

IDENTIFYING SCHOOLS WITH EFFECTIVE READING PROGRAMS

**A NATIONAL INSTITUTE FOR
LITERACY STUDY**

KINDERGARTEN SURVEY

Education Development Center, Inc. (EDC) has been awarded a National Institute for Literacy research grant, *Identifying Schools with Effective Reading Programs*. The purpose of this study is to gather data and information about strategies used by schools with effective K-3 reading programs based on the findings of scientific research. The final product will be a report that articulates what was found during the study.

After a rigorous review of several criteria, your school has been selected to participate in this important project. CONGRATULATIONS! The research team is looking forward to meeting you and learning about the practices used by K-3 faculty to continue raising student achievement in reading.

School principals, reading coaches, reading specialists, and Kindergarten, first-, second-, and third-grade teachers are being asked to complete a survey. Such information will help inform the research team about the factors and practices used in effective K-3 reading programs.

Additional Information

This survey will take approximately thirty (30) minutes to complete. Your participation is completely voluntary; however, your responses will contribute to this study's understanding of and reporting about effective K-3 reading programs. Please be aware of the following:

- There are no job-related consequences for not participating.
- All responses will remain confidential – access to the data and information will be restricted to members of the research team.
- We will not report any data about individual classrooms.

Please return completed surveys to _____ (in the enclosed stamped, pre-addressed envelope. If you decide not to participate, do not return the survey in the mail.

Thank you for your cooperation in completing this survey!

According to the Paperwork reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1893-NEW**. The time required to complete this information collection is estimated to average .5 hours (or 30 minutes) per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4537. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** [insert program sponsor/office], U.S. Department of Education, 400 Maryland Avenue, S.W., [insert building/room number], Washington D.C. 20202-4537.

Instructions

Unless otherwise noted, your responses should reflect your experiences during the current (2009-10) school year.

- Please complete all questions; each question includes directions for recording your answer.
- You are sometimes told to skip over some questions in the survey. When this happens, you will see an arrow with a note that tells you what to answer like this:
 - ☐ YES
 - ☐ NO → Skip to E4

A. Background and Experience

A1. Which of the following best describes the teaching certificate that you hold in THIS state? (Check all that apply)

- ☐ Advanced professional certificate
- ☐ Standard state certificate
- ☐ Certificate issued after satisfying all requirements except the completion of a probationary period (Probationary)
- ☐ Certificate issued to persons who are still participating in the state's alternative certification program
- ☐ Certificate that requires some additional coursework, student teaching, and/or passage of a test before regular certification can be obtained
- ☐ Certificate issued to persons who must complete a certification program in order to continue teaching (Emergency)

A2. Areas of certification: (Check all that apply)

- ☐ Early Childhood Education
- ☐ Elementary Education
- ☐ Reading
- ☐ Special Education
- ☐ Bilingual/ESOL/ESL Education
- ☐ Other (Please specify) _____

A3. What is the highest degree you have obtained as of December 2009? (Please check one)

- ☐ Bachelor's
- ☐ Bachelor's + additional courses
- ☐ Master's
- ☐ Masters + additional courses
- ☐ Doctorate
- ☐ Other (Please specify): _____

A4. What is your race/ethnicity?

- ☐ White/Caucasian
- ☐ Black/African American
- ☐ Latino/Hispanic
- ☐ Asian
- ☐ Native Hawaiian/Other Pacific Islander
- ☐ American Indian/Alaska Native
- ☐ Other (Please specify): _____

A5. What languages do you speak other than English?

- ☐ No other languages
- ☐ Language #1 _____
- ☐ Language #2 _____

- A6. Including this year, how long have you been a teacher? Please enter "1" if less than one year.

	Enter # of years below...
a. Total number of years as a teacher	_____ years
b. Number of years teaching in grades K-3	_____ years
c. Number of consecutive years teaching at this grade level	_____ years
d. Number of years teaching at this school	_____ years
e. Number of years teaching reading (either separately or as part of regular classroom instruction)	_____ years

- A7. What grade(s) are you currently teaching? (Check all that apply)
- ☐ Kindergarten—please indicate if this is a: ☐ Full-day program ☐ Half-day program
- ☐ First grade
- ☐ Second grade
- ☐ Third grade
- ☐ Other (Please specify) _____
- A8. This year, are you a Highly Qualified Teacher (HQT) according to your state's requirements?
- ☐ YES
- ☐ NO
- ☐ Not sure/don't know

B. **Characteristics of Your Students**

Answer this section of the survey by including ALL of the students to whom you teach reading. This may include students in your own classroom, students from other classrooms who come into your classroom, or to more than one group of students.

- B1. What is the total number of students to whom you teach reading? # _____
- B2. How many of these students are of limited-English proficiency (LEP)? # _____
(Students whose native or dominant language is other than English)
- B3. How many of your reading students have an Individualized Education Program (IEP) with goals for reading? # _____
- B4. How many of your students receive intervention services in reading? # _____
(Reading intervention is a program designed to meet the needs of struggling readers and occurs in addition to the core reading program.)
- B5. How many of your students are reading at or above the level expected for their grade at this time? # _____
- B6. What information did you use to answer question B5? _____

C. Reading Instruction

The direct teaching of reading skills and strategies and providing students with opportunities to apply these skills and strategies to engage text through reading, writing, and discussing.

Barbara Taylor

- C1. Think back to *last week*. Complete the following chart by counting the minutes dedicated to reading instruction (do not include other language arts instruction). Use your best estimate of the number of minutes.

How many minutes per day did you dedicate to reading instruction?

a. Monday	b. Tuesday	c. Wednesday	d. Thursday	e. Friday
# ____ min./day	# ____ min./day	# ____ min./day	# ____ min./day	# ____ min./day

- C2. Think back to *last week*. On a typical day, how many minutes are dedicated to each component listed? Use your best estimate of the number of minutes.

How many minutes per day did you dedicate to each component?

a. Concepts of Print	b. Phonemic Awareness	c. Phonics	d. Fluency	e. Vocabulary	f. Comprehension
# ____ min./day	# ____ min./day	# ____ min./day	# ____ min./day	# ____ min./day	# ____ min./day

- C3. Please describe your use of the following reading instructional activities **this year**.

- **Check column A ONLY** if the instructional activity is one that you use frequently when you teach reading or one on which you rely heavily in your reading instruction.
- **Check column B** if you use the instructional activity, but it is a small part of your teaching, and not one you use frequently. It might be an activity that you use if there is time, but it is not one on which you rely heavily for your reading instruction.
- **Check column C** if the activity is not one you use in your reading instruction.

Reading Instructional Activity		Check only one box for each item		
		A Large part of my reading instruction	B Small part of my reading instruction	C Not part of my reading instruction
Concepts of Print	a. I discuss the parts of a book.	☐	☐	☐
	b. I model how print matches speech.	☐	☐	☐
	c. I demonstrate how written words are separated by spaces.	☐	☐	☐
	d. I explain simple punctuation rules.	☐	☐	☐
	e. Students point to print as I read.	☐	☐	☐
Phonemic Awareness	f. I use rhyming to teach same/different ending sounds.	☐	☐	☐
	g. I demonstrate how to isolate phonemes.	☐	☐	☐
	h. Students practice articulating the sounds of a word together (blending).	☐	☐	☐
	i. Students practice isolating the sounds in a word.	☐	☐	☐
Phonics	j. I explicitly teach the sound-symbol relationships of the English language.	☐	☐	☐
	k. I model sequential blending of individual sounds into words.	☐	☐	☐
	l. Students practice blending individual sounds into words.	☐	☐	☐
	m. I introduce common irregularly-spelled words.	☐	☐	☐
	n. I model how to apply letter-sound knowledge to writing.	☐	☐	☐

Reading Instructional Activity		Check only one box for each item		
		A Large part of my reading instruction	B Small part of my reading instruction	C Not part of my reading instruction
Fluency	o. Students practice reading common irregularly-spelled words.	☐	☐	☐
	p. I model reading with speed, accuracy, and the proper expression.	☐	☐	☐
Vocabulary	q. I conduct shared readings in order to intentionally expand vocabulary.	☐	☐	☐
	r. I clarify the meanings of unfamiliar words by using student-friendly explanations.	☐	☐	☐
	s. I use examples and associations with known words to clarify unfamiliar words	☐	☐	☐
	t. I provide students with repeated encounters with unfamiliar words.	☐	☐	☐
Comprehension	u. I explain the different types of text (narrative and informational).	☐	☐	☐
	v. I model how to make predictions about text.	☐	☐	☐
	w. I model how to use prior knowledge to make connections to the text.	☐	☐	☐
	x. I model how to arrange events in sequence.	☐	☐	☐
	y. I ask questions about the text.	☐	☐	☐
	z. Students practice discussing texts.	☐	☐	☐

C4. Please describe your use of the following teaching strategies and materials **this year**.

- **Check column A ONLY** if the item is one that you use frequently or one on which you rely heavily in your reading instruction.
- **Check column B** if you use the item, but it is a small part of your teaching, and not one you use frequently. It may be an approach you use if there is time, but it is not one on which you rely heavily.
- **Check column C** if the item is not one you use in your reading instruction.

		Check only one box for each item		
		A Large part of my reading instruction	B Small part of my reading instruction	C Not part of my reading instruction
Instruction	a. Provide opportunities for guided practice.	☐	☐	☐
	b. Provide time in reading block for independent skill practice.	☐	☐	☐
	c. Provide materials for at-home practice of skills introduced in class.	☐	☐	☐
	d. Provide extra reading instructional time for struggling students.	☐	☐	☐
	e. Include writing opportunities in reading instruction.	☐	☐	☐
	f. Build spelling practice into reading instruction.	☐	☐	☐
	g. Develop reading skills through science and social studies.	☐	☐	☐
	h. Read aloud to students.	☐	☐	☐
	i. Provide time for students to read along with teacher.	☐	☐	☐
	j. Build listening comprehension skills.	☐	☐	☐
Grouping	k. Teach whole class reading lessons.	☐	☐	☐
	l. Work one-to-one with students on reading.	☐	☐	☐
	m. Work with small groups of students.	☐	☐	☐
	n. Group students based on skill levels.	☐	☐	☐
	o. Group students based on mixed abilities (cooperative groups).	☐	☐	☐
	p. Pair strong readers with those with weaker skills.	☐	☐	☐

		Check only one box for each item		
		A Large part of my reading instruction	B Small part of my reading instruction	C Not part of my reading instruction
Reading materials	q. Use core reading series.	☐	☐	☐
	r. Use supplementary reading materials.	☐	☐	☐
	s. Use children's trade books.	☐	☐	☐
	t. Use books that are easy to decode.	☐	☐	☐
	u. Use books with patterned predictable language.	☐	☐	☐
	v. Use separate intervention materials for some students.	☐	☐	☐
	w. Use reading software/technology.	☐	☐	☐
	x. Use teacher-made materials.	☐	☐	☐
Assessments	y. Use test results to plan instruction.	☐	☐	☐
	z. Use test results to organize instructional groups.	☐	☐	☐
	aa. Use informal reading inventories.	☐	☐	☐
	bb. Use tests to determine progress on skills.	☐	☐	☐
	cc. Use tests to determine who can benefit from the core reading series.	☐	☐	☐
	dd. Use diagnostic tests to identify students who need reading intervention services.	☐	☐	☐
	ee. Use screening tests to identify students who need a supplementary reading program.	☐	☐	☐
	ff. Conduct miscue analysis, analyzing errors students make while reading aloud.	☐	☐	☐

D. Supporting Students who are of limited-English Proficiency (LEP)

(Students whose native or dominant language is other than English; those whose proficiency is still developing in writing, speaking or understanding English).

Think about your students who are of limited-English proficiency.

- **Check column A ONLY** if the technique is one that you use frequently to support LEP students **during reading instruction**
- **Check column B** if you use the technique, but it is a small part of your reading instruction and not one you use frequently. It might be a technique that you use if there is time, but it is not one on which you rely heavily for your reading instruction.
- **Check column C** if the technique is not one you use in your reading instruction.

☐ I do not teach reading to students of limited-English proficiency.

→ Skip to Section E

LEP Reading Instruction Technique	Check only one box for each item		
	A Large part of my reading instruction	B Small part of my reading instruction	C Not part of my reading instruction
a. Instructional adjustment (e.g., teacher vocabulary, rates of speech, and/or expectations for student language production) according to students' oral English proficiency	☐	☐	☐
b. Teaching students in their home language	☐	☐	☐
c. Strategic use of students' native language to help understanding of content	☐	☐	☐
d. Visuals and manipulatives to make lesson elements and content more explicit	☐	☐	☐
e. Additional opportunities for practice (during school, and/or before or after school)	☐	☐	☐
f. Explicit teaching of difficult words and concepts prior to and/or during lessons	☐	☐	☐
g. Summarizing and paraphrasing texts by teachers, ELLs or other students	☐	☐	☐
h. Extra practice in reading words, sentences, and passages to build fluency	☐	☐	☐
i. Predictable and consistent classroom management routines (e.g., lists, easy- to-read schedules, and/or physical gestures)	☐	☐	☐
j. Ongoing monitoring of student understanding and performance during instruction	☐	☐	☐
k. Opportunities for extended interactions with teacher and other students	☐	☐	☐
l. Use of multicultural literature as part of instruction	☐	☐	☐

E. Supporting Struggling Readers

What additional supports have students who are struggling readers received **in the last month**? Check whether or not your students who are struggling readers received each of the supports during the past month.

Supports for Struggling Readers	Check only one box for each item...	
	Received	Did not receive
a. Diagnostic assessment to determine core deficits	☐	☐
b. Extra practice in the classroom with phonemic awareness.	☐	☐
c. Extra practice in the classroom with decoding.	☐	☐
d. Extra practice with fluency.	☐	☐
e. Extra practice in the classroom with comprehension.	☐	☐
f. Extra instructional time.	☐	☐
g. Placement in materials that supplement the core reading program.	☐	☐
h. Placement in different level of core reading program.	☐	☐
i. Placement in separate core reading program.	☐	☐
j. Placement in special intervention program.	☐	☐

F. Reading Assessments

List the reading assessment that you find the most useful for:

Assessment Purpose	Name of Assessment
a. Placing students into appropriate instructional groups	
b. Identifying specific student need(s)	
c. Determining mastery of specific skills	
d. Determining reading proficiency	

G. Professional Development in Reading

Professional development is defined as any activity that helps a teacher increase knowledge about reading and the knowledge and skill required to teach reading.

- G1. Think about this school year (2009-10) and the time you spend working with colleagues. Indicate how often the following practices happen at your grade level.

Activity	Check only one box for each item				
	Weekly	Monthly	1-4 times per year	Informally, as needed	Not at all
a. General education teachers collaborate on lesson planning and instruction in reading	☐	☐	☐	☐	☐
b. Special education staff <u>and</u> general education teachers collaborate to coordinate reading instruction and interventions	☐	☐	☐	☐	☐
c. ELL staff <u>and</u> general education teachers collaborate to coordinate reading instruction and interventions	☐	☐	☐	☐	☐
d. Teachers coach each other about reading	☐	☐	☐	☐	☐
e. Teachers observe reading instruction in other classrooms	☐	☐	☐	☐	☐

- G2. Below is a list of professional activities that provide ongoing support for the teaching of reading. Indicate which activities you have participated in during this school year (2009-10).

Professional Development Activity	Check only one box for each item		
	Participated	Available - Did not Participate	Not Available
a. Coaching by a reading coach	☐	☐	☐
b. Peer coaching (by a fellow teacher) in reading	☐	☐	☐
c. Peer study group (book study group) about reading instruction	☐	☐	☐
d. Reading lesson demonstrations in my classroom	☐	☐	☐
e. Observations by others of reading lessons	☐	☐	☐
f. Feedback from others who observe my reading lessons	☐	☐	☐
g. Assistance using assessment to guide instruction	☐	☐	☐
h. Assistance with planning reading instruction	☐	☐	☐
i. Assistance with test administration	☐	☐	☐
j. Assistance with planning interventions	☐	☐	☐

- G3. Think about the last 12 months (including summer 2009) and the professional development in reading instruction that you have attended. Indicate the format for the professional development (in reading) you have attended and the amount of time that you spent at each type of training.

Format of Professional Development in Reading Instruction	Number of trainings	Hours Spent
a. Attended short (half-day or less) workshop in reading	# _____	# _____
b. Attended an institute or workshop in reading (more than half-day)	# _____	# _____
c. Attended a conference about reading (may include several sessions)	# _____	# _____
d. Participated in college course in reading (include face-to-face, online, and current enrollments)	# _____	# _____
e. Other (Please specify) _____	# _____	# _____

- G4. Below is a list of topics frequently covered during professional development in reading. Indicate which topics have been offered in during the last 12 months (including summer 2009) and which you have attended.

Professional Development Topic - Components of Reading	Offered	Attended
a. Phonemic Awareness (e.g. rhyming activities, word play and manipulating sounds) ¹	☐	☐
b. Decoding/Phonics (e.g. (e.g. sequential blending of individual sounds into whole words.)	☐	☐
c. Vocabulary (e.g. planning repeated encounters with new words)	☐	☐
d. Fluency e. g. (improving reading of connected text)	☐	☐
e. Comprehension (e.g. summarizing main ideas)	☐	☐
f. Other (Please specify) _____	☐	☐

- G5. Below is a list of topics frequently covered during professional development in reading. Indicate which topics have been offered in professional development during the last 12 months and which you have attended (including summer 2009).

Professional Development Topic - Instructional Techniques	Offered	Attended
a. Teaching Strategies (e.g. making predictions, identifying main idea, summarizing, using graphic and semantic organizers) ²	☐	☐
b. Student grouping techniques	☐	☐
c. Assessment (e.g. using data to plan instruction)	☐	☐
d. Struggling readers (e.g. differentiated instruction)	☐	☐
e. Organizing and planning instruction (e.g. incorporating opportunities to write, incorporating comprehension and vocabulary instruction into science and social studies).	☐	☐
f. Other (please specify) _____	☐	☐

¹ These are examples of topics that might be covered, not an exhaustive list.

² These are examples of topics that might be covered, not an exhaustive list.

If there is anything else that you would like to tell us, please do so.

From Abt Associates (2006). *Kindergarten Teacher Survey*. This instrument was adapted from the *Grade 1 Teacher Survey* developed under Contract No. ED-01-CO-0093/0005 for the U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *Reading First Implementation Evaluation: Interim Study*, Washington, D.C. Adapted by permission.