

# 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	•	•	•	•	•

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
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