

ECLS-B Teacher Self-Administered Questionnaire Items (Kindergarten 2006 and 2007)¹

Topic	Content
Child's social development	<ul style="list-style-type: none"> • Child's interactions with other children (e.g., is accepted and liked, makes friends easily, bothers and annoys other children) • Approaches to learning (e.g., shows eagerness, works independently) • Self-regulation (e.g., pays attention, is unable to sit still)
Class characteristics	<ul style="list-style-type: none"> • Number and gender of children in class • Race/ethnicity of children in class • Number of staff • Number of limited English proficiency (LEP) or special needs children
Program characteristics	<ul style="list-style-type: none"> • Full- or half-day • Hours per week • Class type (e.g., regular kindergarten, transitional, special education, first grade, Montessori)
Class activities	<ul style="list-style-type: none"> • Interest centers • Frequency of academic activities (e.g., reading, mathematics) • Time spent in various classroom formats (e.g., teacher-directed whole class, teacher-directed individual, ability groups) • Frequency of physical activity • Frequency of unstructured time (e.g., free play) • Language of instruction • Use of library
Instructional activities and curricular focus	<ul style="list-style-type: none"> • Grouping formats by subject matter (e.g., individual tutoring in mathematics, pull-out language instruction) • Frequency various reading and language arts skills are taught • Frequency various mathematics skills are taught • Specific reading and mathematics series used • Frequency and purposes of computer use • Science and social studies topics covered
Evaluation	<ul style="list-style-type: none"> • Importance of various evaluation criteria (e.g., child's achievement relative to class, effort) • Teacher's evaluation standards • Evaluation tools (e.g., standardized tests, individual or group projects)
Transition to kindergarten	<ul style="list-style-type: none"> • Activities organized by school to help children prepare for transition to kindergarten
Home/school connections Attitudes	<ul style="list-style-type: none"> • Parent/teacher conferences • Importance of various school readiness skills (e.g., counting, using pencils, following directions) • Importance of preschool experiences and role of parents in preparing child for kindergarten • Job satisfaction
Teacher background	<ul style="list-style-type: none"> • Demographics • Education • Years of teaching experience • Certification • Professional development and training activities

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www.nces.ed.gov/ecls/birthinstruments.asp

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), kindergarten 2006 data collection, 2006–07.