New Hampshire
Preschool Development Grant B-5
Kindergarten Teacher Survey

This survey was created with support from the Preschool Development Grant Birth through Five Initiative (PDG B-5) awarded to the University of New Hampshire, Grant Number 90TP0006, from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services.

The instrument was developed by the University of New Hampshire and the PDG B-5 Needs Assessment team in collaboration with the RAND Corporation and other experts in the state of New Hampshire.

Please direct any questions about the survey to the grant's primary investigator, Kimberly Nesbitt, Ph.D.

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Durham, NH 03824

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Phone: 603-862-2159
Q1
In December 2018, the University of New Hampshire, in collaboration with the New Hampshire Departments of Health and Human Services and Education, was awarded a federal grant from the U.S. Department of Health and Human Services called a Preschool Development Grant (PDG). The grant provides an opportunity for stakeholders in New Hampshire to better understand the state’s early childhood system and to create a strategic plan to build a system that will better address the needs of vulnerable children and improve outcomes for children, families, schools, and communities throughout New Hampshire.

As part of the PDG, we are working to understand the kindergarten teachers’ perceptions of (1) indicators of kindergarten readiness, including the kindergarten entry assessment process; (2) the process of children and families transitioning to kindergarten; (3) students’ readiness for success in kindergarten; and (4) play-based kindergarten and classroom learning. We will also collect information about your background and information about your classroom.

Taking part in the survey is voluntary and will take approximately 30 minutes to complete (you may skip any question you do not wish to answer). You will be eligible for a $20 Amazon gift card as a token of appreciation for completing the survey. You must be at least 18 years old to participate in the study and be a kindergarten teacher in New Hampshire for the 2018-2019 school year.

Are you (or were you) a kindergarten teacher in New Hampshire for the 2018-2019 school year and at least 18 years old?

☐ Yes

☐ No

Display This Question:
If Q1 = No
If Q1 = No Skip to End of Survey

Thank you for your time and consideration. However, you do not meet the requirements for completing the survey. If you have any questions, please email XXX.
Q2
Consent Form for Participation in a Research Study (consent form not provided here but was approved by the UNH IRB, Study #8099)

☐ Click here if you consent to participate in the research study.

☐ Click here if you decline to participate in the research study.

Skip To: End of Survey If Q2 = Click here if you decline to participate in the research study.

Start of Block: Teacher Information

Q3
How many years have you been teaching?

☐ Less than 1 year
☐ 1 - 3 years
☐ 4 - 5 years
☐ 6 - 10 years
☐ 11 - 19 years
☐ 20+ years

Q4
How many years have you been teaching kindergarten?

☐ Less than 1 year
☐ 1 - 3 years
☐ 4 - 5 years
☐ 6 - 10 years
☐ 11 - 19 years
☐ 20+ years
Q5
What NH Credentialing Endorsement do you currently hold? (Check all that apply)

☐ Early Childhood Education (N-3)
☐ Early Childhood Special Education (N-3)
☐ Elementary Education (K-6)
☐ Elementary Education (K-8)
☐ General Special Education
☐ None
☐ Other ________________________________________________

Q6
Please specify your baccalaureate degree: _______________________________

Q7
Please check the statement below that applies to you regarding a Master’s degree. Specify the program area or degree obtained, if applicable.

☐ I do not hold a Master’s degree
☐ I am currently enrolled in a Master’s program: ________________________
☐ I have a Master’s degree in: ________________________________
Q8
Other than kindergarten, in what early childhood settings have you previously worked? (Check all that apply)

☐ Private preschool
☐ Private/Parochial elementary school
☐ Center-based child care
☐ Home/family-based child care
☐ Early Head Start/Head Start classroom
☐ Laboratory school
☐ None
☐ Other: ________________________________________________

Q9
Which School Administrative Unit (SAU) did you teach kindergarten during the 2018-2019 academic year? _________________________________________

Q10
Do you have any other comments relating to teacher information that you wish to share?
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
Start of Block: Demographic Information

Q11
Do you identify as Hispanic or Latinx?

☐ Yes
☐ No

Q12
What best describes your race? Select all that apply.

☐ American Indian or Alaska Native
☐ Asian
☐ Black or African American
☐ Native Hawaiian or Other Pacific Islander
☐ White
☐ Self-described, please describe: ________________________________

Q13
With which gender do you identify?

☐ Male
☐ Female
☐ Non-binary
☐ Self-described, please describe: ________________________________
Start of Block: Classroom Information

Q14
Please choose the description that best defines your kindergarten day

☐ Full day kindergarten
☐ Half day kindergarten
☐ Half day with option for established before/aftercare program
☐ Other: ________________________________

Display This Question:
If Q14 = Half day with option for established before/aftercare program

Q15
To what degree do you communicate or partner with teachers in the before/aftercare program?

☐ Not at all
☐ Seldom
☐ Occasionally
☐ To a considerable degree
☐ Almost always

Q16
How many kindergarten students did you have in your classroom for the 2018-2019 year?

☐ Less than 10
☐ 11-15
☐ 16-20
☐ 21-25
☐ 26-30
☐ More than 30
Q17
How many adults are present in your kindergarten classroom on an average day?
   Teachers : _______
   Assistant teachers : _______
   Paraprofessionals : _______
   Volunteers : _______
   Total : _______

Q18
Do you have other comments relating to classroom information that you wish to share?
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
Q19
What assessment tools are used to determine kindergarten readiness for children entering your classroom? (Check all that apply)

☐ Teaching Strategies Gold (TS Gold)
☐ Work Sampling System (WSS)
☐ Phonological Awareness Literacy Screening (PALS)
☐ Bracken School Readiness Assessment (BSRA)
☐ HighScope Child Observation Record for Kindergarten (COR)
☐ Ages and Stages Questionnaire (ASQ)
☐ Ages and Stages Questionnaire: Social Emotional (ASQ:SE)
☐ Other literacy screening ____________________________
☐ Other (list all): ____________________________
☐ No assessment is conducted
Q20
Which domains are assessed for the kindergarten entry assessment? (Check all that apply)

☐ Approaches to Learning (e.g., attention, engagement, and persistence)
☐ Literacy (e.g., letter identification, phonemics, writing)
☐ Language (e.g., receptive and expressive vocabulary and communication skills)
☐ Mathematics
☐ Science
☐ Social Studies
☐ Social Skills (e.g., positive relationships and cooperation)
☐ Emotional Development (e.g., understanding and regulation of emotions)
☐ Creative Expression
☐ Fine Motor Skills
☐ Gross Motor Skills

Q21
Who is responsible for implementation of the kindergarten entry assessment? (Check all that apply)

☐ Kindergarten Teacher
☐ Curriculum Specialist
☐ Special Education Teacher/Administrator
☐ ESOL Teacher
☐ Reading/Literacy Specialist
☐ Assessment Team
☐ Other: ________________________________________________
Q22
For children entering kindergarten in the fall of the school year, when is the kindergarten entry assessment carried out? (Check all that apply)

☐ During scheduled kindergarten registration day(s)
☐ During a drop-in visit prior to the start of the kindergarten year
☐ After school
☐ Before school
☐ Summer months
☐ Other: ________________________________________________

Q23
How long does each student’s kindergarten entry assessment typically take?

☐ 5-10 minutes
☐ 11-15 minutes
☐ 16-30 minutes
☐ 30+ minutes

Q24
To what extent does assessing kindergarten readiness impact your classroom schedule?

☐ Not at all
☐ Somewhat
☐ Moderately
☐ Significantly
Q25
How would you rate the kindergarten entry assessment process in your school?

- Very Poor
- Poor
- Acceptable
- Good
- Very Good

Q26
What, if any, recommendations do you have for improving the kindergarten entry assessment process? Please explain.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Q27
What information do you receive about the children and families before the school year begins? (Check all that apply)

- General Information (e.g., name, date of birth, address)
- Information for children with an IEP (e.g., copy of IEP and other records)
- Child assessment results from an early childhood program the child attended (e.g., Head Start, child care, private preschool, public preschool)
- Other child information from an early childhood program the child attended (e.g., Head Start, child care, private preschool, public preschool) that helps you get to know him/her (e.g., summary of strengths, likes and dislikes, strategies that help the child to be successful in the classroom, etc.).
- Family questionnaire
- No information
- Other: ________________________________

Q28
Please comment on how helpful you find the information you receive regarding the children and families.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
Q29
How many opportunities do you have to partner with families before or during the kindergarten transition process?

- 0
- 1-3
- 4-5
- 6+

Display This Question:
If Q29 does not = 0

Q30
Please comment on the opportunities you have to partner with families before or during the kindergarten transition process. Give examples as applicable.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Q31
To what degree do you partner with local childcare programs (e.g., Head Start, child care, private preschool, public preschool) regarding the transition to kindergarten?

- Not at all
- Seldom
- Occasionally
- To a Considerable Degree
- Almost Always
Q32
Please give an example of a successful partnership with a local childcare program regarding the transition to kindergarten.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Q33
On average, what percentage of children in your classroom has transitioned from a Head Start, child care, private preschool, and public preschool setting before starting kindergarten?

_______________________

Q34
Other than Head Start, child care, private preschool, and public preschool, do you partner with any other community agencies in your school district to help ensure that children are prepared (e.g., succeed in school when they enter kindergarten)?

○ Yes
○ No
Display This Question:
If Q34 = “Yes”

Q35
Which community agencies do you partner with?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Display This Question:
If Q34 = “Yes”

Q36
In what ways do you partner? (check all that apply)

☐ Mutual referrals

☐ Share information (with family consent)

☐ Share resources

☐ Other ________________________________________________

Q37
What, if any, recommendations do you have for improving the transition process? Please explain.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
Q38
In your opinion, how important are each of the following skills for success in kindergarten?

<table>
<thead>
<tr>
<th>Skill</th>
<th>Extremely important</th>
<th>Very important</th>
<th>Moderately important</th>
<th>Slightly important</th>
<th>Not at all important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches to Learning (e.g., attention, engagement, and persistence)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Literacy (e.g., letter identification, phonemics, writing)</td>
<td>○</td>
<td>○</td>
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<td>○</td>
</tr>
<tr>
<td>Language (e.g., receptive and expressive vocabulary and communication skills)</td>
<td>○</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Science</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>Social Skills</td>
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<tr>
<td>Emotional Development</td>
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<tr>
<td>Creative Expression</td>
<td>○</td>
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<tr>
<td>Fine Motor Skills</td>
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<tr>
<td>Gross Motor Skills</td>
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</tr>
</tbody>
</table>
Q39
About what percentage of students do you feel are “ready” for kindergarten for each of these skills?

______ Approaches to Learning (e.g., attention, engagement, and persistence)
______ Literacy (e.g., letter identification, phonemics, writing)
______ Language (e.g., receptive and expressive vocabulary and communication skills)
______ Mathematics
______ Science
______ Social Studies
______ Social Skills
______ Emotional Development
______ Creative Expression
______ Fine Motor Skills
______ Gross Motor Skills

Q40
To what extent do you think the academic expectations of kindergarten students in your school is appropriate? Please comment on your answer.

☐ Not at all
☐ Somewhat
☐ Mostly
☐ Completely
☐ Not sure

Q41
Please provide any additional information about the extent do you think the academic expectations of kindergarten students in your school is appropriate, as you see fit.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
Q42
Please rate your familiarity with each of the following resources/documents. Please comment when applicable.

<table>
<thead>
<tr>
<th></th>
<th>Not at all (Never heard of it/them)</th>
<th>Somewhat (I've heard of it/them; have a vague idea)</th>
<th>Familiar (I have a seen it/them before)</th>
<th>Very Familiar (I have a working knowledge of it/them)</th>
<th>Extremely Familiar (I use it/them in my work)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NH Kindergarten Readiness Indicators</td>
<td></td>
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<tr>
<td>NH Early Learning Standards</td>
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<tr>
<td>Head Start Parent, Family, Community Engagement Framework</td>
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<tr>
<td>Dual Capacity-Building Framework for Family-School Partnerships</td>
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</tr>
</tbody>
</table>

Q43
Please provide any additional information about your familiarity with resources listed in the prior question, as you see fit.

________________________________________________________________
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During the 2018 legislative session RSA 193-E:2-a was amended to add a provision specific to
the course content and teaching of kindergarten which is structures upon a play-based model.
The new section of the law, which

will be applicable to all kindergarten instruction for the upcoming 2018-2019 school year, is
provided in its entirety below:

Instruction in support of kindergarten standards shall be engaging and shall foster children’s
development and learning in all domains including physical, social, cognitive, and language.
Educators shall create a learning environment that facilitates high quality, child-directed
experiences based upon early childhood best teaching practices and play-based learning that
comprise movement, creative expression, exploration, socialization, and music. Educators shall
develop literacy through guided reading and shall provide unstructured time for the discovery of
each child’s individual talents, abilities, and needs.

To learn more visit: https://www.education.nh.gov/standards/documents/play-based-
kindergarten.pdf

Q44
What does play-based kindergarten mean to you?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Q45
Do you currently have a play-based classroom?

☐ Yes

☐ No

☐ Not sure
Q46
What do you see as the benefits of play-based kindergarten?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Q47
How practical would you consider the implementation of play-based kindergarten in your classroom to be?

- Very impractical
- Impractical
- Moderately practical
- Practical
- Very practical

Q48
Please rate how supportive your school is in regards to play-based kindergarten.

- Not supported
- Moderately supported
- Supported
- Very supported
Q49
Please rate your comfort level with implementing play-based kindergarten in your classroom.

- Very uncomfortable
- Uncomfortable
- Moderately comfortable
- Comfortable
- Very comfortable

Q50
In your opinion, how important is play-based kindergarten to your students' success?

- Not important
- Moderately important
- Important
- Very important

Start of Block: Classroom Instruction

Q51
What curriculums do you currently use in your classroom?

- Literacy ________________________________
- Mathematics ________________________________
- Science ________________________________
- Others: ________________________________
DEFINITIONS OF INSTRUCTIONAL SETTINGS

WHOLE GROUP: Whole groups occur when the entire group is meeting together, and some form of content is being discussed. Whole group also occurs when all children are working on the same type of task, regardless if they are working independently or collaborative.

SMALL GROUPS: Small groups occur when students are working in small groups that are facilitated by a teacher and/or are assigned by a teacher (e.g., an adult calls specific children over to participate; the adult may have assigned one or more children to an area to work on specific tasks or with specific materials). The activity is not optional.

CENTERS: Characterized by children having relatively more freedom about what they do and where they go, although teachers may place limitations on children's choices. Centers can be tables where children have a limited number of choices about what they can do (puzzles, journals) or center time can be freer play, during which children are allowed to move about the classroom freely. Another type of center time can be seen when children are assigned to areas but have complete freedom to choose what they do in that given center area.

SPECIALS: Art, gym, music, computer/technology education occurring outside the classroom.

Q52
How many minutes in your typical school day do students spend in...
  Whole group : _______
  Small group : _______
  Centers : _______
  Specials : _______
  Total : _______

-------------------------------------------------------------------------------------------------
Q53
How would you rate your students' overall engagement level during...

<table>
<thead>
<tr>
<th></th>
<th>No engagement</th>
<th>Low engagement</th>
<th>Medium engagement</th>
<th>High engagement</th>
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<tbody>
<tr>
<td>Whole group</td>
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<td>Small group</td>
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<td>Centers</td>
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<tr>
<td>Specials</td>
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</tbody>
</table>

Q54
What percentage of your typical school day do students focus on...

<table>
<thead>
<tr>
<th>Approach</th>
<th>No engagement</th>
<th>Low engagement</th>
<th>Medium engagement</th>
<th>High engagement</th>
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</thead>
<tbody>
<tr>
<td>Approaches to Learning (e.g., attention, engagement, and persistence)</td>
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<tr>
<td>Literacy (e.g., letter identification, phonemics, writing)</td>
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<td>Gross Motor Skills</td>
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</tbody>
</table>
Q55
Please rate students' overall engagement level during…

<table>
<thead>
<tr>
<th>Approaches to Learning (e.g., attention, engagement, and persistence)</th>
<th>No engagement</th>
<th>Low engagement</th>
<th>Medium engagement</th>
<th>High engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy (e.g., letter identification, phonemics, writing)</td>
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<tr>
<td>Language (e.g., receptive and expressive vocabulary and communication skills)</td>
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<tr>
<td>Gross Motor Skills</td>
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</tbody>
</table>
DEFINITIONS OF PLAY

FREE PLAY: child has freedom in choice of activity/center and what he/she does when engaged in that activity or center

GUIDED PLAY: child may have freedom in choice of activity/center, but the teacher poses questions or scenarios targeted towards specific academic content

Q56
What percentage of your typical school day do students spend in...
  - Free play: _______
  - Guided play: _______
  - Direct instruction: _______

Q57
How would you rate students’ overall engagement level when participating in...

<table>
<thead>
<tr>
<th></th>
<th>No engagement</th>
<th>Low engagement</th>
<th>Medium engagement</th>
<th>High engagement</th>
</tr>
</thead>
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<tr>
<td>Free play</td>
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<tr>
<td>Guided play</td>
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<td>○</td>
</tr>
<tr>
<td>Direct instruction</td>
<td>○</td>
<td>○</td>
<td>○</td>
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</tr>
</tbody>
</table>
DEFINITIONS OF SOCIAL INTERACTIONS

SOLITARY: child is working alone in an activity that is unique from the activities of all others in the classroom.

PARALLEL: child is working by him/herself but with materials that are like those that other children are using; children do not interact with each other about the task. Children are not co-creating a product.

ASSOCIATIVE: when a child is working by him/herself but with materials that are like those that other children are using; children do interact with each other about the task (such as to share materials, ask questions, or make comments) but the children are not co-creating a product.

COOPERATIVE: Cooperative interactions are characterized by group identity, rules, and organization. Children are following predetermined rules and those rules govern the steps or sequence of a child’s behavior.

Q58
What percentage of your typical school day do students spend in…

<table>
<thead>
<tr>
<th>Solitary interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parallel interactions</td>
</tr>
<tr>
<td>Associative interactions</td>
</tr>
<tr>
<td>Cooperative interactions</td>
</tr>
</tbody>
</table>

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Q59
How would you rate students' overall engagement level when participating in…

<table>
<thead>
<tr>
<th></th>
<th>No engagement</th>
<th>Low engagement</th>
<th>Medium engagement</th>
<th>High engagement</th>
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<tr>
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<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td><strong>Parallel interactions</strong></td>
<td>○</td>
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<tr>
<td><strong>Associative interactions</strong></td>
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<tr>
<td><strong>Cooperative interactions</strong></td>
<td>○</td>
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</tbody>
</table>
Q60
How often are students engaged in associative and cooperative interactions for the following developmental domains?

<table>
<thead>
<tr>
<th></th>
<th>No interactions</th>
<th>Little interactions</th>
<th>Some interactions</th>
<th>A lot of interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches to Learning</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Literacy</td>
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<tr>
<td>Language</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Science</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>Social Skills</td>
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<tr>
<td>Emotional Development</td>
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<tr>
<td>Creative Expression</td>
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<tr>
<td>Fine Motor Skills</td>
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<tr>
<td>Gross Motor Skills</td>
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</tr>
</tbody>
</table>

Q61
What percentage of instructional time is dictated by...
- Teacher/assistant teacher talking: _______
- Child/children talking: _______
- Media (TV, music, computer tutorial, audiotapes): _______
- Silence/no speaking: _______
Q62
For each content focus area, who or what is the predominant speaker?

<table>
<thead>
<tr>
<th>Content Focus Area</th>
<th>Teacher/Assistant</th>
<th>Child/Children</th>
<th>Media</th>
<th>Silence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches to Learning</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Literacy</td>
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</table>
Q63
Which resources have you accessed over the last year to support carrying out play-based kindergarten?

□ Workshop/Training/Professional Development Opportunity Total number of hours: ____________________________________________________

□ Kindergarten Toolkit

□ National Association for the Education of Young Children (NAEYC)

□ Books

□ Articles

□ Other: ____________________________

□ No resources were accessed

Q64
Would you find coaching, mentoring, or training related to play-based kindergarten beneficial to your practice?

☐ Yes

☐ No

☐ Maybe (please clarify) ____________________________

Q65
How do your families learn about play-based kindergarten?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
Q66
What, if any, recommendations do you have to support the implementation of play-based kindergarten?

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________