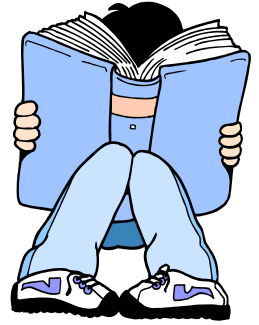


Preschool Curriculum Evaluation Research Newark, New Jersey



Dear Teachers,

This is a survey of philosophy toward literacy and knowledge of certain components of literacy that may or may not be addressed in the upcoming professional development institutes. The results of this survey will help us at the university level to know what dimensions of literacy to strengthen or continue at the preservice level. Our goal is to improve preservice education in literacy and your responses to these measures will greatly assist us in this statewide goal.

Please know that the results of this survey will be aggregated and individual data will not be available to either the district or state. Thank you very much for your participation.

Sincerely,
Anne E. Cunningham
Principal Investigator
Newark "Ready, Set, Leap" Preschool Project
Associate Professor
University of California, Berkeley

Age: 1. 18-21 2. 22-25 3. 26-30 4. 31-39 4. 40-49
5. 50-59 6. 60 +

Gender: 1. Male 2. Female

Date: _____

Ethnicity:

1. African American 2. Filipino 3. Pacific-Islander 4. Asian American
5. Latina/o 6. Caucasian 7. Native American 8. Decline to State 9. Other

Center: _____

What position are you in this school year (please circle one):

1. Teacher 2. Teaching Assistant 3. Other

Highest degree earned: 1. High School 2. 2- year college degree
3. 4-year degree 4. Masters 5. Other

Year obtained:

1. 1997-2001 2. 1992-1996 3. 1987-1991 4. 1980-1986
5. 1970-1979 6. 1960-1969 7. 1950-1959

Please check below if you have a teaching credential:

1. Yes 2. No

.Please check the type of credential training program you attended: (check all that apply) :

1. Child-centered
2. Skills-based
3. Received guidance from a mentor “master” teacher
4. No college training in preschool teaching

Please indicate the total number of years you have been teaching as of 8/2004.

1. Less than one year
2. 1-3 years
3. 4-6 years
4. 7-15 years
5. 15-20 years
6. 21 years or more.

Please write on this form the total number of years you have been teaching as of 8/2004 in each of the following categories:

Preschool	_____
Early Primary (K-3)	_____
Administrator	_____
Special Education	_____
Speech and Language	_____
Total number of years across all grades	_____

If you have a college degree, please write the college or university where you received your undergraduate degree,

and indicate where you received your teaching credential _____

If you have attended college or a university, how many years did you attend? _____

For teaching **Prekindergarten***, please indicate what kinds of activities you engage in when teaching early literacy. What proportion of your Literacy instruction would be spent on each activity?

On the left of the grid list the Literacy activities, and on the right the percentage of your Literacy instructional time you allocate to these activities. Please be as detailed and specific as possible in the teaching activities that you generate. For example, do not just say “literacy”, but explain exactly the type/format of activities used during this time. Please also make sure that your percentages add up to 100%.

Literacy Activity	Teacher Managed Or Child Choice	% of Literacy Time Spent
<i>EXAMPLE: Read Aloud: Story Time</i>	<i>Teacher managed</i>	<i>20%</i>

Total Time = 100%

This is a questionnaire designed to assess your present knowledge of aspects of oral and written language. Please read the directions carefully for each section and mark the answer(s) you feel are most appropriate. Thank you for your careful and professional response to our research survey.

1. Does this word contain a consonant blend? scratch a. Yes b. No
2. Does this word contain a consonant blend? first a. Yes b. No
3. Does this word contain a consonant blend? doubt a. Yes b. No
4. Does this word contain a consonant blend? pumpkin a. Yes b. No
5. Does this word contain a consonant digraph? kitchen a. Yes b. No
6. Does this word contain a consonant digraph? daughter a. Yes b. No
7. Does this word contain a consonant digraph? think a. Yes b. No
8. If *e* were the only vowel in an open syllable, the *e* would most likely represent the same sound as:
 - a. the *e* in *pine*
 - b. the *ea* in *meat*
 - c. the *y* in *my*
 - d. the *e* in *set*
 - e. None of these

Count the number of simple speech sounds you hear in each of the words below. Please do this for every word listed. For example, *cat* has three sounds, /c/ /a/ /t/.

9. sun a. one sound b. two c. three d. four e. five
10. straight a. one sound b. two c. three d. four e. five
11. grass a. one sound b. two c. three d. four e. five
12. exit a. one sound b. two c. three d. four e. five
13. say a. one sound b. two c. three d. four e. five
14. scratch a. one sound b. two c. three d. four e. five
15. fraught a. one sound b. two c. three d. four e. five
16. Christmas a. three sounds b. four c. five d. six e. seven

Say each of the following words out loud. Then *reverse the order of the sounds*, and say the new English word that results. ON THIS FORM please write the new word with its conventional (correct) English spelling. (Do this for every word.) (Ex. age >> jay)

- 17. ice _____
- 18. tub _____
- 19. face _____
- 20. checks _____
- 21. easy _____
- 22. time _____
- 23. teach _____
- 24. judge _____
- 25. enough _____

All of the following words are common words that children are usually taught to read in first grade. Some of these words are phonetically regular (i.e., they conform to frequently-taught phonic rules in English and can be sounded out), whereas others are phonetically irregular (i.e., they are exceptions to phonic rules). Please indicate whether each of the words is phonetically regular or irregular.

- 26. the a. Regular b. Irregular
- 27. done a. Regular b. Irregular
- 28. make a. Regular b. Irregular
- 29. said a. Regular b. Irregular
- 30. go a. Regular b. Irregular
- 31. in a. Regular b. Irregular
- 32. have a. Regular b. Irregular
- 33. tea a. Regular b. Irregular
- 34. was a. Regular b. Irregular
- 35. give a. Regular b. Irregular
- 36. sprain a. Regular b. Irregular
- 37. what a. Regular b. Irregular
- 38. coin a. Regular b. Irregular

- | | | |
|-------------|------------|--------------|
| 39. one | a. Regular | b. Irregular |
| 40. peach | a. Regular | b. Irregular |
| 41. snowy | a. Regular | b. Irregular |
| 42. yacht | a. Regular | b. Irregular |
| 43. teacher | a. Regular | b. Irregular |
| 44. chunk | a. Regular | b. Irregular |
| 45. pocket | a. Regular | b. Irregular |
| 46. does | a. Regular | b. Irregular |
| 47. had | a. Regular | b. Irregular |
| 48. pint | a. Regular | b. Irregular |
| 49. but | a. Regular | b. Irregular |
| 50. sheet | a. Regular | b. Irregular |
| 51. rebate | a. Regular | b. Irregular |

For each word on the left below, indicate the number of syllables. For example, elephant has 3 syllables: /el/ /e/ /phant/

of syllables

- | | | | | | |
|-------------------|----------|---------|----------|---------|----------|
| 52. salamander | a. three | b. four | c. five | d. six | e. seven |
| 53. unbelievable | a. three | b. four | c. five | d. six | e. seven |
| 54. finger | a. one | b. two | c. three | d. four | e. five |
| 55. however | a. one | b. two | c. three | d. four | e. five |
| 56. psychometrics | a. three | b. four | c. five | d. six | e. seven |
| 57. hopeful | a. one | b. two | c. three | d. four | e. five |
| 58. international | a. three | b. four | c. five | d. six | e. seven |

Read the first word (in bold face) in each line, and note the sound that is represented by the underlined letter or letters. Then circle the word to the right that contains the same *sound*.

- | | | | | |
|--------------------|--------------|------------|--------------|-----------|
| 59. paper | a. village | b. father | c. pal | d. sleigh |
| 60. rose | a. dazzle | b. rust | c. assign | d. tissue |
| 61. push | a. just | b. jump | c. should | d. soup |
| 62. return | a. smashed | b. settle | c. listen | d. castle |
| 63. salad | a. physician | b. usual | c. reception | d. has |
| 64. this | a. both | b. their | c. thunder | d. three |
| 65. Stephen | a. of | b. soften | c. phrase | d. find |
| 66. nurse | a. your | b. percent | c. poor | d. cure |

Count the number of phonemes you hear in each of the words below. A phoneme is the smallest unit of sound. It is smaller than a syllable. (Ex. meat >> /m/ /e/ /t/ = 3)

- | | | | | | |
|-------------|--------------|--------|----------|---------|---------|
| 67. bat | a. one sound | b. two | c. three | d. four | e. five |
| 68. though | a. one sound | b. two | c. three | d. four | e. five |
| 69. chalk | a. one sound | b. two | c. three | d. four | e. five |
| 70. laughed | a. one sound | b. two | c. three | d. four | e. five |
| 71. weight | a. one sound | b. two | c. three | d. four | e. five |
| 72. couch | a. one sound | b. two | c. three | d. four | e. five |

For the type of knowledge contained in the previous questions, numbers 1 -72, please answer:

73. How important you think this type of knowledge is for preschool teachers to know?
- a. Very Important
 - b. Somewhat Important
 - c. Not Very Important
 - d. Not Important At All
74. How well do you think you did on these questions (numbered 1-72)?
- a. Very Well
 - b. Fairly Well
 - c. Not Very Well
 - d. Poorly

Of the first 72 questions we asked you, how many items do you estimate or think you got correct? Please respond on the blank line below.

75. Of all of the preschool teachers completing this survey, please indicate how well you think YOU did compared to the others.
- a. well below average
 - b. a little below average
 - c. a little above average
 - d. well above average

How would you describe your current knowledge level with each of the following:

76. Knowledge of phonemic awareness:

- a. MINIMAL b. MODERATE c. VERY GOOD d. EXPERT

77. Teaching preschool children to become phonemically aware:

- a. MINIMAL b. MODERATE c. VERY GOOD d. EXPERT

78. Knowledge of phonics and the alphabetic principle:

- a. MINIMAL b. MODERATE c. VERY GOOD d. EXPERT

79. Teaching preschool children to understand the alphabetic principle, e.g., the correspondence between letters and sounds:

- a. MINIMAL b. MODERATE c. VERY GOOD d. EXPERT

80. Teaching children to become familiar with children's literature:

- a. MINIMAL b. MODERATE c. VERY GOOD d. EXPERT

81. Teaching preschool children different genre of children’s literature (e.g., poems, fiction, informational text):

- a. MINIMAL b. MODERATE c. VERY GOOD d. EXPERT

82. Knowledge of how to meet the educational needs of diverse learners:

- a. MINIMAL b. MODERATE c. VERY GOOD d. EXPERT

83. Teaching literacy to diverse learners:

- a. MINIMAL b. MODERATE c. VERY GOOD d. EXPERT

84. Teaching K-3 English language literacy skills to second language learners:

- a. MINIMAL b. MODERATE c. VERY GOOD d. EXPERT

85. Knowledge of appropriate preschool literacy assessments:

- a. MINIMAL b. MODERATE c. VERY GOOD d. EXPERT

86. Using assessment data to inform literacy instruction:

- a. MINIMAL b. MODERATE c. VERY GOOD d. EXPERT

87. Teaching literacy using **RSL** curriculum:

- a. MINIMAL b. MODERATE c. VERY GOOD d. EXPERT

88. Teaching literacy using **High Scope** curriculum:

- a. MINIMAL b. MODERATE c. VERY GOOD d. EXPERT

Below you will see a list of 50 children’s book titles. Some of them are the names of actual children’s books and some are not. You are to read the titles and put a check mark next to the names of those that you know are books. Do not guess, but only check those you know are actual books. Remember, some of the titles are not actually book titles, so guessing can be easily detected.

- | | |
|---|--|
| <input type="checkbox"/> Wacky Wendell | <input type="checkbox"/> Biscuit |
| <input type="checkbox"/> Goodnight Moon | <input type="checkbox"/> If You Give a Pig a Pancake |
| <input type="checkbox"/> Follow the Drinking Gourd | <input type="checkbox"/> Guess How Much I Love You |
| <input type="checkbox"/> Brown Bear, Brown Bear, What Do You See? | <input type="checkbox"/> The Rabbit Acrobats |
| <input type="checkbox"/> Oh, The Places You’ll Go | <input type="checkbox"/> Because I Love You |
| <input type="checkbox"/> Where the Wild Things Are | <input type="checkbox"/> Cootie Catchers |
| <input type="checkbox"/> Eduardo’s Bus Trip | <input type="checkbox"/> The Last of the Really Great Whangdoodles |
| <input type="checkbox"/> Harold and the Purple Crayon | <input type="checkbox"/> My Friend the Mailman |
| <input type="checkbox"/> Grandmother’s Surprise | <input type="checkbox"/> Jamberry |
| <input type="checkbox"/> What Rhymes With Orange? | <input type="checkbox"/> Eloise |
| <input type="checkbox"/> Father Bear Comes Home | <input type="checkbox"/> Corduroy |
| <input type="checkbox"/> Are You My Mother? | <input type="checkbox"/> Letting Swift River Go |
| <input type="checkbox"/> Watch Out! Big Bro’s Coming! | <input type="checkbox"/> Kofi and His Magic |
| <input type="checkbox"/> The Blueberry Kazoo | <input type="checkbox"/> Bedtime For Frances |
| <input type="checkbox"/> Flat Stanley | <input type="checkbox"/> “I Don’t Care!” Said the Bear |
| <input type="checkbox"/> Blame it on Billy | <input type="checkbox"/> Click Clack Moo |
| <input type="checkbox"/> The Fall of Freddy the Leaf | <input type="checkbox"/> Bartholomew and the Oobleck |
| <input type="checkbox"/> Have You Seen my Cat? | <input type="checkbox"/> Chicka Chicka Boom Boom |
| <input type="checkbox"/> Down by David’s Pond | <input type="checkbox"/> The Mitten |
| <input type="checkbox"/> The Clock With No Hands | <input type="checkbox"/> Nature’s Treasures |
| <input type="checkbox"/> Aunt Lulu | <input type="checkbox"/> The Library |
| <input type="checkbox"/> The Colors of Me | <input type="checkbox"/> The Muffin Maker |
| <input type="checkbox"/> Cloudy With a Chance of Meatballs | <input type="checkbox"/> Runaway Bunny |
| <input type="checkbox"/> House on East Eighty-Eighth Street | <input type="checkbox"/> The Emperor’s Egg |
| <input type="checkbox"/> All Together Now | <input type="checkbox"/> In the Night Kitchen |

89. How important do you think it is for preschool teachers to know about children’s literature (such as examples of books listed above)?
- Very Important
 - Somewhat Important
 - Not Very Important
 - Not Important At All

Below you will see a list of 49 adult book titles. Some of them are the names of actual books and some are not. You are to read the titles and put a check mark next to the names of those that you know are books. Do not guess, but only check those you know are actual books. Remember, some of the titles are not actually book titles, so guessing can be easily detected.

- | | |
|---|---|
| <input type="checkbox"/> Tara Road | <input type="checkbox"/> The Norton Files |
| <input type="checkbox"/> A Kiss in the Moonlight | <input type="checkbox"/> The Da Vinci Code |
| <input type="checkbox"/> A Lesson Before Dying | <input type="checkbox"/> Midwives |
| <input type="checkbox"/> The Bluest Eye | <input type="checkbox"/> Mulberry Field |
| <input type="checkbox"/> A Minute in Heaven | <input type="checkbox"/> While I Was Gone |
| <input type="checkbox"/> Where the Heart Is | <input type="checkbox"/> Livin' on Blues |
| <input type="checkbox"/> The Alchemist | <input type="checkbox"/> I Know This Much is True |
| <input type="checkbox"/> The House of Secrets | <input type="checkbox"/> Lolita |
| <input type="checkbox"/> The Man Behind the President | <input type="checkbox"/> Uninterrupted Silence |
| <input type="checkbox"/> The House on Mango Street | <input type="checkbox"/> The Pearl |
| <input type="checkbox"/> A Map of the World | <input type="checkbox"/> Virginia St. |
| <input type="checkbox"/> The Lion's Game | <input type="checkbox"/> Memoirs of a Geisha |
| <input type="checkbox"/> Hearts in Atlantis | <input type="checkbox"/> Plainsong |
| <input type="checkbox"/> The Reader | <input type="checkbox"/> Uncommon Ease |
| <input type="checkbox"/> Amy and Isabelle | <input type="checkbox"/> Gertrude and Claudius |
| <input type="checkbox"/> Victorian Victory | <input type="checkbox"/> By the Book |
| <input type="checkbox"/> Beowulf | <input type="checkbox"/> Roll of Thunder, Hear My Cry |
| <input type="checkbox"/> Gap Creek | <input type="checkbox"/> Drowning Ruth |
| <input type="checkbox"/> A Celestial View | <input type="checkbox"/> Heart Trails |
| <input type="checkbox"/> The Poisonwood Bible | <input type="checkbox"/> The Pilot's Wife |
| <input type="checkbox"/> Atonement | <input type="checkbox"/> Daughter of Fortune |
| <input type="checkbox"/> A Conspiracy of Paper | <input type="checkbox"/> The Brethren |
| <input type="checkbox"/> Debt of Freedom | <input type="checkbox"/> Trio |
| <input type="checkbox"/> Empire Falls | <input type="checkbox"/> Hannibal |
| <input type="checkbox"/> Love Medicine | |

90. How important do you think it is for teachers to know about adult literature (such as examples of books listed above)?
- Very Important
 - Somewhat Important
 - Not Very Important
 - Not Important At All

For items 91 through 93:

Please circle the answer that best represents your belief about the statements below.

91. A teacher can overcome family problems of the students with the help of successful teaching techniques.

Strongly disagree disagree no opinion agree strongly agree

92. The hours students spend in school are not sufficient to overcome the negative effects of home life.

Strongly disagree disagree no opinion agree strongly agree

93. So long as I work hard, I can effectively teach even the most difficult students in my class.

Strongly disagree disagree no opinion agree strongly agree