



Pre-K Coordinator's Survey

TN Pre-K Effectiveness Study

For Your Information: During the Spring or Summer of this year, we will be conducting a Cost Analysis Survey for your district's Pre-K program.

Who is the best person to contact in regard to teacher salary information, building maintenance costs, etc.?

Do you have any partnership or collaboration sites in your district? If so, complete the interview re: **Partnership Sites** on the final pages.

The following questions pertain to classrooms funded through the TN Voluntary Pre-K Program

EXPERIENCE AND EDUCATION

- How many years have you served as a Pre-K Coordinator? _____
 a. for this district? _____

- Do you have other responsibilities in addition to Pre-K supervision? **YES** **NO**

If YES, please answer the following questions:

- What percent of your time is allocated for Pre-K Coordinator? _____
- To what extent is the time you have to spend on Pre-K Program Coordination adequate to do the job well?
1- Way Too Little Time 2-Slightly Too Little Time 3-Just Enough Time 4-More Than Enough Time

- Describe your other responsibilities:

- Have you held other positions in the education field? **YES** **NO**

- If YES, were any related to pre-K and/or Kindergarten? **YES** **NO**

- If YES, Please describe.

- What certificates and endorsements do you hold? (Check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Pre-K – 4 | <input type="checkbox"/> Curriculum & Instruction |
| <input type="checkbox"/> K-4 Early Childhood | <input type="checkbox"/> Administration & Supervision |
| <input type="checkbox"/> 4-6 Intermediate | <input type="checkbox"/> Others (List) |
| <input type="checkbox"/> 6-9 Middle Grades | _____ |
| <input type="checkbox"/> 7 - 12 Secondary | _____ |
| <input type="checkbox"/> Early Childhood Specialist | |

- What is the **highest** education degree you have obtained?

- BA or BS
- Masters
- Ed. S
- Doctorate

CURRICULUM & INSTRUCTION

- Do your pre-K classrooms use a published literacy curriculum? Yes No Don't Know

If so, please answer the following questions:

- Which one(s)? _____

b. Who selected the literacy curriculum to use (choose one)?

(School/curriculum committee)

Teacher decides for self

The Pre-K teachers in a school

The principal in each school

Other (please describe) _____

(District-wide/curriculum committee)

District Director/Superintendent

Teachers across grade levels

Pre-K teachers across the district

Don't Know

Pre-K Coordinator

c. How much input did you have in selecting the current curriculum?

1 - No input

2 - Little input

3 - A lot of input

4 - Completely up to me

Not applicable – I was not in this position when the curriculum was chosen.

If a new curriculum were chosen, how much input would you have?

1 - No input

2 - Little input

3 - A lot of input

4 - Completely up to me

Don't Know

d. Do all pre-k teachers in the district use the same literacy curriculum? Yes No Don't Know

e. How familiar are you with the current published literacy curriculum?

1 Unfamiliar

2 A Little Familiar

3 Fairly Familiar

4 Extremely Familiar

f. How much do you like the current published literacy curriculum?

1 Not At All

2 Somewhat

3 Fairly Well

4 Very Much

g. How closely do you monitor the use of the current literacy curriculum in each of your Pre-K classes?

1 Not At All

2 A Little

3 Somewhat

4 A Great Deal

7. Do your pre-K classrooms use a published math curriculum? Yes No Don't Know

If so, please answer the following questions:

a. Which one(s)? _____

b. Who selected the math curriculum to use (choose one)?

(School/curriculum committee)

Teacher decides for self

The Pre-K teachers in a school

The principal in each school

Other (please describe) _____

(District-wide/curriculum committee)

District Director/Superintendent

Teachers across grade levels

Pre-K teachers across the district

Don't Know

Pre-K Coordinator

c. How much input did you have in selecting the current curriculum?

1 - No input

2 - Little input

3 - A lot of input

4 - Completely up to me

Not applicable – I was not in this position when the curriculum was chosen.

If a new curriculum were chosen, how much input would you have?

1 - No input

2 - Little input

3 - A lot of input

4 - Completely up to me

Don't Know

d. Do all pre-k teachers in the district use the same math curriculum? Yes No Don't Know

e. How familiar are you with the current published math curriculum?

1 Unfamiliar 2 A Little Familiar 3 Fairly Familiar 4 Extremely Familiar

f. How much do you like the current published math curriculum?

1 Not At All 2 Somewhat 3 Fairly Well 4 Very Much

g. How closely do you monitor the use of the current math curriculum in each of your Pre-K classes?

1 Not At All 2 A Little 3 Somewhat 4 A Great Deal

8. Do your pre-K classrooms use a published behavior/social management curriculum? Yes No D K

If so, please answer the following questions:

a. Which one(s)? _____

b. Who selected the behavior/social management curriculum to use (choose one)?

(School/curriculum committee)

(District-wide/curriculum committee)

Teacher decides for self

District Director/Superintendent

Pre-K Coordinator

The Pre-K teachers in a school

Teachers across grade levels

The principal in each school

Pre-K teachers across the district

Other (please describe) _____ Don't Know

c. How much input did you have in selecting the current curriculum?

1 - No input

2 - Little input

3 - A lot of input

4 - Completely up to me

Not applicable – I was not in this position when the curriculum was chosen.

If a new curriculum were chosen, how much input would you have?

1 - No input

2 - Little input

3 - A lot of input

4 - Completely up to me

Don't Know

d. Do all pre-k teachers in the district use the same behavior curriculum? Yes No Don't Know

e. How familiar are you with the current published behavior curriculum?

1 Unfamiliar 2 A Little Familiar 3 Fairly Familiar 4 Extremely Familiar

f. How much do you like the current published behavior curriculum?

1 Not At All 2 Somewhat 3 Fairly Well 4 Very Much

g. How closely do you monitor the use of the current behavior curriculum in each of your Pre-K classes?

1 Not At All 2 A Little 3 Somewhat 4 A Great Deal

9. Do you have a copy of the ECERS (Early Childhood Environment Rating Scale)?

YES

NO

10. How familiar are you with the ECERS scale?

1 Not Familiar

2 A Little Familiar

3 Fairly Familiar

4 Extremely Familiar

11. Do you have a copy of the ELLCO (Early Language and Literacy Classroom Observation)?

YES

NO

12. How familiar are you with the ELLCO scale?

1 Not Familiar

2 A Little Familiar

3 Fairly Familiar

4 Extremely Familiar

13. Who rates each pre-K classroom for the **Pre-K Improvement Plan** on the ECERS-R and ELLCO?

- Pre-K Coordinator
- Principal
- Teacher Self-Report
- All 3 of us work together to arrive at the ratings and develop the Pre-K Improvement Plan
- Other. Describe: _____

14. How useful is the ECERS scale in developing the **Pre-K Improvement Plan**?

- 1 not very useful 2 a little useful 3 fairly useful 4 extremely useful

15. How useful is the ELLCO scale in developing the **Pre-K Improvement Plan**?

- 1 not very useful 2 a little useful 3 fairly useful 4 extremely useful

16. Who works with the Pre-K teacher to implement the improvements as planned on the **Pre-K Improvement Plan**?

- Pre-K Coordinator
- Principal
- Teacher
- All 3 of us work together to implement the Pre-K Improvement Plan
- Other. Describe: _____

17. How useful is the ECERS scale in implementing the **Pre-K Improvement Plan**?

- 1 not very useful 2 a little useful 3 fairly useful 4 extremely useful

18. How useful is the ELLCO scale in implementing the **Pre-K Improvement Plan**?

- 1 not very useful 2 a little useful 3 fairly useful 4 extremely useful

19. This year, how many hours of Professional Development/Inservice in Early Childhood Education was:

- a. Provided by the district to all pre-K teachers? _____
- b. Provided by the district to all pre-K assistants _____

20. How often do the pre-K teachers meet together with you, or someone appointed by you, for a less formal discussion about issues relevant to Pre-K? **At least once a:** Week Month Semester Year Never

21. How often do the pre-K assistants meet together with you, or someone appointed by you, for a less formal discussion about issues relevant to Pre-K? **At least once a:** Week Month Semester Year Never

22. What kind of visits/exchanges do you, or someone appointed by you, typically have with **each tenured pre-K teacher** and how often?

- | | | | | | | |
|---|------------------|-------------------------------|--------------------------------|-----------------------------------|-------------------------------|--------------------------------|
| a. Quick visits to touch base | At least once a: | <input type="checkbox"/> Week | <input type="checkbox"/> Month | <input type="checkbox"/> Semester | <input type="checkbox"/> Year | <input type="checkbox"/> Never |
| b. Short observations of specific lessons | At least once a: | <input type="checkbox"/> Week | <input type="checkbox"/> Month | <input type="checkbox"/> Semester | <input type="checkbox"/> Year | <input type="checkbox"/> Never |
| c. Discussion of classroom structure | At least once a: | <input type="checkbox"/> Week | <input type="checkbox"/> Month | <input type="checkbox"/> Semester | <input type="checkbox"/> Year | <input type="checkbox"/> Never |
| d. In-depth discussion of instruction | At least once a: | <input type="checkbox"/> Week | <input type="checkbox"/> Month | <input type="checkbox"/> Semester | <input type="checkbox"/> Year | <input type="checkbox"/> Never |
| e. Day-long visits for evaluation | At least once a: | <input type="checkbox"/> Week | <input type="checkbox"/> Month | <input type="checkbox"/> Semester | <input type="checkbox"/> Year | <input type="checkbox"/> Never |
| f. E-mail exchanges of news | At least once a: | <input type="checkbox"/> Week | <input type="checkbox"/> Month | <input type="checkbox"/> Semester | <input type="checkbox"/> Year | <input type="checkbox"/> Never |
| g. Other: Describe
_____ | At least once a: | <input type="checkbox"/> Week | <input type="checkbox"/> Month | <input type="checkbox"/> Semester | <input type="checkbox"/> Year | <input type="checkbox"/> Never |

23. What kind of visits/exchanges do you, or someone appointed by you, typically have with **each pre-tenured pre-K teacher** and how often?

- | | | | | | | |
|--|------------------|-------------------------------|--------------------------------|-----------------------------------|-------------------------------|--------------------------------|
| a. Quick visits to touch base | At least once a: | <input type="checkbox"/> Week | <input type="checkbox"/> Month | <input type="checkbox"/> Semester | <input type="checkbox"/> Year | <input type="checkbox"/> Never |
| b. Short observations of specific lessons | At least once a: | <input type="checkbox"/> Week | <input type="checkbox"/> Month | <input type="checkbox"/> Semester | <input type="checkbox"/> Year | <input type="checkbox"/> Never |
| c. Discussion of classroom structure | At least once a: | <input type="checkbox"/> Week | <input type="checkbox"/> Month | <input type="checkbox"/> Semester | <input type="checkbox"/> Year | <input type="checkbox"/> Never |
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| g. Other: Describe
_____ | At least once a: | <input type="checkbox"/> Week | <input type="checkbox"/> Month | <input type="checkbox"/> Semester | <input type="checkbox"/> Year | <input type="checkbox"/> Never |

List the name and position of any person appointed by Pre-K Coordinator to conduct observations or do evaluations:

Beliefs about Readiness Skills for Kindergarten

Please rank the following 7 sets of skills according to which you think are **most important (7)** to the **least important (1) skills for children to be successful in Kindergarten.**

Assign 7, 6, 5, 4, 3, 2, 1.

Ranking:

_____ **Social and Emotional Development**

_____ **Approaches to Learning**

_____ **Classroom Behavior**

_____ **Language Development**

_____ **Literacy Skills**

_____ **Math Skills**

_____ **General Knowledge & Skills**

For your information and help, below are examples of Kindergarten Readiness Skills in each category.

Social and Emotional Development

Examples:

- Initiates and responds to contact with peers
- Shares, exchanges materials with peers
- Uses verbal requests during play
- Expresses affection, emotions and feelings appropriately
- Uses courtesy words spontaneously
- Refrains from aggressive behavior
- Seeks teacher attention appropriately
- Responds appropriately to the emotions of others
- Enjoys school

Approaches to Learning

Examples:

- Engages in independent problem solving
- Asks for information/assistance when necessary
- Pays attention during class
- Exhibits creativity
- Is persistent in finishing a difficult task
- Keeps track of belongings and materials
- Completes tasks on time
- Remembers instructions
- Is curious and eager to learn

Classroom Behavior

Examples:

- Sits appropriately during large group times
- Does not disrupt peers
- Waits turn to speak
- Begins work following instructions to group
- Uses materials appropriately
- Lines up and stays in line during transitions
- Complies with directions
- Responds to behavioral warning words
- Follows routines at the end of a work session

Language Development

Examples:

- Speaks clearly
- Talks in complete sentences of five to six words
- Uses descriptive words
- Communicates needs and preferences
- Shares experiences and ideas with others
- Takes turns in conversation
- Understands two part directions
- Interested in learning new words
- Introduces new conversational topic when talking with teachers and peers

Literacy Skills

Examples:

- Labels many letters of the alphabet
- Writes some letters
- Listens to stories without interrupting
- Interested in books
- Recognizes rhyming words
- Identifies the beginning sounds of some words
- Recognizes some common sight words like "stop"
- Matches sounds with letters
- Writes own name

Math Skills

Examples:

- Labels basic shapes
- Understands concept of size
- Labels numerals 1-10
- Rote counts 1-20
- Labels groups of one through five objects
- Sorts similar objects by color, size, and shape
- Concept of ordering (first/last)
- Understands and can repeat a simple pattern
- Produces groups of one through five objects

General Knowledge & Skills

Examples:

- Labels basic colors
- Knows names of basic body parts
- Knows the days of the week
- Demonstrates gross motor skills
- Understands weather and seasons
- Understands concept of same/different
- Understands sequence of events
- Demonstrates fine motor skills
- Understands concepts like living and non-living

Additional Questions

Teachers at the Pre-K level can sometimes face challenges that other teachers in the school do not necessarily deal with. Are there any challenges that you see as being unique to Pre-K teachers?

Are there any changes that you would like to see the state make in terms of how Tennessee's Pre-K system is run/regulated?

Any other comments or suggestions (Optional)

THANKS!

CURRICULUM & INSTRUCTION In Partnership Sites

24. Do your pre-K classrooms In Partnership Sites use a published literacy curriculum? Yes No D K

If so, please answer the following questions:

a. Which one(s)? _____

b. Who selected the math curriculum to use (choose one)? Don't Know

c. How much input did you have in selecting the current curriculum?

1 - No input

2 - Little input

3 - A lot of input

4 - Completely up to me

Not applicable – I was not in this position when the curriculum was chosen.

If a new curriculum were chosen, how much input would you have?

1 - No input

2 - Little input

3 - A lot of input

4 - Completely up to me

Don't Know

d. Do all pre-k teachers in the Partnership Sites use the same literacy curriculum?

Yes No Don't Know

e. How familiar are you with the current published literacy curriculum?

1 Unfamiliar

2 A Little Familiar

3 Fairly Familiar

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f. How much do you like the current published literacy curriculum?

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g. How closely do you monitor the use of the current literacy curriculum in each of your Pre-K classes?

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25. Do your pre-K classrooms In Partnership Sites use a published math curriculum? Yes No D K

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If a new curriculum were chosen, how much input would you have?

1 - No input

2 - Little input

3 - A lot of input

4 - Completely up to me

Don't Know

d. Do all pre-k teachers in the Partnership Sites use the same math curriculum?

Yes No Don't Know

- e. How familiar are you with the current published math curriculum?
1 Unfamiliar 2 A Little Familiar 3 Fairly Familiar 4 Extremely Familiar
- f. How much do you like the current published math curriculum?
1 Not At All 2 Somewhat 3 Fairly Well 4 Very Much
- g. How closely do you monitor the use of the current math curriculum in each of your Pre-K classes?
1 Not At All 2 A Little 3 Somewhat 4 A Great Deal

26. Do your pre-K classrooms *In Partnership Sites* use a published behavior/social management curriculum?

Yes No D K

If so, please answer the following questions:

- a. Which one(s)? _____
- b. Who selected the math curriculum to use (choose one)? Don't Know

- | | |
|---|---|
| <p>c. How much input did you have in selecting the current curriculum?</p> <p>1 - No input
 2 - Little input
 3 - A lot of input
 4 - Completely up to me</p> <p><input type="checkbox"/> Not applicable – I was not in this position when the curriculum was chosen.</p> | <p><i>If a new curriculum were chosen, how much input would you have?</i></p> <p>1 - No input
 2 - Little input
 3 - A lot of input
 4 - Completely up to me</p> <p><input type="checkbox"/> Don't Know</p> |
|---|---|

- d. Do all pre-k teachers in the Partnership Sites use the same behavior curriculum?

Yes No Don't Know

- e. How familiar are you with the current published behavior curriculum?
1 Unfamiliar 2 A Little Familiar 3 Fairly Familiar 4 Extremely Familiar
- f. How much do you like the current published behavior curriculum?
1 Not At All 2 Somewhat 3 Fairly Well 4 Very Much
- g. How closely do you monitor the use of the current behavior curriculum in each of your Pre-K classes?
1 Not At All 2 A Little 3 Somewhat 4 A Great Deal

27. Who rates each pre-K classroom *In Partnership Sites* for the **Pre-K Improvement Plan on the ECERS-R and ELLCO?**

- Pre-K Coordinator
- Principal
- Teacher Self-Report
- All 3 of us work together to arrive at the ratings and develop the Pre-K Improvement Plan
- Other. Describe: _____

28. Who works with the Pre-K teacher *In Partnership Sites* to implement the improvements as planned on the **Pre-K Improvement Plan?**

- Pre-K Coordinator
- Principal
- Teacher
- All 3 of us work together to implement the Pre-K Improvement Plan
- Other. Describe: _____

29. This year, how many hours of Professional Development/Inservice in Early Childhood Education was:

a. Provided by the district to all pre-K teachers **In Partnership Sites**? _____

b. Provided by the district to all pre-K assistants **In Partnership Sites** _____

30. How often do the pre-K teachers **In Partnership Sites** meet together with you, or someone appointed by you, for a less formal discussion about issues relevant to Pre-K?

At least once a: Week Month Semester Year Never

31. How often do the pre-K assistants **In Partnership Sites** meet together with you, or someone appointed by you, for a less formal discussion about issues relevant to Pre-K?

At least once a: Week Month Semester Year Never

32. What kind of visits/exchanges do you, or someone appointed by you, typically have with **each tenured pre-K teacher In Partnership Sites** and how often?

a. Quick visits to touch base At least once a: Week Month Semester Year Never

b. Short observations of specific lessons At least once a: Week Month Semester Year Never

c. Discussion of classroom structure At least once a: Week Month Semester Year Never

d. In-depth discussion of instruction At least once a: Week Month Semester Year Never

e. Day-long visits for evaluation At least once a: Week Month Semester Year Never

f. E-mail exchanges of news At least once a: Week Month Semester Year Never

g. Other: Describe _____ At least once a: Week Month Semester Year Never

33. What kind of visits/exchanges do you, or someone appointed by you, typically have with **each pre-tenured pre-K teacher In Partnership Sites** and how often?

a. Quick visits to touch base At least once a: Week Month Semester Year Never

b. Short observations of specific lessons At least once a: Week Month Semester Year Never

c. Discussion of classroom structure At least once a: Week Month Semester Year Never

d. In-depth discussion of instruction At least once a: Week Month Semester Year Never

e. Day-long visits for evaluation At least once a: Week Month Semester Year Never

f. E-mail exchanges of news At least once a: Week Month Semester Year Never

g. Other: Describe _____ At least once a: Week Month Semester Year Never

List the name and position of any person appointed by Pre-K Coordinator to conduct observations or do evaluations **In Partnership Sites**