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 |  |  |  |  |  |
| 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 |  |  |  |  |  |
| 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 |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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 |  |  |  |  |  |

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

11. Other comments