### 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.29

# Attachment C-4 Spring Kindergarten Teacher-Level Teacher Paper Survey

National Center for Education Statistics
U.S. Department of Education

October 2022 revised October 2023







## **Primary Teacher Background Survey**

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



S_ID	T_ID	
	T	

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 <u>not</u> 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 27 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 7/31/2026.

#### Early Childhood Longitudinal Study General Education Teacher Survey (Teacher Level) Spring 2024 – Form TQASK

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, their schools, teachers, and parents. As part of the study, we are asking teachers at your school to complete surveys. The teacher survey contains questions about you and your classroom practices.

The ECLS-K:2024 collects information from teachers 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.

#### **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:

<u>English language learner (ELL)</u>: A student whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he or she has difficulty understanding school instruction in English.

<u>English as a Second Language (ESL) instruction</u>: A program of techniques, methodology, and special curriculum designed to teach ELL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.

<u>Bilingual education program</u>: 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:** 



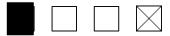
#### **Incorrect Marks:**

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 –  $\theta$ , 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



#### SECTION A. CLASSROOM AND STUDENT CHARACTERISTICS

A1.		The first several questions pertain to your roles and respons following describes the kindergarten class or classes you cur MARK YES OR NO ON EACH ROW.			ch of the
				<u>Yes</u>	<u>No</u>
	a.	Full-day			
	b.	Morning half-day class			
	c.	Afternoon half-day class			
	d.	One class, some children stay for a full-day, some for a half	-day		
A2.		FOR THE QUESTIONS BELOW, PLEASE ANSWER FOR EACH OF SEE COVER PAGE FOR INSTRUCTION  We would like to start by asking about the characteristics of today's date, how many children:  WRITE NUMBER IN BOX FOR EACH CLASS YOU TEACH. IF NO	<b>s.</b> the studen	ts in your clas	s(es). As of
			Morning Class	Afternoon Class	Full-day class
	a.	Are currently enrolled?		Class	Class
	b.	Have joined your class since the beginning of the school year?			
	C.	Have left your class since the beginning of the school year?			



A3. How many children in your class(es) have the following characteristics? WRITE NUMBER IN BOX FOR EACH CLASS YOU TEACH. IF NONE, WRITE "0."

			Morning Class	Afternoon Class	Full-day class
	a.	Are classified as Gifted and Talented?			
	b.	Are participating in a Gifted and Talented program?			
	C.	Are below grade level in their English reading skills?			
	d.	Are about on grade level in their English reading skills?			
	e.	Are above grade level in their English reading skills?			
	f.	Are below grade level in their mathematics skills?			
	g.	Are about on grade level in their mathematics skills?			
	h.	Are above grade level in their mathematics skills?			
A4.		How many children in your class(ses) WRITE NUMBER IN BOX FOR EACH CLASS YOU TEACH. IF NO	NE, WRITE '	"0."	
			Morning Class	Afternoon Class	Full-day class
	a.	Are tardy, on an average day?			
	b.	Are absent, on an average day?			



A5. How many children in your class(es)...

WRITE NUMBER IN BOX FOR EACH CLASS YOU TEACH. IF NONE, WRITE "O."

		Morning Class	Afternoon Class	Full-day class
a.	Have a diagnosed disability and need special health or educational accommodations or services?			
b.	How many of those children with a diagnosed disability are currently receiving special health or educational accommodations for their disabilities, for example, speech therapy, assistance by an aide in the classroom, or testing accommodations?			
C.	How many of those children with a diagnosed disability need more help than they are currently receiving?			



#### **SECTION B. CLASS ORGANIZATION AND RESOURCES**

B1. The next group of questions ask about classroom practices. In a typical day, how much time does a child in your class or classes spend in the following activities?

MARK ONE RESPONSE ON EACH ROW. DO NOT INCLUDE LUNCH OR RECESS BREAKS.

		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						



B2. How often does the typical child in your class or classes usually work on lessons or projects in the following general subject areas, whether as a whole class, in small groups, or in individualized arrangements? MARK ONE RESPONSE ON EACH ROW.

a.	Reading and language arts	Never	Less than once a week	1 day a week	2 days a week	3 days a week	4 days a week	5 days a week
b.	Mathematics							
c.	Social studies							
d.	Science							
e.	Music							
f.	Art							
g.	Physical education							
h.	Dance/creative movement							
i.	Theater/creative dramatics	П		П	П	П	П	П



B3. On the days children work in these areas, how much time does the typical child in your class or classes usually work on lessons or projects in the following general subject areas? MARK ONE RESPONSE ON EACH ROW.

		Not applicable /never	Less than ½ hour a day	½ hour to less than 1 hour	1 to less than 1 ½ hours	1½ to less than 2 hours	2 to less than 2 ½ hours	3 hours or more
a.	Reading and language arts							
b.	Mathematics							
c.	Social studies							
d.	Science							
e.	Music							
f.	Art							
g.	Physical education							
h.	Dance/creative movement							
i.	Theater/creative dramatics							



В4а.	In an average week, how often do you divide your class or classes into achievement groups for reading activities or lessons? MARK ONE RESPONSE.
	Never IF NEVER SKIP B4b AND GO TO B5a  Less than once a week  1 day a week  2 days a week  3 days a week  4 days a week  5 days a week
B4b.	On days when you divide your class or classes into achievement groups for reading, how many minutes do the groups usually stay together? WRITE IN THE AVERAGE NUMBER OF MINUTES.  Number of minutes
B5a.	In an average week, how often do you divide your class or classes into achievement groups for math activities or lessons? MARK ONE RESPONSE.
	Never IF NEVER SKIP B5b AND GO TO B6  Less than once a week  1 day a week  2 days a week  3 days a week  4 days a week  5 days a week
B5b.	On days when you divide your class or classes into achievement groups for math, how many minutes do the groups usually stay together? WRITE IN THE AVERAGE NUMBER OF MINUTES.
	Number of minutes



B6.	Which of the following services, if any, do children in your class or classes who need more help with reading receive? MARK ALL THAT APPLY.
	Extra individual assistance from you, the teacher Individual tutoring from an aide or volunteer Individual tutoring from a credentialed specialist Pull-out instruction in small groups Other No extra services are available.
В7.	Does your classroom have the following interest areas or centers for activities? MARK ALL THAT APPLY.
	Area for playing with puzzles and blocks (Legos, etc.)  Water or sand table  Dramatic play area or corner  Art area



B8.	How often do the children in your class or classes do the following activities? Go to the school library or media center? <i>MARK ONE RESPONSE</i>										
	No library or media center in this school										
	Once a month or less										
		Two or three times a month									
	Once or twice a week										
	Three or four times a week										
			Daily								
B9.	How many days a week do children have recess? WRITE IN THE NUMBER OF DAYS.										
	Number of days										
B10.			day, how much time do MARK ONE RESPONSE (		-	class or clas	sses spend	in the follo	wing		
	a.	Lunch			No time	1-15 minutes	16-30 minutes	31-45 minutes	Longer than 45 minutes		
	b.	Free pla	y indoors								
	c.	Free pla	y outdoors (including re	ecess)							



	Which	of the following types of aides do you receive help from in you PPLY.	ur classroom? MARK ALL
		Regular aides who work directly with children	
		Special education aides who work directly with children	
		English as a Second Language (ESL) or bilingual education aides who work directly with children	
		Volunteers (for example, parents, high school students, community members) who work directly with children	
		Any type of aide or volunteer doing non-instructional work (for example, photocopying, preparing materials, etc.)	
		No aides are available.	IF NO AIDES ARE AVAILABLE SKIP B11b AND GO TO B12
B11b.	Approx	imately how many hours per week do you have an aide worki	ing in your classroom?
	If multi hour.	ple aides are in your classroom during the same one hour, ple	ease count that as one
		rour answer to the half hours. For example, 1 ½ hours would be rexample, 30 minutes would be written as 0.5. WRITE IN THE	
		Number of hours	



B12. Which of the following statements is true about how well your school system provides you with the instructional materials and other resources you need to teach your class or classes in the following subject areas. MARK ONE RESPONSE ON EACH ROW.

	I get all the resources I need.	I get most of the resources I need.	I get some of the resources I need.	I don't get any of the resources I need.
a. Reading and language arts				
b. Mathematics				
c. Science				



#### SECTION C. INSTRUCTIONAL ACTIVITIES AND CURRICULAR FOCUS

The next series of questions are focused on your instructional activities and curricular focus in your class or classes.

C1. How strongly do you agree or disagree with the following statements about your class or classes? *MARK ONE RESPONSE ON EACH ROW*.

a.	Pictures, posters, artwork, and other décor reflect the cultures and ethnic backgrounds of each student in your class or	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable
b.	classes. All notices and communications to families/caregivers of students in your class or classes 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 your class or classes.						



C2. 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 your class or classes?

MARK ONE RESPONSE ON EACH ROW.

		Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a.	Core or primary reading text for all students (e.g., basal reading series)				
b.	Leveled or guided reading books (multiple books, each at a specific reading level)				
C.	Reading kits (usually a boxed product, which may contain student and teacher materials, assessment materials, and manipulatives)				
d.	Children's newspapers and/or magazines				
e.	Computer software and applications for reading instruction (including those for laptops, desktops, cell phones, or digital tablets)				
f.	Tradebooks (for example, collections of non-fiction)				
g.	Reading materials from other subjects (for example, science, social studies)				
h.	Manipulatives (for example, plastic letters, picture cards, letter cards, tiles)				
i.	Big books and decodeable or sound/symbol books)				



C3. 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.

				Taught			Not T	aught
		Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily	Taught at a higher grade level	Children should already know
a.	Plants and animals							
b.	Weather (for example, rainy, sunny)							
C.	Understand and measure temperature							
d.	Water							
e.	Sound							
f.	Light							
g.	Tools and their uses							
h.	Health, safety, nutrition, and personal hygiene							
i.	Important figures and events in American history							
j.	Community resources (for example, grocery store, library)							
k.	Map-reading skills							
l.	Different cultures							
m.	Reasons for rules, laws, and government							
n.	Geography							
0.	Social problem solving							
p.	Hands-on activities or investigations in science							
q.	Communicating ideas in science							
r.	Community service							





C4. How often do children in your class or classes do each of the following reading and language arts activities? *MARK ONE RESPONSE ON EACH ROW*.

<ul> <li>a. Practice writing the letters of the alphabet</li> </ul>	Never	Once a month or less	three times a month	Once or twice a week	four four times a week	Daily
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						
<ul><li>k. Work in a reading workbook or on a worksheet</li></ul>						
<ol> <li>Write words from dictation, to improve spelling</li> </ol>						
<ul><li>m. Write with encouragement to use invented spellings, if needed</li></ul>						
n. Read books they have chosen for themselves						
o. Compose and write stories or reports						
<ul> <li>p. Do an activity or project related to a book or story</li> </ul>						
q. Writing in a journal						
r. Read text with controlled vocabulary						
s. Read text with strong phonetic patterns						
t. Read text with patterned or predictable text						





C5. 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*.

				Taught			Not T	aught
		Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily	Taught at a higher grade level	Children should already know
a.	Conventions of print (left to right orientation, book holding)							
b.	Rhyming words and word families							
C.	Blending separate sounds of a word to say the word (for example, "/c//a//t/ - cat")							
d.	Verbally manipulating syllables within a word (for example, what is cowboy without cow?)							
e.	Reading multi-syllable words, like "adventure"							
f.	Morphological awareness to help students find meaningful units in words (for example, prefixes, suffixes, and base words)							
g.	Use of common prepositions such as over and under, up and down							
h.	Identifying the main idea and parts of a story							
i.	Orally retelling stories, including key details							
j.	Remembering and following directions that include a series of actions							
k.	Using capitalization and punctuation							
l.	Composing and writing complete sentences							
m	. Conventional spelling							
n.	Reading age appropriate books independently with comprehension							



C6. How often do children in your class or classes do each of the following math activities? MARK ONE RESPONSE ON EACH ROW.

a.	Count out loud	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
b.	Work with geometric						
c.	manipulatives Play math-related games						
d.	Use music to understand math concepts						
e.	Use creative movement or creative drama to understand math concepts						
f.	Work with rulers, measuring cups, spoons, or other measuring instruments						
g.	Explain how a math problem is solved						
h.	Engage in calendar-related activities						
i.	Do math worksheets						
j.	Do math problems from their textbooks						
k.	Complete math problems independently in front of whole group						
I.	Solve math problems in small groups or with a partner						
m.	Work on math problems that reflect real-life situations						
n.	Use a number line to understand number concepts						



C7. 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			Not T	aught
		Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily	Taught at a higher grade level	Children should already 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.	Recognizing and naming geometric shapes							
f.	Identifying relative quantity (for example, equal, most, less, more)							
g.	Sorting objects into subgroups according to a rule							
h.	Ordering objects by size or other properties							
i.	Making, copying, or extending patterns							
j.	Adding single-digit numbers							
k.	Subtracting single-digit numbers							
I.	Uses place value to compose and decompose numbers into tens and ones							
m.	Interpreting simple graphs							
n.	Performing simple data collection and graphing							
0.	Decomposes numbers less than or equal to 10 by using objects or drawings							



C8.	D	o you have any students who are Eng	lish languag	e learners	(ELLs) in you	ur class or cl	asses?
		Yes					
		No IF NO SKIP C9 AND GO	го С10				
C9.	fo	ow often do English language learner ollowing activities (in your classroom on ACH ROW.	· -				
			Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
	a.	Take assessments to monitor their English language acquisition					
	b.	Take assessments to assess their progress in English reading and literacy skills					
	c.	Work in small groups of ELL children or individually on intensive English reading and literacy skills					
	d.	Work in a structured peer-assisted setting (ELL child is paired with a non-ELL child)					



#### The next series of questions is about homework.

assigned over the weekend as one o	iay. IVIAKK UNE K	ESPUNSE.			
0 days					
1 day					
2 days					
3 days					
4 days					
5 or more days					
5 or more days  C11. On days when homework is ass homework in the following are				n to spend on	
C11. On days when homework is ass				n to spend on  21 to 30  minutes	More than 30 minutes
C11. On days when homework is ass	as? MARK ONE R I never assign	1 to 10	EACH ROW. 11 to 20	21 to 30	
C11. On days when homework is ass homework in the following are	as? MARK ONE R I never assign	1 to 10	EACH ROW. 11 to 20	21 to 30	
C11. On days when homework is ass homework in the following are  a. Reading and language arts	as? MARK ONE R I never assign	1 to 10	EACH ROW. 11 to 20	21 to 30	



#### **SECTION D. PARENT INVOLVEMENT**

D1.	cc	ow we would like to ask you about fan onferences do you have with a parent uring the school year? MARK ONE RES	or guardia			-	
		No conferences					
		One conference					
		Two conferences					
		Three or more conferences					
D2.		/hat percentage of children in your cla ollowing activities? <i>MARK ONE RESPON</i>		-	ents who pa	articipate in	the
D2.				-	ents who page 26-50%	articipate in	76% or more
D2.			ISE ON EA	CH ROW.	·		76%
D2.	fo	ollowing activities? <i>MARK ONE RESPON</i> Attend teacher-parent	ISE ON EA	CH ROW.	·		76%
D2.	fo a.	Attend teacher-parent conferences  Volunteer regularly to help in your classroom or another part of the	ISE ON EA	CH ROW.	·		76%



<b>)</b> 3.	through newsletters, letters, emails, list-serve messages, group text messages, or other notices sent home for group updates or information; or updates to a classroom website)? <i>MARK ONE RESPONSE</i> .
	Never
	1-2 times
	3-5 times
	6-10 times
	11-14 times
	15 or more times



#### **SECTION E. EVALUATION AND GRADING PRACTICES**

The next questions pertain to evaluation and grading practices.

E1.	Across all subjects, how often are students administered state or local standardized tests <i>MARK ONE RESPONSE</i> .
	Never
	1 or 2 times a year
	1 or 2 times a month
	1 or 2 times a week
	3 or more times a week
E2.	Which of the following do you use to provide kindergartners' parents with information about their children's performance? <i>MARK ALL THAT APPLY</i> .
	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 the above



#### **SECTION F. SCHOOL AND STAFF ACTIVITIES**

The next set of questions pertains to school-related activities.

F1.	How often have you participated in the following activity since the beginning of the academic year?				
	Meeting with other teachers to discuss instruction-related topics (e.g., lesson planning curriculum development). <i>MARK ONE RESPONSE</i> .				
	Never				
	Once a month or less				
	Two or three times a month				
	Once or twice a week				
	Three or four times a week				
	Daily				



2.	In which of the following staff development and training activities have you participated during the current academic year? <i>MARK ALL THAT APPLY</i> .
	Worked with a master or mentor teacher assigned to you by your school or district
	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
	Coaching (for example, working with an individual specifically trained in instruction or a particular subject area)
	None of the above



F3.	In the <u>past 12 months</u> , did you participate in any professional development activities pertaining to the direct engagement of students and families during the kindergarten transition?
	Yes
	☐ No
F2.	In the <u>past 12 months</u> , how many hours did you spend on professional development activities? <i>MARK ONE RESPONSE</i> .
	10 hours or less
	11 - 20 hours
	21 - 30 hours
	31 - 40 hours
	More than 40 hours



# SECTION G. VIEWS ON SCHOOL READINESS, SCHOOL CLIMATE, AND SCHOOL ENVIRONMENT The next few questions pertain to your feelings about your school.

G1. Please indicate the extent to which you agree with each of the following ONE RESPONSE ON EACH ROW.			llowing sta	itements. <i>I</i>	MARK			
				Strongly disagree	Disagree	Neither agree nor disagree	S Agree	trongly agree
	a.	Many of the children I teach ar capable of learning the materia supposed to teach them.						
	b.	Parents are supportive of scho staff.	ol					
	c.	The academic standards at this school are too low.	;					
G2.		o what extent do you agree with ACH ROW.	the follow	wing stater	ments? <i>MAI</i>	RK ONE RE	SPONSE OI	V
			Strongly disagree		Neither agree nor e disagree		Strongly agree	Not applicable
	a.	I am adequately trained to teach the children with disabilities in my class.						
	b.	I am adequately trained to teach English language learners (ELLs) in my class.						



G3. To what extent do you agree or disagree with each of the following statements as it applies to your instruction? MARK ONE RESPONSE ON EACH ROW.

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a.	I really enjoy my present teaching job.					
b.	I am certain I am making a difference in the lives of the children I teach.					
c.	If I could start over, I would choose teaching again as my career.					



#### **SECTION H. TEACHER BACKGROUND**

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

H1.	The first questions are about your characteristics. What is your gender?
	Male
	Female
	Another gender
H2.	In what year were you born? WRITE IN YEAR.  Year
Н3.	Are you Hispanic or Latino/Latina of any race?  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
H4.	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





H5. 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

Bachelor's degree

Master's degree

An advanced professional degree beyond a master's degree

(for example, PhD, MD, Ed.D)



H6.	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.	SKIP H7	AND GO TO H8		
H7.	In wha	t areas are you certified? MARK ALL THAT APPLY.				
		Elementary education				
		Early childhood education				
		Special education				
		English as a Second Language (ESL) or instruction for Enlanguage learners (ELLs)	glish			
		Other, please specify				



H8.	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, WRITE 0.5.
	Number of years  Been <u>a K-12 teacher</u> .
H9.	Counting this school year, how many years have you taught kindergarten, 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. PLEASE INCLUDE PART-TIME TEACHING. IF THIS IS YOUR FIRST SEMESTER TEACHING THE GRADE WRITE 0.5.
	Number of years  Taught kindergarten
	Date questionnaire completed:
	MONTH DAY YEAR

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

