

# Early Childhood Educator and Administrator Surveys on the use of assessments and standards in early childhood settings

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In partnership with the Early Childhood Education Research Alliance (ECEA), Regional Educational Laboratory Northeast & Islands has developed two new surveys on the use of child assessments and learning standards in early childhood learning settings. The Early Childhood Educator Survey and the Early Childhood Administrator Survey allow users to collect consistent data to relate program implementation to child outcomes.

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## What are these surveys?

Each survey includes three modules: one on educator/administrator background information (“Module 1. Background information”), one on assessment use (“Module 2. Child assessments”), and one on implementing early learning standards (“Module 3. Early learning standards/guidelines”). The surveys and modules may be administered together or individually.

The surveys are part of a research agenda to improve early childhood programming and child outcomes through research- and evidence-based practices.<sup>1</sup>

## Why these surveys?

The surveys in this report are intended for use by program administrators and policymakers to inform early childhood practice and policy. Data regarding how early childhood educators and administrators use child assessments to inform instruction, talk with families about their children, or adjust programs is not readily available. Likewise, information on how early childhood educators are implementing state early learning standards is not generally collected. Having access to such data would allow program and state administrators and policymakers to make better informed decisions regarding choice of child assessments, strengths and weaknesses of programs, and professional development needs, among other things.

### How to administer these surveys

The Early Childhood Educator Survey and the Early Childhood Administrator Survey can be used to collect data from early childhood classroom educators (including family child care practitioners) and program administrators regarding child assessment use and standards implementation. Module 1 can be used to collect information on program, educator, and child characteristics that can contextualize survey results. The surveys may be administered at the same time or separately. Administration time varies by module. Based on a small pretest sample, the developers anticipate Module 1 taking no more than 10 minutes and Modules 2 and 3 each taking about 15 minutes.

### How to use these surveys

Data have not yet been collected to allow for psychometric analyses of the developed surveys (for example, reliability and validity information). Pretesting with a small sample (fewer than nine) of educators and administrators suggests that the items should yield the intended information. At this point no information related to scales is available. Future work will include structural and psychometric analyses.

Descriptive analyses including frequencies and cross-tabulations of item responses should be appropriate at this time. It is not recommended that these surveys be used for high-stakes decisions, including educator evaluation or program funding decisions. Data should be evaluated in aggregate for program-, state- or region-level decisions regarding topics such as professional development needs and other supports for educators and early learning programs.

### Note

1. The following ECEA members were integral to the development of the surveys: Manuela Fonseca (Vermont), Jennifer Louis (Massachusetts), Sarah Mahurt (U.S. Virgin Islands), Kathleen Paterson (Vermont), Judi Stevenson-Garcia (Rhode Island), and Ellen Wheatley (New Hampshire).

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## Early Childhood Educator Survey

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## Module 1. Background information

1. Please list your current position: \_\_\_\_\_

2. What is the highest level of education you have completed?

- |  |   |
|--|---|
| <input type="checkbox"/> Less than high school diploma                           | <input type="checkbox"/> Bachelor's degree                                  |
| <input type="checkbox"/> GED   | <input type="checkbox"/> Master's degree                                    |
| <input type="checkbox"/> High school diploma                                     | <input type="checkbox"/> Doctorate or professional degree                   |
| <input type="checkbox"/> Some undergraduate (no degree)<br>Please specify: _____ | <input type="checkbox"/> Some graduate (no degree)<br>Please specify: _____ |
| <input type="checkbox"/> Associate's degree                                      | <input type="checkbox"/> Other: _____                                       |

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

- Yes                                       No                                       Currently working on a degree in early childhood education

4. Do you hold a degree in a field related to early childhood education (for example, elementary education, special education, human development, sociology, or psychology)?

- Yes                                       No                                       Currently working on a degree in a related field

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

- |   |   |
|---|---|
| <input type="checkbox"/> None                   | <input type="checkbox"/> Director II qualified          |
| <input type="checkbox"/> Teacher qualified      | <input type="checkbox"/> Early childhood preK–2 license |
| <input type="checkbox"/> Lead teacher qualified | <input type="checkbox"/> Not applicable                 |
| <input type="checkbox"/> Director I qualified   | <input type="checkbox"/> Other: _____                   |
| <input type="checkbox"/> CDA                    |   |

*Note:* The answer choices for this question will be tailored for each state.

6. Including this year, how many years have you been working with children 0–5 years old (excluding your own children)?

\_\_\_\_\_

7. Including this year, how many years have you been in your current position?

\_\_\_\_\_

8. What is your primary language?

English  Spanish  Other \_\_\_\_\_

9. What languages do you speak fluently? (Check all that apply.)

English  Spanish  Other \_\_\_\_\_

10. Do you work full-time or part-time?

Full-time  Part-time  Varies

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

Independent family child care  Public school  
 Family child care system  After school  
 Small center-based  Head Start  
 Large center-based  Early Head Start

*Note:* The answer choices for this question will be tailored for each state.

12. What age group(s) do you primarily work with? (Check all that apply.)

Infants (approximately birth to 1 year)  Kindergarteners (approximately 5–6-years)  
 Toddlers (approximately 1–3 years)  School-age children (approximately 6+ years)  
 Preschoolers (approximately 3–5 years)

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

- |                                |                                |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> 1–5   | <input type="checkbox"/> 16–20 |
| <input type="checkbox"/> 6–10  | <input type="checkbox"/> 21–25 |
| <input type="checkbox"/> 11–15 | <input type="checkbox"/> 26+   |

14. What is the age of the youngest child in your classroom?

- |   |                                   |
|---|-----------------------------------|
| <input type="checkbox"/> < 6 months         | <input type="checkbox"/> 3 years  |
| <input type="checkbox"/> 6 months to 1 year | <input type="checkbox"/> 4 years  |
| <input type="checkbox"/> 1 year             | <input type="checkbox"/> 5 years  |
| <input type="checkbox"/> 2 years            | <input type="checkbox"/> 6+ years |

15. What is the age of the oldest child in your classroom?

- |   |                                   |
|---|-----------------------------------|
| <input type="checkbox"/> < 6 months         | <input type="checkbox"/> 3 years  |
| <input type="checkbox"/> 6 months to 1 year | <input type="checkbox"/> 4 years  |
| <input type="checkbox"/> 1 year             | <input type="checkbox"/> 5 years  |
| <input type="checkbox"/> 2 years            | <input type="checkbox"/> 6+ years |

16. What percentage of the children in your classroom come from homes where English is not the primary language?

- |                                |                                |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> ≤ 10  | <input type="checkbox"/> 51–75 |
| <input type="checkbox"/> 11–25 | <input type="checkbox"/> > 75  |
| <input type="checkbox"/> 26–50 |                                |

17. How many children in your classroom attend 4 or more days per week?

\_\_\_\_\_

18. How many children in your classroom attend 3 or fewer days per week?

\_\_\_\_\_

19. How many children in your classroom are enrolled full-day?

- |   |   |
|---|---|
| <input type="checkbox"/> None           | <input type="checkbox"/> More than half |
| <input type="checkbox"/> Less than half | <input type="checkbox"/> All            |
| <input type="checkbox"/> Half           |   |

20. How many hours of professional development related to early childhood education are staff members required to attend each year?

- |                               |                                |
|-------------------------------|--------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 10–14 |
| <input type="checkbox"/> 1–4  | <input type="checkbox"/> 15–19 |
| <input type="checkbox"/> 5–9  | <input type="checkbox"/> 20+   |

21. How many hours of professional development related to early childhood education do *you* attend each year?

- |                               |                                |
|-------------------------------|--------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 10–14 |
| <input type="checkbox"/> 1–4  | <input type="checkbox"/> 15–19 |
| <input type="checkbox"/> 5–9  | <input type="checkbox"/> 20+   |

## Module 2. Child assessments

The following survey asks about your program's policies related to formal child assessments, assessment use, and use of assessment data.

For the purpose of this survey, a formal child assessment is defined as a test, survey, observation, portfolio, or other formal collection of child data (for example, [INSERT STATE-SPECIFIC EXAMPLES HERE]).

Unless otherwise stated, we are interested in your use of all formal child assessments, not just those that are required by your program, parent company (for example, KinderCare), or state.

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

- |  |  |
|--|--|
| <input type="checkbox"/> Informal observations                     | <input type="checkbox"/> Conversations with parents/families |
| <input type="checkbox"/> Notes about child activities and projects | <input type="checkbox"/> Don't know                          |
| <input type="checkbox"/> Past experience with similar children     | <input type="checkbox"/> Other: _____                        |

2. Do you use formal child assessments in your classroom?

- Yes  No

*If you do not use any formal assessments, you may discontinue the child assessments survey. Thank you for your time.*

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

- |   |  |
|---|--|
| <input type="checkbox"/> There are no written policies related to assessments | <input type="checkbox"/> School district or state personnel                                    |
| <input type="checkbox"/> Program administrator(s)                             | <input type="checkbox"/> My program's parent company or organization (for example, KinderCare) |
| <input type="checkbox"/> Teacher(s)   | <input type="checkbox"/> Don't know  |
| <input type="checkbox"/> Other staff member(s) (for example, coaches)         | <input type="checkbox"/> Other: _____  |



4. Which children are required to be assessed in your classroom? (Check all that apply.)

- |  |  |
|--|--|
| <input type="checkbox"/> My program does not require any children to be assessed | <input type="checkbox"/> All children                      |
| <input type="checkbox"/> Infants (approximately birth to 1 year)                 | <input type="checkbox"/> Special needs/developmental delay |
| <input type="checkbox"/> Toddlers (approximately 1–3 years)                      | <input type="checkbox"/> English language learner students |
| <input type="checkbox"/> Prekindergarten (approximately 3–5 years)               | <input type="checkbox"/> Typically developing              |
| <input type="checkbox"/> School-age  | <input type="checkbox"/> Other: _____                      |

5. Does your program provide child assessments that teachers are expected to use?

- Yes  No

6. How often do you review assessment data?

- |  |   |
|--|---|
| <input type="checkbox"/> At least weekly       | <input type="checkbox"/> Once a year                  |
| <input type="checkbox"/> Twice a month         | <input type="checkbox"/> Never                        |
| <input type="checkbox"/> Once a month          | <input type="checkbox"/> No assessment data to review |
| <input type="checkbox"/> Once every 2–3 months | <input type="checkbox"/> Other: _____                 |
| <input type="checkbox"/> Twice a year          |   |

7. For what purpose(s) do you review assessment data? I use assessment data to:

	None of the time	Some of the time	Most of the time	Not applicable
Place children into instructional groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inform lesson planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inform center activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inform circle-time and large-group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make decisions about curricula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use during conferences with parents/families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan with other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check that children are meeting developmental targets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- Yes                                       No                                       Don't know

9. Who provides professional development related to the use of assessment data? (Check all that apply.)

- |  |   |
|--|---|
| <input type="checkbox"/> Program administrator(s)              | <input type="checkbox"/> Community organization or partners                       |
| <input type="checkbox"/> District or state personnel           | <input type="checkbox"/> Outside consultant(s)                                    |
| <input type="checkbox"/> Commercial assessment company staff   | <input type="checkbox"/> Parent company or organization (for example, KinderCare) |
| <input type="checkbox"/> Online commercial assessment training | <input type="checkbox"/> No one   |
| <input type="checkbox"/> Instructional coaches                 | <input type="checkbox"/> Other: _____   |

10. What types of support does your program provide related to the *administration of assessments*? (Check all that apply.)

- |  |   |
|--|---|
| <input type="checkbox"/> Access to commercial assessments                | <input type="checkbox"/> Funding                        |
| <input type="checkbox"/> Access to school- or center-created assessments | <input type="checkbox"/> Coaching                       |
| <input type="checkbox"/> Professional development                        | <input type="checkbox"/> Time to administer assessments |
| <input type="checkbox"/> Technical assistance                            | <input type="checkbox"/> Don't know                     |
| <input type="checkbox"/> Documentation (for example, assessment manual)  | <input type="checkbox"/> None                           |
| <input type="checkbox"/> Technology                                      | <input type="checkbox"/> Other: _____                   |

11. What types of support does your program provide related to the *use of assessment data*? (Check all that apply.)

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> Access to data                                 | <input type="checkbox"/> Technology   |
| <input type="checkbox"/> Access to graphs and other data reports        | <input type="checkbox"/> Funding      |
| <input type="checkbox"/> Time to review data                            | <input type="checkbox"/> Coaching     |
| <input type="checkbox"/> Professional development                       | <input type="checkbox"/> Don't know   |
| <input type="checkbox"/> Technical assistance                           | <input type="checkbox"/> None         |
| <input type="checkbox"/> Documentation (for example, assessment manual) | <input type="checkbox"/> Other: _____ |

12. What *additional* supports do you need related to the *administration of assessments*? (Check all that apply.)

- |  |   |
|--|---|
| <input type="checkbox"/> Access to commercial assessments                | <input type="checkbox"/> Funding                        |
| <input type="checkbox"/> Access to school- or center-created assessments | <input type="checkbox"/> Coaching                       |
| <input type="checkbox"/> Professional development                        | <input type="checkbox"/> Time to administer assessments |
| <input type="checkbox"/> Technical assistance                            | <input type="checkbox"/> Don't know                     |
| <input type="checkbox"/> Documentation (for example, assessment manual)  | <input type="checkbox"/> None                           |
| <input type="checkbox"/> Technology                                      | <input type="checkbox"/> Other: _____                   |

13. What *additional* supports do you need related to the *use of assessment data*? (Check all that apply.)

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> Access to data                                 | <input type="checkbox"/> Technology   |
| <input type="checkbox"/> Access to graphs and other data reports        | <input type="checkbox"/> Funding      |
| <input type="checkbox"/> Time to review data                            | <input type="checkbox"/> Coaching     |
| <input type="checkbox"/> Professional development                       | <input type="checkbox"/> Don't know   |
| <input type="checkbox"/> Technical assistance                           | <input type="checkbox"/> None         |
| <input type="checkbox"/> Documentation (for example, assessment manual) | <input type="checkbox"/> Other: _____ |

14. Please list each formal child assessment (up to five) that you use in your classroom:

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ |          |

*As a reminder:* A formal child assessment is defined as a test, survey, observation, portfolio, or other formal collection of child data.

The following questions pertain to your center or school's use of formal child assessments.

15. Which children do you assess using formal child assessments? (Check all that apply.)

- |   |  |
|---|--|
| <input type="checkbox"/> All children enrolled in my classroom        | <input type="checkbox"/> School-age children               |
| <input type="checkbox"/> Infants (approximately birth to 1 year)      | <input type="checkbox"/> Typically developing              |
| <input type="checkbox"/> Toddlers (approximately 1–3 years)           | <input type="checkbox"/> Special needs/developmental delay |
| <input type="checkbox"/> Prekindergarteners (approximately 3–5 years) | <input type="checkbox"/> English language learner students |
|   | <input type="checkbox"/> Other: _____                      |

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

- |  |   |
|--|---|
| <input type="checkbox"/> Me                        | <input type="checkbox"/> Specialist (for example, resource teacher, psychologist) |
| <input type="checkbox"/> Another classroom teacher | <input type="checkbox"/> Program administrator(s)                                 |
| <input type="checkbox"/> Teacher's assistant/aide  | <input type="checkbox"/> Other: _____   |

17. Who developed the formal child assessments? (Check all that apply.)

- |   |  |
|---|--|
| <input type="checkbox"/> Classroom teachers       | <input type="checkbox"/> Specialist (resource teacher, psychologist) |
| <input type="checkbox"/> Program administrator(s) | <input type="checkbox"/> Commercial publisher                        |
| <input type="checkbox"/> Teacher's assistant/aide | <input type="checkbox"/> Other: _____                                |

18. Are any formal child assessments required?

- |   |   |
|---|---|
| <input type="checkbox"/> Yes, at least one is required by my state.                             | <input type="checkbox"/> No, none are required. |
| <input type="checkbox"/> Yes, at least one is required by my school district or parent company. | <input type="checkbox"/> Other: _____           |
| <input type="checkbox"/> Yes, at least one is required by my center or school.                  |   |

19. What training was provided to assessors prior to conducting formal child assessments? (Check all that apply.)

- |   |   |
|---|---|
| <input type="checkbox"/> Assessors were trained by the publisher. | <input type="checkbox"/> Some assessors were trained. |
| <input type="checkbox"/> Assessors were trained by state staff.   | <input type="checkbox"/> No assessors were trained.   |
| <input type="checkbox"/> Assessors were trained by program staff. | <input type="checkbox"/> Other: _____                 |
| <input type="checkbox"/> All assessors were trained.              |   |

20. What methods do you use to conduct formal child assessments? (Check all that apply.)

- |   |   |
|---|---|
| <input type="checkbox"/> Paper and pencil   | <input type="checkbox"/> A handheld digital device (smartphone, tablet) |
| <input type="checkbox"/> A desktop computer | <input type="checkbox"/> Other: _____                                   |
| <input type="checkbox"/> A laptop computer  |   |

21. How often do you conduct formal child assessments? (Check all that apply.)

- |   |   |
|---|---|
| <input type="checkbox"/> Daily or weekly  | <input type="checkbox"/> Every 6 months |
| <input type="checkbox"/> Every 2 weeks    | <input type="checkbox"/> Every year     |
| <input type="checkbox"/> Every month      | <input type="checkbox"/> As needed      |
| <input type="checkbox"/> Every 2–3 months |   |

22. Which early learning domains are measured by the formal child assessments? (Check all that apply.)

- |  |   |
|--|---|
| <input type="checkbox"/> Physical well-being and motor development | <input type="checkbox"/> Mathematics                  |
| <input type="checkbox"/> Social and emotional development          | <input type="checkbox"/> English language acquisition |
| <input type="checkbox"/> Approaches toward learning                | <input type="checkbox"/> Other: _____                 |
| <input type="checkbox"/> Language and literacy                     |   |

23. How are formal child assessments used? (Check all that apply.)

- |  |   |
|--|---|
| <input type="checkbox"/> To determine eligibility for enrollment   | <input type="checkbox"/> To determine placement into special education programming                                  |
| <input type="checkbox"/> To determine a child's class placement  | <input type="checkbox"/> To determine a child's English language comprehension                                      |
| <input type="checkbox"/> To identify children who may need additional testing (for example, for a developmental delay) | <input type="checkbox"/> At the center- or school-level to understand child development and inform policy decisions |
| <input type="checkbox"/> To help teachers individualize instruction  | <input type="checkbox"/> Other: _____   |
| <input type="checkbox"/> To discuss child progress with parents/families   |   |

24. After conducting formal child assessments, who do you share the data with? (Check all that apply.)

- |   |  |
|---|--|
| <input type="checkbox"/> No one; I use the data myself.   | <input type="checkbox"/> Staff at elementary schools (for example, for children entering kindergarten) |
| <input type="checkbox"/> Program administrator(s)   | <input type="checkbox"/> Parents/families  |
| <input type="checkbox"/> Other teachers or specialists  | <input type="checkbox"/> Children  |
| <input type="checkbox"/> Staff at other early learning programs (for example, if a child transfers) | <input type="checkbox"/> Other: _____  |

### Module 3. Early learning standards/guidelines

1. Does your state have early learning standards or guidelines?

- Yes
  No
  Not sure

2. What age groups are covered by your state’s early learning standards or guidelines? (Check all that apply.)

- Birth to 5 years
  5–8 years  
 Birth to 8 years
  Not sure  
 3–5 years

3. Does your program provide you with a copy of the early learning standards or guidelines that you have readily available in your classroom?

- Yes
  No
  Not sure

*The following questions ask about your familiarity with the state early learning standards or guidelines. When answering, keep in mind that “very familiar” is defined as having the ability to recall specific standards or guidelines without having to reference standards or guidelines documentation.*

4. How familiar are you with the sections within your state’s learning standards or guidelines pertaining to:

	Very familiar	Somewhat familiar	Not very familiar	Not at all familiar	Not applicable
Children birth to 3 years?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children 3–5 years?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children 5–8 years?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English language learner students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children with special needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. In the past year, how many professional development offerings related to early learning standards or guidelines were provided by your center or school?

- None
  5+  
 1
  Not sure  
 2–4

6. Approximately how many *paid* hours of professional development related to early learning standards or guidelines have you attended in the past year?

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| <input type="checkbox"/> None      | <input type="checkbox"/> 6–10 hours |
| <input type="checkbox"/> 1–2 hours | <input type="checkbox"/> 11+ hours  |
| <input type="checkbox"/> 3–5 hours |                                     |

7. Approximately how many *unpaid* hours of professional development related to early learning standards or guidelines have you attended in the past year?

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| <input type="checkbox"/> None      | <input type="checkbox"/> 6–10 hours |
| <input type="checkbox"/> 1–2 hours | <input type="checkbox"/> 11+ hours  |
| <input type="checkbox"/> 3–5 hours |                                     |

8. Over the course of your career, approximately how many hours of professional development related to early learning standards or guidelines have you attended?

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| <input type="checkbox"/> None      | <input type="checkbox"/> 6–10 hours |
| <input type="checkbox"/> 1–2 hours | <input type="checkbox"/> 11+ hours  |
| <input type="checkbox"/> 3–5 hours |                                     |

9. To what extent did your college or graduate school coursework (for example, teacher preparation) address issues related to early learning standards or guidelines?

- |                                   |   |
|-----------------------------------|---|
| <input type="checkbox"/> A lot    | <input type="checkbox"/> Not at all     |
| <input type="checkbox"/> Somewhat | <input type="checkbox"/> Not sure       |
| <input type="checkbox"/> A little | <input type="checkbox"/> Not applicable |

10. How often do you use a lesson plan you created?

- |                                |                                 |                                  |  |
|--------------------------------|---------------------------------|----------------------------------|--|
| <input type="checkbox"/> Daily | <input type="checkbox"/> Weekly | <input type="checkbox"/> Monthly | <input type="checkbox"/> I do not create lesson plans. |
|--------------------------------|---------------------------------|----------------------------------|--|



11. How often do you refer to your state’s early learning standards or guidelines when developing lesson plans?

- Always
  Rarely  
 Almost always
  Never  
 Sometimes
  I do not create lesson plans.

12. In what ways do you integrate your state’s early learning standards or guidelines into your classroom? I use early learning standards or guidelines to:

	None of the time	Some of the time	Most of the time	Not applicable
Plan circle-time activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop learning centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan transitional activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inform book choices available to children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop classroom assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inform portfolio assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop art projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inform family engagement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk with teacher’s aides and volunteers about working with our children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choose appropriate displays in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. What supports does your center or school provide to help you successfully integrate the early learning standards or guidelines into your classroom? (Check all that apply.)

*Professional development and coaching*

- Professional development related to integrating early learning standards or guidelines into lesson plans  
 Professional development related to implementing a standards-based curriculum  
 Professional development related to integrating early learning standards or guidelines into assessments  
 Professional development related to integrating early learning standards or guidelines into family engagement activities

(continues on next page)

- Professional development related to using early learning standards or guidelines with special populations (for example, English language learner students, students with special needs)
- Coaching specific to implementation of the state's early learning standards or guidelines

*Resources and materials*

- Documents linking state early learning standards or guidelines to other early learning standards or guidelines and frameworks (for example, National Association for the Education of Young Children, Head Start)
- Documents linking state early learning standards or guidelines to the Common Core State Standards
- Lists of assessments that map to the state's early learning standards or guidelines
- Access to assessments that map to the state's early learning standards or guidelines

*Other*

- Access to curricula that align to the state's early learning standards or guidelines
- Planning time with a teaching assistant or co-teacher in the classroom
- Time to plan classroom activities
- Financial resources to attend outside professional development offerings related to standards implementation
- Supports not provided for implementing the standards
- Other: \_\_\_\_\_

14. What additional supports are necessary to help you successfully integrate the state's early learning standards or guidelines into your classroom? (Check all that apply.)

*Professional development and coaching*

- Professional development related to integrating early learning standards or guidelines into lesson plans
- Professional development related to implementing a standards-based curriculum
- Professional development related to integrating early learning standards or guidelines into assessments
- Professional development related to integrating early learning standards or guidelines into family engagement activities

(continues on next page)

- Professional development related to using early learning standards or guidelines with special populations (for example, English language learner students, students with special needs)
- Coaching specific to implementation of the state's early learning standards or guidelines

*Resources and materials*

- Documents linking state early learning standards or guidelines to other early learning standards or guidelines and frameworks (for example, NAEYC, Head Start)
- Documents linking state early learning standards or guidelines to the Common Core State Standards
- Lists of assessments that map to the state's early learning standards or guidelines
- Access to assessments that map to the state's early learning standards or guidelines

*Other*

- Access to curricula that align to the state's early learning standards or guidelines
- Planning time with a teaching assistant or co-teacher in the classroom
- Time to plan classroom activities
- Financial resources to attend outside professional development offerings related to standards implementation
- Other: \_\_\_\_\_
- None

15. In what ways do your supervisors address ways in which you can incorporate your state's early learning standards or guidelines into your classroom? (Check all that apply.)

- Provide example lesson plans that include the state's early learning standards or guidelines
- Provide example assessments that map to the state's early learning standards or guidelines
- Provide example family engagement activities that incorporate the state's early learning standards or guidelines
- Work with teachers to develop lesson plans that incorporate the state's early learning standards or guidelines
- Work with teachers to develop classroom assessments that incorporate the state's early learning standards or guidelines

*(continues on next page)*

- Work with teachers to develop family engagement activities that incorporate the state's early learning standards or guidelines
- None of the above
- Other: \_\_\_\_\_

16. What, if any, coaching or mentoring is available to you regarding implementing your state's early learning standards or guidelines? (Check all that apply.)

- Direct coaching from a supervisor or administrator
- Meetings with a supervisor or administrator to establish a teacher-driven professional development plan
- Mentor–mentee partnerships between novice and expert teachers
- Coaching from outside professionals such as consultants and community partners
- Other: \_\_\_\_\_
- None

17. To what extent are you provided with additional support or guidance related to early learning standards or guidelines implementation?

- A lot
- Somewhat
- A little
- Not at all

18. Who provides you with additional support or guidance related to early learning standards or guidelines implementation? (Check all that apply.)

- Quality Rating and Improvement System (STARS) staff
- A consultant hired by my center or school
- A state representative
- A state or school district employee
- A center or school supervisor or administrator
- A community partner organization
- Another teacher
- No one
- Other: \_\_\_\_\_

19. To what extent would you benefit from additional support or guidance related to early learning standards or guidelines implementation?

- A lot
- Somewhat
- A little
- Not at all

20. To what extent do you provide additional support or guidance related to early learning standards or guidelines implementation to other educators?

- A lot                       Somewhat                       A little                       Not at all

21. What barriers exist that prevent you from successfully integrating the state's early learning standards or guidelines into your classroom? (Check all that apply.)

- Lack of support from owner/administration
- Lack of available professional development related to implementing the state's early learning standards or guidelines
- Insufficient documentation regarding how to use the state's early learning standards or guidelines to inform classroom activities
- No time to plan classroom activities using the early learning standards or guidelines
- Lack of funds to attend professional development related to early learning standards or guidelines
- Lack of time to attend professional development related to early learning standards or guidelines
- Lack of information about early learning standards or guidelines
- Other: \_\_\_\_\_

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## Early Childhood Administrator Survey

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## Module 1. Background information

1. Please list your current position: \_\_\_\_\_

2. What is the highest level of education you have completed?

- |  |   |
|--|---|
| <input type="checkbox"/> Less than high school diploma                           | <input type="checkbox"/> Bachelor's degree                                  |
| <input type="checkbox"/> GED   | <input type="checkbox"/> Master's degree                                    |
| <input type="checkbox"/> High school diploma                                     | <input type="checkbox"/> Doctorate or professional degree                   |
| <input type="checkbox"/> Some undergraduate (no degree)<br>Please specify: _____ | <input type="checkbox"/> Some graduate (no degree)<br>Please specify: _____ |
| <input type="checkbox"/> Associate's degree                                      | <input type="checkbox"/> Other: _____                                       |

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

- Yes                                       No                                       Currently working on a degree in early childhood education

4. Do you hold a degree in a field related to early childhood education (for example, elementary education, special education, human development, sociology, or psychology)?

- Yes                                       No                                       Currently working on a degree in a related field

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

- |   |   |
|---|---|
| <input type="checkbox"/> None                   | <input type="checkbox"/> Director II qualified          |
| <input type="checkbox"/> Teacher qualified      | <input type="checkbox"/> Early childhood preK–2 license |
| <input type="checkbox"/> Lead teacher qualified | <input type="checkbox"/> Not applicable                 |
| <input type="checkbox"/> Director I qualified   | <input type="checkbox"/> Other: _____                   |
| <input type="checkbox"/> CDA                    |   |

*Note:* The answer choices for this question will be tailored for each state.

6. What is your primary language?

- English                       Spanish                       Other: \_\_\_\_\_

7. What languages do you speak fluently? (Check all that apply.)

- English                       Spanish                       Other: \_\_\_\_\_

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

- Independent family child care                       Public school  
 Family child care system                       After school  
 Small center-based                       Head Start  
 Large center-based                       Early Head Start

*Note:* The answer choices for this question will be tailored for each state.

9. What accreditation(s) does your early learning program hold? (Check all that apply.)

- None                       Council on Accreditation  
 NAEYC                       National Early Childhood Program Accreditation  
 National Association for Family Child Care                       Other: \_\_\_\_\_  
 National AfterSchool Association

10. Does your early learning program participate in your state's Quality Rating and Improvement System (QRIS; STARS)?

- Yes                       No                       Not applicable

11. If your program participates in a QRIS (STARS), what is your early learning program's current rating?

- 1                       4  
 2                       5  
 3                       Currently undertaking process and do not have a rating



12. If your program participates in a QRIS (STARS), when did your program obtain your current score?

- |   |  |
|---|--|
| <input type="checkbox"/> In the past 30 days    | <input type="checkbox"/> In the past 6–12 months     |
| <input type="checkbox"/> In the past 1–3 months | <input type="checkbox"/> Over a year ago             |
| <input type="checkbox"/> In the past 3–6 months | <input type="checkbox"/> Currently awaiting a rating |

13. How many full-time teachers/educators are employed at your early learning program?

- |                                |                                |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> 0     | <input type="checkbox"/> 16–20 |
| <input type="checkbox"/> 1–5   | <input type="checkbox"/> 21–25 |
| <input type="checkbox"/> 6–10  | <input type="checkbox"/> 26+   |
| <input type="checkbox"/> 11–15 |                                |

14. How many part-time teachers/educators are employed at your early learning program?

- |                                |                                |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> 0     | <input type="checkbox"/> 16–20 |
| <input type="checkbox"/> 1–5   | <input type="checkbox"/> 21–25 |
| <input type="checkbox"/> 6–10  | <input type="checkbox"/> 26+   |
| <input type="checkbox"/> 11–15 |                                |

15. How many teacher's aides or assistant teachers are employed at your early learning program?

- |                                |                                |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> 0     | <input type="checkbox"/> 16–20 |
| <input type="checkbox"/> 1–5   | <input type="checkbox"/> 21–25 |
| <input type="checkbox"/> 6–10  | <input type="checkbox"/> 26+   |
| <input type="checkbox"/> 11–15 |                                |

16. How many classrooms for infants (children from approximately birth to 1 year) do you have at your early learning program?

- |   |   |
|---|---|
| <input type="checkbox"/> Not applicable (0) | <input type="checkbox"/> 4                                    |
| <input type="checkbox"/> 1                  | <input type="checkbox"/> 5+                                   |
| <input type="checkbox"/> 2                  | <input type="checkbox"/> Classrooms have multiple age-groups. |
| <input type="checkbox"/> 3                  |   |

17. How many classrooms for toddlers (children approximately 1–3 years) do you have at your early learning program?

- |   |   |
|---|---|
| <input type="checkbox"/> Not applicable (0) | <input type="checkbox"/> 4                                    |
| <input type="checkbox"/> 1                  | <input type="checkbox"/> 5+                                   |
| <input type="checkbox"/> 2                  | <input type="checkbox"/> Classrooms have multiple age-groups. |
| <input type="checkbox"/> 3                  |   |

18. How many classrooms for preschool children (children 3 years to school age) do you have at your early learning program?

- |   |   |
|---|---|
| <input type="checkbox"/> Not applicable (0) | <input type="checkbox"/> 4                                    |
| <input type="checkbox"/> 1                  | <input type="checkbox"/> 5+                                   |
| <input type="checkbox"/> 2                  | <input type="checkbox"/> Classrooms have multiple age-groups. |
| <input type="checkbox"/> 3                  |   |

19. How many kindergarten classrooms do you have at your early learning program?

- |   |   |
|---|---|
| <input type="checkbox"/> Not applicable (0) | <input type="checkbox"/> 4                                    |
| <input type="checkbox"/> 1                  | <input type="checkbox"/> 5+                                   |
| <input type="checkbox"/> 2                  | <input type="checkbox"/> Classrooms have multiple age-groups. |
| <input type="checkbox"/> 3                  |   |

20. How many children birth through kindergarten are served in your early learning program?

\_\_\_\_\_

21. What percentage of the families in your program receive state or federal financial subsidies to attend your program?

- |                                |                                |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> ≤ 10  | <input type="checkbox"/> 51–75 |
| <input type="checkbox"/> 11–25 | <input type="checkbox"/> > 75  |
| <input type="checkbox"/> 26–50 |                                |

22. What percentage of the children in your program come from homes where English is not the primary language?

- |                                |                                |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> ≤ 10  | <input type="checkbox"/> 51–75 |
| <input type="checkbox"/> 11–25 | <input type="checkbox"/> > 75  |
| <input type="checkbox"/> 26–50 |                                |

23. Approximately what percentage of the children in your program attend 4 or more days per week?

\_\_\_\_\_

24. Approximately what percentage of the children in your program attend 3 or fewer days per week?

\_\_\_\_\_

25. Approximately what percentage of the children in your program are enrolled half-day?

\_\_\_\_\_

26. Approximately what percentage of the children in your program are enrolled full-day?

\_\_\_\_\_

27. What percentage of your staff hold a degree in early childhood education or a related field (for example, elementary education, special education, human development, sociology, or psychology)?

- |                                |                                |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> ≤ 10  | <input type="checkbox"/> 51–75 |
| <input type="checkbox"/> 11–25 | <input type="checkbox"/> > 75  |
| <input type="checkbox"/> 26–50 |                                |

28. What percentage of your staff hold a bachelor's degree or higher?

- |                                |                                |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> ≤ 10  | <input type="checkbox"/> 51–75 |
| <input type="checkbox"/> 11–25 | <input type="checkbox"/> > 75  |
| <input type="checkbox"/> 26–50 |                                |

29. What percentage of your staff hold a master's degree or higher?

- |                                |                                |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> ≤ 10  | <input type="checkbox"/> 51–75 |
| <input type="checkbox"/> 11–25 | <input type="checkbox"/> > 75  |
| <input type="checkbox"/> 26–50 |                                |

30. Do you require your staff to attend professional development related to early childhood education each year?

- |                              |                             |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

31. How many hours of professional development related to early childhood education are staff members required to attend each year?

- |                               |                                |                                |
|-------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 5–9   | <input type="checkbox"/> 15–19 |
| <input type="checkbox"/> 1–4  | <input type="checkbox"/> 10–14 | <input type="checkbox"/> 20+   |

32. How many hours of professional development related to early childhood education do *you* attend each year?

- |                               |                                |                                |
|-------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 5–9   | <input type="checkbox"/> 15–19 |
| <input type="checkbox"/> 1–4  | <input type="checkbox"/> 10–14 | <input type="checkbox"/> 20+   |

## Module 2. Child assessments

The following survey asks about your program's policies related to formal child assessments, assessment use, and use of assessment data.

For the purpose of this survey, a formal child assessment is defined as a test, survey, observation, portfolio, or other formal collection of child data (for example, [INSERT STATE-SPECIFIC EXAMPLES HERE]).

Unless otherwise stated, we are interested in your use of all formal child assessments, not just those that are required by your program, parent company (for example, KinderCare), or state.

1. What methods does your staff use to obtain information about child well-being, development, and progress? (Check all that apply.)

- |  |  |
|--|--|
| <input type="checkbox"/> Informal observations                     | <input type="checkbox"/> Conversations with parents/families |
| <input type="checkbox"/> Notes about child activities and projects | <input type="checkbox"/> Don't know                          |
| <input type="checkbox"/> Past experience with similar children     | <input type="checkbox"/> Other: _____                        |

2. Does your center or school use formal child assessments?

- |                              |                             |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

*If your program does not use any formal assessments, you may discontinue the child assessments survey. Thank you for your time.*

3. Who develops written assessment-related policies that pertain to your program? (Check all that apply.)

- |   |   |
|---|---|
| <input type="checkbox"/> We do not have any written policies related to assessments | <input type="checkbox"/> School district or state personnel                           |
| <input type="checkbox"/> Me or another administrator                                | <input type="checkbox"/> Our parent company or organization (for example, KinderCare) |
| <input type="checkbox"/> Teacher(s)   | <input type="checkbox"/> Don't know   |
| <input type="checkbox"/> Other staff member(s) (for example, coaches)               | <input type="checkbox"/> Other: _____   |

4. Which children are required to be assessed in your program? (Check all that apply.)

- |  |  |
|--|--|
| <input type="checkbox"/> My program does not require any children to be assessed | <input type="checkbox"/> All children                      |
| <input type="checkbox"/> Infants (approximately birth to 1 year)                 | <input type="checkbox"/> Special needs/developmental delay |
| <input type="checkbox"/> Toddlers (approximately 1–3 years)                      | <input type="checkbox"/> English language learner students |
| <input type="checkbox"/> Prekindergarten (approximately 3–5 years)               | <input type="checkbox"/> Typically developing              |
| <input type="checkbox"/> School-age  | <input type="checkbox"/> Other: _____                      |

5. Does your program provide child assessments that teachers are expected to use?

- Yes  No

6. How often do you review assessment data?

- |  |   |
|--|---|
| <input type="checkbox"/> At least weekly       | <input type="checkbox"/> Once a year                  |
| <input type="checkbox"/> Twice a month         | <input type="checkbox"/> Never                        |
| <input type="checkbox"/> Once a month          | <input type="checkbox"/> No assessment data to review |
| <input type="checkbox"/> Once every 2–3 months | <input type="checkbox"/> Other: _____                 |
| <input type="checkbox"/> Twice a year          |   |

7. For what purpose(s) do you review assessment data? I use assessment data to:

	None of the time	Some of the time	Most of the time	Not applicable
Refer children to other providers (for example, medical, early intervention programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make decisions about what professional development is needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make center or school admission decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make decisions about curricula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make decisions about program policies (for example, length of day, class structure)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop program-level policies about the assessment system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confirm that we are complying with state regulations regarding assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- Yes                                       No                                       Don't know

9. Who provides professional development related to the use of assessment data? (Check all that apply.)

- |  |   |
|--|---|
| <input type="checkbox"/> Me or another program administrator   | <input type="checkbox"/> Community organization or partners                       |
| <input type="checkbox"/> District or state personnel           | <input type="checkbox"/> Outside consultant(s)                                    |
| <input type="checkbox"/> Commercial assessment company staff   | <input type="checkbox"/> Parent company or organization (for example, KinderCare) |
| <input type="checkbox"/> Online commercial assessment training | <input type="checkbox"/> No one   |
| <input type="checkbox"/> Instructional coaches                 | <input type="checkbox"/> Other: _____   |

10. What types of support does your state provide for the *administration of assessments* at your program? (Check all that apply.)

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> Access to commercial assessments               | <input type="checkbox"/> Technology   |
| <input type="checkbox"/> Access to state-created assessments            | <input type="checkbox"/> Funding      |
| <input type="checkbox"/> Professional development                       | <input type="checkbox"/> Coaching     |
| <input type="checkbox"/> Technical assistance                           | <input type="checkbox"/> Don't know   |
| <input type="checkbox"/> Documentation (for example, assessment manual) | <input type="checkbox"/> None         |
|   | <input type="checkbox"/> Other: _____ |

11. What types of support does your state provide for the *use of assessment data* at your program? (Check all that apply.)

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> Access to data                                 | <input type="checkbox"/> Technology   |
| <input type="checkbox"/> Access to printed reports                      | <input type="checkbox"/> Funding      |
| <input type="checkbox"/> Professional development                       | <input type="checkbox"/> Coaching     |
| <input type="checkbox"/> Technical assistance                           | <input type="checkbox"/> Don't know   |
| <input type="checkbox"/> Documentation (for example, assessment manual) | <input type="checkbox"/> None         |
|   | <input type="checkbox"/> Other: _____ |

12. What types of support does your program provide to teachers related to the *administration of assessments*? (Check all that apply.)

- |  |   |
|--|---|
| <input type="checkbox"/> Access to commercial assessments                | <input type="checkbox"/> Funding                        |
| <input type="checkbox"/> Access to school- or center-created assessments | <input type="checkbox"/> Coaching                       |
| <input type="checkbox"/> Professional development                        | <input type="checkbox"/> Time to administer assessments |
| <input type="checkbox"/> Technical assistance                            | <input type="checkbox"/> Don't know                     |
| <input type="checkbox"/> Documentation (for example, assessment manual)  | <input type="checkbox"/> None                           |
| <input type="checkbox"/> Technology                                      | <input type="checkbox"/> Other: _____                   |

13. What types of support does your program provide to teachers related to the *use of assessment data*? (Check all that apply.)

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> Access to data                                 | <input type="checkbox"/> Technology   |
| <input type="checkbox"/> Access to graphs and other data reports        | <input type="checkbox"/> Funding      |
| <input type="checkbox"/> Time to review data                            | <input type="checkbox"/> Coaching     |
| <input type="checkbox"/> Professional development                       | <input type="checkbox"/> Don't know   |
| <input type="checkbox"/> Technical assistance                           | <input type="checkbox"/> None         |
| <input type="checkbox"/> Documentation (for example, assessment manual) | <input type="checkbox"/> Other: _____ |



14. What *additional* supports do you need related to the *administration of assessments*? (Check all that apply.)

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> Access to commercial assessments               | <input type="checkbox"/> Technology   |
| <input type="checkbox"/> Access to state-created assessments            | <input type="checkbox"/> Funding      |
| <input type="checkbox"/> Professional development                       | <input type="checkbox"/> Coaching     |
| <input type="checkbox"/> Technical assistance                           | <input type="checkbox"/> Don't know   |
| <input type="checkbox"/> Documentation (for example, assessment manual) | <input type="checkbox"/> None         |
|   | <input type="checkbox"/> Other: _____ |

15. What *additional* supports do you need related to the *use of assessment data*? (Check all that apply.)

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> Access to data                                 | <input type="checkbox"/> Technology   |
| <input type="checkbox"/> Access to printed reports                      | <input type="checkbox"/> Funding      |
| <input type="checkbox"/> Professional development                       | <input type="checkbox"/> Coaching     |
| <input type="checkbox"/> Technical assistance                           | <input type="checkbox"/> Don't know   |
| <input type="checkbox"/> Documentation (for example, assessment manual) | <input type="checkbox"/> None         |
|   | <input type="checkbox"/> Other: _____ |

16. What *additional* supports do the *teachers* at your program need related to the *administration of assessments*? (Check all that apply.)

- |  |   |
|--|---|
| <input type="checkbox"/> Access to commercial assessments                | <input type="checkbox"/> Funding                        |
| <input type="checkbox"/> Access to school- or center-created assessments | <input type="checkbox"/> Coaching                       |
| <input type="checkbox"/> Professional development                        | <input type="checkbox"/> Time to administer assessments |
| <input type="checkbox"/> Technical assistance                            | <input type="checkbox"/> Don't know                     |
| <input type="checkbox"/> Documentation (for example, assessment manual)  | <input type="checkbox"/> None                           |
|  | <input type="checkbox"/> Other: _____                   |
| <input type="checkbox"/> Technology                                      |   |

17. What *additional* supports do the *teachers* at your program need related to the *use of assessment data*? (Check all that apply.)

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> Access to data                                 | <input type="checkbox"/> Technology   |
| <input type="checkbox"/> Access to graphs and other data reports        | <input type="checkbox"/> Funding      |
| <input type="checkbox"/> Time to review data                            | <input type="checkbox"/> Coaching     |
| <input type="checkbox"/> Professional development                       | <input type="checkbox"/> Don't know   |
| <input type="checkbox"/> Technical assistance                           | <input type="checkbox"/> None         |
| <input type="checkbox"/> Documentation (for example, assessment manual) | <input type="checkbox"/> Other: _____ |

18. Please list each formal child assessment (up to five) that is used at your program:

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ |          |

*As a reminder:* A formal child assessment is defined as a test, survey, observation, portfolio, or other formal collection of child data.

The following questions pertain to your center or school's use of formal child assessments.

19. Which children do you assess using formal child assessments? (Check all that apply.)

- |   |  |
|---|--|
| <input type="checkbox"/> All children enrolled at my center or school | <input type="checkbox"/> Typically developing              |
| <input type="checkbox"/> Infants (approximately birth to 1 year)      | <input type="checkbox"/> Special needs/developmental delay |
| <input type="checkbox"/> Toddlers (approximately 1–3 years)           | <input type="checkbox"/> English language learner students |
| <input type="checkbox"/> Prekindergarteners (approximately 3–5 years) | <input type="checkbox"/> Other: _____                      |
| <input type="checkbox"/> School-age children                          |  |

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

- |  |  |
|--|--|
| <input type="checkbox"/> Child's classroom teacher | <input type="checkbox"/> Specialist (resource teacher, psychologist) |
| <input type="checkbox"/> Other classroom teacher   | <input type="checkbox"/> Program administrator(s)                    |
| <input type="checkbox"/> Teacher's assistant/aide  | <input type="checkbox"/> Other: _____                                |

21. Who developed the formal child assessments? (Check all that apply.)

- |   |  |
|---|--|
| <input type="checkbox"/> Classroom teachers       | <input type="checkbox"/> Specialist (resource teacher, psychologist) |
| <input type="checkbox"/> Program administrator(s) | <input type="checkbox"/> Commercial publisher                        |
| <input type="checkbox"/> Teacher's assistant/aide | <input type="checkbox"/> Other: _____                                |

22. Are any formal child assessments required?

- |   |  |
|---|--|
| <input type="checkbox"/> Yes, at least one is required by my state.                             | <input type="checkbox"/> Yes, at least one is required by my center or school. |
| <input type="checkbox"/> Yes, at least one is required by my school district or parent company. | <input type="checkbox"/> No, none is required.                                 |
|   | <input type="checkbox"/> Other: _____  |

23. What training was provided to assessors prior to conducting formal child assessments? (Check all that apply.)

- |   |   |
|---|---|
| <input type="checkbox"/> Assessors were trained by the publisher. | <input type="checkbox"/> Some assessors were trained. |
| <input type="checkbox"/> Assessors were trained by state staff.   | <input type="checkbox"/> No assessors were trained.   |
| <input type="checkbox"/> Assessors were trained by program staff. | <input type="checkbox"/> Other: _____                 |
| <input type="checkbox"/> All assessors were trained.              |   |

24. What methods are used to conduct formal child assessments? (Check all that apply.)

- |   |   |
|---|---|
| <input type="checkbox"/> Paper and pencil   | <input type="checkbox"/> A handheld digital device (smartphone, tablet) |
| <input type="checkbox"/> A desktop computer | <input type="checkbox"/> Other: _____                                   |
| <input type="checkbox"/> A laptop computer  |   |

25. How often are formal child assessments conducted? (Check all that apply.)

- |   |   |
|---|---|
| <input type="checkbox"/> Daily or weekly  | <input type="checkbox"/> Every 6 months |
| <input type="checkbox"/> Every 2 weeks    | <input type="checkbox"/> Every year     |
| <input type="checkbox"/> Every month      | <input type="checkbox"/> As needed      |
| <input type="checkbox"/> Every 2–3 months |   |

26. Which early learning domains are measured by the formal child assessments? (Check all that apply.)

- |  |   |
|--|---|
| <input type="checkbox"/> Physical well-being and motor development | <input type="checkbox"/> Mathematics                  |
| <input type="checkbox"/> Social and emotional development          | <input type="checkbox"/> English language acquisition |
| <input type="checkbox"/> Approaches toward learning                | <input type="checkbox"/> Other: _____                 |
| <input type="checkbox"/> Language and literacy                     |   |

27. How are formal child assessments used? (Check all that apply.)

- |  |   |
|--|---|
| <input type="checkbox"/> To determine eligibility for enrollment   | <input type="checkbox"/> To determine placement into special education programming                                  |
| <input type="checkbox"/> To determine a child's class placement  | <input type="checkbox"/> To determine a child's English language comprehension                                      |
| <input type="checkbox"/> To identify children who may need additional testing (for example, for a developmental delay) | <input type="checkbox"/> At the center- or school-level to understand child development and inform policy decisions |
| <input type="checkbox"/> To help teachers individualize instruction  | <input type="checkbox"/> Other: _____   |
| <input type="checkbox"/> To discuss child progress with parents/families   |   |

28. After conducting formal child assessments, who is the data shared with? (Check all that apply.)

- |   |  |
|---|--|
| <input type="checkbox"/> No one; teachers use the data themselves.                                  | <input type="checkbox"/> Staff at elementary schools (for example, for children entering kindergarten) |
| <input type="checkbox"/> Me or other program administrators   | <input type="checkbox"/> Parents/families  |
| <input type="checkbox"/> Other teachers or specialists  | <input type="checkbox"/> Children  |
| <input type="checkbox"/> Staff at other early learning programs (for example, if a child transfers) | <input type="checkbox"/> Other: _____  |

### **Module 3. Early learning standards/guidelines**

1. Does your state have early learning standards or guidelines?

- Yes
  No
  Not sure

2. What age groups are covered by your state’s early learning standards or guidelines? (Check all that apply.)

- Birth to 5 years
  5–8 years  
 Birth to 8 years
  Not sure  
 3–5 years

3. By what methods has the state provided you a copy of the early learning standards or guidelines? (Check all that apply.)

- Email
  My QRIS (STARS) coach provided me a copy.  
 Hard copy
  My state does not provide me a copy of the early learning standards or guidelines.  
 The licensor provided me a copy.  
 Available on state website
  Other: \_\_\_\_\_

*The following questions ask about your familiarity with the state early learning standards or guidelines. When answering, keep in mind that “very familiar” is defined as having the ability to recall specific standards or guidelines without having to reference standards or guidelines documentation.*

4. How familiar are you with the sections within your state’s learning standards or guidelines pertaining to:

	Very familiar	Somewhat familiar	Not very familiar	Not at all familiar	Not applicable
Children birth to 3 years?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children 3–5 years?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children 5–8 years?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English language learner students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children with special needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Approximately how many hours of professional development related to early learning standards or guidelines have you attended in the past year?

- None
  6–10 hours  
 1–2 hours
  11+ hours  
 3–5 hours

6. Over the course of your career approximately how many hours of professional development related to early learning standards or guidelines have you attended?

- None
  6–10 hours  
 1–2 hours
  11+ hours  
 3–5 hours

7. To what extent did your college or graduate school coursework (for example, teacher preparation) address issues related to early learning standards or guidelines?

- A lot
  Not at all  
 Somewhat
  Not sure  
 A little
  Not applicable

8. In what ways do you integrate your state’s early learning standards or guidelines into your center or schoolwide programs? I use early learning standards or guidelines to:

	None of the time	Some of the time	Most of the time	Not applicable
Choose curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop professional development opportunities for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop common formative or interim assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choose existing assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help staff develop lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inform program structure (for example, age groups for classrooms, outdoor learning centers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inform family engagement framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. What supports does your state, jurisdiction, school district, or parent company provide to help you successfully integrate the early learning standards or guidelines into center or schoolwide programs? (Check all that apply.)

*Professional development and coaching*

- Professional development related to integrating early learning standards or guidelines into curricula
- Professional development related to integrating early learning standards or guidelines into assessments
- Professional development related to integrating early learning standards or guidelines into the family engagement framework
- Professional development related to using early learning standards or guidelines with special populations (for example, English language learner students, students with special needs)
- Coaching specific to implementation of the state's early learning standards or guidelines

*Resources and materials*

- Documents linking state early learning standards or guidelines to other early learning standards or guidelines and frameworks (for example, NAEYC, Head Start)
- Documents linking state early learning standards or guidelines to the Common Core State Standards
- Lists of assessments that map to the state's early learning standards or guidelines
- Access to assessments that map to the state's early learning standards or guidelines

*Other*

- Lists of curricula that map to the state's early learning standards or guidelines
- Access to curricula that map to the state's early learning standards or guidelines
- Financial resources to provide center- or school-based professional development related to standards implementation
- Financial resources to attend outside professional development offerings related to standards implementation
- Supports not provided for implementing the standards
- Other: \_\_\_\_\_

10. What additional supports are necessary to help you successfully integrate the state's early learning standards or guidelines into center or schoolwide programs? (Check all that apply.)

*Professional development and coaching*

- Professional development related to integrating early learning standards or guidelines into curricula
- Professional development related to integrating early learning standards or guidelines into assessments
- Professional development related to integrating early learning standards or guidelines into the family engagement framework
- Professional development related to using early learning standards or guidelines with special populations (for example, English language learner students, students with special needs)
- Coaching specific to implementation of the state's early learning standards or guidelines

*Resources and materials*

- Documents linking state early learning standards or guidelines to other early learning standards or guidelines and frameworks (for example, NAEYC, Head Start)
- Documents linking state early learning standards or guidelines to the Common Core State Standards
- Lists of assessments that map to the state's early learning standards or guidelines
- Access to assessments that map to the state's early learning standards or guidelines
- Lists of curricula that map to the state's early learning standards or guidelines
- Access to curricula that map to the state's early learning standards or guidelines

*Other*

- Resources to provide staff with additional paid planning time
- Funds to purchase a new curriculum aligned with the early learning standards
- A copy of the state's early learning standards or guidelines
- Financial resources to provide center- or school-based professional development related to standards implementation
- Financial resources to attend outside professional development offerings related to standards implementation
- Other: \_\_\_\_\_
- None



11. In what ways do you provide support or guidance to teachers about incorporating early learning standards or guidelines into the classroom? (Check all that apply.)

- Provide planning resources (journals, resource books)
- Meet with teachers regularly to provide direct coaching
- Meet with teachers to establish a teacher-driven professional development plan
- Establish mentor–mentee partnerships between struggling and excelling teachers
- Provide teachers with extra time during the school day to work on incorporating early learning standards or guidelines into their lessons
- Pay for teachers to attend additional professional development opportunities related to standards implementation
- Not applicable
- Other: \_\_\_\_\_

12. To what extent are *you* provided with additional support or guidance related to early learning standards or guidelines implementation?

- A lot
- Somewhat
- A little
- Not at all

13. Who provides you with additional support or guidance related to early learning standards or guidelines implementation? (Check all that apply.)

- QRIS (STARS) staff
- A consultant hired by my center or school
- A state representative
- A community partner organization
- A state or school district employee
- No one
- A consultant hired by my state or school district
- Other: \_\_\_\_\_

14. To what extent would you benefit from additional support or guidance related to early learning standards or guidelines implementation?

- A lot
- Somewhat
- A little
- Not at all

15. What barriers exist that prevent you from successfully integrating the state's early learning standards or guidelines into center- or schoolwide programs? (Check all that apply.)

- Lack of support from owner/other administrators
- Lack of understanding or “buy-in” from teaching staff
- Lack of available professional development related to implementing the state's early learning standards or guidelines
- Insufficient documentation regarding how to use the state's early learning standards or guidelines to inform programmatic decisions
- No time to update programs to reflect the early learning standards or guidelines
- Lack of funding to attend professional development related to early learning standards or guidelines
- Lack of time to attend professional development related to early learning standards or guidelines
- Lack of information about early learning standards or guidelines
- Other: \_\_\_\_\_

REL 2014–019

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April 2014

This report was prepared for the Institute of Education Sciences (IES) under Contract ED-IES-12-C-0009 by Regional Educational Laboratory Northeast & Islands administered by Education Development Center, Inc. The content of the publication does not necessarily reflect the views or policies of IES or the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

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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>.

This report is available on the Regional Educational Laboratory website at <http://ies.ed.gov/ncee/edlabs>.