

# 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

## 2. 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

## 3. 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 |
|-----------------------------------------------------------------------------|-----------|------|---------|------|------|
| a. Clarity of writing                                                       | •         | •    | •       | •    | •    |
| b. Organization                                                             | •         | •    | •       | •    | •    |
| c. Formatting                                                               | •         | •    | •       | •    | •    |
| d. Usefulness of information about reading research                         | •         | •    | •       | •    | •    |
| e. Usefulness as a resource for professional development                    | •         | •    | •       | •    | •    |
| f. Usefulness as a resource for curriculum development                      | •         | •    | •       | •    | •    |
| g. Usefulness of information for parents                                    | •         | •    | •       | •    | •    |

| 4. How do you rate or assess the following aspects of the NELP report . . . | Excellent | Good | Neutral | Fair | Poor |
|-----------------------------------------------------------------------------|-----------|------|---------|------|------|
| h. Usefulness of suggestions about evidence-based practices                 | •         | •    | •       | •    | •    |
| i. Usefulness in informing policies                                         | •         | •    | •       | •    | •    |
| j. Other                                                                    | •         | •    | •       | •    | •    |

4. **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 |
|----------------------------------------------------------------------------------------------|-----------|-----------|---------|------------|------------|
| a. To distribute to families at meetings and training sessions                               | •         | •         | •       | •          | •          |
| b. In materials sent home to families (such as newsletters)                                  | •         | •         | •       | •          | •          |
| c. To inform families about the importance of early reading                                  | •         | •         | •       | •          | •          |
| d. To inform families about the importance of early writing                                  | •         | •         | •       | •          | •          |
| e. To promote the importance of reading and writing at home                                  | •         | •         | •       | •          | •          |
| f. To encourage parents to use evidence-based practices when reading to their children       | •         | •         | •       | •          | •          |
| g. To provide useful information about reading instruction to parents                        | •         | •         | •       | •          | •          |
| h. To inform teachers about evidence-based reading practices                                 | •         | •         | •       | •          | •          |
| i. 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 |
|-------------------------------------------------------------------------------------------------------------|-----------|-----------|---------|------------|------------|
| a. The skills and abilities that predict later reading, writing, and spelling outcomes                      | •         | •         | •       | •          | •          |
| b. The programs and interventions that contribute to gains in children's literacy skills and abilities      | •         | •         | •       | •          | •          |

| <b>6. To what degree has the information in the NELP report improved your understanding of the following . . .</b> | <b>Very much</b> | <b>Some-what</b> | <b>Neutral</b> | <b>Not really</b> | <b>Not at all</b> |
|--------------------------------------------------------------------------------------------------------------------|------------------|------------------|----------------|-------------------|-------------------|
| c. The programs and interventions that inhibit gains in children's literacy skills and abilities                   | •                | •                | •              | •                 | •                 |
| d. The environments and settings that contribute to gains in literacy skills and abilities                         | •                | •                | •              | •                 | •                 |
| e. The environments and settings that inhibit gains in children's literacy skills and abilities                    | •                | •                | •              | •                 | •                 |
| f. Child characteristics that contribute to or inhibit gains in children's literacy skills and abilities           | •                | •                | •              | •                 | •                 |
| g. Teacher and home practices that help children make sense of print                                               | •                | •                | •              | •                 | •                 |
| h. The importance of reading to and sharing books with young children                                              | •                | •                | •              | •                 | •                 |
| i. The role of parents and home-based programs for improving literacy                                              | •                | •                | •              | •                 | •                 |

| <b>7. To what degree has the information in the NELP report improved your understanding about the following aspects of early literacy. . .</b> | <b>Very much</b> | <b>Some-what</b> | <b>Neutral</b> | <b>Not really</b> | <b>Not at all</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|----------------|-------------------|-------------------|
| a. Concepts of print                                                                                                                           | •                | •                | •              | •                 | •                 |
| b. Print awareness                                                                                                                             | •                | •                | •              | •                 | •                 |
| c. Environmental print                                                                                                                         | •                | •                | •              | •                 | •                 |
| d. Alphabetic knowledge                                                                                                                        | •                | •                | •              | •                 | •                 |
| e. Phonological awareness                                                                                                                      | •                | •                | •              | •                 | •                 |
| f. Decoding words                                                                                                                              | •                | •                | •              | •                 | •                 |
| g. Decoding non-words                                                                                                                          | •                | •                | •              | •                 | •                 |
| h. Writing/name writing                                                                                                                        | •                | •                | •              | •                 | •                 |
| i. Visual perception                                                                                                                           | •                | •                | •              | •                 | •                 |
| j. Spelling                                                                                                                                    | •                | •                | •              | •                 | •                 |
| k. Invented spelling                                                                                                                           | •                | •                | •              | •                 | •                 |
| l. Oral language                                                                                                                               | •                | •                | •              | •                 | •                 |
| m. Child literacy assessment                                                                                                                   | •                | •                | •              | •                 | •                 |
| n. Classroom literacy assessment                                                                                                               | •                | •                | •              | •                 | •                 |

| <b>8. To what degree do you plan to use information from the NELP report in the following ways . . .</b> | <b>Very much</b> | <b>Some-what</b> | <b>Neutral</b> | <b>Not really</b> | <b>Not at all</b> |
|----------------------------------------------------------------------------------------------------------|------------------|------------------|----------------|-------------------|-------------------|
| a. To distribute to families at meetings and training sessions                                           | •                | •                | •              | •                 | •                 |
| b. In materials sent home to families (such as newsletters)                                              | •                | •                | •              | •                 | •                 |
| c. To inform families about the importance of early reading                                              | •                | •                | •              | •                 | •                 |
| d. To inform families about the importance of early writing                                              | •                | •                | •              | •                 | •                 |
| e. To promote the importance of reading and writing at home                                              | •                | •                | •              | •                 | •                 |

| <b>8. To what degree do you plan to use information from the NELP report in the following ways . . .</b> | <b>Very much</b> | <b>Some-what</b> | <b>Neutral</b> | <b>Not really</b> | <b>Not at all</b> |
|----------------------------------------------------------------------------------------------------------|------------------|------------------|----------------|-------------------|-------------------|
| f. To encourage parents to use evidence-based practices when reading to their children                   | •                | •                | •              | •                 | •                 |
| g. To provide useful information about reading instruction to parents                                    | •                | •                | •              | •                 | •                 |
| h. To inform teachers about evidence-based reading practices                                             | •                | •                | •              | •                 | •                 |
| i. In teacher professional development                                                                   | •                | •                | •              | •                 | •                 |

| <b>9. To what degree do you believe the information in the NELP will improve your understanding of the following . . .</b> | <b>Very much</b> | <b>Some-what</b> | <b>Neutral</b> | <b>Not really</b> | <b>Not at all</b> |
|----------------------------------------------------------------------------------------------------------------------------|------------------|------------------|----------------|-------------------|-------------------|
| a. The skills and abilities that predict later reading, writing, and spelling outcomes                                     | •                | •                | •              | •                 | •                 |
| b. The programs and interventions that contribute to gains in children's literacy skills and abilities                     | •                | •                | •              | •                 | •                 |
| c. The programs and interventions that inhibit gains in children's literacy skills and abilities                           | •                | •                | •              | •                 | •                 |
| d. The environments and settings that contribute to gains in literacy skills and abilities                                 | •                | •                | •              | •                 | •                 |
| e. The environments and settings that inhibit gains in children's literacy skills and abilities                            | •                | •                | •              | •                 | •                 |
| f. Child characteristics that contribute to or inhibit gains in children's literacy skills and abilities                   | •                | •                | •              | •                 | •                 |
| g. Teacher and home practices that help children make sense of print                                                       | •                | •                | •              | •                 | •                 |
| h. The importance of reading to and sharing books with young children                                                      | •                | •                | •              | •                 | •                 |
| i. The role of parents and home-based programs for improving literacy                                                      | •                | •                | •              | •                 | •                 |

|                         |   |   |   |   |   |
|-------------------------|---|---|---|---|---|
| j. Concepts of print    | • | • | • | • | • |
| k. Print awareness      | • | • | • | • | • |
| l. Environmental print  | • | • | • | • | • |
| m. Alphabetic knowledge | • | • | • | • | • |

|                                  |   |   |   |   |   |
|----------------------------------|---|---|---|---|---|
| n. Phonological awareness        | • | • | • | • | • |
| o. Decoding words                | • | • | • | • | • |
| p. Decoding non-words            | • | • | • | • | • |
| q. Writing/name writing          | • | • | • | • | • |
| r. Visual perception             | • | • | • | • | • |
| s. Spelling                      | • | • | • | • | • |
| t. Invented spelling             | • | • | • | • | • |
| u. Oral language                 | • | • | • | • | • |
| v. Child literacy assessment     | • | • | • | • | • |
| w. Classroom literacy assessment | • | • | • | • | • |

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

11. Other comments