

**EVALUATION OF DELAWARE'S STATE IMPROVEMENT GRANT:
2007 PRE-K TEACHER SURVEY**

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2007 DelaSIG Pre-K Teacher Survey

Background

One objective of the Delaware State Improvement Grant (DelaSIG) is that pre-k teachers will implement scientifically based activities to teach pre-literacy/literacy skills. As part of the reporting of the DelaSIG, the Delaware Education Research and Development Center (R & D Center) requested survey data from participants who attended the Delaware Department of Education (DDOE) professional development program(s) designed to help focus pre-k teacher early literacy instruction. To help reach this objective, pre-k teacher literacy training modules were first implemented during the 2004–2005 school year and continued to be offered through 2007. To facilitate the evaluation of the trainings, pre-k teacher survey data was sought from all identified module participants.

Sample

All participants who had attended at least one pre-k teacher training module were invited to complete a short survey. From the 182 identified participants, only 19 completed and returned the pre-k teacher survey to the R & D Center. An additional 16 surveys were returned as undeliverable. The overall rate of return was 11%. Although this survey had been administered previously, because the method of data collection changed, no direct comparisons are made here. For a complete listing of the pre-k teacher survey results from this year, see Appendix A.

Pre-K Teachers' Survey Analysis

Phonemic Awareness

At least three times per week:

- most SIG pre-k teachers (90%) reported reading aloud to children in their class
- almost three-fourths (74%) indicated they draw children's attention to the sounds they hear in words and show children we read print moving from left to right and top to bottom
- over one-half (64%) sing, rhyme, or class out the syllables of songs or chants and read stories that have predictable sound patterns (61%) and
- almost three-fourths (73%) have children participate in language games, rhymes, or riddles.

The respondents acknowledged that providing activities that generate familiarity with spoken words are very important for preschoolers to practice:

- most of the SIG pre-k teachers (84%) believe it is somewhat or very important for the children to compare words and word parts in *heard* words
- more than three-quarters (79%) believe it is somewhat or very important for children to sound out words.

However, many respondents may still have misconceptions about what is developmentally appropriate for preschool-age children. For example, this year almost three-quarters (71%) believe it is somewhat or very important for preschool-age children to compare words and word parts in *printed* words; however, for pre-k children, this practice is not endorsed by Scientifically Based Reading Research.

Vocabulary

- More than three quarters (79%) stated they include new words in their conversations with the children at least three times per week;
- Almost two-thirds of SIG pre-k teachers (63%) reported they introduce new vocabulary and ideas before special events at least three times per week.

Comprehension

- Most of the SIG pre-k teachers said it is somewhat or very important for the children in their classes:
 - to act out the events in a story they have heard (79%),
 - draw pictures to tell a story (90%), and
 - draw pictures and then tell a story to go with the pictures (90%).
- Almost all (85%) reported they encourage children to retell stories in their own words at least three times per week.

Native Language

- Most of the SIG pre-k teachers (83%) stated it is somewhat or very important for children in their classes to independently read or look at books written in their native languages.
- More than half (61%) said that at least three to four times per week they help children in selecting favorite books for story time written in their native language.

- Two-thirds of the SIG pre-k teachers (69%) label classroom items in the children's native language.

Since more than half of the pre-k teachers (53%) report their students speak another language in addition to English, it would be important for literacy materials to be available in the student's home language. However, almost one-third of the participants (32%) report they never provide home literacy materials in the parent's native language and more than one quarter (26%) said they never label classroom items in the child's native language. In addition, more than one-quarter (28%) report they never help children select books written in their native language.

Literacy Rich Environment

- Slightly more than half of the SIG pre-k teachers (53%) stated that at least three times per week they introduce children to different kinds of text such as newspaper, maps, box labels, etc.
- Over half (60%) reported putting children's spoken words into print for them at least three times per week.

Conclusions

Literacy areas where pre-k teachers' responses indicate strong literacy activities include: teachers acknowledgment of the high importance of having the children listen to an adult read aloud (84%) and independently looking at books (79%). Areas where improvement seems essential include: providing materials in the child's native language both in and out of the classroom and encouraging children to retell or re-enact stories in their own words more often.

Some promising demographic information was obtained from these respondents: almost half of the pre-k teachers (47%) report their students are given reading assessments/screenings and more than three-quarters (78%) report having an aide/assistant. In addition, over one-third of the pre-k teachers (37%) report holding a degree beyond high school.

With continued support in the classroom (i.e. having an aide) and continued professional development trainings in early literacy, these pre-k teachers can provide a literacy rich environment for their pre-k students, one that can help heighten all children's literacy awareness before they enter kindergarten.

Appendix A: Pre-k Teacher Literacy Survey

PRE-K TEACHER LITERACY SELF-EVALUATION

Directions:

Please read each item carefully and respond in terms of your present beliefs. Indicate how often your interactions with the children include the activities listed below.

Legend:

1 = Daily
 2 = often
 3 = sometimes
 4 = Never
 9 = not sure
 (5 days a week)
 (3 or 4 days a week)
 (1 or 2 days a week)
 week) (no days a week)

How often do you:	Daily	Often	Sometimes	Never	Not Sure
1. Read aloud to the children in your class?	79%	11%	5%	5%	0%
2. Help children in selecting favorite books for story time?	37%	26%	26%	5%	5%
3. Connect stories read to related activities such as drama or craft projects?	26%	32%	42%	0%	0%
4. Draw children's attention to the sounds they hear in words?	32%	42%	21%	5%	0%
5. Read stories that have predictable sound patterns?	22%	39%	28%	6%	6%
6. Sing, rhyme, or clap out the syllables of songs or chants?	53%	11%	32%	5%	0%
7. Include new words in your conversation with children?	37%	42%	21%	0%	0%
8. Communicate with families about their child's <i>literacy progress</i> ?	21%	21%	53%	0%	5%
9. Communicate with families about their child's <i>home literacy activities</i> ?	21%	26%	37%	11%	5%
10. Name objects and actions?	47%	42%	5%	0%	5%
11. Have children participate in language games, rhymes, or riddles?	47%	26%	26%	0%	0%

How often do you:	Daily	Often	Sometimes	Never	Not Sure
12. Provide time for children to play (in a time block of at least 20 mins.)?	90%	5%	5%	0%	0%
13. Help children to act out familiar stories?	21%	26%	42%	11%	0%
14. Encourage children to work together in small groups?	58%	32%	11%	0%	0%
15. Before special events, introduce new vocabulary and ideas about the event?	16%	47%	32%	5%	0%
16. Ask children open-ended questions (questions that require more than a one or two word answer)?	58%	26%	16%	0%	0%
17. Show children that we read print moving from left to right and top to bottom?	37%	37%	26%	0%	0%
18. Identify the features of a book, such as the author and title?	53%	26%	11%	5%	5%
19. Point to words, labels, and letters, and read or name them?	47%	42%	11%	0%	0%
20. Provide activities that require children to recognize their names?	79%	11%	11%	0%	0%
21. Draw attention to uppercase and lowercase letters, punctuation, and other print features?	37%	53%	5%	5%	0%
22. Reread favorite stories to the children?	42%	37%	21%	0%	0%
23. Encourage children to retell or re-enact stories in their own words?	11%	21%	68%	0%	0%
24. Introduce children to different kinds of text such as magazines, maps, box labels, etc.?	21%	32%	37%	5%	5%
25. Provide home literacy materials in the <i>parent's</i> native language?	11%	16%	37%	32%	5%
26. Encourage children to pretend to write?	58%	26%	11%	5%	0%
27. Put children's spoken words or dictation into print for them?	21%	26%	32%	16%	5%
28. After reading a story, ask children what the story was about?	44%	22%	28%	6%	0%
29. Help children relate their experiences to those in a storybook?	26%	32%	26%	11%	5%
30. Help children select books written in their native language?	22%	11%	28%	28%	11%
31. Label classroom items in the child's native language?	32%	16%	21%	26%	5%

Literacy Activities

Directions:

Please read item carefully. Identify the response that best indicates the importance of each of the following skills for the children in your program or class.

Think of the children that are in your program or class right now.

PLEASE CIRCLE YOUR RESPONSE.

HOW IMPORTANT IS IT FOR THE CHILDREN IN YOUR PROGRAM OR CLASS TO:	Very Important	Somewhat Important	Somewhat Not	Not at all	Don't know
1. Listen to an adult read out loud?	84%	16%	0%	0%	0%
2. Write their own name?	79%	21%	0%	0%	0%
3. Name letters?	68%	32%	0%	0%	0%
4. Find letters in words?	58%	42%	0%	0%	0%
5. Say the sounds that letters and letter combinations make?	61%	22%	11%	6%	0%
6. Compare words and word parts in <i>printed</i> words?	18%	53%	12%	12%	6%
7. Compare words and word parts in <i>heard</i> words?	28%	56%	6%	6%	6%
8. Sound out words?	53%	26%	16%	5%	0%
9. Discuss what words mean?	82%	18%	0%	0%	0%
10. Write letters or words?	63%	37%	0%	0%	0%
11. Recognize basic sight words?	44%	44%	6%	6%	0%
12. Have their spoken words put into print for them?	47%	37%	5%	5%	5%
13. Participate in pretend play with an adult?	44%	56%	0%	0%	0%
14. See classroom materials and items labeled?	63%	32%	5%	0%	0%
15. Retell a story?	32%	53%	16%	0%	0%
16. Act out the events in a story they have heard?	26%	53%	21%	0%	0%
17. Draw pictures to tell a story?	53%	37%	11%	0%	0%

18. Draw a picture and tell a story to go with the picture?	58%	32%	11%	0%	0%
HOW IMPORTANT IS IT FOR THE CHILDREN IN YOUR PROGRAM OR CLASS TO:	Very Important	Somewhat Important	Somewhat Not	Not at all	Don't know
19. Tell their own stories?	78%	17%	6%	0%	0%
20. Be taught literacy skills based on individual assessment?	53%	37%	0%	0%	11%
21. Recognize words in a book, story, or other text?	50%	33%	17%	0%	0%
22. Separate words into sounds?	41%	41%	12%	0%	6%
23. Independently look at books?	79%	16%	0%	0%	5%
24. Read or pretend to read a favorite story aloud to an adult?	68%	16%	11%	0%	5%
25. Repeat a favorite nursery rhyme?	84%	16%	0%	0%	0%
26. See classroom materials and items labeled in their native language?	56%	22%	11%	0%	11%
27. Independently look at books in their native language?	61%	22%	11%	0%	6%

Background Information

Which literacy training module(s) have you completed? (check all that apply)

37% I	47% II	26% III	16% IV	11% V	11% VI
2005 75%	2004 17%	2006 67%	2006 50%	2006 100%	2006 100%
2006 25%	2005 17%	2007 33%	2007 50%		
	2006 50%				
	2007 17%				

List the names of other Early Literacy Trainings you have attended:

- Early Literacy: Communication, Literacy and Language Development
- Early Reading I
- Early Reading II
- Tecel and many others
- Understanding children behavior
- Working with families

Where do you work (first job)?

26% Family child care	0% Public School
47% Child care Center	0% Head Start
16% Preschool	11% ECAP
	0% Other

What is your current position?

A variety of responses were noted: Assistant teacher, Day Care Provider, EHS Teacher, Extended Care Counselor, Four year old teacher and director, Home provider, Lead Early Childhood Educator, DECC ECAP, Owner, PARA, Pre School Instructor, Teacher

Including this year, how many years have you worked in the early childhood field?

5% less than 2 years
16% 2 to 5 years
42% 6 to 11 years
16% 12 to 20 years
21% more than 20 years

How many children are enrolled in your program or class each day?

Mean =18 with a range of 4-29 children in each classroom

How many of these children speak another language in addition to English?

53% Some 47% None

Is there an aide/assistant?

78% Yes
22% No

How old are the children in your program or class? (check all that apply)

37% Under 3 years 58% 3 years 53% 4 years 47% 5 years 32% 6 years or older

How many hours a day are children in your program or class?

0% Less than 2.5 hours

26% 2.5 to 4 hours

26% more than 4 hours but less than 8 hours

47% 8 hours or more

Are there any reading assessments/screenings given to the children?

47% Yes

53% No

If yes, what reading assessments/screenings are given? (check all that apply)

21% Dial-3

0% DIBELS

0% PALS

0% Gates

26% Other

If yes, how often are reading assessments/screenings given/administered?

50% Once per year

13% Twice per year

13% Three times per year

25% Four times per year

0% Other

What is your highest level of education completed?

5% Less than high school

5% Associate's degree

0% Some high school

21% Bachelor's degree

37% High school diploma or GED

11% Graduate degree

21% Some college

What is your age?

Mean = 45 years-old with a range of ages from 27 to 67 years-old.