

**National Institute for Literacy  
Teacher Survey**

**A. Information about You**

1. Please check the grade level category of students you primarily work with this year:

| <b>Grade Level</b>    |              |
|-----------------------|--------------|
| <input type="radio"/> | Kindergarten |
| <input type="radio"/> | 1st Grade    |
| <input type="radio"/> | 2nd Grade    |
| <input type="radio"/> | 3rd Grade    |
| <input type="radio"/> | Other: _____ |

2. In which one of the following geographic regions of the country do you teach?

| <b>Geographic Region</b> |  |
|--------------------------|--|
| <input type="radio"/>    | Northeast (CT, MA, ME, NH, NJ, NY, PA, RI, VT)                             |
| <input type="radio"/>    | Midwest (IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WI)                   |
| <input type="radio"/>    | South (AL, AR, DC, DE, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, WV) |
| <input type="radio"/>    | West (AK, AZ, CA, CO, HI, ID, MT, NM, NV, OR, UT, WA, WY)                  |

3. How many years have you been teaching?

| <b>Years Teaching</b> |                  |
|-----------------------|------------------|
| <input type="radio"/> | less than 1 year |
| <input type="radio"/> | 1 to 3 years     |
| <input type="radio"/> | 4 to 6 years     |
| <input type="radio"/> | 7 to 10 years    |
| <input type="radio"/> | 11 to 14 years   |
| <input type="radio"/> | 15 years or more |

4. How often do you use National Institute for Literacy publications that parents or family members could use to help K-3 children learn to read?

| <b>Frequency of Use of National Institute for Literacy Publications</b> |                |
|---|----------------|
| <input type="radio"/>   | Not Very Often |
| <input type="radio"/>   | Somewhat Often |
| <input type="radio"/>   | Very Often     |
| <input type="radio"/>   | Don't Know     |

5. How important is it for you to have evidence-based publications, like those produced by the National Institute for Literacy, that parents or family members could use to help K-3 children learn to read?

| <b>Importance of Evidence-Based Publications</b> |                    |
|--|--------------------|
| <input type="radio"/>                            | Not Very Important |
| <input type="radio"/>                            | Somewhat Important |
| <input type="radio"/>                            | Very Important     |
| <input type="radio"/>                            | Don't Know         |

**B. Information about Distribution of National Institute for Literacy Publications**

1. Please indicate whether you received a sufficient number of each book for your students.

| <b>Number of National Institute for Literacy Books You Received</b> |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|
|   | Too Many              | Not Enough            | Enough                |
| a. <i>Dad's Playbook</i>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. <i>Big Dreams</i>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. <i>Shining Stars K</i>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| [or] <i>Shining Stars 1</i>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| [or] <i>Shining Stars 2-3</i>                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2. How did you use the model letter addressed to parents (in Spanish or English) that was included with the publications you received?

| <b>Use of Model Letter</b> |  |
|----------------------------|--|
| <input type="radio"/>      | I used the appropriate letter and placed it with the Institute materials that went home with the students. |
| <input type="radio"/>      | I modified the letter and placed it with the Institute materials that went home with the students.         |
| <input type="radio"/>      | I modified the letter in an email I sent directly to parents.  |
| <input type="radio"/>      | I gave the model letter(s) to the reading specialist to use.   |
| <input type="radio"/>      | I used the letter I typically use to communicate with parents.   |
| <input type="radio"/>      | I did not send the letter home with the Institute materials.   |
| <input type="radio"/>      | Other (please specify):  |

3. Did you use the model letter in Spanish that was addressed to parents?

| <b>Use of Spanish Model Letter</b> |     |
|------------------------------------|-----|
| <input type="radio"/>              | Yes |
| <input type="radio"/>              | No  |

4. Please select the item that best describes how you distributed National Institute for Literacy books to the students and their parents or family members.

| <b>Method of Distribution</b> |   |
|-------------------------------|---|
| <input type="radio"/>         | I sent reading materials home by student with cover letters addressed to parents or family members.                                 |
| <input type="radio"/>         | I sent reading materials home by student after <i>sending an e-mail</i> to parents.   |
| <input type="radio"/>         | I sent reading materials home with the parent after a <i>school meeting</i> with the parents.                                       |
| <input type="radio"/>         | I did not send reading materials home by students; another school staff member (e.g., a reading specialist or librarian) sent them. |
| <input type="radio"/>         | I did not send reading materials home yet.  |
| <input type="radio"/>         | Other (please describe):  |

5. In which of the following ways did you have opportunity to use the books in activities with parents?

| <b>Use of Books with Parents</b> |  |
|----------------------------------|--|
| <input type="radio"/>            | Parent/teacher conferences.                                      |
| <input type="radio"/>            | Family literacy activities at school.                            |
| <input type="radio"/>            | Workshops.   |
| <input type="radio"/>            | Reading activities I created for parents to do with their child. |
| <input type="radio"/>            | Parent volunteers or coordinators used the books with students.  |
| <input type="radio"/>            | Other (please specify):  |

6. As an educator, do you think that National Institute for Literacy publications were written at an appropriate level so parents could better understand how their K-3 child learns to read?

| <b>Writing Level of National Institute for Literacy Books for Parents</b> |  |  |                                   |
|---|--|--|-----------------------------------|
|   | Too difficult for my students' parents | Appropriate level for my students' parents | Too easy for my students' parents |
| a. <i>Dad's Playbook</i>  | <input type="radio"/>                  | <input type="radio"/>                      | <input type="radio"/>             |
| b. <i>Big Dreams</i>  | <input type="radio"/>                  | <input type="radio"/>                      | <input type="radio"/>             |
| c. <i>Shining Stars K</i>   | <input type="radio"/>                  | <input type="radio"/>                      | <input type="radio"/>             |
| [or] <i>Shining Stars 1</i>   | <input type="radio"/>                  | <input type="radio"/>                      | <input type="radio"/>             |
| [or] <i>Shining Stars 2-3</i>   | <input type="radio"/>                  | <input type="radio"/>                      | <input type="radio"/>             |

### C. Your Perspective

1. Please indicate your level of agreement with the following statements (choose a response in each row).

|   | <b>Strongly Disagree</b> |                       |                       | <b>Strongly Agree</b> |                       |                       |
|---|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. The letter that accompanied the books with information about the | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

|  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| research in the books was useful to me.  |                       |                       |                       |                       |                       |
| b. The ideas and suggestions for directing my students to take the books to their parents or family members were helpful to me.                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. The ideas and suggestions in the books reinforce what my school tells parents about how their children learn to read.                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. The information provided in the books gave me new ideas about ways to engage parents in reading with their K-3 children.                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. The books provided by the National Institute for Literacy are the type of books I want my students' parents to use to help their K-3 student learn to read. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Parents or family members of my students have received books published by the National Institute for Literacy before.                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. The books provided by the National Institute for Literacy will help my students' parents learn how K-3 children become better readers.                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. I want my students' parents to receive books provided by the National Institute for Literacy in the future.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Overall, this was a good way to distribute resources that promote how children learn to read.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2. What additional information or assistance could have been provided you in order to distribute to parents National Institute for Literacy publications about how K-3 children learn to read?

3. What other evidence-based information about K-3 student reading would better equip you to help parents understand how children learn to read?

| <b>Use of Books with Parents</b> |  |
|----------------------------------|--|
| <input type="radio"/>            | Research on the cognitive processes of how children learn to read.                               |
| <input type="radio"/>            | Research on various assessments used to measure a child's early reading strengths or weaknesses. |
| <input type="radio"/>            | Research about practices for teaching reading to non-English background students.                |
| <input type="radio"/>            | Research about teaching reading to students with learning disabilities.                          |
| <input type="radio"/>            | Other (please specify):  |