Early Childhood Longitudinal Study, Kindergarten Class of 2023-24 (ECLS-K:2024)

Kindergarten and First-Grade National Data Collection and Transfer School Recruitment

OMB# 1850-0750 v.27

Attachment C-2

Fall Kindergarten Teacher-Level Teacher Paper Survey

National Center for Education Statistics

U.S. Department of Education

October 2022

revised April 2023

IES Institute of Education Sciences

United States Department of Education

Fall 2023

Primary Teacher Background Survey

Early Childhood Longitudinal Study, Kindergarten Class of 2023-24 (ECLS-K:2024)

S_ID

T_ID

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

Thank you for your time!

Please return the survey to **your school coordinator or an ECLS-K:2024 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. The time required to complete this information collection is estimated to average approximately 19 minutes per teacher background survey including the time to review 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. Approval expires 7/31/2025.

TQAFK

Early Childhood Longitudinal Study, Kindergarten Class of 2023-24
General Education Teacher Survey (Teacher Level)
Fall 2023 – Form TQAFK

Dear Teacher,

Your school has agreed to participate in the **Early Childhood Longitudinal Study, Kindergarten Class of 2023-24 (ECLS-K:2024)**, a nationwide study of elementary-aged children and 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-K:2024 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), bilingual, and dual-language 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.

Dual language program: Also known as two-way immersion, the goal of these programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually composed of half native English speakers and half native speakers of the other language.

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.

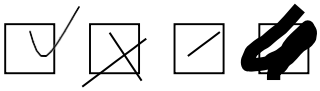
MARKING BOXES

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

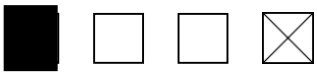
Shown below is the correct way to mark your answers, along with examples of incorrect ways.

Correct Mark:

Incorrect Marks:
Light and thin, outside the box, thick or scrawled.



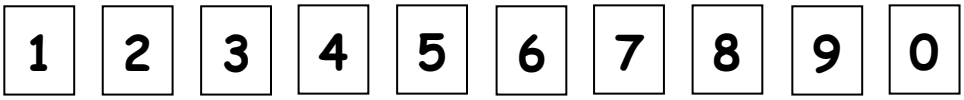
How to Change an Answer:
Completely black out the box of the incorrect answer and mark an "X" in the box next to the correct answer.



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 – Θ, and do not write a seven with a line through it like this – 7 .

Write one number per box like this:



Write words like this:

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SECTION A. CLASSROOM AND STUDENT CHARACTERISTICS

A1. The first several questions pertain to your roles and responsibilities as a teacher. Which of the following describes the kindergarten class or classes you currently teach? *MARK ALL THAT APPLY.*

- ☐ Full-day
- ☐ Morning half-day class
- ☐ Afternoon half-day class
- ☐ One class, some children stay for a full-day, some for a half-day

A2. How many hours per day do your kindergarten classes or sessions listed in A1 normally meet? *THIS AMOUNT SHOULD INCLUDE WHEN YOU ARE MEETING IN PERSON OR THROUGH A REMOTE CLASSROOM. WRITE THE NUMBER TO THE NEAREST HALF HOUR, FOR EXAMPLE, 2.5, 3.5... IF THERE ARE NO CHILDREN IN A CLASS OR SESSION, WRITE "0." A FULL-DAY CLASS IS DEFINED BY ALL OR SOME CHILDREN IN THE CLASS STAYING FOR A FULL-DAY. THUS, A CLASS IN WHICH ALL CHILDREN STAY FOR A FULL-DAY, OR A CLASS IN WHICH SOME CHILDREN STAY FOR A FULL-DAY AND OTHERS FOR A HALF-DAY, WOULD BE DEFINED AS A FULL-DAY CLASS.*

Hours per day

Full-day	Morning class	Afternoon class
☐☐.☐	☐☐.☐	☐☐.☐

A3. How many days per week do your kindergarten classes or sessions listed in A1 normally meet? *WRITE NUMBER IN BOX. IF THERE ARE NO CHILDREN IN A CLASS OR SESSION, WRITE "0."*

Days per week

Full-day	Morning class	Afternoon class
☐	☐	☐

A4. What type of kindergarten program(s) do you teach in your classes or sessions?
MARK ONE PROGRAM TYPE FOR EACH CLASS YOU TEACH.

		Full-day	Morning class	Afternoon class
a.	Regular **1-year kindergarten program**	☐	☐	☐
b.	First year of a **2-year kindergarten program**	☐	☐	☐
c.	Second year of a **2-year kindergarten program**	☐	☐	☐
d.	**Transitional kindergarten program** (extra year of school before kindergarten starts; it is different from preschool, Head Start, or prekindergarten)	☐	☐	☐
e.	**Transitional/pre-first grade program** (extra year of school for children who have attended kindergarten but have been judged not ready for first grade)	☐	☐	☐
f.	**Ungraded program** with at least some kindergarten-aged students (a classroom containing children with an age span of two or more years, not formally identified by grade(s))	☐	☐	☐
g.	**Multigrade program** with at least some kindergarten-aged children (a classroom containing kindergarten and some combination of other grades – for example a combination of prekindergarten/kindergarten)	☐	☐	☐
h.	**Special education class** (a classroom containing primarily children with disabilities)	☐	☐	☐

A5. Do you currently teach a multigrade class? *MARK ONE RESPONSE.*

☐ Yes

☐ No → **GO TO A7a on page 3**

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A6. What grade levels are included in your classes or sessions? *MARK ALL THAT APPLY.*

	Full-day	Morning class	Afternoon class
a. Prekindergarten	☐	☐	☐
b. Transitional kindergarten	☐	☐	☐
c. Regular kindergarten	☐	☐	☐
d. Transitional/pre-first grade	☐	☐	☐
e. First grade	☐	☐	☐
f. Second grade	☐	☐	☐
g. Third grade or higher	☐	☐	☐

A7a. As of today's date, how many children are there in your classes or sessions? *WRITE NUMBER IN BOX. IF THERE ARE NO CHILDREN WRITE "0."*

	Full-day	Morning class	Afternoon class
Total Class Enrollment	☐☐	☐☐	☐☐

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A7. **As of today's date, how many children that you teach in your classes or sessions are the following ages?** *PLEASE KEEP IN MIND THE ANSWERS YOU PROVIDED AT QUESTION A7a (REGARDING TOTAL CLASS ENROLLMENT) WHEN ANSWERING. WRITE NUMBER IN BOX. IF THERE ARE NO CHILDREN OF A PARTICULAR AGE, WRITE "0."*

	Full-day	**Morning class**	**Afternoon class**
b. 3 years old			
c. 4 years old			
d. 5 years old			
e. 6 years old			
f. 7 years old			
g. 8 years old			
h. 9 years old or older			
i. Total class enrollment (sum of b through h)			

A8. As of today's date, how many of the students you teach in your classes or sessions are members of the following groups? *PLEASE KEEP IN MIND THE ANSWERS YOU PROVIDED AT QUESTION A7a (REGARDING TOTAL CLASS ENROLLMENT) WHEN ANSWERING. PLEASE COUNT EACH STUDENT ONLY ONCE. HISPANIC STUDENTS SHOULD ONLY BE COUNTED IN THE HISPANIC OR LATINO/LATINA CATEGORY REGARDLESS OF RACE. WRITE NUMBER IN BOX. IF THERE ARE NO CHILDREN OF A PARTICULAR RACE OR ETHNICITY, WRITE "0."*

	Full-day	**Morning class**	**Afternoon class**
a. Hispanic or Latino/Latina of any race			
b. American Indian or Alaska Native, non-Hispanic			
c. Asian, non-Hispanic			
d. Black or African American, non-Hispanic			
e. Native Hawaiian or Other Pacific Islander, non-Hispanic			
f. White, non-Hispanic			
g. Two or more races, non-Hispanic			
h. **Total class enrollment (sum of a through g)**			

A9. As of today's date, how many boys and girls are there in your classes or sessions? *PLEASE KEEP IN MIND THE ANSWERS YOU PROVIDED AT QUESTION A7a (REGARDING TOTAL CLASS ENROLLMENT) WHEN ANSWERING. WRITE NUMBER IN BOX. IF THERE ARE NO CHILDREN OF A PARTICULAR GENDER, WRITE "0."*

	Full day	Morning class	Afternoon class
a. Number of boys			
b. Number of girls			
c. Number of students of another gender			
d. Number of students of unknown gender			
e. Total class enrollment (sum of a through d)			

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A10. **How many of the children in your classes or sessions are repeating kindergarten this year?**
WRITE NUMBER IN BOX. IF THERE ARE NO CHILDREN REPEATING KINDERGARTEN, WRITE "0." IN YOUR COUNT, INCLUDE CHILDREN WHO PARTICIPATED IN ANY TYPE OF KINDERGARTEN LAST YEAR AND ARE NOW IN ANY TYPE OF KINDERGARTEN THIS YEAR.
Kindergarten includes traditional kindergarten, Transitional Kindergarten (TK), Early Transitional Kindergarten (ETK), Readiness Kindergarten, Transitional or Pre-first Grade, or a program that is a kindergarten equivalent but is ungraded or has multiple grades.

Number of children

Full-day	Morning class	Afternoon class
☐☐	☐☐	☐☐

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A11. As of today's date, how many children with the following characteristics in each of your classes have been <u>identified for an IEP</u>? *WRITE NUMBER IN BOX. IF THERE ARE NO CHILDREN OF A PARTICULAR GROUP, WRITE "0."*
An IEP is a written statement of the educational program designed to meet the individual needs of a school-aged child with a disability that is judged to affect the child's educational performance. Children who receive special education services under the Individuals with Disabilities Education Act (IDEA) are expected to have an IEP or an IFSP.

	Full-day	**Morning class**	**Afternoon class**
a . Boys	☐☐	☐☐	☐☐
b. Girls	☐☐	☐☐	☐☐
c. Another gender	☐☐	☐☐	☐☐
d. Unknown gender	☐☐	☐☐	☐☐
e. English language learners (ELL)	☐☐	☐☐	☐☐

A12. During this school year, approximately how many of all the students that you teach have experienced housing insecurity or homelessness? *WRITE IN NUMBER BELOW. IF NO STUDENTS EXPERIENCED THIS, WRITE "0."*
Housing Insecurity: Having a place to live is uncertain because of high housing costs, low housing quality, neighborhood problems, or overcrowding. It may or may not include homelessness.
Homelessness: Lacking a fixed, regular, and adequate nighttime residence, including but not limited to sleeping in a shelter designated for temporary living accommodations or in places not designated for human habitation.

☐☐☐ Number of students

☐ Don't know

A13. What proportion of the children in your classes demonstrated the following skills when they started school this year? *MARK ONE FOR EACH CLASS YOU TEACH.*

a. Name all upper and lower case letters
MARK ONE FOR EACH CLASS YOU TEACH.

	Full day	Morning class	Afternoon class
Less than ¼ of the children			
About ¼ of the children			
About ½ of the children			
About ¾ of the children			
More than ¾ of the children			

b. Read sight words
MARK ONE FOR EACH CLASS YOU TEACH.

	Full day	Morning class	Afternoon class
Less than ¼ of the children			
About ¼ of the children			
About ½ of the children			
About ¾ of the children			
More than ¾ of the children			

c. **Use morphemes to decode new words** – for example, decodes "jellyfish" by recognizing it is made up of two familiar words "jelly" and "fish" or decodes "preheat" as "pre" and "heat" and "fearless" as "fear" and "less."
MARK ONE FOR EACH CLASS YOU TEACH.

	Full day	Morning class	Afternoon class
Less than ¼ of the children			
About ¼ of the children			
About ½ of the children			
About ¾ of the children			
More than ¾ of the children			

d. **Use morphemes to figure out meanings of new words –** for example, knows that "-s" means "more than 1" as in "trucks"; "-er" means a "person who" as in "farmer" and "painter"; "un" means "not" as in "unlike" and "unfriendly"; or "re" means "again" as in "reread" and "replay."
MARK ONE FOR EACH CLASS YOU TEACH.

	Full day	Morning class	Afternoon class
Less than ¼ of the children			
About ¼ of the children			
About ½ of the children			
About ¾ of the children			
More than ¾ of the children			

e. Recognize numbers to 20
MARK ONE FOR EACH CLASS YOU TEACH.

	Full day	Morning class	Afternoon class
Less than ¼ of the children			
About ¼ of the children			
About ½ of the children			
About ¾ of the children			
More than ¾ of the children			

f. Counting forward from a given number other than 1
MARK ONE FOR EACH CLASS YOU TEACH.

	Full day	Morning class	Afternoon class
Less than ¼ of the children			
About ¼ of the children			
About ½ of the children			
About ¾ of the children			
More than ¾ of the children			

g. Write numbers to 20
MARK ONE FOR EACH CLASS YOU TEACH.

	Full day	Morning class	Afternoon class
Less than ¼ of the children			
About ¼ of the children			
About ½ of the children			
About ¾ of the children			
More than ¾ of the children			

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h. Add or subtract two single digit numbers

MARK ONE FOR EACH CLASS YOU TEACH.

	Full day	Morning class	Afternoon class
Less than ¼ of the children			
About ¼ of the children			
About ½ of the children			
About ¾ of the children			
More than ¾ of the children			

A14. The next group of questions ask about classroom practices. In a typical day, how much time does a child in your class spend in the following activities? *DO NOT INCLUDE LUNCH OR RECESS BREAKS. IF YOU TEACH MORE THAN ONE CLASS, CONSIDER ALL OF YOUR CLASSES. MARK ONE RESPONSE ON EACH ROW.*

	No time	Half hour or less	About one hour	About two hours	About three hours	Four hours or more
a. Working independently	☐	☐	☐	☐	☐	☐
b. Working on individual tasks under teacher direction	☐	☐	☐	☐	☐	☐
c. Working with peers under teacher direction	☐	☐	☐	☐	☐	☐
d. Working in small groups with teacher	☐	☐	☐	☐	☐	☐
e. Teacher lecture with large group and/or large group discussion led by teacher	☐	☐	☐	☐	☐	☐

A15. Do you implement any of the following technology use practices as learning tools in your classroom? *MARK ALL THAT APPLY. IF YOU TEACH MORE THAN ONE CLASS, CONSIDER ALL OF YOUR CLASSES.*

	Encourage students to use personal tablets, cell phones, or other digital devices
	Require students to use personal tablets, cell phones, or other digital devices
	Encourage students to use school-provided tablets or other digital devices
	Require students to use school-provided tablets or other digital devices
	Encourage students to use school computers
	Require students to use school computers
	None of the above

A16. In some schools, special efforts are made to make the transition into kindergarten less difficult for children. Are any of the following done in your school? *MARK ALL THAT APPLY.*

- ☐ I (or someone at the school) phone or send home information about kindergarten program to parents.
- ☐ Preschoolers spend some time in the kindergarten classroom.
- ☐ The school days are shortened at the beginning of the school year.
- ☐ Parents and children visit kindergarten prior to the start of the school year.
- ☐ I (or another teacher) visit the homes of the children at the beginning of the school year.
- ☐ Parents come to the school for orientation prior to the start of the school year.
- ☐ Staggered school entry where kindergartners start the school year in smaller groups before meeting with the full class.
- ☐ None of the above

A17. How much time per day would you estimate that you spend handling disruptive student behavior in your classes? *MARK ONE RESPONSE.*

- ☐ Less than ½ hour
- ☐ ½ hour to less than 1 hour
- ☐ 1 to less than 1 ½ hours
- ☐ 1 ½ to less than 2 hours
- ☐ 2 to less than 2 ½ hours
- ☐ 2 ½ to less than 3 hours
- ☐ 3 hours or more

A18. How strongly do you agree or disagree with the following statements about your classroom? *MARK ONE RESPONSE ON EACH ROW.*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Pictures, posters, artwork and other décor reflect the cultures and ethnic backgrounds of each student in the class	☐	☐	☐	☐	☐
b. All notices and communications to families / caregivers of students in this class are written in their language of origin	☐	☐	☐	☐	☐
c. Alternative formats and varied approaches to communicate and share information are used with families and caregivers of students in this class	☐	☐	☐	☐	☐
d. Books, movies, and other media resources are screened for negative cultural, ethnic, or racial stereotypes before they are used in this classroom	☐	☐	☐	☐	☐

A19. 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 classes or sessions? *MARK ONE RESPONSE.*

☐ Yes

No ▶ **GO TO A22 on page 18**

A20. 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.*

a. For academic instruction in reading/literacy
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	☐	☐	☐

b. For academic instruction in mathematics
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	☐	☐	☐

c. For academic instruction in other subjects
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	☐	☐	☐

d. 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	☐	☐	☐

e. 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	☐	☐	☐

f. For conversation
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	☐	☐	☐

A21. Do any of the children in your classes or sessions speak a language other than English (aside from native English speakers who are learning a foreign language)? *PLEASE INCLUDE ALL CHILDREN WHO SPEAK A NON-ENGLISH LANGUAGE, INCLUDING THOSE WHO SPEAK ENGLISH WELL. MARK ONE RESPONSE.*

☐ Yes

☐ No → **GO TO A23 on page 18**

A22. Which languages other than English are spoken by one or more children in your classes or sessions? *MARK ALL THAT APPLY.*

		Full-day	Morning class	Afternoon class
a.	Spanish	☐	☐	☐
b.	A European language other than Spanish such as French, German, or Russian	☐	☐	☐
c.	A Chinese language or dialect	☐	☐	☐
d.	A Filipino language	☐	☐	☐
e.	A Southeast Asian language such as Vietnamese, Thai, or Khmer	☐	☐	☐
f.	A South Asian language such as Hindi or Tamil	☐	☐	☐
g.	Another Asian language such as Japanese or Korean	☐	☐	☐
h.	A Middle Eastern language such as Arabic or Farsi	☐	☐	☐
i.	An African language such as Swahili or Amharic	☐	☐	☐
j.	Other language(s) (Please specify):			

A23. Do you have any students who are English language learners (ELLs) in your classes or sessions?
MARK ONE RESPONSE.
An English Language Learner (ELL) is 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.

☐ Yes

☐ No → **GO TO B1 on page 23**

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A24. How many English language learners (ELLs) do you have in your classes or sessions? *WRITE NUMBER IN BOXES BELOW.*

Number of ELL children		
Full-day	**Morning class**	**Afternoon class**
☐☐	☐☐	☐☐

A25. How many of the ELL children in your classes or sessions receive instruction designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency in the following ways? *WRITE NUMBER IN BOX. IF NO STUDENTS RECEIVE PARTICULAR INSTRUCTION, WRITE "0."*

	Full-day	Morning class	Afternoon class
a. Receive no ELL instruction in the school	☐☐	☐☐	☐☐
b. Receive ELL instruction within the regular class	☐☐	☐☐	☐☐
c. Receive ELL instruction outside the regular class within the school setting	☐☐	☐☐	☐☐

A26. If you provide specialized language instruction in your classes or sessions for English language learners (ELLs), would you say this instruction is primarily…? *MARK ONE RESPONSE.*

	Full-day	Morning class	Afternoon class
a. English as a Second Language (ESL): An instructional program designed to teach listening, speaking, reading, and writing English language skills to students with limited proficiency in English.	☐	☐	☐
b. Bilingual education: A program in which native language is used to varying degrees in instructing students with limited proficiency in English.	☐	☐	☐
c. Dual-language (also called two-way immersion (TWI)): The goal of these programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually composed of half native English speakers and half native speakers of the other language.	☐	☐	☐
d. No specialized language instruction provided.	☐	☐	☐

A27. Which languages other than English are spoken by you or any other teacher or aide to the ELL children in your classes or sessions for instructional support or conversation?
MARK ALL THAT APPLY.

		Full-day	Morning class	Afternoon class
a.	None other than English	☐	☐	☐
b.	Spanish	☐	☐	☐
c.	A European language other than Spanish such as French, German, or Russian	☐	☐	☐
d.	A Chinese language or dialect	☐	☐	☐
e.	A Filipino language	☐	☐	☐
f.	A Southeast Asian language such as Vietnamese, Thai, or Khmer	☐	☐	☐
g.	A South Asian language such as Hindi or Tamil	☐	☐	☐
h.	Another Asian language such as Japanese or Korean	☐	☐	☐
i.	A Middle Eastern language such as Arabic or Farsi	☐	☐	☐
j.	An African language such as Swahili or Amharic	☐	☐	☐
k.	Other language(s) (Please specify):	☐	☐	☐

A28. The next few items pertain to student progress and the COVID-19 pandemic. How concerned are you that the children in your class are currently behind academically in their kindergarten readiness due to disruptions in the past few years caused by the COVID-19 pandemic?

The disruptions caused by the COVID-19 pandemic may have happened at any time during the pandemic and do not necessarily have to be current disruptions.

- ☐ Extremely concerned
- ☐ Very concerned
- ☐ Somewhat concerned
- ☐ Not too concerned
- ☐ Not at all concerned

A29. How concerned are you that the children in your class are currently behind socially or behaviorally in their kindergarten readiness due to disruptions in the past few years caused by the COVID-19 pandemic?

The disruptions caused by the COVID-19 pandemic may have happened at any time during the pandemic and do not necessarily have to be current disruptions.

- ☐ Extremely concerned
- ☐ Very concerned
- ☐ Somewhat concerned
- ☐ Not too concerned
- ☐ Not at all concerned

A30. What strategies, if any, are you using to help students catch up?

- ☐ One-on-one tutoring
- ☐ Small group tutoring
- ☐ Extra math class period during the school day
- ☐ Extra reading class period during the school day
- ☐ Small group/differentiated instruction
- ☐ Extra homework
- ☐ Not applicable. My students are not displaying learning losses.
- ☐ Other (please specify):

A31. To what extent do you agree that students, who have fallen behind due to disruptions caused by the COVID-19 pandemic, will be able to catch up to grade-level expectations by the end of the school year?

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

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SECTION B. VIEWS ON SCHOOL READINESS AND SCHOOL ENVIRONMENT

B1. Next we would like to ask about students' kindergarten readiness and their parental support. How important do you believe the following characteristics are for a child to be ready for kindergarten?
MARK ONE RESPONSE ON EACH ROW.

	Not important	Not very important	Somewhat important	Very important	Essential
a. Finishes tasks	☐	☐	☐	☐	☐
b. Can count to 20 or more	☐	☐	☐	☐	☐
c. Takes turns and shares	☐	☐	☐	☐	☐
d. Has good problem-solving skills	☐	☐	☐	☐	☐
e. Is able to use pencils and paint brushes	☐	☐	☐	☐	☐
f. Is not disruptive of the class	☐	☐	☐	☐	☐
g. Knows the English language	☐	☐	☐	☐	☐
h. Is sensitive to other children's feelings	☐	☐	☐	☐	☐
i. Sits still and pays attention	☐	☐	☐	☐	☐
j. Knows most of the letters of the alphabet	☐	☐	☐	☐	☐
k. Can follow directions	☐	☐	☐	☐	☐
l. Identifies primary colors and shapes	☐	☐	☐	☐	☐
m. Communicates needs, wants, and thoughts verbally in primary language	☐	☐	☐	☐	☐

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B2. Please indicate the extent to which you agree with each of the following statements on children's preparation for school. *MARK ONE RESPONSE ON EACH ROW.*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Attending preschool (for example, nursery school, prekindergarten, or Head Start) is very important for success in kindergarten.	☐	☐	☐	☐	☐
b. Children who begin formal reading and math instruction in preschool will do better in elementary school.	☐	☐	☐	☐	☐
c. Parents should make sure their children know the alphabet before they start kindergarten.	☐	☐	☐	☐	☐
d. Most children should learn to read in kindergarten.	☐	☐	☐	☐	☐
e. Parents need help in learning how to teach their children how to read.	☐	☐	☐	☐	☐
f. Parents should set aside time every day for their kindergarten children to practice schoolwork.	☐	☐	☐	☐	☐
g. Homework should be given to kindergarten children almost every day.	☐	☐	☐	☐	☐
h. Parents should read to their children and play counting games at home regularly.	☐	☐	☐	☐	☐

B3. **Next we would like to ask a few questions about your teaching position. How much control do you feel you have <u>in your classroom</u> in the following areas?** *MARK ONE RESPONSE ON EACH ROW.*

	No control	Slight control	Some control	Moderate control	A great deal of control
a. Selecting skills to be taught	☐	☐	☐	☐	☐
b. Deciding teaching techniques	☐	☐	☐	☐	☐
c. Disciplining children	☐	☐	☐	☐	☐

Section C. TEACHER BACKGROUND

The next few questions ask about your background, education experience, and credentials. The first questions are about your characteristics.

C1. What is your gender? *MARK ONE RESPONSE.*

- ☐ Male
- ☐ Female
- ☐ Another gender

C2. In what year were you born? *WRITE IN YEAR BELOW.*

YEAR

C3. Are you Hispanic or Latino/Latina of any race? *MARK ONE RESPONSE.*
Hispanic/Latino: A person who is Hispanic or Latino/Latina is of Cuban, Dominican, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

- ☐ Yes
- ☐ No

C4. Which best describes your race? *MARK ALL THAT APPLY.*

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White

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C5. What is the highest level of education you have completed? *MARK ONE RESPONSE.*

- ☐ Did not complete high school
- ☐ High school diploma or equivalent/GED
- ☐ Some college or technical or vocational school
- ☐ Associate's degree

GO TO C9 on page 29

- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ An advanced professional degree beyond a master's degree (for example, PhD, MD, Ed.D)

C7. What was your <u>undergraduate</u> major field(s) of study? *MARK ALL THAT APPLY.*

- ☐ MARK HERE IF YOU DO NOT HAVE A GRADUATE DEGREE AND GO TO C9 ON PAGE 29.
- ☐ Early childhood education
- ☐ Elementary education
- ☐ Special education
- ☐ Other education-related major (such as reading/literacy education, math education, secondary education, educational psychology, education administration, music education, etc.)
- ☐ Other major (such as History, English, etc.)
- ☐ None of the above

C8. What was the major field(s) of study of your highest level graduate degree? *MARK ALL THAT APPLY.*

- ☐ Early childhood education
- ☐ Elementary education
- ☐ Special education
- ☐ Other education-related major (such as reading/literacy education, math education, secondary education, educational psychology, education administration, music education, etc.)
- ☐ Other major (such as History, English, etc.)
- ☐ None of the above

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C9. Have you ever taken a college course in the following areas? *MARK ALL THAT APPLY.*

- ☐ Early childhood education
- ☐ Elementary education
- ☐ Special education
- ☐ English as a Second Language (ESL) or teaching English language learners (ELL)
- ☐ Child development
- ☐ Methods of teaching reading/language arts
- ☐ Methods of teaching mathematics
- ☐ Methods of teaching science
- ☐ Classroom management
- ☐ None of the above

C10. Which of the following describes the teaching certificate you currently hold in your state? *MARK ONE RESPONSE.*

- ☐ Regular or standard state certificate or advanced professional certificate
- ☐ Certificate issued after satisfying all requirements except the completion of a probationary period
- ☐ Certificate that requires some additional coursework, student teaching, 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
- ☐ I do not hold any of the above certifications in this state. → **GO TO C13 on page 30**

C11. In what areas are you certified? *MARK ALL THAT APPLY.*

- ☐ Elementary education
- ☐ Early childhood education
- ☐ Special education
- ☐ English as a Second Language (ESL) or instruction for English language learners (ELLs)
- ☐ Other (Please specify):

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C12a. Which of the following best describes the type of educator preparation program you participated in while earning your current certification? *MARK ONE RESPONSE.*

- ☐ Traditional four-year undergraduate program based at an institution of higher education
- ☐ Traditional graduate program at an institution of higher education
- ☐ Alternative program based at an institution of higher education
- ☐ Alternative program not based at an institution of higher education
- ☐ Other preparation program

C12b. Is your current certification the same as your initial certification?
MARK ONE RESPONSE.

- ☐ Yes → GO TO C13
- ☐ No → **GO TO C12c**

C12c. Which of the follow best describes the type of educator preparation program you participated in while earning your initial certification? *MARK ONE RESPONSE.*

- ☐ Traditional four-year undergraduate program based at an institution of higher education
- ☐ Traditional graduate program at an institution of higher education
- ☐ Alternative program based at an institution of higher education
- ☐ Alternative program not based at an institution of higher education
- ☐ Other preparation program

C13. Have you taken the exam for National Board for Professional Teaching Standards certification?
MARK ONE RESPONSE.

- ☐ Yes
- ☐ No → **GO TO C15 on page 31**

C14. What was the result of your National Board for Professional Teaching Standards exam?
MARK ONE RESPONSE.

- ☐ Awaiting test results
- ☐ Passed
- ☐ Have not yet passed

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C15. The next few questions pertain to your years of experience. Counting this school year, how many years have you taught in your current school, including part-time teaching? *WRITE THE NUMBER OF YEARS TO THE NEAREST HALF YEAR (FOR EXAMPLE, 2.5, 3.0, 3.5), COUNTING EACH HALF YEAR COMPLETED OR ALMOST COMPLETED AS 0.5. IF THIS IS YOUR FIRST SEMESTER TEACHING IN THIS SCHOOL, ENTER 0.5.*

[ ][ ] Year(s)

C16. Counting this school year, how many years have you been a K-12 teacher, including years in which you taught part-time? *WRITE THE NUMBER OF YEARS TO THE NEAREST HALF YEAR (FOR EXAMPLE, 2.5, 3.0, 3.5), COUNTING EACH HALF YEAR COMPLETED OR ALMOST COMPLETED AS 0.5. IF YOU ARE A NEW TEACHER AND THIS IS YOUR FIRST SEMESTER TEACHING, ENTER 0.5.*

[ ][ ] Year(s)

C17. Counting this school year, how many years have you taught each of the following grades and programs, including years in which you taught part-time? *WRITE THE NUMBER OF YEARS TO THE NEAREST HALF YEAR (FOR EXAMPLE, 2.5, 3.0, 3.5), COUNTING EACH HALF YEAR COMPLETED OR ALMOST COMPLETED AS 0.5. IF YOU ARE A NEW TEACHER AND THIS IS YOUR FIRST SEMESTER TEACHING, ENTER 0.5. WRITE "0" IF YOU HAVE NEVER TAUGHT THE GRADE OR PROGRAM LISTED.*

	Total years grade or program taught
a. Preschool	[ ][ ].[ ]
b. Kindergarten	[ ][ ].[ ]
c. First grade	[ ][ ].[ ]
d. Second grade	[ ][ ].[ ]
e. Third grade	[ ][ ].[ ]
f. Fourth grade	[ ][ ].[ ]
g. Fifth grade	[ ][ ].[ ]
h. Sixth grade or higher	[ ][ ].[ ]
i. English as a Second Language (ESL), bilingual education, and/or dual language program	[ ][ ].[ ]
j. Special education program	[ ][ ].[ ]
k. Program for gifted children	[ ][ ].[ ]
l. Art or music program	[ ][ ].[ ]
m. Physical education program	[ ][ ].[ ]

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C18. How long do you plan to continue to teach? *MARK ONE RESPONSE.*

- ☐ As long as I am able
- ☐ Until I am eligible for retirement benefits from this job
- ☐ Until I am eligible for retirement benefits from a previous job
- ☐ Until I am eligible for Social Security benefits
- ☐ Until a specific life event occurs (for example, parenthood, marriage)
- ☐ Until a more desirable job opportunity comes along
- ☐ Definitely plan to leave as soon as I can
- ☐ Undecided at this time

C19. Date Survey Completed.

MONTH	DAY	YEAR
		2023

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