**Early Childhood Longitudinal Study, Kindergarten Class of 2023-24**

**(ECLS-K:2024)**

# Kindergarten and First-Grade Field Test Data Collection, National Sampling, and National Recruitment

**OMB# 1850-0750 v.24**

Attachment C-4

Spring Kindergarten Teacher-Level

Teacher Paper Survey

National Center for Education Statistics

U.S. Department of Education

**August 2021**

Teacher Background



Survey

**2022**

S\_ID T\_ID

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | T |  |  |



Completing this survey will help us learn more about teachers and their classrooms.

Thank you for your time!

**To show our appreciation, we have included with your invitation a check that equals $20 for the teacher background survey plus $7 for every child for whom you’ve been asked to complete a survey.**

Please return the survey to **your school coordinator or an ECLS staff member.** The survey should be sealed in the envelope we provided you. Do not mail this survey unless you are provided with an additional mailing envelope.

Photo is for illustrative purposes only. Any person depicted in the photo is a model.

The National Center for Education Statistics (NCES) is authorized to conduct the Early Childhood Longitudinal Study (ECLS) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543). The data are being collected for NCES by Westat, a U.S.-based research organization. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20

U.S.C. §9573 and 6 U.S.C. §151). According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0750 v.24. The time required to complete this information collection is estimated to average approximately 27 minutes per teacher background survey including instructions and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this information collection, or any comments or concerns regarding the status of your individual submission of these data, please write directly to: Early Childhood Longitudinal Study, National Center for Education Statistics, PCP, 550 12th St., SW, 4th floor, Washington, DC 20202.

OMB No. 1850-0750, v.24. Approval expires xx/xx/xxxx

TQASK-FT

**Early Childhood Longitudinal Study General Education Teacher Survey (Teacher Level)**

**Fall 2022 – Form TQASK-FT**

Dear Teacher,

Your school has agreed to participate in the **Early Childhood Longitudinal Study (ECLS)**, a nationwide study of elementary-aged children, their schools, teachers, and parents. As part of the study, we are asking teachers at your school to complete surveys. You have been asked to complete surveys because one or more of the children you serve are participants in this study. The teacher survey contains questions about you and your classroom practices.

The ECLS collects information from teachers of children who are in the study to investigate the relationship between children’s academic progress and various school, classroom, teacher, and home characteristics. Taking part in the study is voluntary. You may stop at any time or choose not to answer a question you do not want to answer. However, only you can provide this information. Although we realize you are very busy, we urge you to complete this survey as completely and accurately as possible.

Please record your answers directly on the survey by writing your responses in the space provided. Your best estimates are acceptable answers.

Many of the questions ask that you respond separately for each kindergarten class that you teach – half- day morning and/or afternoon or full-day.

-Report on **half-day morning and half-day afternoon classes** separately, in the appropriate columns.

-If you teach a **full-day class** (the same children are with you for the full day), please record your answers in only the full-day class column; do not report on the morning and afternoon sessions of the class separately.

-If you teach a class with a **day care** component, please report only the instructional portion of the class, in the appropriate class column. For example, if the instructional portion of the class is held in the morning, and the day care portion in the afternoon, record your answers in the morning class section.

-If you teach the same subject to multiple classes throughout the day, please provide answers for your primary class or homeroom.

## DEFINITIONS RELATED TO LANGUAGE

Reference is made to English language learner (ELL) students, as well as to English-as-a-Second Language (ESL), and bilingual programs in this survey. For this study, the following definitions apply:

English language learner (ELL): A student whose native language is other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from school instruction in English.

English-as-a-second-language (ESL) program: An instructional program designed to teach listening, speaking, reading, and writing English language skills to students with limited proficiency in English.

Bilingual education program: A program in which native language is used to varying degrees in instructing students with limited proficiency in English.

**THANK YOU VERY MUCH FOR YOUR HELP.**

**MARKING DIRECTIONS**

*PLEASE READ CAREFULLY AND USE A BLACK OR BLUE BALL POINT PEN TO COMPLETE THIS SURVEY. DO NOT USE PENCIL OR FELT-TIP PEN.*

**MARKING BOXES**

**It is important that you mark an “X” in the box next to your answers and print clearly.**

**Shown below is the correct way to mark your answers, along with examples of incorrect ways.**

**Correct Mark:**



**Incorrect Marks:**

Light and thin, outside the box, thick or scrawled.



### How to Change an Answer:

Completely black out the box of the incorrect answer and mark an “X” in the box next to the correct answer.



**PRINTING ANSWERS IN BOXES:**

**Answers should be printed clearly and should not touch or cross any of the box lines. Do not cross zeroes or sevens. That is, do not write a zero with a line through it like this –** ~~0~~, **and do not write a seven with a line through it like this** – ~~7~~**.**

**Write one number per box like this:**

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**0**

**Write words like this:**

**John Smith**

5554

## SECTION C. INSTRUCTIONAL ACTIVITIES AND CURRICULAR FOCUS

**C1.**

**The next series of questions are focused on your instructional activities and curricular focus in your classroom. To what extent do you agree that the following behavioral support practices are characteristic of your teaching in your classes?** *MARK ONE RESPONSE ON EACH ROW.*

**Neither**

**Strongly**

**disagree Disagree**

### agree nor

**disagree Agree**

### Strongly

**agree**

a. Classroom routines are consistently implemented.

b. Expectations of students are communicated in positive terms.

c. You gain the attention of all students before beginning of a lesson.

d. You solicit both group and individual responses to questions.

e. You provide all students with individual opportunities to respond to questions.

f. There is a system for documenting and rewarding appropriate student behavior.

g. You use a range of consequences to discourage inappropriate student behavior.

## C2.

**To what extent do you agree that you teach the following social and emotional competencies in your classes?** *MARK ONE RESPONSE ON EACH ROW.*

### Strongly

**disagree Disagree**

### Neither agree nor

**disagree Agree**

### Strongly

**agree**

a. Self-awareness (teaching students to recognize their own feelings, interests, strengths, and limitations)

b. Self-management (teaching students to regulate emotions and manage daily stressors)

c. Social awareness (teaching students to take the perspective of others and appreciate similarities and differences)

d. Relationships and social skills (teaching students prosocial behavior and skills to develop meaningful relationships)

e. Responsible decision making (teaching students to identify and analyze problems, understand consequences, and take responsibility for their decisions)

## C3.

### To what extent do you agree that you utilize the following practices in your class?

*MARK ONE RESPONSE ON EACH ROW.*

### Strongly

**Neither agree nor**

### Strongly

**disagree Disagree disagree Agree agree**

a. Display pictures, posters, artwork, and other décor that reflect the cultures and ethnic backgrounds of each student in your class

b. Ensure that all notices and communications to families and caregivers are written in their language of origin

c. Use alternative formats and varied approaches to communicate and share information with families and caregivers

d. Screen books, movies, and other media resources for negative cultural, ethnic or racial stereotypes before using them in your classes

## C4.

### The next series of questions is about your instruction in reading and language arts. How often do you use the following resources to teach reading in this class?

*MARK ONE RESPONSE ON EACH ROW.*

### Never or hardly ever

**Once or twice a**

**month**

### Once or twice a

**week**

### Almost every

**day**

a. Basal reading series (a core or primary reading text for all students)

b. Leveled or guided reading books (multiple books, each at a specific reading level)

c. Children's newspaper and/or magazines

d. Reading kits (usually a boxed product, which may contain student and teacher materials, assessment materials, and manipulatives)

e. Computer software for reading instruction

f. Applications for cell phones or digital tablets

g. A variety of trade books (for example novels, collections of poetry, nonfiction)

h. Materials from other subjects (for example, science, social studies)

i. Manipulatives (for example, plastic letters, picture cards, letter cards, tiles)

j. Big books

k. Decodable books, sound/symbols books

l. Read-along books paired with audiobooks

m. Anthology (collection of literacy works, which may include poems, short stories, plays, songs, excerpts, etc.)

## C5.

### The next series of questions is about your instruction in science and social studies. For this school year as a whole, how often did you teach the following science and social studies topics in your class or classes? *MARK ONE RESPONSE ON EACH ROW.*

**Once a month or**

### Two or three times a

### Once or twice a

### Three or four times a

**Not taught because this is taught at a higher grade**

### Not taught because children should already

**less month week week Daily level know**

a. Human body

b. Plants and animals

c. Solar system and space

d. Dinosaurs and fossils

e. Weather (for example, rainy, sunny)

f. Understand and measure temperature

g. Water

h. Sound

i. Light

j. Magnetism and electricity

k. Machines and motors

l. Tools and their uses

m. Health, safety, nutrition, and personal hygiene

n. Important figures and events in American history

o. Community resources (for example, grocery store, library)

p. Map-reading skills

q. Different cultures

## C5.

### (Cont.) The next series of questions is about your instruction in science and social studies. For this school year as a whole, how often did you teach the following science and social studies topics in your class or classes? *MARK ONE RESPONSE ON EACH ROW.*

**Once a month or**

### Two or three times a

### Once or twice a

### Three or four times a

**Not taught because this is taught at a higher grade**

### Not taught because children should already

**less month week week Daily level know**

r. Reasons for rules, laws, and government

s. Ecology

t. Geography

1. Scientific method

v. Social problem solving

w. Hands-on activities or investigations in science

x. Laboratory skills or techniques

y. Communicating ideas in science

z. Relevance of science to society

a1. Community service

a2. Current events in the news

## C6.

### How often do children in this class do each of the following reading and language arts activities?

*MARK ONE RESPONSE ON EACH ROW.*

**Never**

### Once a month or

**less**

### Two or three times a

**month**

### Once or twice a

**week**

### Three or four times a

**week Daily**

a. Practice writing the letters of the alphabet

b. Discuss new or difficult vocabulary

c. Dictate stories to a teacher, aide, or volunteer

d. Work on phonics

e. Listen to you read stories where they see the print (for example, big books)

f. Listen to you read stories but they don't see the print

g. Retell stories

h. Read aloud

i. Read from basal reading texts

j. Read silently

k. Work in a reading workbook or on a worksheet

l. Write words from dictation to improve spelling

m. Write with encouragement to use invented spellings, if needed

n. Read books they have chosen for themselves

o. Compose and write stories or reports

p. Do an activity or project related to a book or story

q. Perform plays and skits

r. Writing in a journal

## C6.

### (Cont.) How often do children in this class do each of the following reading and language arts activities?

*MARK ONE RESPONSE ON EACH ROW.*

**Never**

### Once a month or

**less**

### Two or three times a

**month**

### Once or twice a

**week**

### Three or four times a

**week Daily**

s. Work in mixed-achievement groups on language arts activities

t. Peer tutoring

u. Read text with controlled vocabulary

1. Read text with strong phonetic patterns

w. Read text with patterned or predictable text

## C7.

### For this school year as a whole, how often did you teach each of the following reading and language arts topics in your class or classes? *MARK ONE RESPONSE ON EACH ROW.*

**Once a month or**

### Two or three times a

### Once or twice a

### Three or four times a

**Not taught because this is taught at a higher grade**

### Not taught because children should already

**less month week week Daily level know**

a. Conventions of print (left to right orientation, book holding)

b. Writing own name (first and last)

c. Rhyming words and word families

d. Blending separate sounds of a word to say the word (for example, "/c/ /a/ /t/ - cat")

e. Verbally manipulating syllables within a word (for example, what is cowboy without cow?)

f. Reading multi-syllable words like "adventure"

g. Morphological awareness to help students find meaningful units

in words (for example, prefixes, suffixes, and base words)

h. Use of common prepositions such as over and under, up and down

i. Identifying the main idea and parts of a story

j. Orally retelling stories, including key details

k. Remembering and following directions that include a series of actions

l. Using capitalization and punctuation

## C7.

### (Cont.) For this school year as a whole, how often did you teach each of the following reading and language arts topics in your class or classes? *MARK ONE RESPONSE ON EACH ROW.*

**Once a month or**

### Two or three times a

### Once or twice a

### Three or four times a

**Not taught because this is taught at a higher grade**

### Not taught because children should already

**less month week week Daily level know**

m. Composing and writing complete sentences

n. Writing narratives with two or more appropriately sequenced events

o. Conventional spelling

p. Alphabetizing

q. Reading age appropriate books independently with comprehension

## C8.

**How often do children in this class do each of the following math activities?** *MARK ONE RESPONSE ON EACH ROW.*

**Never**

### Once a month or

**less**

### Two or three times a

**month**

### Once or twice a

**week**

### Three or four times a

**week Daily**

a. Count out loud

b. Work with geometric manipulatives

c. Play math-related games

d. Use a calculator for math

e. Use music to understand math concepts

f. Use creative movement or creative drama to understand math concepts

g. Work with rulers, measuring cups, spoons, or other measuring instruments

h. Explain how a math problem is solved

i. Engage in calendar-related activities

j. Do math worksheets

k. Do math problems from their textbook

l. Complete math problems independently in front of whole group

m. Solve math problems in small groups or with a partner

n. Work on math problems that reflect real-life situations

o. Work in mixed achievement groups on math activities

p. Peer tutoring

q. Use a number line to understand number concepts

## C9.

**For this school year as a whole, how often did you teach each of the following math skills in your class or classes?** *MARK ONE RESPONSE ON EACH ROW.*

### Taught once a month or

### Taught two or three times a

### Taught once or twice a

### Taught three or four times a

### Taught

**Not taught because this is taught at a higher grade**

### Not taught because children should already

**less month week week daily level know**

a. Correspondence between number and quantity

b. Counting by 2s, 5s, and 10s

c. Counting on from a given number instead of 1

d. Counting beyond 100

e. Writing all numbers between 1 and 100

f. Recognizing and naming geometric shapes

g. Identifying relative quantity (for example, equal, most, less, more)

h. Sorting objects into subgroups according to a rule

i. Ordering objects by size or other properties

j. Making, copying, or extending patterns

k. Recognizing the value of coins and currency

l. Adding single-digit numbers

m. Subtracting single-digit numbers

n. Uses place value to compose and decompose numbers into tens and ones

o. Reading three-digit numbers

p. Interpreting simple graphs

q. Performing simple data collection and graphing

## C9.

### (Cont.) For this school year as a whole, how often did you teach each of the following math skills in your class or classes? *MARK ONE RESPONSE ON EACH ROW.*

**Once a month or**

### Two or three times a

### Once or twice a

### Three or four times a

**Not taught because this is taught at a higher grade**

### Not taught because children should already

**less month week week Daily level know**

r. Measuring to nearest whole number using common instruments (for example, rulers, tape, measures, thermometers, or scales)

s. Decomposes numbers less than or equal to 10 by using objects or drawings

t. Telling time

u. Estimating quantities

v. Estimating probability

w. Writing math equations to solve word problems

## C10.

### The next series of questions asks about the use of different languages in your classroom by teachers and other adults. Are any languages other than English used by teachers, aides, or other adults in your class or classes? *MARK ONE RESPONSE FOR EACH APPLICABLE ROW.*

**Yes No**

a. Morning class

b. Afternoon class

c. Full-day class

IF ANY ANSWER IS "YES" IN C10, GO TO C11. OTHERWISE, GO TO C13 ON PAGE 15.

## C11.

**How often is a non-English language used by teachers, aides, or other adults in your classes or sessions in the following ways?** *MARK ONE RESPONSE FOR EACH CLASS YOU TEACH.*

### For academic instruction in reading/literacy

*MARK ONE RESPONSE FOR EACH CLASS YOU TEACH.*

### Morning Afternoon

**Full-day class class**

|  |  |  |
| --- | --- | --- |
| a. Never |  |  |
| b. Less than half the time |  |
| c. About half the time |  |
| d. More than half the time |  |
| e. All the time |  |

### For academic instruction in mathematics

*MARK ONE RESPONSE FOR EACH CLASS YOU TEACH.*

### Morning

### Afternoon

**Full-day class class**

|  |  |  |
| --- | --- | --- |
| a. Never |  |  |
| b. Less than half the time |  |
| c. About half the time |  |
| d. More than half the time |  |
| e. All the time |  |

### For academic instruction in other subjects

*MARK ONE RESPONSE FOR EACH CLASS YOU TEACH.*

### Morning

### Afternoon

**Full-day class class**

|  |  |  |
| --- | --- | --- |
| a. Never |  |  |
| b. Less than half the time |  |
| c. About half the time |  |
| d. More than half the time |  |
| e. All the time |  |

### For instructional support (for example, explaining directions, etc.)

*MARK ONE RESPONSE FOR EACH CLASS YOU TEACH.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Full-day** | **Morning class** | **Afternoon class** |
| a. Never |  |  |  |
| b. Less than half the time |  |  |  |
| c. About half the time |  |  |  |
| d. More than half the time |  |  |  |
| e. All the time |  |  |  |

### For controlling and directing student behavior (classroom management)

*MARK ONE RESPONSE FOR EACH CLASS YOU TEACH.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Full-day** | **Morning class** | **Afternoon class** |
| a. Never |  |  |  |
| b. Less than half the time |  |  |  |
| c. About half the time |  |  |  |
| d. More than half the time |  |  |  |
| e. All the time |  |  |  |

### For conversation

*MARK ONE RESPONSE FOR EACH CLASS YOU TEACH.*

### Full-day

### Morning class

**Afternoon class**

1. Never
2. Less than half the time

d. More than half the time

e. All the time

c. About half the time

**C12. How much time per day do you and any other teacher or aide speak any non-English language in your classes or session?** *MARK ONE RESPONSE.*

**Full-day**

**Morning class**

**Afternoon class**

a. 1-15 minutes a day

b. 16-30 minutes a day

c. 31-60 minutes a day

d. More than 60 minutes a day

**C13**.

### Do you have any children who are English language learners (ELL) in your classes or sessions?

*MARK ONE RESPONSE.*

Yes

No 

**GO TO C15 on page 16**

## C14.

### How often do English language learners (ELL children) in your class or classes do each of the following activities (in your classroom or in a pull-out program)? *MARK ONE RESPONSE ON EACH ROW.*

**Once a month or**

### 2-3 times

### 1-2 times

### times

* + 1. Take assessments to monitor their English language acquisition
    2. Take assessments to assess their progress in English reading and literacy skills

**less a month**

### a month

**a month Daily**

c. Work in small groups of ELL children or individually on intensive English reading and literacy skills

1. Work in a structured peer-assisted

setting (ELL child is paired with a non-ELL child)

### C15. The next set of questions is about homework. In an average week, how many days a week is homework assigned? Please count homework assigned over the weekend as one day. *MARK ONE RESPONSE.*

* 1. days
  2. day
  3. days
  4. days
  5. days
  6. days

## C16.

**On days when homework is assigned, how much time do you expect children to spend on homework in the following areas?** *MARK ONE RESPONSE ON EACH ROW.*

### I never assign

### 1 to 10

### 11 to 20

### 21 to 30

### More than

**homework**

**minutes**

**minutes**

**minutes 30 minutes**

a. Reading and language arts

b. Math

c. Other (Please specify):

5554

## E1.

**SECTION E. EVALUATION AND GRADING PRACTICES**

**The next questions pertain to evaluation and grading practices. How important is each of the following in evaluating the children in your class or classes?** *MARK ONE RESPONSE ON EACH ROW.*

**Not important**

**Somewhat important**

**Very important**

**Extremely important**

**Not applicable**

a. Individual child's achievement relative to the rest of the class

b. Individual child's achievement relative to local, state, or professional standards

c. Individual improvement or progress over past performance

d. Effort

e. Class participation

f. Daily attendance

g. Classroom behavior or conduct

h. Cooperativeness with other children

i. Ability to follow directions

## E2.

**Across all subjects, how often do you use the following to assess your students?** *MARK ONE RESPONSE ON EACH ROW.*

### 3 or

**Never**

### 1 to 2 times a

**year**

### 3 to 8 times a

**year**

### 1 or 2 times a

**month**

### 1 or 2 times a

**week**

### more times a

**week**

a. State or local standardized tests

b. Classroom tests or quizzes (including those made by you and those from other sources)

c. Individual or group projects

d. Worksheets that you grade

e. Teacher observation of specific objectives

5554

### E3. Which of the following do you use to provide kindergartners' parents with information about their children's performance? *MARK ALL THAT APPLY.*

Standard report card (for example, a letter grade or other standard grade assigned for each subject) Progress report form

Competency based checklists Portfolio of child's work Standardized test scores Benchmark assessments None of these

5554

## SECTION F. SCHOOL AND STAFF ACTIVITIES

**F1.**

### The next set of questions pertains to school-related activities. How often have you participated in the following activities since the beginning of the academic year? *MARK ONE RESPONSE ON EACH ROW.*

**Never**

### Once a month or

**less**

### Two or three times a

**month**

### Once or twice a

**week**

### Three or four times a

**week Daily**

a. Meeting with other teachers to discuss lesson planning

b. Meeting with other teachers to

discuss curriculum development

## F2.

### In which of the following staff development and training activities have you participated during the current academic year? *MARK ALL THAT APPLY.*

Workshops involving study groups or small-group problem solving

Direct instruction from an outside consultant on a specific topic

Peer observation and feedback

Visits to, or observations of, other schools

Release time for attending professional conferences

Enrollment in college or university courses related to your profession

Professional development via distance learning (web-based, etc.)

Workshops on using computers and technology in the classroom

None of these

## F3.

### How often have you been observed by a peer for the purpose of receiving instructional feedback during the current academic year? *MARK ONE RESPONSE.*

Never Once

1. times
2. to 4 times

More than 4 times

5554

## F4.

### In the past 12 months, did you participate in any professional development activities pertaining to the use of evidence-based practices tied to your teacher assignment? *MARK ONE RESPONSE.*

Yes

No 

**GO TO F6**

## F5.

### In the past 12 months, how many hours did you spend on these professional development activities?

*MARK ALL THAT APPLY.*

1. hours or less

5-8 hours

9-12 hours

13-16 hours

17-20 hours

21-24 hours

25-28 hours

29-32 hours

33 hours or more

Don't know

## F6.

### In the current school year, do you work closely with a master or mentor teacher who was assigned to you by your school or district? *MARK ONE RESPONSE.*

Yes

No 

**GO TO G1 on page 22**

### F7. How frequently do you work with your assigned master or mentor teacher? *MARK ONE RESPONSE.*

At least once a week Once or twice a month A few times a year Once or never

## F8.

**Overall, to what extent do your assigned master or mentor teacher improve your skills in the following areas?** *MARK ONE RESPONSE ON EACH ROW.*

### Not applicable/ not part of my work

### Not at

### To a small

### To a moderate

### To a great

**responsibility all extent extent extent**

a. Providing large group instruction

b. Providing small group or one-on-one instruction

c. Managing students' behavior

d. Completing paperwork (either in a digital/computer-based system or in hard copy)

e. Conducting student assessments

f. Finding needed human or material resources

g. Communicating with parents

## G1.

**SECTION G. VIEWS ON SCHOOL READINESS, SCHOOL CLIMATE, AND SCHOOL ENVIRONMENT**

**The next few questions pertain to your feelings about the school. Please indicate the extent to which you agree with each of the following statements.** *MARK ONE RESPONSE ON EACH ROW.*

**Neither**

**Strongly**

**disagree Disagree**

### agree nor

**disagree Agree**

### Strongly

**agree**

a. The level of child misbehavior (for example, noise, horseplay, or fighting in the halls or cafeteria) in the school interferes with my teaching.

b. Many of the children I teach are not capable of learning the material I am supposed to teach them.

c. I feel accepted and respected as a colleague by most staff members.

d. Teachers in this school are continually learning and seeking new ideas.

e. Routine administrative duties and paperwork interfere with my job of teaching.

f. Parents are supportive of school staff.

g. There is a great deal of cooperative effort among the staff members.

h. In this school, staff members are recognized for a job well done.

i. The academic standards at this school are too low.

j. There is broad agreement among the entire school faculty about the central mission of the school.

k. The school administrator sets priorities, makes plans, and sees that they are carried out.

l. The school administration's behavior towards the staff is supportive and encouraging.

**G2. To what extent do you agree with the following statements?** *MARK ONE RESPONSE ON EACH ROW.*

**Strongly**

**disagree Disagree**

**Neither agree nor**

**disagree Agree**

### Strongly

**agree**

### Not

**applicable**

a. I am adequately trained to teach the children with disabilities who are in my class.

b. Inclusion of children with disabilities in my class has worked well.

c. I am adequately trained to teach English language learners (ELL) in my class.

d. Inclusion of English language learners (ELL) in my class has worked well.

e. I have the resources I need to teach the children in my class who have disabilities.

f. I have the resources I need to teach the children in my class who are English language learners (ELL).

g. I have the resources I need to teach a class of students who have a wide range of READING skills.

## G3.

**To what extent do you agree with each of the following statements?** *MARK ONE RESPONSE ON EACH ROW.*

### Strongly

**Neither agree nor**

### Strongly

**disagree Disagree disagree Agree agree**

a. If I try really hard, I can get through even to the most difficult or unmotivated students.

b. If some students in my class are not doing well, I feel that I should change my approach to the subject.

c. By trying a different teaching method, I can significantly affect a student's achievement.

d. There is really very little I can do to ensure that most of my students achieve at a high level.

e. I work to create lessons so my students will enjoy learning and become independent thinkers.

f. I feel sometimes it is a waste of my time to try to do my best as a teacher.

g. The attitudes and habits students bring to my class greatly reduce their chances for academic success.

h. My success or failure in teaching is due primarily to factors beyond my control rather than to my own effort or ability.

**to your instruction?** *MARK ONE RESPONSE ON EACH ROW.*

### Strongly

### Neither agree nor

### Strongly

**disagree Disagree disagree Agree agree**

a. The amount a student can learn is primarily related to family background.

b. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.

d. I really enjoy my present teaching job.

c. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.

e. I am certain I am making a difference in the lives of the children I teach.

f. If I could start over, I would choose teaching again as my career.

## G5.

**Indicate how much you agree or disagree with the following statements about your school and staff.** *MARK ONE RESPONSE ON EACH ROW.*

### Strongly

**Neither agree nor**

### Strongly

**disagree Disagree disagree Agree agree**

a. There is a consensus among administrators and teachers on goals and expectations.

b. We have an active professional development program for teachers.

c. Teachers are very active in planning staff development.

### G6. Please fill in the boxes below with the date the survey was completed.

|  |  |  |  |
| --- | --- | --- | --- |
| 2 | 0 | 2 | 2 |

MONTH DAY YEAR

**Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study.**