (	or team	n teache	ers do y	ou have	in this	class in a
	Number of paid assistants, co-tead	chers	or tea	m teach	ers			
9.	On average, how many hours per w team teacher with you in this class?	eek is	s there	at least	one pa	nid assist	ant, co-to	eacher, or
	Number of hours per week							
10.	How many adult volunteer assistants	do yo	u have	in this c	lass in a	typical v	veek?	
	Number of adult volunteers							
11.	On average, how many hours per weed class?	ek all	togethe	er do adu	ılt volun	teer assi	stants sp	end in this
	Total number of hours per week			_				
12.	Do you have activity centers in this cla	assroc	om? <i>(</i> S	See defin	nitions oi	n page 2.	.)	
	Yes No							
13.	How much time do the children in activities? Do not include lunch or na							g kinds of
		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

14. 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 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		2	3	4	5	6
h.	Retell stories.		2	3	4	5	6
i.	Read aloud	•					
j.	Read silently	•	2 2	3 3	4 4	5 5	6 6
k.	Work in a reading workbook or on a worksheet	·	2	3	4	5	6
I.	Write words from dictation, to improve spelling	·	2	3	4	5	6
m.	Write with encouragement to use invented spellings, if needed	•	2	3	4	5	6
n.	Read books they have chosen for themselves		2	3	4	5	6
0.	Read text with controlled vocabulary	•	2	3	4	5	6
р.	Read text with strong phonetic patterns	•	2	3	4	5	6
q.	Read text with patterned or predictable	' '	۷	3	4	3	O
1	text	1	2	3	4	5	6
r.	Read thematic or literature based text	1	2	3	4	5	6
S.	Compose and write stories or reports	1	2	3	4	5	6
t.	Do an activity or project related to a book or story	1	2	3	4	5	6
u.	Publish their own writing	1	2	3	4	5	6
٧.	Perform plays and skits	1	2	3	4	5	6
W.	Write stores in a journal	1	2	3	4	5	6
х.	See/hear stories from story tellers or other artists	1	2	3	4	5	6
y.	Work in mixed-achievement groups on language arts activities	1	2	3	4	5	6

15. How often do the children do each of the following math 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 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
I.	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
0.	Work on math problems that reflect real-life situations		2	3	4	5	6
p.	Work in mixed-achievement groups on math activities	· 1	2	3	4	5	6
q.	Work on problems for which there are several appropriate methods or solutions	. 1	2	3	4	5	6
r.	Do worksheet or workbook page emphasizing routine practice or drill	. 1	2	3	4	5	6

16.	What are the primary languages spoken by children in this	class? (Circle all that apply.)
	a. English	
	IF ONLY LANGUAGE USED IS ENGLISH, GO T	O QUESTION 19
17.	Do you talk to children or teach in any of the language question 16? (Circle yes or no for each item.)	es mentioned in your response to
	a. Talkb. Teach	
18.	Are there any other adults who regularly help in the languages mentioned in your response to question 16?  YES	1
19.	On an average day, how many children are absent from yo  None One or two Three or four Five or six Seven or more	
20.	At this point in the year, how would you rate the beha response.)  The group misbehaves very frequently and is almost always difficult to handle	ways 1 o 2 3

21. 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	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

22. The following items are statements that some teachers have made about how children should be taught and managed. Indicate to what extent each statement agrees or disagrees with <u>your personal beliefs</u> about good teaching practice. (*Circle one response for each item.*)

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a.	Classroom activities 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.	Children should choose many of their own activities from a variety of learning areas that the teacher has prepared (writing, science center, 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 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 children	1	2	3	4	5
h.	Appropriate behavior among 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.	Children should be taught to read the letters of the alphabet	1	2	3	4	5
k.	Children should learn to form letters correctly on a printed page	1	2	3	4	5
l.	Children should dictate or tell stories to a teacher who writes the stories down for the children	1	2	3	4	5
m.	Children should know their letter sounds before they learn to read	1	2	3	4	5
n.	Children should form letters correctly before they are allowed to create a story	1	2	3	4	5
g. h. i. j. k. l. m.	Children should learn by touching and using objects	1 1 1 1 1 1	2 2 2 2 2 2	3 3 3 3 3 3	4 4 4 4 4	5 5 5 5 5 5

23.		o what extent do you agree or disages sponse for each item.)	ree with e	each of the	e following s	statement	ts? (Circle o	one
			Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
	a.	I really enjoy my present teaching job	_	2	3	4	5	
	b.	I am certain I am making a difference in the lives of the children I teach	4			4		
	c.	If I could start over, I would choose teaching again as my career	·	2	3	4	5	
		teaching again as my career	1	2	3	4	5	
24.		ow likely are you to continue workinsponse.)	ing at this	s school th	nrough the	next yea	r? ( <i>Circle</i> d	one
		Very likelySomewhat likelySomewhat unlikelyVery unlikely			2 3			
QUE	STIC	ONS ABOUT YOU (FIRST GRADE 1	ΓEACHER	R)				
25.		total, how many years (or months, in ades and preschool)?	f less thar	<i>n 1 year</i> ) h	ave you bee	en teachir	ng (including	ı all
		Total number of years/months tead	ching		☐ Mo ☐ Yea	-		

26.	prog <i>incl</i> u	nting this school year, how many years have you taught each of t grams? (Write the number of years to the nearest half year, for exide part-time teaching. Enter a number for each item. Write "0" in grade or program listed.)	xample 2.5, 3.5. Please
	1170	grade of program noted.)	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)	
	ра 3.8	rt-time teaching? (W rite the number of years to the nearest half years.)  Number of years	ar, for example, 2.3,
28.	Wha	t is the highest grade or year of school that you completed? (Circle	e one response.)
		High school diploma or GED	

29.	Do you have a state teaching certificate, tea	ching license,	or teach	ing cre	dential?	?	
	YESNO				о то с	Q.31) -	
30.	What age group or groups are you licensed	to teach? (Circ	cle all tha	at apply	<b>/</b> .)		
	a. Pre-Kindergarten or younger b. Elementary c. Middle School d. High School e. Other (specify)			2 3 4			
31.	Are you currently enrolled in any of the for education, child development, or special education.			no for	each ite	em.)	dhood∢
32.	a. Child Development Associate (b. Associate Degree	Ph.D. or Ed.D.	)	1 1 1 1	2 2 2 1 2 1 2 1 2		umber
	a. Early child hood education	0 1	2	3	4	5	6+
	b. Elementary education						
	c. Special education						6+
	d. English as a Second Language (ESL)						6+
	e. Child development						
	f. Methods of teaching reading						
	g. Methods of teaching mathematics						
	h. Methods of teaching science						
33.	What is your total annual salary (before taxes) \$, per year	es) as a teache	er for the	curren	t schoo	l year?	

34.	How many months of the year does this salary cover?
	Number of months
35.	How many hours per week does this salary cover (not including overtime)?
	Hours per week
36.	What is your gender?
	Male
37.	In what year were you born?
	19
38.	Are you of Spanish origin, or Hispanic or Latino?
	YES
39.	Which one of these best describes you?
	Mexican, Mexican American, Chicano
40.	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 ( <i>specify</i> )

Finally, what two thing	gs do you think your cla	iss does really well for o	children and their fa
1.			

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

If found, return to:

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