Developing Early Literacy: Report of the National Early Literacy Panel (NELP) Report

**Survey**

1. **Please check the boxes that best describe you**.
* Higher education instructor/staff
* Education administrator
* Classroom teacher
* Reading coach
* Policymaker
* Researcher
* Training and technical assistance providers
* Advocate
* Parent🡪 GO TO PAGE 3
* Other, Please describe
1. **Please describe how you received the NELP report**. (Check all that apply.)
* In the mail
* Via email link
* At a conference or training session
* Searching on the World Wide Web
* From a colleague
* From a friend
* Other🡪 Please describe
1. **Check the NELP report products you have read**
	* NELP Executive Summary
	* Entire NELP Report
	* Selected chapters of NELP report🡪 Please list chapters\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **4. How do you rate or assess the following aspects of the NELP report . . .** | **Excellent** | **Good** | **Neutral** | **Fair** | **Poor** |
| --- | --- | --- | --- | --- | --- |
| 1. Clarity of writing
 |  |  |  |  |  |
| 1. Organization
 |  |  |  |  |  |
| 1. Formatting
 |  |  |  |  |  |
| 1. Usefulness of information about reading research
 |  |  |  |  |  |
| 1. Usefulness as a resource for professional development
 |  |  |  |  |  |
| 1. Usefulness as a resource for curriculum development
 |  |  |  |  |  |
| 1. Usefulness of information for parents
 |  |  |  |  |  |
| 1. Usefulness of suggestions about evidence-based practices
 |  |  |  |  |  |
| 1. Usefulness in informing policies
 |  |  |  |  |  |
| 1. Other
 |  |  |  |  |  |

1. **Have you already used information from the NELP report**?
* YES
* NO🡪 Go to question 8

| **5. To what degree have you used information from the NELP report in the following ways . . .** | **Very much** | **Some-what** | **Neutral** | **Not really** | **Not at all** |
| --- | --- | --- | --- | --- | --- |
| 1. To distribute to families at meetings and training sessions
 |  |  |  |  |  |
| 1. In materials sent home to families (such as newsletters)
 |  |  |  |  |  |
| 1. To inform families about the importance of early reading
 |  |  |  |  |  |
| 1. To inform families about the importance of early writing
 |  |  |  |  |  |
| 1. To promote the importance of reading and writing at home
 |  |  |  |  |  |
| 1. To encourage parents to use evidence-based practices when reading to their children
 |  |  |  |  |  |
| 1. To provide useful information about reading instruction to parents
 |  |  |  |  |  |
| 1. To inform teachers about evidence-based reading practices
 |  |  |  |  |  |
| 1. In teacher professional development
 |  |  |  |  |  |

| **6. To what degree has the information in the NELP report improved your understanding of the following . . .** | **Very much** | **Some-what** | **Neutral** | **Not really** | **Not at all** |
| --- | --- | --- | --- | --- | --- |
| 1. The skills and abilities that predict later reading, writing, and spelling outcomes
 |  |  |  |  |  |
| 1. The programs and interventions that contribute to gains in children’s literacy skills and abilities
 |  |  |  |  |  |
| 1. The programs and interventions that inhibit gains in children’s literacy skills and abilities
 |  |  |  |  |  |
| 1. The environments and settings that contribute to gains in literacy skills and abilities
 |  |  |  |  |  |
| 1. The environments and settings that inhibit gains in children’s literacy skills and abilities
 |  |  |  |  |  |
| 1. Child characteristics that contribute to or inhibit gains in children’s literacy skills and abilities
 |  |  |  |  |  |
| 1. Teacher and home practices that help children make sense of print
 |  |  |  |  |  |
| 1. The importance of reading to and sharing books with young children
 |  |  |  |  |  |
| 1. The role of parents and home-based programs for improving literacy
 |  |  |  |  |  |

| **7. To what degree has the information in the NELP report improved your understanding about the following aspects of early literacy. . .** | **Very much** | **Some-what** | **Neutral** | **Not really** | **Not at all** |
| --- | --- | --- | --- | --- | --- |
| 1. Concepts of print
 |  |  |  |  |  |
| 1. Print awareness
 |  |  |  |  |  |
| 1. Environmental print
 |  |  |  |  |  |
| 1. Alphabetic knowledge
 |  |  |  |  |  |
| 1. Phonological awareness
 |  |  |  |  |  |
| 1. Decoding words
 |  |  |  |  |  |
| 1. Decoding non-words
 |  |  |  |  |  |
| 1. Writing/name writing
 |  |  |  |  |  |
| 1. Visual perception
 |  |  |  |  |  |
| 1. Spelling
 |  |  |  |  |  |
| 1. Invented spelling
 |  |  |  |  |  |
| 1. Oral language
 |  |  |  |  |  |
| 1. Child literacy assessment
 |  |  |  |  |  |
| 1. Classroom literacy assessment
 |  |  |  |  |  |

| **8. To what degree do you plan to use information from the NELP report in the following ways . . .** | **Very much** | **Some-what** | **Neutral** | **Not really** | **Not at all** |
| --- | --- | --- | --- | --- | --- |
| 1. To distribute to families at meetings and training sessions
 |  |  |  |  |  |
| 1. In materials sent home to families (such as newsletters)
 |  |  |  |  |  |
| 1. To inform families about the importance of early reading
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| 1. To inform families about the importance of early writing
 |  |  |  |  |  |
| 1. To promote the importance of reading and writing at home
 |  |  |  |  |  |
| 1. To encourage parents to use evidence-based practices when reading to their children
 |  |  |  |  |  |
| 1. To provide useful information about reading instruction to parents
 |  |  |  |  |  |
| 1. To inform teachers about evidence-based reading practices
 |  |  |  |  |  |
| 1. In teacher professional development
 |  |  |  |  |  |

| **9. To what degree do you believe the information in the NELP will improve your understanding of the following . . .** | **Very much** | **Some-what** | **Neutral** | **Not really** | **Not at all** |
| --- | --- | --- | --- | --- | --- |
| 1. The skills and abilities that predict later reading, writing, and spelling outcomes
 |  |  |  |  |  |
| 1. The programs and interventions that contribute to gains in children’s literacy skills and abilities
 |  |  |  |  |  |
| 1. The programs and interventions that inhibit gains in children’s literacy skills and abilities
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| 1. The environments and settings that contribute to gains in literacy skills and abilities
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| 1. Teacher and home practices that help children make sense of print
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| 1. The role of parents and home-based programs for improving literacy
 |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Concepts of print
 |  |  |  |  |  |
| 1. Print awareness
 |  |  |  |  |  |
| 1. Environmental print
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| 1. Alphabetic knowledge
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| 1. Decoding words
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| 1. Writing/name writing
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| 1. Spelling
 |  |  |  |  |  |
| 1. Invented spelling
 |  |  |  |  |  |
| 1. Oral language
 |  |  |  |  |  |
| 1. Child literacy assessment
 |  |  |  |  |  |
| 1. Classroom literacy assessment
 |  |  |  |  |  |

10. Please provide us your suggestions for improving the NELP materials.

11. Other comments