

Delaware Kindergarten Readiness Pilot Study: Results from a Statewide Survey of Kindergarten Teachers

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INTRODUCTION AND APPROACH

In spring 2011, the Delaware Institute for Excellence in Early Childhood (DIEEC) initiated a pilot study of kindergarten readiness in the State of Delaware. This study was designed to gauge kindergarten teachers' current expectations for incoming kindergarteners as well as to gain an understanding of teachers' skills in the area of early childhood assessment.

All public and charter school kindergarten teachers in Delaware were contacted by email using a comprehensive list of lead teachers compiled by the Delaware Department of Education. A recruitment email and two follow-up reminders were sent to teachers to request their participation. Teachers were initially contacted on May 12, 2011, and were given until June 9, 2011 to complete the survey.

The survey was distributed using Qualtrics online survey software. The survey consisted of 15 questions, several of which had multiple parts. A complete copy of this survey is provided in Appendix A.

The new 2011 survey builds upon a similar statewide survey of Delaware kindergarten teachers conducted in May 2000 (Gamel-McCormick, Worden, Cummings, & Gonzon, 2000¹). In that previous study, 171 kindergarten teachers completed surveys. The 2011 survey included many of the same questions as the 2000 survey, in order to allow for comparisons of teachers' responses at two points in time a decade apart. Results presented in the final report on the 2000 survey (Gamel-McCormick et al., 2000) are included in the current report when applicable.

RESULTS

Response Rate

Based on the Delaware Department of Education's list of kindergarten teachers, 396 teachers were initially contacted by DIEEC in 2011 and asked to complete the survey. Of these teachers, 185 submitted a completed survey. An additional 7 teachers indicated that they no longer taught kindergarten and were removed from our contact list. Based on a total of 389 current Delaware kindergarten teachers who received the survey, the response rate was 47.6%.

¹ Gamel-McCormick, M., Worden, L., Cummings, M. L., & Gonzon, L., (2000). *2000 kindergarten teacher survey report*. Newark, DE: Center for Disabilities Studies, University of Delaware.

Kindergarten Teacher Backgrounds and Teaching Experience

Teacher Degrees

The majority of teachers who completed the survey in 2011 had an advanced degree; 64% of the respondents had a master's degree and 0.5% had an Ed.D. All remaining respondents had at least a bachelor's degree. Those who reported a bachelor's degree as their highest level of education represented 23% of the sample. Another 7% of respondents had a bachelor's degree plus 15 credits and 5% had a bachelor's degree plus 30 credits.

For most teachers with advanced degrees, additional information was gathered regarding their educational background and specialized training. Among these teachers, there was wide variability in the types of specialization reported. Of these 114 teachers, 31% reported that their training was in Education or Elementary Education. Another 19% reported training in Curriculum/Instruction, and 15% were trained in Literacy and/or Reading. Other teachers reported backgrounds in Special Education (11%), Early Childhood Education (8%), Technology (4%), and Counseling (4%). The remaining respondents (8%) received training in another area not listed above.

In general, kindergarten teacher education levels in the current survey were similar to kindergarten teacher education levels in the 2000 survey. For purposes of comparison, 61% of respondents to the 2000 survey had a master's degree, 15% had a bachelor's degree, 7% had a bachelor's degree plus 15 graduate credits, and 17% had a bachelor's degree plus 30 credits.

Licensure and Certification

The vast majority of respondents (88%) to the current survey held a standard Delaware teaching license. Another 8% reported holding a professional certification and 4% reported holding a public school kindergarten certification. None of the teachers reported having a limited standard license. In 2000, 70% of the respondents had a standard license, 24% held a professional certification, 5% had a public school kindergarten certification, and 1% had a limited standard license.

Teachers who reported holding a standard Delaware teaching license were asked to specify the area of their certification. In the 2011 survey, 49% of these respondents reported being certified in elementary education and 16% reported being certified in early childhood education. An additional 28% reported being certified in both elementary education and early childhood education. The remaining respondents (7%) received certification in another area not listed above.

School Setting

In 2011, 84% of the teachers reported teaching in a public school kindergarten. An additional 7% of respondents taught in inclusive public school kindergartens, 3% taught in charter schools, and 2% taught in special education programs within the public school system. Finally, 4% of the

teachers worked in other types of settings. Teachers in private kindergartens were not surveyed and therefore are not represented in these totals.

In the survey from 2000, most respondents (77%) indicated that they taught in traditional half-day kindergarten classrooms, with 12% teaching in inclusive kindergarten settings and 3% teaching in self-contained special education kindergartens. The remaining teachers worked in other types of kindergarten settings.

It is important to note that in 2006, the State of Delaware adopted a new policy requiring school districts to begin offering full-day kindergarten programs. As a result, the “traditional” half-day kindergarten programs that were common when the 2000 survey was completed were much less common in Delaware by 2011.

Teaching Experience

The respondents to the 2011 survey reported a wide range of experience teaching kindergarten, and had between 0 and 38 years of kindergarten teaching experience. The mean was 10 years, and the median was 7 years. In 2000, the respondents had between 1 and 32 years of kindergarten teaching experience with a mean of 12 years’ experience. In addition to this experience teaching kindergarten, many teachers also reported previous experience teaching at other grade levels, ranging from infants and toddler classrooms to high school classrooms. Table 1 provides more information about respondents’ experiences teaching at all grade levels.

Table 1. Teaching Experience with Typically Developing Children, by Grade Level

Age Group	Number of Teachers*	Percentage of all Respondents	Average Number of Years Teaching this Age Group
Infants and Toddlers	25	13.7%	3.1
Preschoolers	68	37.2%	4.7
Kindergarteners	177	96.7%	9.2
Primary (Grades 1-2)	76	41.5%	4.5
Elementary (Grades 3-6)	50	27.3%	3.2
Middle School (Grades 7-8)	6	3.3%	3.0
High School	3	1.6%	Not reported

*Respondents were asked to select as many responses as necessary to accurately represent their teaching experience. As a result, the totals in this column exceed the total number of respondents.

A majority of the respondents to the 2011 survey also reported having taught children with disabilities at some point in their careers. Over 80% had worked with children with disabilities when all age groups were considered. Only 34 teachers (19.4%) reported having no experience working with children with disabilities. Table 2 provides further information about kindergarten teachers’ experience teaching children with disabilities at all grade levels.

Graphics on the following pages compare the amounts of teaching experience reported by teachers at each grade level in 2000 and 2011. Figure 1 shows percentages of teachers at each grade level who had experience teaching children without disabilities. Figure 2 shows

percentages of teachers at each grade level who had experience teaching children with disabilities.

Table 2. Teaching Experience with Children Who Have Disabilities, by Grade Level

Age Group	Number of Teachers*	Percentage of all Respondents	Average Number of Years Teaching this Age Group
Infants and Toddlers	5	2.5%	2.5
Preschoolers	36	17.6%	5.1
Kindergarteners	125	61.3%	7.2
Primary (Grades 1-2)	35	17.2%	4.3
Elementary (Grades 3-6)	26	12.7%	2.9
Middle School (Grades 7-8)	5	2.5%	1.8
High School	3	1.5%	1.3

*Respondents were asked to select as many responses as necessary to accurately represent their teaching experience. As a result, the totals in this column exceed the total number of respondents.

Figure 1. Percentage of Respondents who Reported Teaching Experience with Typically Developing Children, in 2000 and 2011.

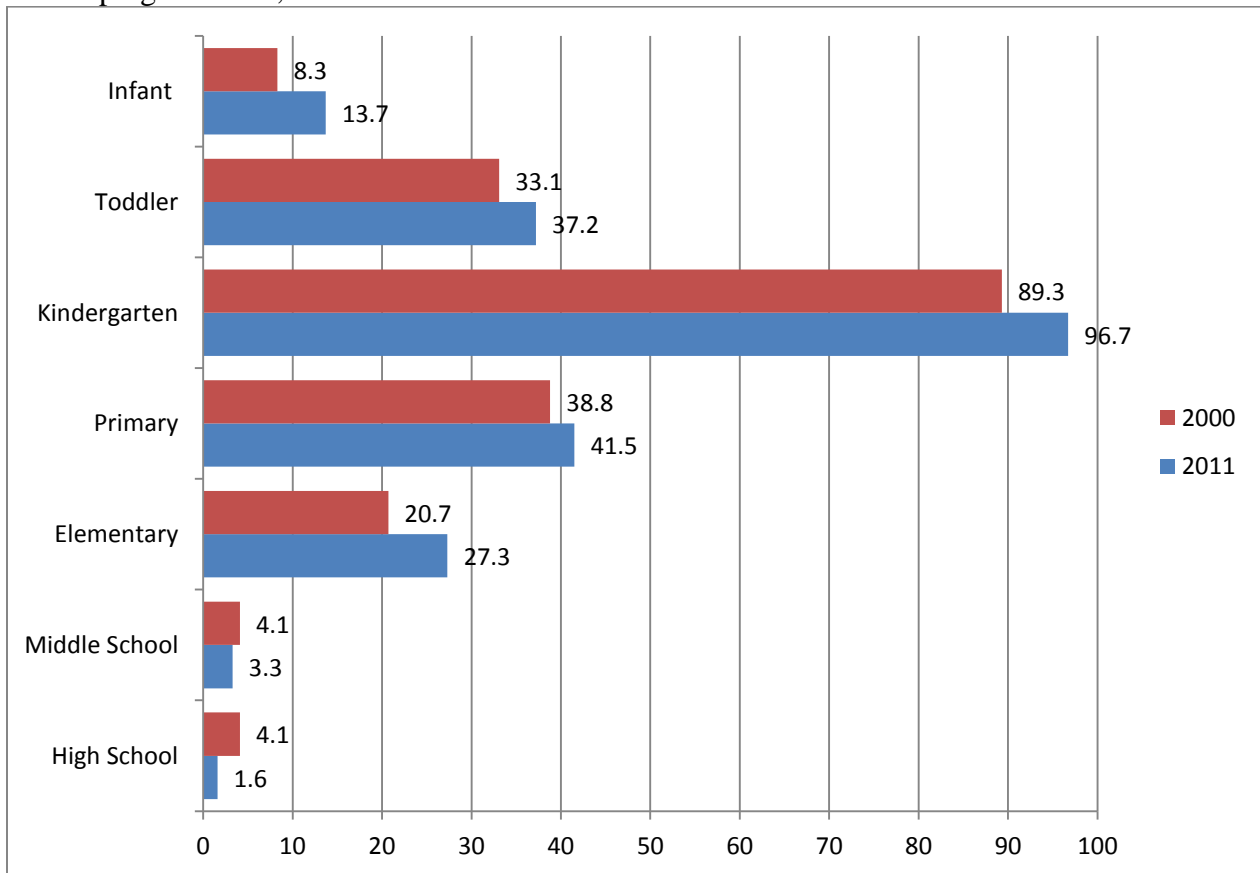
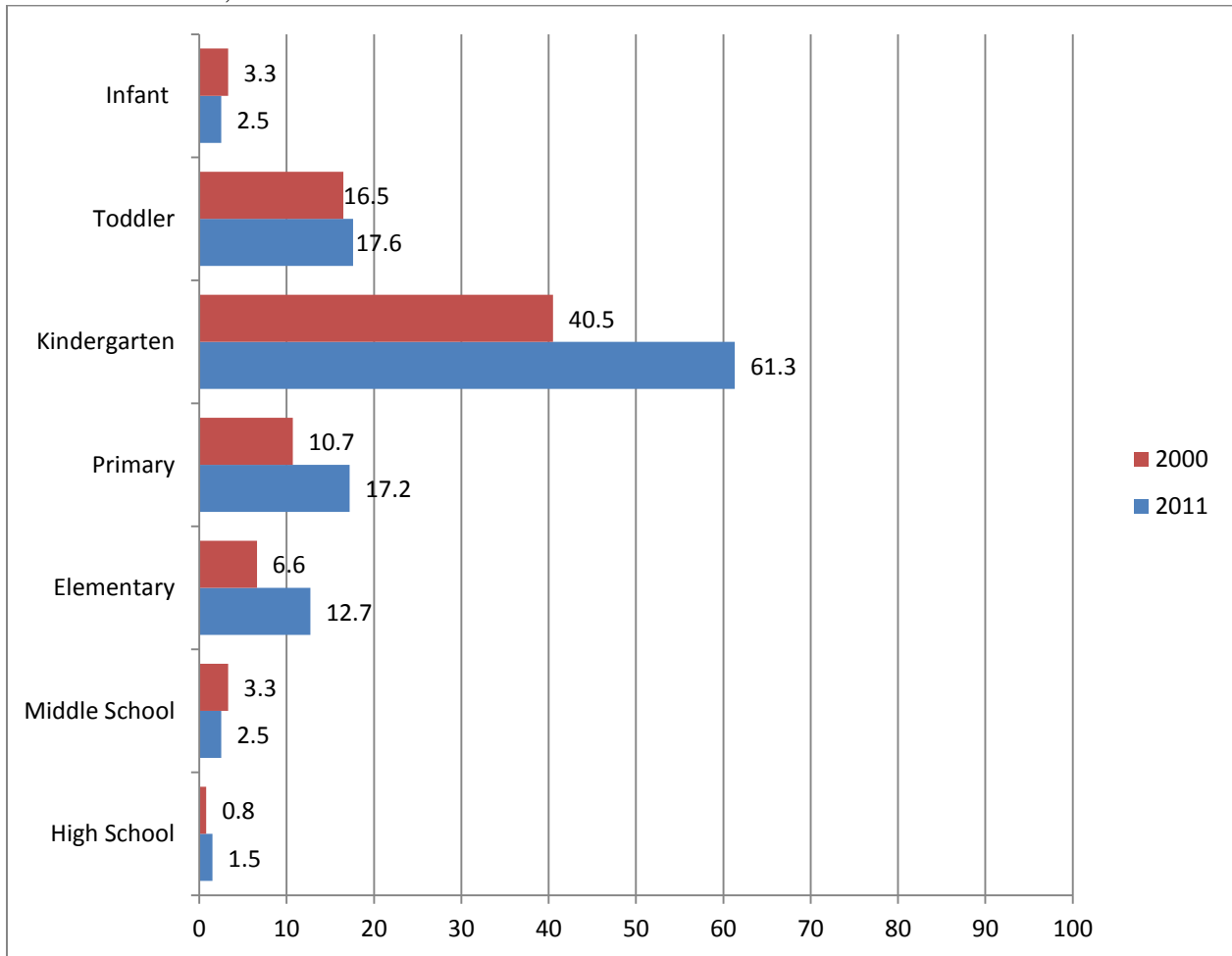


Figure 2. Percentage of Respondents who Reported Teaching Experience with Children Who Have Disabilities, in 2000 and 2011.



Kindergarten Teachers' Views on Assessment

A key goal of the 2011 survey was to gather information about kindergarten teachers' views regarding early childhood assessment. In this section, we report teachers' responses to a series of questions focusing on the importance they place on assessment, their level of comfort with assessment tasks, and the amount of professional development they would need in order to conduct certain types of assessments with their students. Since these topics were not addressed in the same way with the 2000 survey, comparisons with previous data are not possible.

An initial question asked respondents to gauge their agreement with the statement that kindergarten teachers should assess children early in the school year, to determine children's skills and abilities. In response to this statement, 81.1% indicated that they Strongly Agreed and another 15.7% indicated that they Agreed. Only 2.2% Disagreed and 1.1% Strongly Disagreed.

Skills Assessment

Teachers were asked to indicate how important it is to have assessment information on various developmental domains for kindergarten children early in the school year. Teachers indicated their level of agreement that it was important to access assessment information across several domains of skills: language, social, problem-solving, academic, physical, and self-help. Table 3 shows responses to this series of questions.

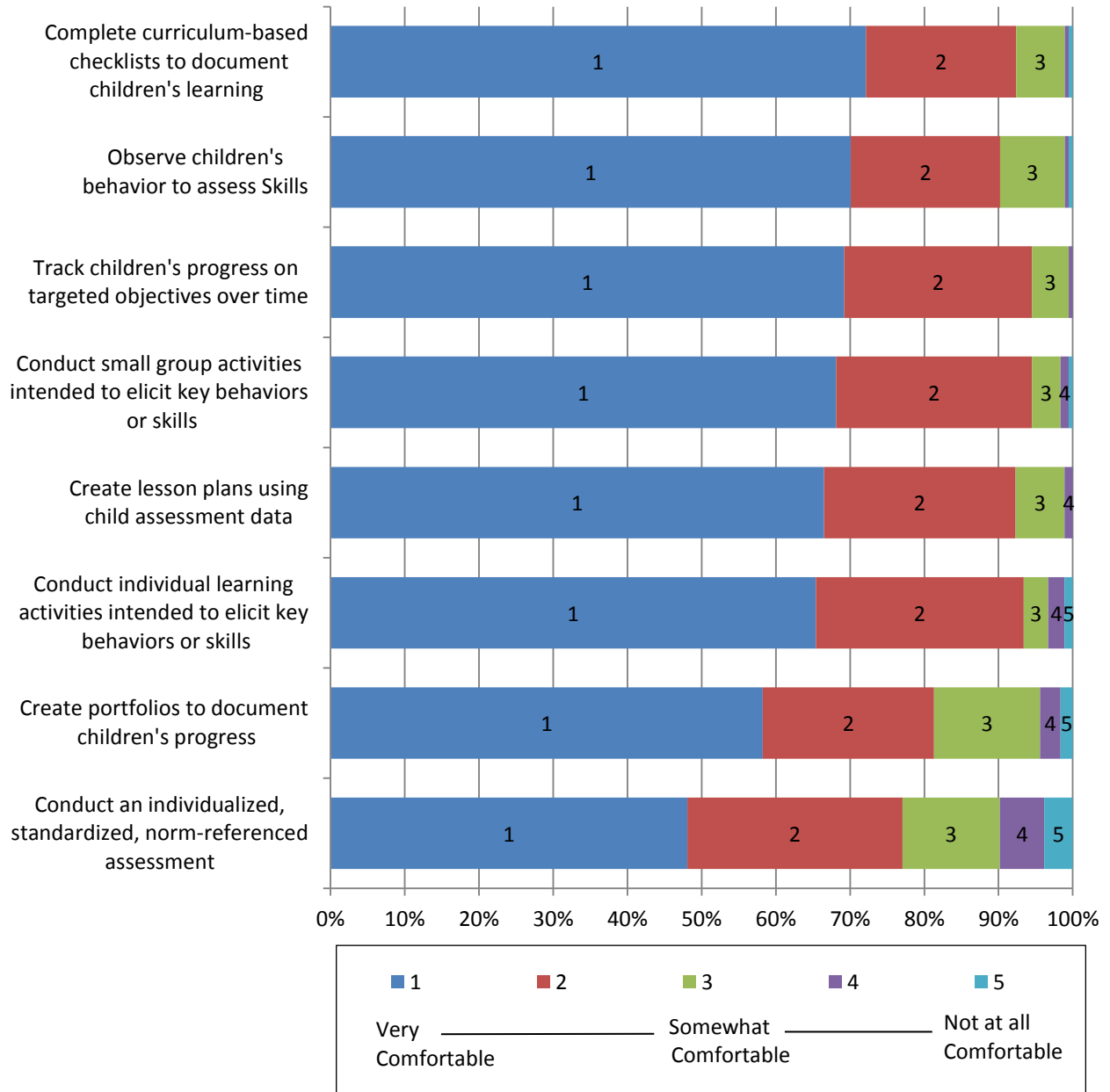
Table 3. Importance of Having Access to Child Assessment Information Across Different Domains

Skills	Rating					Total Responses
	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree	
Academic	78.3%	20.1%	0.5%	1.1%	0.0%	184
Language	76.8%	20.0%	1.6%	1.6%	0.0%	185
Social	58.3%	32.2%	4.4%	4.9%	0.0%	180
Self-Help	47.5%	37.6%	7.2%	7.7%	0.0%	181
Problem-Solving	40.2%	42.5%	7.8%	9.2%	0.0%	179
Physical	33.5%	48.0%	9.5%	8.6%	0.0%	179

Level of Comfort in Assessment Tasks

Teachers were asked to rate their level of comfort in collecting and using child assessment data for eight different tasks. The responses were rated on a 5-point scale with possible choices ranging from Very Comfortable (1) to Not At All Comfortable (5). Figure 3 shows the percentage of teachers who responded by indicating each level of comfort.

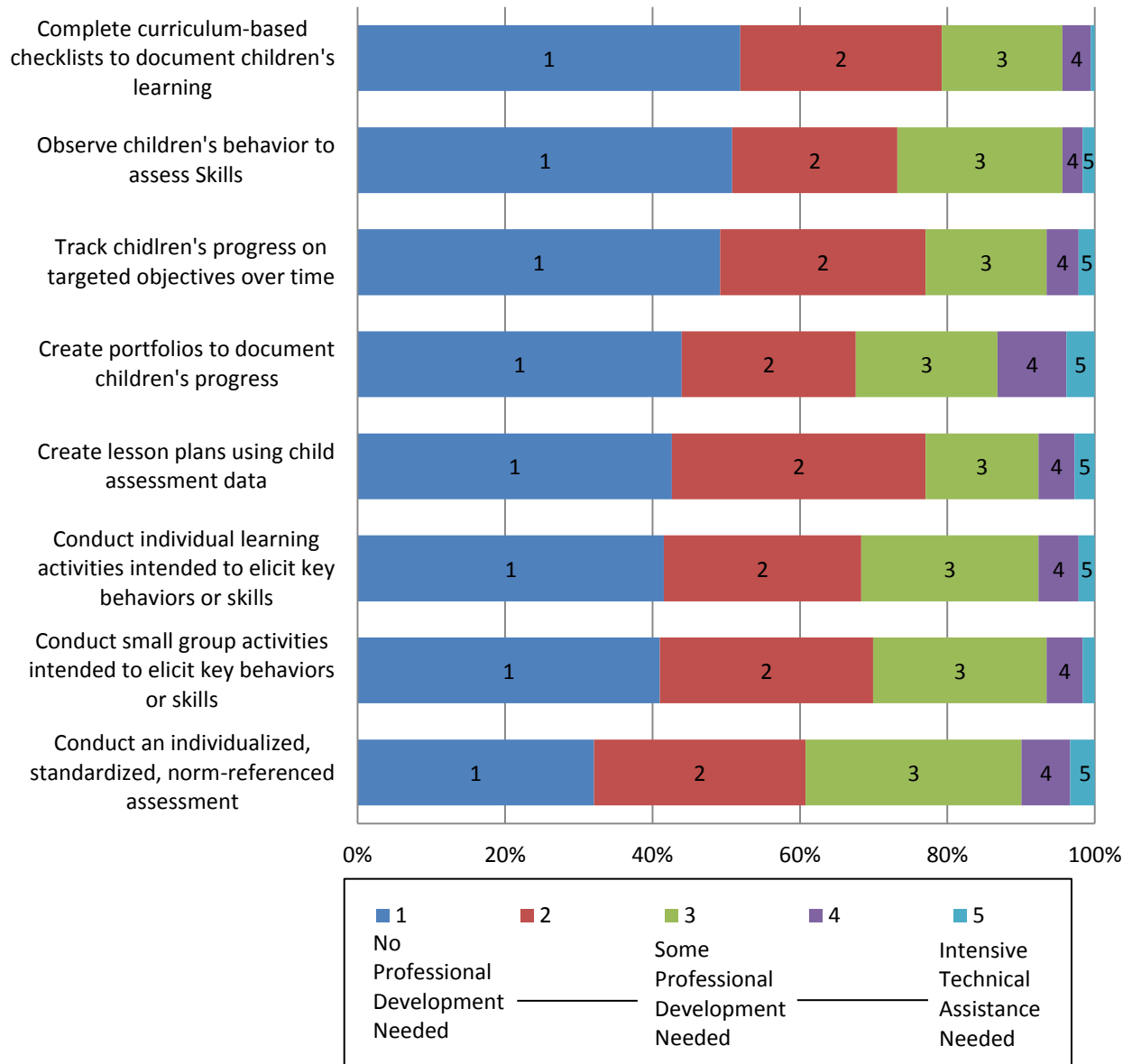
Figure 3. Level of Comfort in Collection and Use of Assessment Data



Professional Development

Kindergarten teachers were asked to indicate the level of professional development that they would need in order to accomplish the eight assessment tasks identified in the previous question. Responses were rated on a 5-point scale with possible choices ranging from No Professional Development Needed (1) to Intensive Technical Assistance Needed (5). Figure 4 depicts the percentage of teachers who reported each level of professional development needs.

Figure 4. Level of Professional Development Needed in Collection and Use of Assessment Data



Correlation analyses were used to examine relationships between teachers' reported levels of comfort with the assessment tasks and their reported needs for professional development with each of these tasks. Not surprisingly, there were significant positive correlations between respondents' comfort levels with each task and their self-identified needs for professional development. For each of the eight assessment tasks, Spearman correlations between comfort levels and professional development needs ranged from $\rho = .25$ to $\rho = .56$. All correlations were statistically significant ($p < 0.01$).

Respondents' levels of education were correlated with their level of comfort in 3 of the 8 assessment tasks. Significant correlations between education levels and teacher comfort levels were found for the following assessment tasks: Observe children's behavior to assess skills ($\rho = -.31, p < 0.01$), Complete curriculum-based checklists to document children's learning ($\rho = -.19, p < 0.05$), and Conduct individual learning activities intended to elicit key behaviors or skills ($\rho = -.17, p < 0.05$). As low ratings were used to indicate high levels of comfort in the survey, these negative correlations show that teachers with higher levels of education also had higher levels of comfort with the assessment tasks.

Respondents' levels of experience teaching kindergarten were also correlated with their level of comfort in 7 of the 8 assessment tasks. Significant correlations between total time teaching kindergarten and teacher comfort levels were found for the following assessment tasks: Observe children's behavior to assess skills ($\rho = -.27, p < 0.01$), Complete curriculum-based checklists to document children's learning ($\rho = -.16, p < 0.05$), Conduct individual learning activities intended to elicit key behaviors or skills ($\rho = -.25, p < 0.01$), Conduct small group activities intended to elicit key behaviors or skills ($\rho = -.18, p < 0.05$), Create lesson plans using child assessment data ($\rho = -.19, p < 0.05$), and Track children's progress on targeted objectives over time ($\rho = -.25, p < 0.01$). Again, since low ratings were used to indicate high levels of comfort, these negative correlations show that teachers with higher levels of experience in kindergarten classrooms also had higher levels of comfort with the assessment tasks.

Gifted and Talented Children in Kindergarten

Teachers were asked two questions about accepting children identified as gifted or talented for early admission to kindergarten.

When asked to indicate their comfort level with accepting such children for early admission, only 22.8% of teachers reported being Very Comfortable, 20.7% said they were between Very Comfortable and Somewhat Comfortable, and 34.2% reported being Somewhat Comfortable. Another 13.0% indicated that they were between Somewhat Comfortable and Not At All Comfortable, and 9.2% of the teachers were Not At All Comfortable with accepting gifted and talented children for early admission to kindergarten.

In addition to reporting their comfort level, teachers were asked if they thought that children admitted early as gifted and talented were successful in kindergarten. About 21% reported that the early-admission children were successful. Another 39% said that the children were somewhat successful. Only 8% reported that children admitted as gifted and talented were not successful.

The remaining teachers responded that this question did not apply, indicating that they lacked experience with children admitted early to kindergarten after being identified as gifted and talented.

Rankings of Potential Kindergarten Readiness Skills

In both the 2000 and 2011 Delaware kindergarten teacher surveys, respondents were given a list of potential readiness skills and were asked to use this list to identify the top five most important skills for a child to possess when entering kindergarten. Each teacher selected a single skill to be the most important (1) and gave a ranking of 2, 3, 4, and 5 to four additional skills in order of relative importance. A complete list of the skills used in the 2011 survey is provided in Table 4. The skills listed in 2011 were identical to those used in the 2000 survey with two exceptions:

1. The item “waits and takes turns and shares” from 2000 was split into separate items for “waits” and “takes turns and shares.”
2. Teachers were given an open-ended option to specify other potential kindergarten readiness skills not already identified.

Table 4 uses data from the 2011 teacher survey to show the number of teachers who rated each skill as one of their top five most important skills. This table also indicates the number of times each item was ranked 1st, 2nd, 3rd, 4th, and 5th. To calculate a representative total that captures the relative importance of the skills according to teachers, the rankings were weighted. To reflect this, the number of times that a skill was ranked as 1st, or most important for children to have, was multiplied by 5; skills ranked 2nd were multiplied by 4; skills ranked 3rd were multiplied by 3; skills ranked 4th were multiplied by 2; and skills ranked 5th were multiplied by 1.

Finally, Table 5 provides a comparison of results from the 2000 and 2011 kindergarten teacher surveys. In order to make direct comparisons of data from the two surveys, data from the 2000 survey were also weighted in the manner described above. For each survey, this table depicts the top 5 skills that teachers ranked as most important for kindergarteners to possess. Again, the skills were weighted to reflect the rankings given by the respondents.

Table 4. Rankings of Kindergarten Readiness Skills in 2011 Survey

Skill	Rank					Weighted Total
	1	2	3	4	5	
Cares for own bathroom needs	65	29	18	7	18	527
Exhibits self-control	28	29	23	20	12	377
Communicates needs and preferences	26	19	19	14	13	304
Modifies behavior when provided with verbal directions	3	23	21	27	21	245
Interacts cooperatively with others	12	14	15	25	18	229
Attends to peer or adult who is talking to a group	10	8	21	14	14	187
Prints first name	11	9	11	15	14	168
Names letters of alphabet	10	11	10	12	10	158
Stays with group outside classroom	6	12	16	7	6	146
Respects others and their property	6	6	4	15	19	115
Waits and takes turns	1	6	5	6	4	60
Seeks out adult if hurt or cannot handle social situations	1	4	3	5	11	51
Identifies numbers 1-10	0	4	5	4	7	46
Shares	0	0	5	4	4	27
Says what sounds letters make	1	2	2	2	3	23
Responds positively to recognition	1	0	2	1	1	14
Counts to 20	0	3	2	1	2	9
Copies simple printed material	0	1	0	2	1	9
Reads three-letter sight words	0	0	0	0	1	5
Names days of week	0	0	0	0	0	0
Is aware of/attends to appearance	0	0	0	0	0	0
Other potential kindergarten readiness skills (please specify ²)	2	2	0	0	2	20

² Respondents were given the opportunity to rank an option not already listed. The following were free-responses given by respondents: able to speak in 6-8 word sentences; can hold and cut with scissors; can button, zipper, and snap coat independently; dresses self; follows directions; identifies 10-15 capital and lowercase letters; knows colors; knows first name and last name; knows how to print letters; language; phonemic awareness; rhymes; social/emotional skills; sorts objects; speaks in sentences; stays on task; and will try new activities.

Table 5. Readiness Skills Ranked in Top 5 as Identified by Kindergarten Teachers in 2000 and 2011

Top Skills 2000	Top Skills 2011
1. Exhibits self-control	1. Cares for own bathroom needs
2. Cares for own bathroom needs	2. Exhibits self-control
3. Interacts cooperatively with others	3. Communicates needs and preferences
4. Attends to peer or adult who is talking to a group	4. Modifies behavior when provided with verbal directions
5. Communicates needs and preferences	5. Interacts cooperatively with others

Importance of Potential Kindergarten Readiness Skills

In a separate question used in the 2011 teacher survey, kindergarten teachers were asked to rate the importance of each individual skill in the list of 21 readiness skills from Table 4. For this question, teachers considered each skill or behavior and indicated the importance of those skills or behaviors using a 5-point scale. Possible choices on the scale ranged from Very Important to Not Important. Data from the 2011 survey are provided in Table 6.

Table 6. Importance of Kindergarten Readiness Skills in 2011 Survey

Skill	Importance					Total
	Very Important 1	2	Important 3	4	Not Important 5	
Cares for own bathroom needs	88.0%	6.5%	3.8%	1.6%	0.0%	184
Exhibits self-control	72.7%	20.8%	6.6%	0.0%	0.0%	183
Modifies behavior when provided with verbal directions	65.6%	23.5%	9.3%	1.6%	0.0%	183
Stays with group outside classroom	62.8%	20.2%	15.3%	1.6%	0.0%	183
Communicates needs and preferences	62.3%	15.8%	20.2%	1.6%	0.0%	183
Interacts cooperatively with others	59.6%	32.2%	8.2%	0.0%	0.0%	183
Attends to peer or adult who is talking to a group	59.2%	25.5%	14.1%	0.5%	0.5%	184
Respects others and their property	58.5%	25.7%	13.7%	1.6%	0.5%	183
Seeks out adult if hurt or cannot handle social situations	48.4%	29.3%	21.2%	1.1%	0.0%	184
Waits and takes turns	41.5%	30.6%	25.7%	2.2%	0.0%	183
Shares	38.0%	33.7%	26.1%	2.2%	0.0%	184
Responds positively to recognition	30.2%	33.0%	33.0%	3.3%	0.5%	182
Prints first name	23.5%	20.8%	41.5%	10.4%	3.8%	183
Names letters of alphabet	20.2%	18.0%	35.0%	14.2%	12.6%	183
Identifies numbers 1-10	13.6%	15.8%	37.5%	20.1%	13.0%	184
Is aware of/attends to appearance	7.2%	20.4%	43.1%	21.0%	8.3%	181
Says what sounds letters make	6.6%	10.9%	36.1%	25.1%	21.3%	183
Counts to 20	6.6%	17.5%	33.3%	24.0%	18.6%	183
Copies simple printed material	4.9%	12.6%	30.2%	30.8%	21.4%	182
Reads three-letter sight words	2.2%	7.1%	12.6%	30.6%	47.5%	183
Names days of the week	1.6%	3.3%	15.4%	31.9%	47.8%	182
Other potential kindergarten readiness skills (please specify ³)	7.8%	17.4%	13.0%	4.3%	17.4%	23

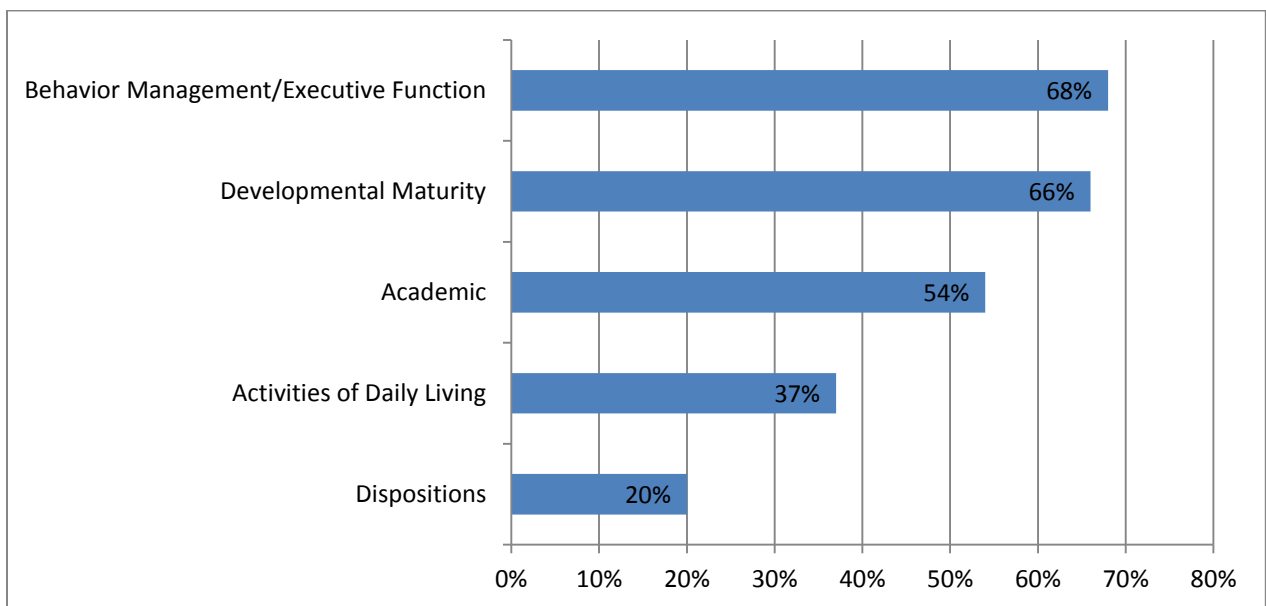
³ Respondents were given the opportunity to rank an option not listed. The following were free-responses given by respondents: able to speak in 6-8 word sentences; can hold and cut with scissors; can button, zipper, and snap coat independently; dresses self; follows directions; identifies 10-15 capital and lowercase letters; knows colors; knows first name and last name; knows how to print letters; language; phonemic awareness; rhymes; social/emotional skills; sorts objects; speaks in sentences; stays on task; and will try new activities.

Kindergarten Readiness Definitions

Finally, after teachers had responded to all other readiness questions in the survey, they were asked to respond to an open-ended question by defining “readiness” for kindergarten in their own words. The response rate for this question was remarkably high, with 130 kindergarten teachers (more than 70% of respondents) providing definitions. These open-ended responses were coded using a framework with five domains:

- I. **Academic Skills** - operationalized as discrete skills representing number, letter, shape, color, and factual knowledge.
- II. **Developmental Maturity** - operationalized as physical, social, emotional, cognitive, and language skills.
- III. **Behavior Management/Executive Function** - operationalized as the ability to behave in a group in an orderly fashion, such as sitting, standing in line, and waiting for a turn.
- IV. **Dispositions** - operationalized as approaches to learning and being willing to engage with new ideas and new situations.
- V. **Activities of Daily Living** - skills that showed independence at managing toileting, dressing, feeding, and physical maintenance.

Figure 5, below, shows the percentage of teachers whose definition of readiness included each of these domains. It is important to note that many teachers included skills in more than one domain within their definitions.



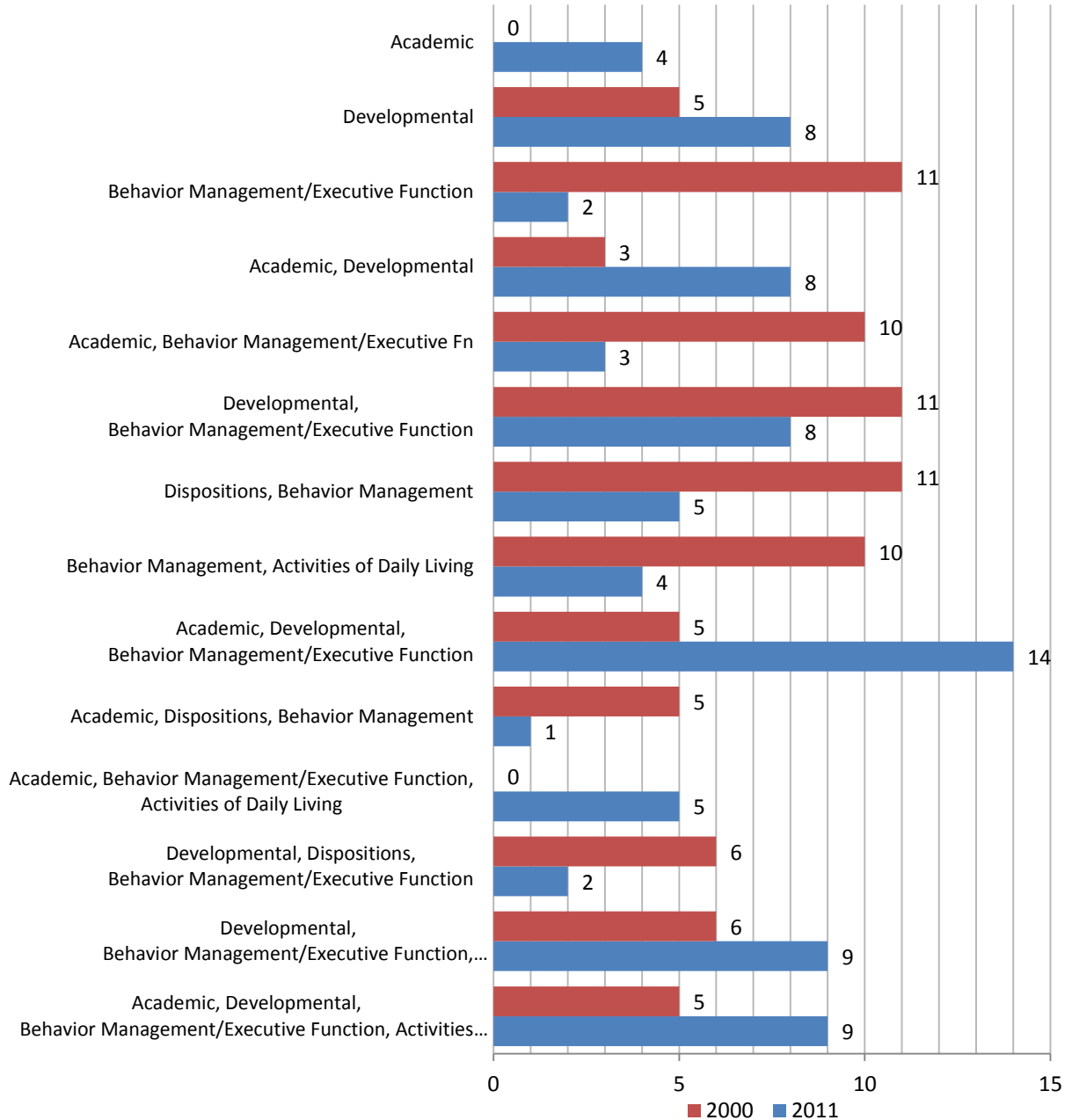
Next, Table 7 shows the percentage of teachers who wrote definitions including each potential combination of domains. Combinations of domains are listed in order from highest to lowest percentage of teachers identifying each combination of domains.

Table 7. Percentage of Kindergarten Teachers Providing a Readiness Definition with Each Combination of Domains in 2011.

Domains Included in Readiness Definition	Percent of Teachers
Academic, Developmental, Behavior Management/Executive Function	14.3%
Developmental, Behavior Management/Executive Function, Activities of Daily Living	8.7%
Academic, Developmental, Behavior Management/Executive Function, Activities of Daily Living	8.7%
Developmental	7.9%
Academic, Developmental	7.9%
Developmental, Behavior Management/Executive Function	7.9%
Dispositions, Behavior Management	4.8%
Academic, Behavior Management/Executive Function, Activities of Daily Living	4.8%
Academic	4.0%
Behavior Management, Activities of Daily Living	4.0%
Academic, Behavior Management/Executive Function	3.2%
Academic, Developmental, Activities of Daily Living	3.2%
All Five Domains	3.2%
Dispositions	2.4%
Behavior Management/Executive Function	2.4%
Developmental, Dispositions, Behavior Management/Executive Function	2.4%
Academic, Activities of Daily Living	1.6%
Developmental, Dispositions	1.6%
Dispositions, Behavior Management/Executive Function, Activities of Daily Living	1.6%
Academic, Developmental, Dispositions, Behavior Management/Executive Function	1.6%
Academic, Dispositional	0.8%
Developmental, Activities of Daily Living	0.8%
Academic, Developmental, Dispositions	0.8%
Academic, Dispositions, Behavior Management/Executive Function	0.8%
Academic, Developmental, Dispositions, Activities of Daily Living	0.8%
Developmental, Dispositions, Behavior Management/Executive Function, Activities of Daily Living	0.0%
Total	100.0%

Also, in order to compare answers to the open-ended readiness question across the 2000 and 2011 teacher surveys, the readiness definitions provided in response to a similar question in the 2000 survey were re-coded for this report. The chart below shows the most common domain combinations across both surveys, and the percentage of teachers providing a definition employing each combination of domains.

Figure 6. Percentage of Teachers Providing Readiness Definitions with Each Combination of Domains in 2000 and 2011



CONCLUSIONS

Results from our 2011 survey of Delaware's kindergarten teachers provide insight into teachers' current perspectives on the skills kindergartners should have at school entry as well as teachers' own attitudes toward assessment. There is broad agreement among teachers that they should assess children's skills early during the kindergarten year, and teachers place particular importance on having access to assessment results on their students' academic, language, and social skills at kindergarten entry. In general, kindergarten teachers report their comfort level at conducting child assessment tasks to be fairly high. However, teachers identified some needs for professional development, especially around conducting individualized, standardized assessments with their students.

When asked to rank important readiness skills for kindergartners, teachers placed a particular emphasis on children's skills at caring for their own bathroom needs, exhibiting self-control, communicating needs and preferences, modifying their behavior when provided with verbal directions, and interacting cooperatively with others. It is important to emphasize that these are all non-academic skills, and that academic skills such as identifying letters of the alphabet and counting were ranked as relatively less important than each of these skills. Similar results emerged when kindergarten teachers were asked to rate each of the readiness skills individually, rather than ranking them in comparison to other skills. Also, when using their own words to define readiness, teachers tended to emphasize skills that can be classified as behavior management/executive function, developmental maturity, and academic skills.

Comparisons of results from the 2011 survey with a previous survey conducted a decade ago (Gamel-McCormick et al., 2000) show many similarities, especially with regard to the skills Delaware's teachers consider most important at kindergarten entry. These similarities are especially notable considering major policy changes that have taken place since the previous survey was carried out. The passage of No Child Left Behind, which was implemented at the federal level in 2002, has led to an increased emphasis on academic accountability in elementary school. Also, a Delaware-specific policy change in 2006 led to implementation of full-day kindergarten programs statewide. Yet, it is striking that despite these changes in context, Delaware's kindergarten teachers have maintained a high level of consistency in their expectations of what it means for a child to be ready for kindergarten.

Delaware Kindergarten Teacher Survey

The purpose of this survey is to gain kindergarten teachers’ perspectives on the school readiness of young children and to gain an understanding of kindergarten teachers’ skills in early childhood assessment. To assist the Delaware Department of Education in making decisions about what processes and guidelines to recommend about kindergarten assessment, we need to know what kindergarten teachers think and what they feel is important to know about children entering kindergarten classrooms. Your participation is voluntary and the results will be anonymous. This online survey is designed to take about 10 minutes. Thank you for your time.

Please rate each of the following statements to indicate your perception of kindergarten classrooms, curriculum and the instruction that takes place in them.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
	1	2	3	4	5
1. Kindergarten teachers should assess children early in the school year to determine children’s skills and abilities.					
2. It is important for kindergarten teachers to have assessment information early in the school year on children’s...					
Language Skills	1	2	3	4	5
Social Skills	1	2	3	4	5
Problem Solving Skills	1	2	3	4	5
Academic Skills (e.g., knowledge of numbers, letters)	1	2	3	4	5
Physical Skills	1	2	3	4	5
Self-help Skills (e.g., can put on own coat)	1	2	3	4	5

3. On a scale of 1-5, please rate your level of comfort in collecting and using child assessment data.

	Very Comfortable		Somewhat Comfortable		Not At All Comfortable
Observe children’s behavior to assess skills	1	2	3	4	5
Complete curriculum-based checklists to document children’s learning	1	2	3	4	5
Conduct individual learning activities intended to elicit key behaviors or skills	1	2	3	4	5
Conduct an individualized standardized, norm-referenced assessment	1	2	3	4	5
Conduct small group activities intended to elicit key behaviors or skills	1	2	3	4	5
Create lesson plans using child assessment data	1	2	3	4	5
Track children’s progress on targeted objectives over time	1	2	3	4	5
Create portfolios to document children’s progress	1	2	3	4	5

4. On a scale of 1-5, please indicate the level of professional development you would need in order to accomplish these tasks.

	No Professional Development Needed	1	2	3	4	5	Some Professional Development Needed	Intensive Technical Assistance Needed
Observe children’s behavior to assess skills	1	2	3	4	5			
Complete curriculum-based checklists to document children’s learning	1	2	3	4	5			
Conduct individual learning activities intended to elicit key behaviors or skills	1	2	3	4	5			
Conduct an individualized standardized, norm-referenced assessment	1	2	3	4	5			
Conduct small group activities intended to elicit key behaviors or skills	1	2	3	4	5			
Create lesson plans using child assessment data	1	2	3	4	5			
Track children’s progress on targeted objectives over time	1	2	3	4	5			
Create portfolios to document children’s progress	1	2	3	4	5			

5. Below are a number of skills that many 5-year-olds possess or develop. Select the five most important skills for a child to possess when they enter your kindergarten class at the beginning of the school year. Place a "1" beside the most important skill, a "2" beside the next most important skill up to "5."

- Names days of week
- Communicates needs and preferences
- Prints first name
- Stays with group outside classroom
- Waits and takes turns
- Shares
- Cares for own bathroom needs
- Says what sounds letters make
- Modifies behavior when provided with verbal directions
- Responds positively to recognition
- Exhibits self-control
- Names letters of alphabet
- Seeks out adult if hurt or cannot handle social situations
- Is aware of /attends to appearance
- Identifies numbers 1-10

- Attends to peer or adult who is talking to a group
- Interacts cooperatively with others
- Counts to 20
- Copies simple printed material
- Respects others and their property
- Reads three-letter sight words
- Other potential kindergarten readiness skills
(please specify):
-
-

6. Rate the importance of each of the following behaviors and skills for children entering kindergarten for the first time.

	Very Important		Important		Not Important
Names days of week	1	2	3	4	5
Communicates needs and preferences	1	2	3	4	5
Prints first name	1	2	3	4	5
Stays with group outside classroom	1	2	3	4	5
Waits and takes turns	1	2	3	4	5

Shares	1	2	3	4	5
Cares for own bathroom needs	1	2	3	4	5
Says what sounds letters make	1	2	3	4	5
Modifies behavior when provided with verbal directions	1	2	3	4	5
Responds positively to recognition	1	2	3	4	5
Exhibits self-control	1	2	3	4	5
Names letters of alphabet	1	2	3	4	5
Seeks out adult if hurt or cannot handle social situations	1	2	3	4	5
Is aware of /attends to appearance	1	2	3	4	5
Identifies numbers 1-10	1	2	3	4	5
Attends to peer or adult who is talking to a group	1	2	3	4	5
Interacts cooperatively with others	1	2	3	4	5
Counts to 20	1	2	3	4	5
Copies simple printed material	1	2	3	4	5
Respects others and their property	1	2	3	4	5
Reads three-letter sight words	1	2	3	4	5
Other potential kindergarten readiness skills (please specify)					
<input type="text"/>	1	2	3	4	5
<input type="text"/>	1	2	3	4	5

7. How comfortable are you with accepting children identified as gifted and talented for early admissions to kindergarten?

Very Comfortable
1

2

Somewhat Comfortable
3

4

Not At All Comfortable
5

8. In your experience, when gifted and talented children have been admitted early to kindergarten, have they been successful?

Yes

Somewhat

No

Does Not Apply

9. Please write in the space below how you define "readiness" for kindergarten.

10. Please take a moment to answer some questions about your background and training.

My highest level of education is: (Please check one)

B.A./B.S. degree

B.A./B.S. plus 15 credits

B.A./B.S. plus 30 credits

Master's degree (please specify major: _____)

Ph.D./Ed.D. (please specify major: _____)

11. What ages of children without disabilities have you taught? (Choose all that apply)

Infants/Toddlers
of years:

Elementary age (3-6 graders)
of years:

Preschoolers (3-5 year olds)
of years:

Middle School age (7-8 graders)
of years:

Kindergartners
of years:

High School age (9-12 graders)
of years:

Primary age (1-2 graders)
of years:

I have not worked with children without disabilities

12. What ages of children with disabilities have you taught? (Choose all that apply)

Infants/Toddlers
of years:

Elementary age (3-6 graders)
of years:

Preschoolers (3-5 year olds)
of years:

Middle School age (7-8 graders)
of years:

Kindergartners
of years:

High School age (9-12 graders)
of years:

Primary age (1-2 graders)
of years:

I have not worked with children with disabilities

13. What type of Delaware Teacher Certification Do You Hold?

- Standard License (specify area[s]: _____)
- Limited Standard License (specify area[s]: _____)
- Professional
- Public School Kindergarten

14. What type of setting do you currently teach in? (Choose the one that best fits)

- Public School Kindergarten
- Charter School Kindergarten
- Special Education Public School Kindergarten
- Inclusive Public School Kindergarten
- Private Kindergarten
- Other (please specify) _____

15. How long have you taught kindergarten? _____ years _____ months

Thank you very much for your time!