

**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:

Grade Level	
<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?

Geographic Region	
<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?

Years Teaching	
<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?

Frequency of Use of National Institute for Literacy Publications	
<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?

Importance of Evidence-Based Publications	
<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.

Number of National Institute for Literacy Books You Received			
	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?

Use of Model Letter	
<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?

Use of Spanish Model Letter	
<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.

Method of Distribution	
<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?

Use of Books with Parents	
<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?

Writing Level of National Institute for Literacy Books for Parents			
	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).

	Strongly Disagree			Strongly Agree		
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?

Use of Books with Parents	
<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):