



PEER

Partnership for Early Education Research

Early Childhood Educator Assessment Survey

Based on the CT Early Childhood Educator Assessment & Curriculum Survey, which was adapted from:

Irwin, C. W., O'Dwyer, L., & DeMeo Cook, K. (2014). *Early Childhood Educator and Administrator Surveys on the use of assessments and standards in early childhood settings*. (REL 2014–019). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

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PEER Early Childhood Teacher Assessment Survey

Welcome to the Partnership for Early Education Research's (PEER) Early Childhood Educator Assessment Survey! The survey asks questions about your experience in early childhood education as well as your assessment use. The survey should take fewer than 15 minutes to complete and your responses will be confidential. Please complete the survey by Friday, April 8. Only researchers at PEER will have access to individual responses and survey responses will be combined during analysis.

All teachers who complete the survey will be entered into a prize drawing for one of two \$100 Target gift cards!

Please continue to the next page to read the consent form and indicate your willingness to participate in this survey.

Many thanks!

The PEER Team

Yale University Consent for Participation in a Research Project

Exploring the Landscape: Early Learning in Southwestern Connecticut

Michael Strambler, PhD

Purpose: As an early childhood teacher in Bridgeport, Norwalk or Stamford, you are invited to participate in a research study to help us learn about how child assessments are used in early childhood settings in these three communities. This study is being conducted by the Partnership for Early Education Research (PEER). More information about PEER is located at <http://peer.yale.edu/>.

Procedures: Participation in this study will involve completing one online survey about your teaching experience, your early childhood program, and how assessments are used in your classroom. The survey should take fewer than 15 minutes to complete. You may also be invited to participate in a focus group or interview.

Risks and Benefits: There are no risks associated with this study. Although this study will not benefit you directly, the study results will inform early education practitioners, administrators and policy makers about how early education assessments are used in these three communities. The study may also be used to inform school district and organizational practices and decision-making about child assessment. In addition, we hope that our results will add to the knowledge about assessment practices at the preschool level. All teachers who complete the survey will be invited to enter a drawing for one of two \$100 Target gift cards.

Confidentiality: All of your responses will be kept confidential. No one from the communities, school districts, or childcare centers of Bridgeport, Norwalk, and Stamford will have access to individual survey responses. All information will be combined with other participants' data to be analyzed, and information will be shared with community stakeholders only in summary form. If any results from this study are published, we will do so in a way that does not identify you or your school/center, unless we get specific permission to do so. We may also share the data with other researchers so that they can check the accuracy of our conclusions, but only after we remove any information that could show your identity.

Voluntary Participation: Your participation in this study is voluntary. You are free to decline to participate, to end your participation at any time for any reason, or to refuse to answer any individual question. Refusing to participate will involve no penalty or loss of benefits or compensation to which you are otherwise entitled or affect your relationship with Yale University or your employer.

Questions: If you have any questions about this study, you may contact the lead researcher, Michael Strambler by phone at (203) 789-7645 or via email at michael.strambler@yale.edu. If you would like to talk with someone other than the researchers to discuss problems or concerns, to discuss situations in the event that a member of the research team is not available, or to discuss your rights as a research participant, you may contact the Yale University Human Subjects Committee, PO Box 208327, New Haven CT 06520-8237, (203)785-4688, human.subjects@yale.edu. More information is posted at <http://www.yale.edu/hrpp/participants/index.html>.

- I have read and understood the above information, and I agree to participate in this study.
- I do not wish to participate.

PEER Early Childhood Teacher Assessment Survey

1. Please indicate your current position:

- Infant/Toddler Teacher (ages birth to 3 years)
- Preschool Teacher (ages 3 to 5 years)
- Preschool Special Education Teacher
- Kindergarten Teacher
- Other (please specify): _____

2. Do you hold a degree in early childhood education?

- Yes
- No
- Currently enrolled in a degree program in early childhood education

3. Do you hold a degree in a field related to early childhood education (for example, child study, elementary education, special education, human development)?

- Yes
- No
- Currently enrolled in a degree program in a related field

4. What certification(s)/qualification(s) do you hold? (Check all that apply.)

- None
- Child Development Associate certificate (CDA)
- Early Childhood Teacher Credential (ECTC)
- Teacher/Educator Certificate from State Department of Education with early childhood endorsement (for example, 112, 113, 065, etc.)
- Teacher/Educator Certificate from State Department of Education with other endorsement
- Lead teacher qualified
- Head teacher approved
- Other (please specify): _____

5. Including this year, how many years have you been working in a paid position with children birth to 5-years-old?

- Less than a year
- 1 - 2 years
- 3 - 5 years
- 6 - 10 years
- 11 - 15 years
- More than 15 years

6. In which community do you work?

- Bridgeport
- Norwalk
- Stamford
- Other (please specify): _____

7. What type of early learning program do you currently work for? (Check all that apply.)

- Community center-based program
- Preschool special education
- Public school preschool
- Head Start
- Early Head Start
- School Readiness state-funded program
- Child Day Care state-funded center
- Other (please specify): _____

8. How many children are in your classroom on an average day?

- 1 - 5
- 6 - 10
- 11 - 15
- 16 - 20
- 21 - 25
- 26+

9. Approximately what percentage of the children in your classroom come from homes where English is not the primary language?

- up to 10%
- 11% - 25%
- 26% - 50%
- 51% - 75%
- more than 75%

The following questions ask about your program's policies and practices related to child assessments and the use of assessment data. For the purpose of this survey, a child assessment is defined as a test, survey, observation, portfolio, or other systematic collection of child data (for example, the Connecticut Preschool Assessment Framework, Teaching Strategies GOLD, or the Brigance). Any mention of specific tools or products does not constitute an endorsement of that specific tool or expectation of its use. Specific products were included based upon knowledge of their current use in Connecticut programs. Unless otherwise stated, we are interested in all child assessments used, not just those that are required by your program, parent company (for example, KinderCare), district, or state. We recognize that assessment in early care and education programs may be carried out by individuals in different roles. For this survey, we ask you to focus your responses on the assessments that are used in your classroom.

10. What methods do you use to obtain information about child well-being, development, and progress? (Check all that apply).

- Informal observations
- Notes/documents about child activities and projects
- Artifacts from child activities and projects
- Informal comparisons to similar children
- Conversations with parents/families
- Child assessments
- Other (please specify): _____

11. Who develops assessment-related policies that pertain to your classroom? (Check all that apply.)

- School district administrators
- Program administrator(s)
- Teacher(s)
- Other staff member(s) (for example, psychologists)
- My program's parent company or organization (for example, KinderCare)
- State administrators
- Federal administrators
- Other (please specify): _____
- There are no written policies related to assessments
- Don't know

12. Which children are assessed in your classroom? (Check all that apply.)

- All children
- Infants (approximately birth to 1 year)
- Toddlers (approximately 1 - 3 years)
- Prekindergarten (approximately 3 - 5 years)
- School-age (approximately 5+ years)
- Children with special needs
- Children who are dual language learners
- Other (please specify): _____

13. Are teachers in your program required to participate in professional development related to the use of assessment data?

- Yes
- No
- Don't know

14. Who conducts formal child assessments? (Check all that apply.)

- Me
- Another classroom teacher
- Teacher's assistant/aide
- Specialist (resource teacher, psychologist)
- Program administrator(s)
- Other (please specify): _____

15. After formal child assessments are conducted, with whom do you share the data? (Check all that apply.)

- Me
- Program administrator(s)
- Other teachers or specialists
- Staff at other early learning programs (for example, if a child transfers)
- Staff at elementary schools (for example, for children entering kindergarten)
- Parents/families
- Children
- Other (please specify): _____

16. What types of support does your program provide related to the administration of assessments and the use of assessment data? (Check all that apply.)

- Access to commercial assessments
- Access to school- or center-created assessments
- Access to data, graphs, and other data reports
- Time to review data
- Training on the interpretation of assessment data
- Training on using assessment data to modify instruction
- Training on the administration of assessments
- Technical assistance/Coaching
- Documentation of assessment design and features (for example, assessment manual)
- Technology
- Funding for assessment materials
- Assistance with entering data
- Time to administer assessments
- Rationale for use of tool
- Don't know
- None
- Other (please specify): _____

17. What additional supports do you need related to the administration of assessments and the use of assessment data? (Check all that apply.)

- Access to commercial assessments
- Access to school- or center-created assessments
- Access to data, graphs, and other data reports
- Time to review data
- Training on the interpretation of assessment data
- Training on using assessment data to modify instruction
- Training on the administration of assessments
- Technical assistance/Coaching
- Documentation of assessment design and features (for example, assessment manual)
- Technology
- Funding for assessment materials
- Assistance with entering data
- Time to administer assessments
- Rationale for use of tool
- Don't know
- None
- Other (please specify): _____

In the section below, please select all assessments used in your classroom. For each assessment you select, you will be asked to respond to a set of questions regarding your use of that assessment. The set of questions will be the same for each assessment selected.

18a. Please select each assessment that is used in your classroom. (Select all that apply.)

- None
- Ages and Stages Questionnaires (ASQ)
- Ages and Stages Questionnaires: Social-Emotional (ASQ-SE)
- Assessment, Evaluation and Program System for Infants and Children (AEPS)
- Battelle Developmental Inventory (BDI-2)
- Brigance Inventory of Early Development III
- The Carolina Curriculum for Infants and Toddlers with Special Needs (CCITSN), Third Edition
- The Carolina Curriculum for Preschoolers with Special Needs (CCPSN), Second Edition
- Connecticut Preschool Assessment Framework
- Connecticut Kindergarten Entrance Inventory
- Developmental Indicators for the Assessment of Learning, Third Edition (DIAL-3)
- The Devereux Early Childhood Assessment (DECA)
- Hawaii Early Learning Profile (HELP)
- Preschool Early Literacy Indicator (PELI)
- The Social-Emotional Assessment/Evaluation Measure (SEAM)
- Teaching Strategies GOLD
- Locally-designed assessment (please specify): _____
- Other 1 (please specify): _____
- Other 2 (please specify): _____

18b. In my classroom, [selected assessment] is used to: (Check all that apply.)

- Document what a child can do compared to a specific set of skills
- Compare a child to what most children can do (developmental norms)
- Screen for potential concerns
- Show children's progress over time
- Document a child's English language comprehension
- Other (please specify): _____

18c. How often is the [selected assessment] used in your classroom? (Check all that apply.)

- Daily
- Weekly
- Every 2 weeks
- Every month
- Every 2 - 3 months
- Every 6 months
- Every year
- Collect observation on an ongoing basis and periodically summarize
- Other (please specify): _____

18d. Which early learning domains are measured by the [selected assessment]? (Check all that apply.)

- Physical Health and Development
- Social and Emotional Development
- Cognition
- Language and literacy
- Mathematics
- English Language Acquisition
- Science
- Self-help/Adaptive skills
- Executive Functioning and/or Approaches to Learning
- Social Studies
- Creative Arts

18e. How often do you review assessment data from the [selected assessment]?

- Weekly
- Twice a month
- Once a Month
- Once every 2-3 months
- Twice a year
- Once a year
- Never
- No assessment data to review
- Other (please specify): _____

18f. For what purpose(s) do you or others use the data from the [selected assessment]? The data from this assessment are used to: (Check all that apply.)

- Develop or make decisions about curricula
- Determine if additional assessment(s) may be necessary
- Place children into instructional groups
- Inform lesson planning
- Inform classroom activities
- Make decisions about services for children
- Share information with parents/families about their child
- Work with other teachers to plan activities or supports for children
- Check that children are meeting developmental targets
- Make adaptations to curriculum
- Monitor children's progress
- Other (please specify): _____