Prekindergarten Teacher Survey Summary Report, 2009–2010

Each spring, the Department of Program Evaluation (DPE) conducts a survey of prekindergarten (Pre-K) teachers to provide feedback regarding the Early Childhood (EC) program. This year, Pre-K teachers participated in a 59-item online survey between March 22 and April 6. Teacher participation was voluntary and responses were anonymous; 235 teachers responded, which represented 77% of the 305 teachers in the Pre-K program. Approximately 51% of respondents were bilingual education (BE) teachers, and 29% were English as a second language (ESL) teachers. Forty-eight percent of the teachers had 6 or more years experience as a Pre-K teacher, and 68% had 6 or more years of teaching experience at any grade level. Lucy Read teachers made up 8% of the respondents. Appendix A provides a complete description of the respondents.

Key Findings

Leadership

- The majority of Pre-K teachers (85%) reported positive perceptions of their Pre-K support team (Table 1) and they ranked the central administration EC staff as one of the greatest strengths of the Austin Independent School District's (AISD) Pre-K program (Table B1 in the Appendix).

Program implementation

- Many teachers reported that the greatest strength of the Pre-K program was the curriculum (Table B1 in the Appendix).
- The top two suggestions from teachers to improve the Pre-K program were
    1. to increase parent training/orientation and overall parental involvement, and
    2. to provide teachers with sufficient Pre-K-specific teaching and classroom materials (Table B2, in the Appendix).
- Some teachers recommended a skill checklist in addition to 9-week grade reports to help parents better understand their students' progress and accomplishments throughout the year (Table B2, in the Appendix).

Student behavior

- A sizable minority of teachers (35%) did not believe their campus had adequate resources to effectively address Pre-K students' behavior problems; however, the vast majority of teachers (98%) felt they were adequately prepared to manage behavioral issues in their classrooms (Table 3).
- Teachers with more than 18 students reported a greater frequency of students' disruptive behaviors than did teachers with 18 or fewer students (Figure 1).
- The data suggest that students with behavior problems exhibit these behaviors more frequently in larger classes than in smaller classes.

Professional development opportunities

- On average, Pre-K teachers attended nine professional development sessions for the 2009–2010 academic year. In general, teachers reported that they found the trainings relevant and that they incorporated what they learned into their teaching practice (Table 6).
- Teachers participating in the E-CIRCLE program attended four more professional development opportunities, on average, than did non-E-CIRCLE teachers.

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Evaluation Analyst

- Teachers rated mathematics (math) curriculum professional development sessions the highest of all available sessions (Table 5).
- Twelve percent of teachers requested professional development opportunities related to increasing Pre-K parental involvement.

Prekindergarten Program Leadership

The AISD Pre-K program is managed by the EC department, located within AISD central administration. In the 2009–2010 school year, 69 campuses had a Pre-K program, including the Lucy Read Prekindergarten Demonstration School, which serves only Pre-K students. In addition to campus principals, each campus has a designated Pre-K team leader, who serves as a point of contact between the EC office and the campus. Team leaders meet once a month with the EC director and central office EC support staff to obtain important updates about curriculum, assessments, guidelines, Texas School Ready certification, and other Pre-K specific information.

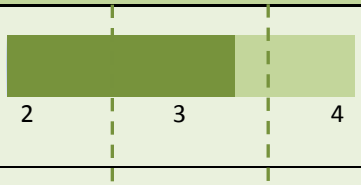
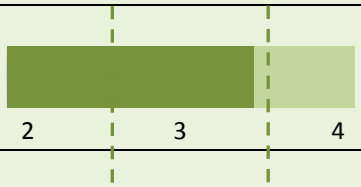
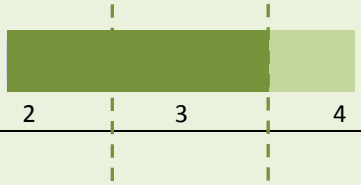
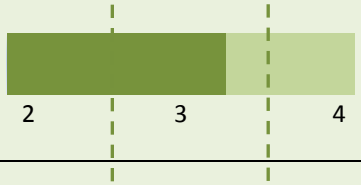
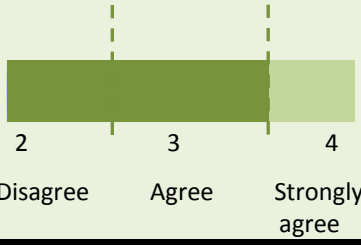
When Pre-K teachers were asked the open-ended question, "What are the strengths of the 2009–2010 AISD prekindergarten program?" 35% of responses identified the central office EC staff. Teachers' comments regarding the central office EC staff included (a) the expertise of EC staff, (b) the strong support provided to teachers by EC staff, and (c) clear communication and provision of teaching resources from EC staff. As one teacher said,

> "I think our administration in the PK Dep[artment] is one of our greatest strengths. They are always helpful and very knowledgeable. I feel that they truly think about the teachers and ways they can help and support us so that we can serve our students better."

The majority of respondents had positive perceptions of the Pre-K support team, including all Pre-K teachers and the Pre-K team leader on their campus, and the central office EC support staff (Table 1). Statistically significant correlations were found between many of the Pre-K support team items (Table C1 in the Appendix). The strongest of these associations was between the items "my Pre-K team works well together in planning for an effective program" and "my Pre-K team openly shares ideas with each other" (r = .80). This finding suggests that open idea sharing may be an important component of effective Pre-K program planning.

Although the majority of teachers (85%) agreed that principals and staff on their campuses were supportive of a developmentally appropriate Pre-K program, this statement was the lowest rated among the program support team items. When responding to the open-ended question asking for suggestions to improve the Pre-K program, a few teachers (n = 5) recommended training for principals about the benefits of early childhood education and developmentally appropriate curriculum for prekindergarten. In combination, these results suggest that Pre-K teachers, principals, and other staff on a few campuses may lack a shared understanding about early childhood education benefits and practices.

Table 1. Prekindergarten Teachers' Ratings of Program Support Team Items

	Percentage of Pre-K teachers who agreed	Average ratings		
		All Pre-K teachers	Lucy Read teachers only	Average rating
My Pre-K team works well together in planning for an effective program.	88%	3.31 (*n* = 231)	3.11 (*n* = 19)	
My Pre-K team openly shares ideas with each other.	90%	3.42 (*n* = 229)	3.39 (*n* = 18)	
I receive information from my Pre-K team leader in a timely manner.	91%	3.51 (*n* =229)	3.58 (*n* =19)	
The principal and staff at my campus are supportive of a developmentally appropriate prekindergarten program.	85%	3.26 (*n* = 227)	3.42 (*n* = 19)	
District level Early Childhood staff (e.g., director, early childhood specialists, and secretary) are responsive to my questions and concerns.	94%	3.51 (*n* = 229)	3.32 (*n* = 19)	

Source. Prekindergarten Teacher Survey, 2009–2010

Note. Items were scored on a scale from 1 (*strongly disagree*) to 4 (*strongly agree*). The first column combines the responses of teachers who indicated *agree* or *strongly agree* on each item. The range from 2 to 4 is depicted to better display contrast in results. *T* tests showed no statistically significant differences between the ratings by Lucy Read teachers and ratings by all other Pre-K teachers.

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Evaluation Analyst

Program Implementation and Student Preparation

Pre-K teachers were asked whether they agreed with statements related to campus resources, parent involvement, and their students' preparation for kindergarten. Table 2 summarizes the average ratings for these items. Teachers provided many open-ended comments about resources, parent involvement, and communication with parents about various aspects of the curriculum.

Table 2. Prekindergarten Teachers' Ratings of Campus Program and Student Preparation Items

	Percentage of Pre-K teachers who agreed	Average ratings		
		All Pre-K teachers	Lucy Read teachers only	Overall rating
My campus has the curriculum resources necessary to meet the academic needs of our prekindergarten students.	83%	3.11 (*n* = 229)	3.44 ↑ (*n* = 18)	
Parents of prekindergarten students at my campus are actively involved with their children's education.	74%	2.89 (*n* =227)	2.89 (*n* = 18)	
Most of my students will be academically ready for kindergarten at the end of this year.	98%	3.48 (*n* = 229)	3.44 (*n*= 18)	
Most of my students will have the appropriate social skill for kindergarten at the end of this year.	99%	3.46 (*n* = 227)	3.50 (*n* = 18)	

Source. Prekindergarten Teacher Survey, 2009–2010
Note. Items were scored on a scale from 1 (*strongly disagree*) to 4 (*strongly agree*). The first column combines the responses of teachers who indicated *agree* or *strongly agree* on each item. The range from 2 to 4 is depicted to better display contrast in results. ↑ The arrow indicates a statistically significant difference between ratings by Lucy Read teachers and ratings by all other Pre-K teachers, according to a *T* test.

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Evaluation Analyst

Resources

Although the majority of Pre-K teachers agreed that their campus had the curriculum resources necessary to meet the academic needs of Pre-K students, 17% of respondents did not agree. Nearly all of the teachers who disagreed with this statement were from elementary campuses with only one Pre-K class.

When responding to the open-ended question asking for suggestions to improve the Pre-K program, 20% of teachers mentioned a need for more Pre-K specific materials and resources in the classroom (Table B2). The major themes among these comments were (a) updating outdated or incomplete inventory; (b) easing the financial burden when teachers purchase their own materials; (c) integrating more technology in the classroom; and (d) requesting more furniture and books specific to the needs of Pre-K students (e.g., short bookshelves and sensory tables).

Parent Involvement and Communication

Seventy-five percent of respondents agreed that their students' parents were actively involved in their children's education; however, 22% of teachers' open-ended comments regarding ways to improve the Pre-K program mentioned parent training and orientation (Table B2 in the Appendix). Common suggestions by teachers about how to improve parental involvement included (a) professional development opportunities specifically about how to actively get parents involved with their student's education, (b) a parent orientation meeting before students enter the program, and (c) scheduled parent-teacher conferences throughout the year.

A small number of teachers (*n* = 5) were concerned that some parents did not understand the importance of the Pre-K program in preparing students for school. As one teacher said, "Parents need some kind of introduction so that they know just how important this opportunity [Pre-K] is. It should deal with attendance, what is expected at the beginning and end of the year, as well as things that pertain to particular schools."

Teachers communicate with parents about their student's academic and social development each 9-week reporting period primarily through the Pre-K report card. In the open-ended comments regarding program improvement, a few teachers (*n* = 5) recommended the district provide parents a skill checklist along with their current report card to help parents "understand much better what we want their kids to know by the end of the year."

Teachers also had concerns about the Pre-K rubrics used to assign report card grades. The most common themes among these concerns were (a) distinctions between the performance levels (grades) in each skill area are unclear and (b) different skills are assessed at each grade period, which leads to some inconsistency in students' performance levels across grading periods. As result, according to one teacher, "parents wonder (and ask) why their student's performance declined, which probably isn't the case at all." One teacher suggested that "a better grading system would be more understandable to parents, [because the current grading system] doesn't show [students'] improvement or progress over the course of the year." A few Pre-K teachers noted that a skill checklist would help parents, in the words of one teacher, "know what to work on with their child."

Student Academic and Social Preparation

Nearly all (98%) Pre-K teachers agreed that their students would be academically ready for kindergarten or would have the appropriate social skills for kindergarten, or both, by the end of the school year. In the open-ended comments, teachers attributed student success largely to the strength of the Pre-K curriculum. Teachers reported that the curricula are (a) developmentally appropriate and (b) guided by useful and rigorous weekly Instructional Planning Guides (IPGs), which provide teachers themed lesson plans. As one teacher said,

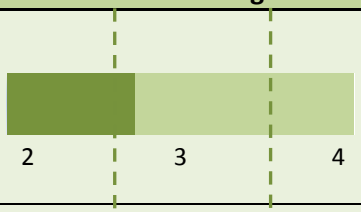
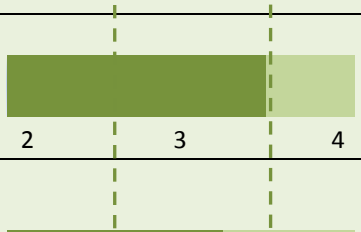
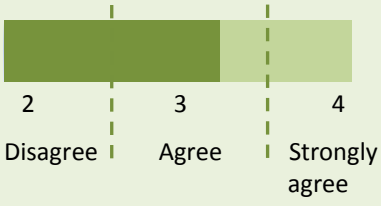
> "Pre-K does a very good job of preparing the children to become good learners. The children become used to school routines and how to interact with other children. The children also gain academic skills in language and math that help them out a lot in the fall, now that kindergarten has become more advanced."

The majority of teachers (90% or more) agreed the IPGs were helpful to them across each of the core content areas (i.e., language arts, writing, math, science, social studies, and vocabulary; see Appendix D). However, a few teachers requested that some IPG themes last longer than 1 week or mentioned that resources to follow IPGs thoroughly were lacking, especially for science. In general, however, Pre-K teachers expressed very positive views about the curriculum and the guidance they received through the IPGs.

Student Behavior and Behavior Management

Pre-K teachers were asked questions about student behavior, behavior management, and the availability of resources for managing student behavior. Table 3 summarizes the responses to items regarding student behavior and teacher behavior management.

Table 3. Prekindergarten Teachers' Ratings of Student Behavior Management Items

	Percentage of Pre-K teachers who agreed	Average ratings: All Pre-K teachers	Average ratings: Lucy Read teachers only	Overall rating
My campus has adequate resources to effectively address behavioral concerns of prekindergarten students.	65%	2.74 (*n* = 226)	2.67 (*n* = 19)	
I feel adequately prepared to manage behavioral issues in my classroom.	97%	3.49 (*n* = 230)	3.44 (*n* = 18)	
There is someone within AISD that I am comfortable turning to if I needed advice or support related to managing student behavior in my classroom.	84%	3.24 (*n* = 225)	3.22 (*n* = 18)	

Source. Prekindergarten Teacher Survey, 2009–2010

Note. Items were scored on a scale from 1 (*strongly disagree*) to 4 (*strongly agree*). The first column combines the responses of teachers who indicated agree or strongly agree on each item. The range from 2 to 4 is depicted to better display contrast in results. *T* tests showed no statistically significant differences between ratings provided by Lucy Read teachers and ratings by all other Pre-K teachers.

As shown in Table 3, the majority of teachers (97%) reported that they were able to manage student behaviors in their classrooms; however, 35% of teachers did not agree that their campuses had adequate resources to effectively address student behavioral concerns. One teacher remarked,

> "The district should implement some standardized discipline procedures, specifically geared towards dealing with pre-K students. At this time, we are at the mercy of administration to adequately deal with our behavior problems, (which seems to be increasing in frequency and severity with each passing year), and many of them are hesitant to do so. They need to have real options in dealing with out of control 4- [to] 5-year-olds."

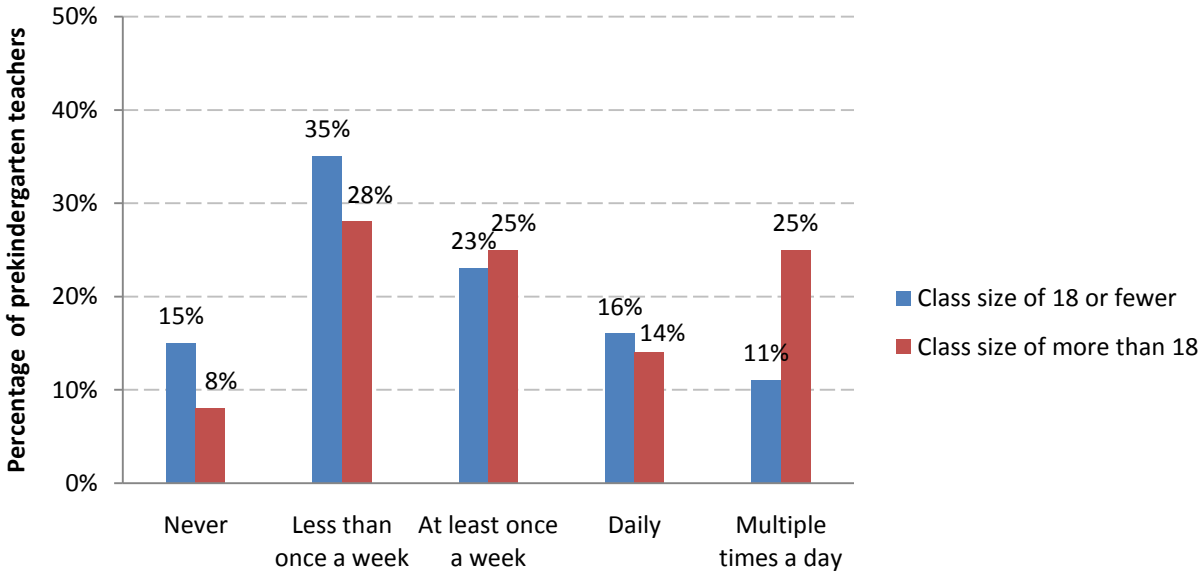
Associations between Student Behavior Problems and Class Size

Several noteworthy associations emerged between teachers' reported class size and student behavior management. Teachers with class sizes of more than 18 students were 2.4 times more likely than were teachers with 18 or fewer students to disagree that their campuses had adequate resources to effectively deal with students' behavior problems (see technical note E1 in Appendix E for more information).

Class size also was significantly associated with teachers' perceptions of having someone within AISD to whom they are comfortable turning if they needed advice or support about managing student behavior. Teachers with 18 or fewer students were 2.5 times more likely to agree they had someone to whom they could turn for support than were teachers with more than 18 students in their classroom (see technical note E1 for further explanation).

Class size also was significantly associated with the teachers' reported frequency of student disruptive behaviors in the classroom ($r = .56$; $p < .05$). As shown in Figure 1, teachers with more than 18 students were more likely to report a greater frequency of occurrence of disruptive behavior than were teachers with 18 or fewer students. It also is important to note that teachers' total years of experience and total years of Pre-K teaching experience were not significantly associated with teachers' perception of campus behavioral resources.

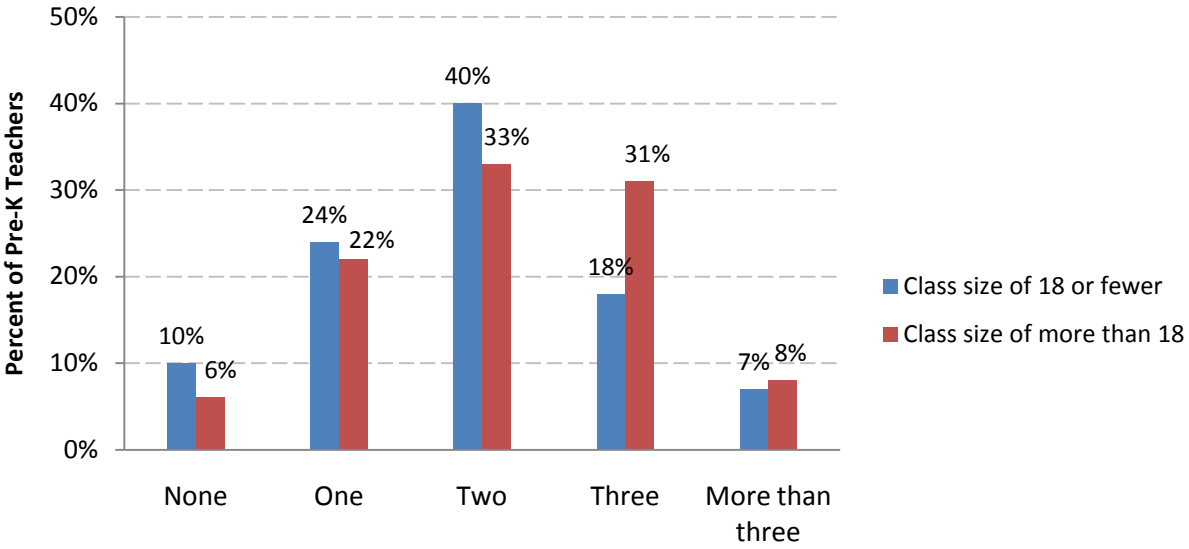
Figure 1. Prekindergarten Teachers' Responses, by Class Size, to the Item, "During the last month, how often did behavioral problems occur in your classroom that disrupted teaching for more than a few minutes?"



Eight percent of teachers' open-ended comments regarding program improvement recommended limiting or reducing class size, or adding a teacher's aide. As one teacher explained, "The years that I have had less than 18 students have been good years, and the years where I'm above 18 are not good years." Another teacher stated, "Some of these kids need lots more one-on-one and lap time than you can give when there are 18 [4-year-olds] and one adult."

Teachers also were asked about the number of students who were responsible for the majority of classroom disruptions. The majority of teachers (73%) said two or fewer students represented the source of most behavioral disruptions. In general, teachers with 18 or more students tended to report that three students were responsible for the majority of disruptive behaviors; however, the association between number of students responsible for disruptions and class size was not statistically significant (Figure 2).

Figure 2. Prekindergarten Teachers' Responses, by Class Size, to the item, "How many students represent the source of the majority of disruptive behaviors that occur in your classroom?"



Because class size was significantly associated with the occurrence of behavioral disruptions but not significantly associated with the number of students who were the source of disruptive behavior, it is likely that students in larger classrooms were disrupting class more frequently than students in smaller classrooms. The extant early childhood education literature lends support to this hypothesis. Studies by Finn (2002) and Cohen, Raudenbush, and Ball (2003) showed that, in smaller classrooms, children were less likely to engage in disruptive, withdrawn, or inattentive behavior and more likely to engage in learning activities. Bowman, Donovan, and Burns (2000) found that when there were fewer children in the classroom, teachers can more closely mediate children's social interaction.

Types of Student Behavior Problems

Teachers also responded to an open-ended question about the most challenging types of disruptive behavior in their classrooms. Teachers' responses comprised six broad themes, summarized in Table 4. The most commonly mentioned type of disruptive behavior was defiance (35%). A small number of teachers (*n* = 4) suggested that the Pre-K program could be improved by broadening the number of children who were screened for the Preschool Program for Children with Disabilities (PPCD). These teachers hypothesized that some of the most disruptive students may have undiagnosed learning disabilities or adjustment problems that should be addressed by special programs.

Teachers' open-ended comments about student behavior problems suggested the need for ongoing professional development sessions targeted toward increasing behavior management skills, identifying students with severe behavior problems, or both.

Table 4. Prekindergarten Teachers' Responses to the Open-ended Item, "What are the student behavioral issues that you find most challenging to manage?"

Disruptive behavior category	Examples of behaviors provided by teachers	Percentage of responses (*n* = 173)
Defiance/willful non-compliance	Talking back, refusal to do what is asked	35%
Physical aggression	Hitting, kicking, biting, throwing toys	28%
Tantrums/lack of emotional control	Crying, verbal outbursts, shutting down	26%
Low attention/hyperactive	Difficulty focusing, cannot complete task, high energy levels, will not sit still/constant moving of body	17%
Lack of proper social skills	Not respecting other's personal space, not sharing, tattling, stealing	13%
Running away/hiding	Running away from group, hiding under tables	6%

Source. Prekindergarten Teacher Survey, 2009–2010
Note. Percentages sum to more than 100% because some teacher comments were counted in more than one category.

Prekindergarten Teacher Professional Development Opportunities

When responding to the open-ended question about the strengths of the AISD Pre-K program, 24% of teachers mentioned professional development opportunities. AISD Pre-K teachers had many opportunities to participate in professional development sessions provided by district staff, granting agencies, and other providers throughout the year. Of the teachers who mentioned professional development opportunities as a strength of the AISD Pre-K program, 40% commented directly about E-CIRCLE training provided by the Center for Improving the Readiness of Children for Learning and Education (CIRCLE). CIRCLE trainings were developed by the staff of the Department of Pediatrics at the University of Texas Health Science Center in Houston and were provided to teachers online in collaboration with Teachscape for Pre-K teachers whose schools were funded through Texas Education Agency Early Start Grant funds; 48% of responding teachers participated in the E-CIRCLE program.

Participation

On average, Pre-K teachers attended nine of 25 available professional development training events offered throughout the year (results not shown). A significant difference was found between the average number of development trainings attended by E-CIRCLE teachers and by non-E-CIRCLE teachers. On average, teachers participating in E-CIRCLE training attended 11 professional development events, while non-E-CIRCLE teachers attended seven.

Teachers also were asked whether they attended additional professional development opportunities (e.g., professional conferences). Eleven teachers (5%) attended conferences sponsored by the Association for the Education of Young Children (AEYC). Eight teachers (3%) attended the Austin AEYC (AAEYC) conference; two teachers attended the Texas AEYC (TAEYC) conference; and four teachers (2%) attended the national AEYC (NAEYC) conference. Fifteen teachers (6%) attended the Region 13 Education Service Center's Early Childhood Summer Institute. Seventeen percent of surveyed teachers participated in professional learning communities (PLC). Also, seven teachers mentioned participating in the Building Base Line Objectives for Children's Knowledge and Skills Science (BLOCKS) training program supported by the University of Texas at Austin research grant.

Professional Development Session Ratings and Integration into Daily Work

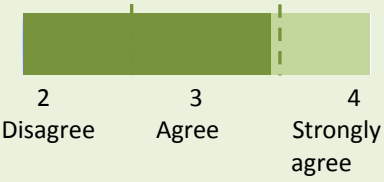
Teachers were asked to rate each professional development opportunity according to its benefit to them as a Pre-K teacher. Table 5 lists the 25 Pre-K specific professional development opportunities in rank order by average teacher ratings and provides the number of teachers who attended each session type. In general, Pre-K teachers rated math curriculum sessions the highest. These trainings also were among the most attended. Training topics related to language and science also ranked among the top 50% of trainings (Table 5). Pre-K teachers also were asked whether their trainings were useful and whether they incorporated their Pre-K-specific training into their daily classroom routine, lesson plans, or both (Table 6).

Table 5. Rank of 2009–2010 Prekindergarten (Pre-K) Professional Development Sessions, by Teachers' Average Ratings

Rank	Title of professional development session	Average rating	Number of respondents attending
1	Math in the PK Classroom	2.78	119
2	Making Mathematics Meaningful	2.73	90
3	Intentional, Purposeful, and Focused Vocabulary	2.73	73
4	Early Childhood Summit	2.72	88
5	The Craft of Writing with Pre-K	2.71	55
6	Play and Child Development	2.69	61
7	Preschool Early Language & Literacy	2.68	85
8	Phonological Awareness for Pre-K	2.66	95
9	Science – Exploring Inquiry in the Pre-K Classroom	2.66	87
10	Growing Up Wild (Science)	2.63	63
11	Pre-K Registration Information	2.63	127
12	Building Number Sense	2.63	80
13	Pre-K Classroom Organization & Management	2.62	79
14	Implementing the Social Studies Pre-K Guidelines	2.61	54
15	Pre-K Team Leader Curriculum Updates	2.57	106
16	Introduction to AISD Pre-K Curriculum & Assessments	2.52	88
17	PE for Pre-K	2.52	58
18	Understanding and Responding to Challenging Behavior	2.47	59
19	Daily Five	2.45	98
20	Prekindergarten Treehomes	2.46	81
21	Supporting English Language Learners through the DLM	2.44	62
22	Psychology of 4- and 5-year olds	2.39	61
23	Co-Teaching as an Inclusion Model	2.35	46
24	District-wide Staff Development	2.32	195
25	Psychotherapeutic Techniques for the Pre-K classroom	2.22	46

Source. Prekindergarten Teacher Survey, 2009–2010
Note. Items were scored on a scale from 1 (*not beneficial*) to 3 (*very beneficial*).

Table 6. Average Ratings for Items Related to Teachers' Professional Development Opportunities

	Percentage of Pre-K teachers who agreed	Average rating		
		All teachers	Lucy Read	Overall rating
The prekindergarten-specific training that I attended this year provided useful information.	93%	3.40 (*n* = 228)	3.56 (*n* = 18)	
I have incorporated the prekindergarten-specific training in my daily classroom routine and/or lesson plans.	96%	3.43 (*n* = 228)	3.39 (*n* = 18)	

Source. Prekindergarten Teacher Survey, 2009–2010
Note. Items were scored on a scale from 1 (*strongly disagree*) to 4 (*strongly agree*). The range from 2 to 4 is depicted to better display contrast in results.

References

Bowman, B. T., Donovan, M. S., & Burns, M. S. (Eds.) (2000). *Eager to learn: Educating our preschoolers.* Washington, DC: National Academy Press.

Cohen, D. K., Raudenbush, S. W., & Ball, D. L. (2003). Resources, instruction, and research. *Educational Evaluation and Policy Analysis, 25*(2), 119–142.

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Appendix A: Sample Description

Table A1. Description of Prekindergarten (Pre-K) Teacher Survey Respondents, 2009–2010 (*N* = 305)

	Pre-K teachers	
	Number	Percentage
Program type		
English/general education	32	13.6%
English as a second language	69	29.4%
Bilingual education	119	50.6%
Mixed classroom	15	6.4%
Total number of years as Pre-K teacher		
1 year	35	14.9%
2–5 years	88	37.4%
6–10 years	68	28.9%
11–20 years	31	13.2%
More than 20 years	13	5.5%
Total number of years teaching		
1 year	19	8.2%
2–5 years	55	23.6%
6–10 years	55	23.6%
11–20 years	54	23.2%
More than 20 years	50	21.5%
Campus type		
Lucy Read Prekindergarten Demonstration School	19	8.2%
Elementary campus with one Pre-K classroom	5	2.1%
Elementary campus with more than one Pre-K classroom	209	89.7%

Source. Prekindergarten Teacher Survey, 2009–2010

Appendix B: Program Strengths and Suggestions for Improvement

Table B1. Teachers' Responses to the Open-ended Item, "What are the strengths of the 2009–2010 AISD prekindergarten program?"

Strength of AISD program	Examples provided by teachers	Percentage of responses
Curriculum	Rigor of academic expectations, instructional planning guides, DLM curriculum, variety of instructional material, themed units, child-centered/age appropriate	38%
Leadership	Collaboration between schools and district, helpful and knowledgeable, involved, willing to answer questions, supportive	35%
Professional development training	E-CIRCLE, quantity and quality of development opportunities, workshops for varying interests, research best practices, appropriate	24%
Dedication of staff/teachers	Focused on needs of students, dedication of teachers, commitment, supportive, enthusiastic	14%
Full-day program	Full day	10%
Communication	Collegial resource sharing, monthly meetings informative , good communication	5%

Source. Prekindergarten Teacher Survey, 2009–2010
Note. Percentages add up to more than 100% because some teacher comments contained more than one category. Response count totaled 135. Five responses implied no response (e.g., "not applicable").

Table B2. Teachers' Responses to the Open-ended Item, "What suggestions would you have for improving the 2010-2011 prekindergarten (Pre-K) program for students, parents, and/or teachers?"

Suggestions for improvement	Examples provided by teachers	Percent of responses (N = 129)
Parental training/orientation	Parent meetings/conferences, orientation day, workshops, parent training, literacy training, professional development opportunities to increase parental involvement	22%
Increase Pre-K specific materials/resources	Incomplete materials, desire to acquire age appropriate books, blocks, puzzles, technology such as cameras, computers, nap mats, sensory tables, furniture, teachers spending own money, field trips	20%
Improvement of curriculum logistics	Skill checklist, written explanation of grading rubric to parents, fewer pull-out programs to increase teaching time, themes last longer than 1 week, better English incorporation plan	18%
Smaller class sizes	Keep enrollment low, hard cap, take number of preschool program for children with disabilities (PPCD) students into account in class size, lower student/teacher ratio	8%
Train administration on Pre-K	Conflict of ideology among principals, demonstrate benefit, help understand developmentally appropriate curriculum	4%

Source. Prekindergarten Teacher Survey, 2009–2010
Note. Only suggestions offered by five or more teachers were included.

Appendix C. Intercorrelations among Prekindergarten Support Team Items

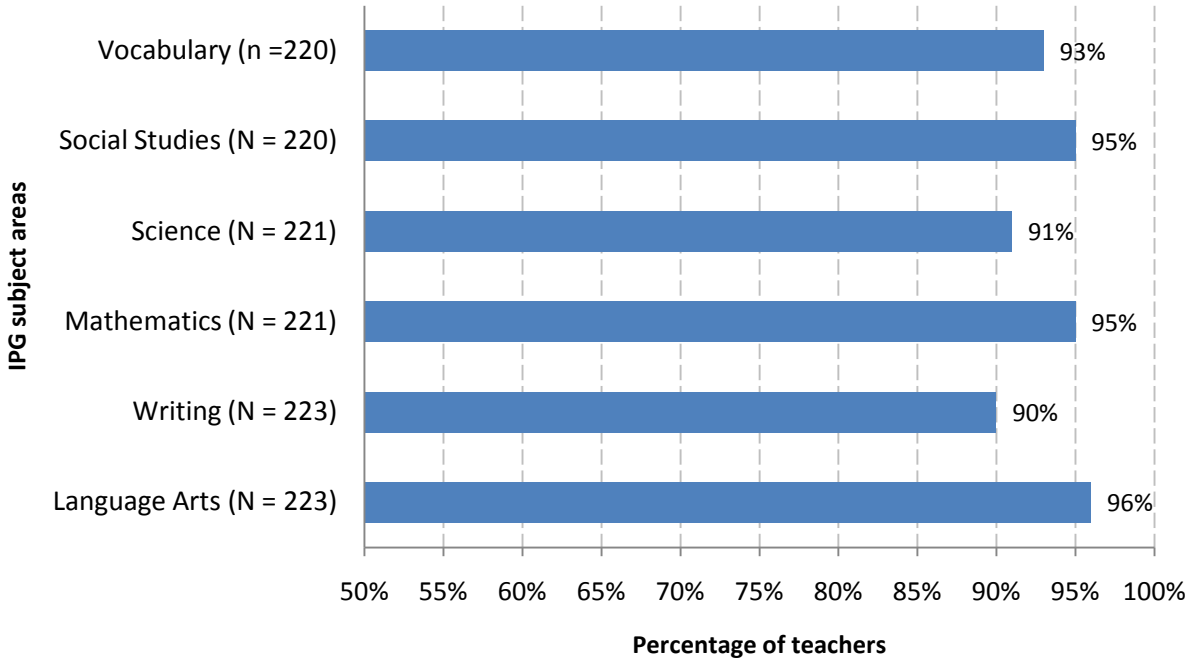
Table C1. Correlation Matrix for Prekindergarten (Pre-K) Support Team Items

	Share ideas	Timely info	Principal support	District responsive
My Pre-K team works well together in planning for an effective program.	.80*	.55*	.31*	.24*
My Pre-K team openly shares ideas with each other. (Share ideas)	-	.61*	.38*	.32*
I receive information from my Pre-K team leader in a timely manner. (Timely information)	.61*	-	.22*	.43*
The principal and staff at my campus are supportive of a developmentally appropriate prekindergarten program. (Principal support)	.38*	.22*	-	.36*
District level Early Childhood staff (e.g., director, early childhood specialists, and secretary) are responsive to my questions and concerns. (District responsive)	.32*	.43*	.36*	-

Source. Prekindergarten Teacher Survey, 2009–2010
Note. *p<.01

Appendix D. Teacher Ratings of Instructional Planning Guides (IPGs)

Figure D1. Prekindergarten Teachers Who Found Instructional Planning Guides (IPGs) Useful, by Content Area



Source: Prekindergarten Teacher Survey, 2009–2010

Appendix E. Technical Notes

E1 DPE staff used logistic regression to determine the odd ratios between teachers with class sizes of more than 18 students and teachers with class sizes of 18 or fewer students. Logistic regression is applied when the outcome variable is discrete and a model cannot be fitted with a linear relationship. Logistic regression helps distinguish differences in probabilities of an event occurring. For this paper, the event was whether teachers *agreed* or *disagreed*, regardless of degree of strength (e.g., *strongly*).

E2 Class size was determined by teachers' responses to the item on the survey, "My class size has stayed at or below the recommended number of 18 students most of the year." Teachers who responded with either *"agree* and *strongly agree* were classified as teachers with class sizes of 18 or fewer students, while teachers who responded with *disagree* or *strongly disagree* were classified as having a class size of more than 18 students. Eighty-four percent of teachers had 18 or fewer students; 16% had more than 18 students.