

# Fragile Families and Child Wellbeing Kindergarten Study Teacher Survey

## Notes on File Contents:

- This survey was completed by 1,039 teachers as part of the Five-Year follow-up wave of the Fragile Families and Child Wellbeing Study.
- Variables in this file are named using the prefix “kind\_” and the question number in the survey (ie. question “a2” in the survey is “kind\_a2” in the dataset).
- The default coding used for blank/missing information in this survey is “-1 Refused.”
- There are three additional constructed variables on this file: kind\_teacherage (teacher’s age at time of completing the survey; coded as “-3” when missing), kind\_data (indicator coded as “1” for all records in this file; can be used when merging with other Fragile Families data files), and kind\_year (school year listed as “2004/2005” or “2005/2006”).

FOR OFFICIAL USE ONLY	
Child ID:	_____
Teacher ID:	_____
School ID:	_____

## INSTRUCTIONS FOR TEACHERS

Thank you for agreeing to participate in the Kindergarten Study Teacher Survey, as part of the (*Fragile Families and Child Wellbeing*) Survey of Parents Study being conducted by Princeton and Columbia Universities.

This questionnaire asks about:

- a) information specific to the participating child;
- b) academic skills specific to the participating child;
- c) classroom behavior and social skills specific to the participating child;
- d) classroom characteristics;
- e) class resources and activities;
- f) school climate and environment; and
- g) general information about you.

Any information you provide will be kept absolutely confidential. No information will be shared with any government agency, with any parents or other people in your school, nor will your name or the child's name appear in anything that is written, published, or presented about this study. Your participation in the study is voluntary and you may refuse to answer any questions you are not comfortable answering.

Please follow these steps:

1. *Fill out the Kindergarten Teacher Participation Consent Form.* Please sign your name to indicate your agreement to participate. Then print your name as you would like it to appear on the check and the address where you would like the check mailed. Keep the yellow copy of the form for your records.
2. *Complete the questionnaire.* It will take approximately 25 minutes. Please indicate your answers on the questionnaire by circling the appropriate number or by writing your response in the space provided. Depending on the response, you may be directed to skip over some questions. ***Please complete the questionnaire thinking about the child and your classroom during the last school year (2005-2006).***
3. *Mail back to us,* using the self-addressed, postage-paid envelope:
  - the completed questionnaire, and
  - the white copy of the consent form.
4. As a token of our appreciation for your time and effort, you will *receive a check for \$25* within 2-3 weeks of our receipt of the completed questionnaire and form.

***Thank you!***

## Section A: Information about the Child

A1. When did the child first enter your classroom?

||\_|| / ||\_||\_||\_||  
MONTH YEAR  
a1mo a1yr

A2. Did the child ever fall two or more weeks behind in school work last year because of a health problem?

Yes..... 1

No ..... 2

**FOR THE REMAINDER OF THIS SECTION, CIRCLE ONLY ONE RESPONSE PER QUESTION.  
PLEASE ANSWER THE QUESTIONS THINKING ABOUT THE  
LAST MONTH OF THE CHILD'S KINDERGARTEN YEAR.**

A3. During structured play time, how did the child compare with other children in the class in terms of physical activity?

A lot less active than most..... 1

A little less active than most ..... 2

About the same as most ..... 3

A little more active than most ..... 4

A lot more active than most ..... 5

A4. During unstructured play time, how did the child compare with other children in the class in terms of physical activity?

A lot less active than most.....1

A little less active than most ..... 2

About the same as most ..... 3

A little more active than most .....4

A lot more active than most ..... 5

- A5. How would you rate the child in language and literacy skills?
- Far below average..... 1
  - Below average..... 2
  - Average..... 3
  - Above average..... 4
  - Far above average..... 5
- A6. How would you rate the child in science and social studies?
- Far below average..... 1
  - Below average..... 2
  - Average..... 3
  - Above average..... 4
  - Far above average..... 5
- A7. How would you rate the child in mathematical skills?
- Far below average..... 1
  - Below average..... 2
  - Average..... 3
  - Above average..... 4
  - Far above average..... 5
- A8. How often did the child work to the best of her/his ability?
- Never..... 1
  - Seldom ..... 2
  - Usually ..... 3
  - Always..... 4
- A9. Was the child promoted to 1<sup>st</sup> grade?
- Yes, promoted to 1<sup>st</sup> grade class..... 1
  - Attending transitional 1<sup>st</sup> grade or pre-1<sup>st</sup> grade class..... 2
  - Repeating kindergarten..... 3
  - Other..... 4
  - Promoted to K5..... 101

A10. During the school year, did the child's parents/guardians attend parent/teacher **informal meetings** that **you initiated** to talk about his/her progress?

- Yes..... 1
- No..... 2
- Not Applicable/Not offered..... 6

A11. During the school year, besides regular teacher conferences, did you communicate with the child's parents?

- Yes.....1
- No..... 2

—————▶ [SKIP TO A13]

A12. Was the purpose of the communication usually to ...?

- Discuss problems.....1
- Discuss how well the child is doing..... 2

A13. Did the child have a diagnosed physical or psychological disability and need special services?

- Yes..... 1
- No ..... 2
- Don't Know .....8

—————▶ [SKIP TO B1]

A14. Did the child have an Individualized Education Program (IEP) for this disability?

- Yes..... 1
- No ..... 2
- Don't Know .....8

## Section B: Academic Skills of Child

Please rate the child's skills, knowledge, and/or behaviors for each of the following questions based on your experience with this child last year. This is NOT a test and should not be administered directly to the child. Each question includes examples that are meant to help you think of the range of situations in which the child may demonstrate similar skills and behaviors. **The examples do not exhaust all the ways that a child may demonstrate what he/she knows or can do.**

The following **five-point scale** is used for each of the questions. It reflects the degree to which a child has acquired and/or chooses to demonstrate the targeted skills, knowledge, and behaviors.

- |                          |  |
|--------------------------|--|
| 1 = Not yet              | Child has not yet demonstrated skill, knowledge, or behavior.  |
| 2 = Beginning            | Child is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.                                |
| 3 = In progress          | Child demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.                             |
| 4 = Intermediate         | Child demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient. |
| 5 = Proficient           | Child demonstrates skill, knowledge, or behavior competently and consistently.   |
| 6 (N/A) = Not Applicable | Skill, knowledge, or behavior has not been introduced in classroom.  |

Rate the child's achievement or motivation **in the last month of the kindergarten year**. Rate the child compared to other children of the same age level. Please use the full range of ratings. If the skill, knowledge, or behavior has been introduced in the classroom, please rate the child using the numbers **1-5**. Circle "**NA**" only if the skill, knowledge, or behavior has not been introduced in your classroom.

### B1. THE CHILD... [CIRCLE ONE RESPONSE FOR EACH ITEM]

		NOT YET	BEGINNING	IN PROGRESS	INTER-MEDIATE	PROFICIENT	N/A
a.	<b>Understands and interprets a story or other text read to him/her</b> – for example, retelling a story just read to the group, or telling about why a story ended as it did, or connecting part of the story to his/her own life.	1	2	3	4	5	6
b.	<b>Easily and quickly names all upper- and lower-case letters of the alphabet.</b>	1	2	3	4	5	6
c.	<b>Reads simple books independently</b> – for example, reads books with a - repetitive language pattern.	1	2	3	4	5	6

		NOT YET	BEGINNING	IN PROGRESS	INTER-MEDIATE	PROFICIENT	N/A
d.	<b>Demonstrates an understanding of some of the conventions of print</b> – for example, by using both upper and lower case letters when writing, or putting spaces between words, or using a period at the end of a sentence.	1	2	3	4	5	6
e.	<b>Recognizes distinct differences in habits and living patterns between him/herself and other groups of people he/she knows</b> – for example, knowing that there are many different types of families, or knowing the different types of homes people live in, or the different types of foods that people eat.	1	2	3	4	5	6
f.	<b>Forms explanations based on observations and explorations</b> – for example, by describing or drawing the conditions (water, soil, sun) that help a plant grow, or by explaining that a block will slide more quickly down a steeper slope.	1	2	3	4	5	6
g.	<b>Sorts, classifies, and compares math materials by various rules and attributes</b> – for example creating a rule for sorting keys, such as "keys with numbers" in one pile and "keys without numbers" in another pile, or sorting shapes by several attributes such as "large plastic shapes" and "small wooden shapes."	1	2	3	4	5	6
h.	<b>Shows an understanding of the relationship between quantities</b> – for example, knowing that a group of ten small stones is the same quantity as a group of ten larger blocks	1	2	3	4	5	6
i.	<b>Uses a variety of strategies to solve math problems</b> – for example, using manipulative materials, looking for a pattern, or acting out a problem.	1	2	3	4	5	6

## Section C: Classroom Behavior and Social Skills

- C1. In this section teachers were asked to read each statement and decide whether it is a “not true,” “somewhat or sometimes true,” or “very true or often true” description of the child’s typical **CLASSROOM BEHAVIOR during the last month of the kindergarten year.**

Three scales for aggressive behavior, attention problems, and social problems were constructed by summing the responses to these questions. In summing these variables, “not true” had a value of 1, “somewhat or sometimes true” had a value of 2 and “very true or often true” had a value of 3.

In this section, “-3” denotes when some or all of the subscale variables were missing and the subscale could not be scored.

<b>Constructed Behavior Scales</b>			
<b>Constructed Variable</b>	<b>Description</b>	<b>Source</b>	<b>Details</b>
aggressive_scale	19-question sub scale of aggressive behavior	Child Behavior Checklist	Range: -3; 19 to 57
attention_scale	9-question sub scale of attention problems	Child Behavior Checklist	Range: -3; 9 to 27
social_scale	6-question sub scale of social problems	Child Behavior Checklist	Range: -3; 6 to 18



## Section D: Classroom Characteristics

D1a. Is your school a public school?

Yes.....1

No ..... 2       $\longrightarrow$  [SKIP TO D1c]

D1b. What type of PUBLIC school? CIRCLE ONLY ONE RESPONSE.

<b>Regular public school</b> (e.g., not a magnet or school of choice).....	1
<b>School with a magnet program</b> (e.g., science/math school, foreign language immersion school).....	2
<b>School of choice</b> (e.g., charter school, open enrollment, non-specialized curriculum).....	3
<b>Special Education school</b> (e.g., primarily serves children with disabilities).....	4
<b>Early Childhood Center</b> (e.g., school/center includes preschool and/or early elementary grades only)	5

$\longrightarrow$  [SKIP TO D2]

D1c. What type of NON-PUBLIC school? CIRCLE ONLY ONE RESPONSE.

<b>Catholic School : Diocesan</b> .....	1
<b>Catholic School : Parish</b> .....	2
<b>Catholic School : Private Order</b> .....	3
<b>Private, other religious affiliation</b> .....	4
<b>Private school accredited by NAIS</b> .....	5
<b>Other private</b> .....	6
<b>Special Education school</b> (see description above).....	7
<b>Early Childhood Center</b> (see description above).....	8

D2. Are the following grade levels taught in the school? CIRCLE ONE RESPONSE FOR EACH LINE.

		YES	NO
a.	Regular kindergarten.....	1	2
b.	Ungraded.....	1	2
c.	Programs for special needs children .....	1	2
d.	Prekindergarten.....	1	2
e.	Transitional (or readiness) kindergarten.....	1	2
f.	Transitional 1 <sup>st</sup> (or prefirst) grade).....	1	2
g.	1 <sup>st</sup> .....	1	2
h.	2 <sup>nd</sup> .....	1	2
i.	3 <sup>rd</sup> .....	1	2
j.	4 <sup>th</sup> .....	1	2
k.	5 <sup>th</sup> .....	1	2
l.	6 <sup>th</sup> .....	1	2
m.	7 <sup>th</sup> .....	1	2
n.	8 <sup>th</sup> .....	1	2
o.	9 <sup>th</sup> .....	1	2
p.	10 <sup>th</sup> .....	1	2
q.	11 <sup>th</sup> .....	1	2
r.	12 <sup>th</sup> .....	1	2

D3. Which type of kindergarten class was the child enrolled in last year?

Half – day kindergarten class..... 1

Full day kindergarten class..... 2

D3a. What time did the child's class begin each day?

|\_\_|\_\_|:|\_\_|\_\_|  
 HOUR MINUTE  
*d3a\_time*

CIRCLE ONE: AM PM  
*d3a\_ampm*

D3b. What time did the child's class end each day?

|\_\_|\_\_|:|\_\_|\_\_|  
 HOUR MINUTE  
*d3b\_time*

CIRCLE ONE: AM PM  
*d3b\_ampm*

D4. What type of kindergarten program did the child attend? CIRCLE ONLY ONE RESPONSE.

<b>Regular kindergarten class</b> [1 year program] (traditional year of school primarily for 5 year olds prior to first grade).....	1
<b>2-year kindergarten program</b> .....	2
<b>Transitional (or readiness) kindergarten</b> (extra year of school for kindergarten-age eligible children who are judged not ready for kindergarten).....	3
<b>Transitional/pre-1st grade class</b> (extra year of school for children who have attended kindergarten but have been judged not ready for first grade).....	4
<b>Upgraded class</b> [with at least some kindergarten-aged children] (a classroom containing kindergarten-aged students, possibly in combination with other ages, not formally identified as a "kindergarten" class).....	5
<b>Multigrade class</b> [with at least some kindergarten-aged children] (a classroom containing kindergarten and some combination of other grades – for example, a combination prekindergarten/ kindergarten).....	6

IF CIRCLED RESPONSE 01 TO 05, SKIP TO D6

D5. IF YOU CIRCLED "06" FOR QUESTION D4, PLEASE ANSWER THE FOLLOWING QUESTION:  
What additional grade levels are included in the **multigrade** kindergarten class?

- Prekindergarten..... 1
- Transitional (or readiness) kindergarten.....2
- Transitional/pre-1st grade.....3
- 1<sup>st</sup> grade.....4
- 2<sup>nd</sup> grade.....5
- 3<sup>rd</sup> grade or higher..... 6

D6. In the last month of the kindergarten year, how many children, including the participating child, were enrolled in the classroom?

|\_|\_| NUMBER OF CHILDREN

D7. Including the participating child, how many children were usually in the classroom when he/she was there?

|\_|\_| PRESENT WITH CHILD

D8. How many of the children in the child's class were repeating kindergarten?  
[IF NONE, WRITE "00."]

|\_|\_| NUMBER OF CHILDREN

D9. During the last month of the kindergarten year, how would you rate the behavior of the children in the child's class? CIRCLE ONLY ONE RESPONSE.

- Group misbehaved *very frequently* and was almost always difficult to handle..... 1
- Group misbehaved *frequently* and was often difficult to handle..... 2
- Group misbehaved *occasionally*..... 3
- Group behaved *well*..... 4
- Group behaved *exceptionally well*.....5

## Section E: Class Resources and Activities

E1. In a typical day during the last kindergarten year, how much time did the children spend in the following activities? CIRCLE ONE RESPONSE FOR EACH ITEM. DO NOT INCLUDE LUNCH OR RECESS BREAKS.

		NO TIME	HALF HOUR OR LESS	ABOUT ONE HOUR	ABOUT TWO HOURS	THREE HOURS OR MORE
a.	Teacher-directed whole class activities	1	2	3	4	5
b.	Teacher-directed small group activities	1	2	3	4	5
c.	Teacher-directed individual activities	1	2	3	4	5
d.	Child-selected activities	1	2	3	4	5

E2. How important was each of the following in evaluating the children in your class? CIRCLE ONE RESPONSE FOR EACH ITEM.

		NOT IMPORTANT	SOMEWHAT IMPORTANT	VERY IMPORTANT	EXTREMELY IMPORTANT	NOT APPLICABLE
a.	Class participation	1	2	3	4	6
b.	Classroom behavior or conduct	1	2	3	4	6
c.	Cooperativeness with other children	1	2	3	4	6
d.	Ability to follow directions	1	2	3	4	6

E3. How many paid aides assisted you in this child's class?

|\_| |\_| NUMBER OF AIDES      →      [IF 0, SKIP TO QUESTION F1]

**NOTE: IF MORE THAN ONE AIDE ASSISTS YOU, PLEASE ANSWER THE FOLLOWING TWO QUESTIONS ABOUT THE AIDE THAT SPENDS THE MOST TIME IN THE CLASSROOM.**

E4. Was the aide's first language English?

Yes..... 1  
No..... 2

E5. What was the highest level of education completed by the aide?

High school diploma or GED.....1  
AA in early childhood education.....2  
BA or BS in elementary education.....3  
Working on a bachelor's degree..... 4  
Other.....5  
Other College Degree.....101  
Other training.....102

## Section F: School Climate and Environment

F1. Please indicate the extent to which you agree with each of the following statements about your **SCHOOL'S CLIMATE**. CIRCLE ONE RESPONSE FOR EACH ITEM.

		STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
a.	The level of child misbehavior (for example, noise, horseplay, or fighting in the halls or cafeteria) in this school interferes with my teaching.	1	2	3	4	5
b.	Many of the children I teach are not capable of learning the material I am supposed to teach them.	1	2	3	4	5
c.	Routine administrative duties and paperwork interfere with my job of teaching.	1	2	3	4	5
d.	I really enjoy my present teaching job.	1	2	3	4	5
e.	I am certain I am making a difference in the lives of the children I teach.	1	2	3	4	5
f.	If I could start over, I would choose teaching again as my career.	1	2	3	4	5

F2. At your school, how much influence do you think teachers have over school policy in areas such as determining discipline policy, deciding how some school funds will be spent, and assigning children to classes?

- No influence..... 1
- Slight influence..... 2
- Some influence..... 3
- Moderate influence..... 4
- A great deal of influence..... 5

F3. How much control do you feel you have IN YOUR CLASSROOM over such areas as selecting skills to be taught, deciding about teaching techniques, and disciplining children?

- No control..... 1
- Slight control..... 2
- Some control..... 3
- Moderate control..... 4
- A great deal of control..... 5

F4. Please indicate how much of a problem the following issues are in the neighborhood where the school is located. CIRCLE ONE RESPONSE FOR EACH ITEM.

		A BIG PROBLEM	SOMEWHAT OF A PROBLEM	NO PROBLEM	DON'T KNOW
a.	Crime in the neighborhood.	1	2	3	8
b.	Garbage, litter, or broken glass in the street or road, on the sidewalks or in yards.	1	2	3	8
c.	Selling or using drugs or excessive drinking in public.	1	2	3	8
d.	Gunshot noise.	1	2	3	8

F5. Does your school take any of the following measures to ensure the safety of children? CIRCLE ONE RESPONSE FOR EACH ITEM.

		YES	NO	DON'T KNOW
a.	Security guards.	1	2	8
b.	Metal detectors	1	2	8
c.	Locked exterior doors during the day	1	2	8
d.	A requirement that visitors sign in.	1	2	8
e.	Limits on going to the restroom.	1	2	8
f.	Teachers assigned to supervise the hallways.	1	2	8
g.	Hall passes required to leave class	1	2	8

## Section G: Teacher Background

G1. What is the highest level of education you have completed?  
CIRCLE ONLY ONE RESPONSE.

- High school diploma or GED..... 01
- Associate's degree ..... 02
- Bachelor's ..... 03
- At least 1 year of course work beyond a Bachelor's,  
but not a graduate degree..... 04
- Master's..... 05
- Education specialist or professional diploma based on at least 1 year  
of course work past a Master's degree level..... 06
- Doctorate..... 07
- Other.....08
- Working towards teaching degree.....09

G2. How many college courses have you completed in the following areas?  
CIRCLE ONE RESPONSE FOR EACH ITEM

		NONE	ONE	TWO	THREE	FOUR	FIVE	SIX OR MORE
a.	Early childhood education	0	1	2	3	4	5	6
b.	Elementary education	0	1	2	3	4	5	6
c.	Child development	0	1	2	3	4	5	6

G3. What type of teaching certification do you have? CIRCLE ONLY ONE RESPONSE.

- None..... 1 → [SKIP TO G5]
- Temporary, probational, provisional, or emergency certification ..... 2
- Certificate for completion of an alternative certification program..... 3
- Regular certification but less than the highest available..... 4
- The highest certification available (permanent or long term)..... 5

G4. Are you certified in the following areas? CIRCLE ONE RESPONSE FOR EACH ITEM.

		YES	NO
a.	Elementary education	1	2
b.	Early childhood	1	2
d.	Special Education	1	2
e.	Bilingual/ESL	1	2
f.	Secondary Education	1	2
g.	Reading	1	2



h.	Middle School	1	2
i.	Other	1	2

G5. Are you of Hispanic or Latino origin?

- Yes..... 1
- No..... 2

G6. Which best describes your race?

- American Indian or Alaska Native..... 01
- Asian ..... 02
- Black or African American.....03
- Native Hawaiian or Other Pacific Islander..... 04
- White..... 05
- Other.....06
- Puerto Rican.....10
- Hispanic.....11
- Mexican.....12

G7. Counting this school year, how long have you taught each of the following grades and programs? Please include part-time teaching. [ENTER BOTH THE NUMBER OF YEARS AND MONTHS. WRITE "0" IF NEVER TAUGHT THE GRADE OR PROGRAM LISTED].

a. Preschool or Head Start:

_ _ _	_ _ _
YEARS	MONTHS
<i>g7ayr</i>	<i>g7amo</i>

b. Kindergarten (including Transitional/Readiness Kindergarten and Transitional/pre-1st grade):

_ _ _	_ _ _
YEARS	MONTHS
<i>g7byr</i>	<i>g7bmo</i>

c. First grade:

_ _ _	_ _ _
YEARS	MONTHS
<i>g7cyr</i>	<i>g7cmo</i>

G8. What is your gender?

- Male..... 1
- Female..... 2

G9. Date questionnaire completed:

_ _ _	/	_ _ _
MONTH		YEAR
<i>g9mo</i>		<i>g9yr</i>