PRE-KINDERGARTEN (PRE-K) EDUCATORS' PERCEPTIONS REGARDING

KINDERGARTEN READINESS OF THEIR GRADUATES

by

Emily Bleuze

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Thesis Committee

Dr. James Rust, Chair

Dr. Monica Wallace

Dr. Jwa Kim

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Abstract

The study investigated pre-kindergarten (pre-k) teachers' perceptions of their students social and academic readiness using the Tennessee Educator Survey Pre-K Teacher Branch survey (Tennessee Educator Survey. (n.d.), Appendix A). I compared survey data collected in 2017 by the Tennessee Department of Education from 897 pre-k teachers statewide to the responses/perceptions of the 15 Murfreesboro City School (MCS) pre-k teachers that participated. I hypothesized that MCS pre-k teachers would perceive readiness above the statewide average. I found that MCS pre-k teachers scores for "academics," "cognitive skills for kindergarten," and "overall preparedness for kindergarten" were higher than statewide averages. However, results for "social interactions" and "skills needed for kindergarten" were similar. My hypotheses were partially supported as MCS results exceeded statewide results in 3 areas and were on par with statewide results in 2 areas.

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CHAPTER I

INTRODUCTION

Educational Goals of School Readiness Programs

There are different ways to characterize school readiness. For example, a publication from Princeton University defines school readiness as students being physically, intellectually, and socially ready and able to learn. When they are ready to learn, students will be able to use school materials such as crayons and books and adapt to the school curriculum (Lewitt, 1995). From the National Education Goals Panel, school readiness is characterized by 5 different areas that include: (a) physical well-being and motor development, (b) social and emotional development, (c) access to varying approaches to learning, (d) language development, and (e) cognition and general knowledge (Early School Readiness, 2015). School readiness involves children being capable of adapting to the physical, social emotional, and cognitive demands of learning and the school environment.

Development of Pre-Kindergarten (Pre-K) in the United States

In a seminal study by Issacs (2008), evidence was presented that made the case that early childhood education is a norm in today's society. Research shows positive impact on children enrolled in pre-k programs. Outcomes from recent studies have shown positive correlations between cognitive skills, behavior and socio-emotional areas, and long-term benefits (e.g., Isaacs, 2008). In the present study, I compared Murfreesboro City Schools voluntary pre-k teacher perceptions of their students' social and academic readiness to the perceptions of the voluntary program pre-k teachers from across Tennessee.

When one hears the term pre-k, what comes to mind? One may think of children running around, teachers interacting with the children, colorful toys, picture books, arts and crafts, and

sticky fingers touching everything that doesn't move faster than the child does. What pre-k really entails is so much more. Pre-k is exactly what it says, pre-kindergarten. Pre-k intends to help children become prepared for when they enter kindergarten and it is also designed to help a child succeed in school overall (Colker, n.d.). According to the National Association for the Education of Young Children (NAEYC), there are ten specific standards that make up all high-quality pre-k programs. Promoting positive and welcoming relationships, a consistent and goal driven curriculum that touches on the areas of social, emotional, physical, languages and cognitive achievement, teaching that is appropriate for all types of children, appropriately assessing achievements, a healthy and clean environment, competent and prepared staff, inclusion of families, inclusion of the community as a whole, a physically appropriate environment, and finally, a pre-k program that has qualified leaders (The 10 NAEYC Program Standards, n.d.). Colker, n.d. lists three program standards that are needed for a voluntary pre-k program to follow best practices. First, the program must have and follow printed standards that parents can access. Second, both 3- and 4- year–old children need to be welcomed. Third, the goal of pre-k programs is for school readiness not simply child care. Of course, child safety and children loving learning are part of Colker's approach as well.

According to Glavin (2014), the history of pre-kindergarten goes back to 1965, when then President Lyndon Johnson first funded Head Start, a pre-k program for low-income families. In the 1960s 10 % of 3- 4-year old children were in pre-k programs, compared to 2005 where 69 % of three to four-year old children were enrolled in pre-k programs. Pre-k programs have earned positive nationwide and statewide attention. All this attention has led to research that asks the question, "Is public pre-k is beneficial and worth funding?" Glavin (2014) touches on that question of the value of public pre-k by listing a multitude of factors that have

contributed to pre-k interest. These include higher maternal employment rates, national anti-poverty initiatives, and research showing the link between early childhood experiences and the brain development of young children.

The Perry Preschool Project (Schweinhart, Montie, Xiang, Barnett, Belfield, & Nores 2005) is among the studies that have shown an impact of children's educational preschool programs and results are used to garner support for support funding of these programs, was particularly impressive. It was a longitudinal study that began in Ypsilanti, Michigan in 1962. The authors looked at 123 3 and 4-year-old students who were at risk for school failure based on their extremely low socioeconomic status. About half of the children were placed in the pre-k program and the other half did not receive this service. The authors then looked at educational outcomes of the two groups when the participants were 27 years old and again when the participants were 40 years old. Between the two groups, 55% graduated from high school that attended preschool, while 45% who did not attend preschool did not graduate. While 8% of those who went to preschool were treated for "mental impairment," 36% of those who did not attend were treated for "mental impairment." Overall, they found impressive results by measuring the benefits of going to pre-k versus not attending pre-k. Benefits expanded beyond schooling to lower crime rates, better economic status, and better health (Schweinhart, et al., 2005). The authors concluded that those students who attended pre-k ended up better off overall than those who did not.

The Abecedarian Project (Campbell et al., 2012) is similar to the Perry Preschool Project as it also was a longitudinal study beginning in the 1970s and looked at the effects of attending a pre-k program. Their sample of students were also disadvantaged and at risk for school failure. Of the participants, 57 were given the intervention of attending pre-k (experimental group),

while the other 54 participants acted as a control group. The difference between the two studies is that the Abecedarian Project also included primary school intervention for the children who were placed in the experimental group. The group that received intervention had a high school graduation rate of 88.5%, while the control group's graduation rate was at 81.6%. They also looked at college graduation rate as a dependent variable and found 23.1% of those who attended pre-k graduated, while only 6.1% of the control group did (Campbell et al., 2012). The authors concluded that those who attended pre-k, ended up more likely to graduate high school and college.

The long-lasting federal pre-k program, Head Start, serves children and their families across the USA. In the beginning, it started as an 8-week summer program which was successful and soon turned into a 9-month program in the next year (Head Start Timeline, 2015). Over the past 52 years, many positive changes have come about through the Head Start program. There has been an emphasis on all year programing, parent participation, children's health, accommodating children with disabilities, improved professional development for their employees, and transitioning to kindergarten (Head Start Timeline, 2015). Head Start's funding from Congress has been dramatically enlarged from a $125 million increase in 1982, to an annual increase of $608 million in 2000, bringing total funding to over 5 billion dollars (Head Start Timeline, 2015).

In Tennessee, Head Start provides early education services, as well as other services such as personal needs, physical needs, psychological needs, and medical needs to 3 and 4-year-olds who come from low-income families (Pre-K Frequently Asked Questions (n.d.). The federal government has guidelines a family needs to meet to qualify as being in poverty, therefore being able to qualify to have their child involved in Head Start (Pre-K Frequently Asked Questions

(n.d.). Federal law also states that a minimum of 10% of the students enrolled within Head Start should be students with disabilities (Preschool, 2007).

Head Start has been demonstrated to be effective. For example, in a study done by Love et al. (2005), the authors looked at 17 Head Start programs across the country including 3,001 families of children, half who were placed in the Head Start program as the remaining half served as a control group. Trained professionals measured cognitive ability, language skills, and social-emotional behavior. The authors used a pretest vs. posttest, experimental vs. control group design to look at these participants' progress before Head Start and after completing the program. The authors saw positive impacts in all of these areas compared to children who did not attend a Head Start program. The authors stated their intention to continue to follow up with these students, but I was unable to find their further publications.

Pre-K Successes in Tennessee

Overall, reading over the previous research, there is much that documents the value of pre-k and its link to school readiness and success. In 2012-2013, there were a little over 84,000 4-year old children in the state of Tennessee. A little over 55,000, a whopping 65% of those children, were not enrolled in a publicly funded pre-k program within the state of Tennessee (Duncan, 2015). As of the 2016-2017 year, there is a total of 18,680 students attending Tennessee Volunteer Pre-k programs (TN VPK) (Voluntary Pre-K, 2017).

According to Wilinski (2017), publicly funded pre-k has become increasingly common. States are now mandating policies for pre-k programs to be offered to all children. For example, Tennessee has a program called Voluntary Pre-k also known as VPK. VPK was created in 2005 to give an opportunity for school success to at-risk children that were 4 years old (Voluntary Pre-K, n.d.). In 2005, the program started with 448 classrooms and 9,000 students served. As of

2014, the program is present in every one of the 95 Tennessee counties and has more than doubled into 935 classrooms and over 18,000 students (Voluntary Pre-K, n.d.). Like Head Start, the VPK program gives first priority to those children who come from low-income families, then to those with disabilities, English Language Learners, then any other children at risk (Gordon, 2009), and finally any child who turns 4 by September (Voluntary Pre-K, 2017). In 2015, the percentages of Tennessee's children enrolled in state funded pre-k, was 1% of 3-year-old children and 19% of 4-year-old children (Tennessee, n.d.).

The National Institute for Early Education Research (NIEER) has 10 standards for statewide pre-k programs. Out of the 38 states that have state funded pre-k programs, Tennessee was 1 of 8 states that met 9 out of 10 of the standards (see Appendix B);(Tennessee, n.d.). This suggests that pre-k programs in Tennessee are of high quality and should be effective in promoting school readiness. More about the documented success of TN VPK follows.

An article about Tennessee's pre-k effectiveness followed graduates from a Tennessee Voluntary pre-k Program (TN-VPK) until first grade (Swain, Springer, Hofer, 2015). Ultimately, these authors found that children that attended TN-VPK performed better in first grade than those students who did not attend TN-VPK. The study explains that TN-VPK could likely have prepared these students most at risk (e.g., language problems or intellectual disabilities) to profit from outstanding programs (Swain, Springer, & Hofer, 2015).

Pre-k programs with effective teachers helped improve the language, academic, and social performance of children who attended. The success in these areas was due to the children's pre-k teacher's interactions with the students, as well as their promotion of language, instruction, and feedback (Burchinal, et al., 2008).

According to Tennessee's Pre-K and Kindergarten Student Growth Portfolio Model Guidebook (Pre-K and Kindergarten Student Growth Portfolio Model Guidebook, 2017), each VPK teacher is required to have a portfolio of students work and growth. Tennessee requires two English language arts work samples that consist of both literature/narrative and informational/explanatory assortments as well as two mathematics work samples that consist of counting and cardinality as well as geometry or measurement and data collection. Within the English language arts work samples, there must be three standards represented which are a foundational standard, a reading standard, and a writing standard. The expectations of teachers outlined in the portfolio model are thought to assist the pre-k teachers succeed in helping their students grow academically (Pre-K and Kindergarten Student Growth Portfolio Model Guidebook, 2017).

Lipsey et al, (2013) conducted a much acclaimed randomized control study that documented the success of the TN VPK program. The study looked at 1,000 children who were about to attend the VPK program and those who were not accepted into the program. Using the Woodcock Johnson III Achievement Test, researchers tested these children both as the pre-k year began and again at the end of the school year. The researchers also had the kindergarten teachers the next year fill out rating forms on the specific student's behavior and readiness for school. Results showed a 38% greater improvement compared to those students who did not attend the TN-VPK program.

Linking TN VPK Curriculum Choices to Measures of Success in Pre-K Education

Assel, Landry, Swank, & Gunnewig, (2006) investigated a wide variety of curriculum choices offered to pre-k teachers. In general, these researchers concluded that good and high-quality curriculums should provide teachers with details for developmentally appropriate

activities, a structured routine, suitable group sizes, effective instructional goals, and well thought out learning objectives (Assel et al., 2006). According to the Revised Tennessee Early Learning Developmental Standards for Four-Year-Olds (2013), there are 158 standards across areas of approaches to learning, social emotional, reading, writing, speaking and listening, language, math, science, social studies, creative arts, physical development, and health. In order to make generalizations about pre-k curriculums, these researchers investigated 15 diverse curriculums that were options on the TN VPK survey.

The first curriculum listed on the TN VPK survey is the Abrams Learning Trends Let's Begin with the Letter People (The Letter People, 2017). The latest revision of their curriculum concentrates on areas including oral language, phonological and phonemic awareness, print awareness, and alphabet knowledge. The authors of this curriculum also focused on social development of children in pre-k. Using pretest and then post-test data, an efficacy study (described next) found promising results. For example, in Rutherford County, Tennessee, students were taught using the Land of the Letter People curriculum for 1 year. In the posttest, 92.8 % of participants scored at or above the 80 % mastery level, while 88.5 % achieved a perfect score (The Letter People, 2017). The study concluded that use of this curriculum was effective for pre-k students to increase their skills and knowledge.

The next curriculum is the Core Knowledge Foundation Core Knowledge Preschool curriculum (The Preschool Sequence, 2018). This is a free curriculum program with a broad focus on social, academic, and physical areas to help a preschool child succeed. The curriculum is based on three philosophies: (a) clearly defined skill-based goals, (b) eagerness of the students so they can learn, and (c) linking assessment with teaching. These principles guide the Core Knowledge Foundation Core Knowledge Preschool curriculum (The Preschool Sequence, 2018).

Although no efficacy data are available for this curriculum, the price makes it attractive for schools.

The Beyond Centers and Circle Time Curriculum is a Kaplan-brand pre-k curriculum from the Creative Center for Childhood Research and Training, Inc. (Beyond Centers and Circle Time® Curriculum Pre-K Theme Series, n.d.). There are specific themes in the curriculum. The authors of the program explain that each theme includes 4 weeks of engaging activities in areas of motor development, and some academic areas such as writing, math, and science. There is also a focus of health and safety included in this program. Again, no research is available to judge the effectiveness of this curriculum.

Frog Street Press | Frog Street Pre-K is described by its authors as an appropriate curriculum for 3 to 5-year-olds including English Language Learners and those pre-k children with special needs. It is available in English only, Spanish only, and a bilingual edition as well. This researched based program offers 180 days of literacy, math, science, social emotional development, professional support, and take home family resources. The research basis (e.g. lesson structure, ELL instruction, phonological awareness, etc.) presented by the authors is impressive. They listed 18 different areas of study. The authors listed background studies for each area in order to support their approach to pre-k education (Pre-K Curriculum by Frog Street | Frog Street Pre-K, n.d.).

Houghton Mifflin Pre-K is a comprehensive program that focuses on kindergarten readiness. The latest 2015 version includes areas of social emotional development, oral language, literacy, mathematics, science, social studies, art, and physical development. It provides learning resources for the children's family. The program website advertises that the curriculum aligns with the Tennessee Early Learning Developmental Standards for Four-Year-Old's- revised

edition (Houghton Mifflin Harcourt, n.d.). However, no reference is made to a research basis or to evaluation research.

High/Scope Educational Research Foundation High/Scope Preschool is a curriculum that is focused on the mission of "changing the world, one child at a time." Interestingly enough, this is the program used in the Perry Preschool Study mentioned earlier (Schweinhart, et al., 2005). As a curriculum that been around since the 1970s, it focuses on the main aspects of most other curriculums including social emotional development, physical development, language, math, art, and science. This program uses its own indicator system to identify where a child is in these areas and to provide more support where needed (High/Scope, n.d). Perry Preschool Study provides evaluative support for this approach to pre-k education. Most recently, research on the High/Scope Perry Preschool study has looked at results up to when participants reached 40 years old. From this long-term study, it was found that adults who had participated in this study as preschoolers, were more successful in school, economically, and were less involved in crime than the comparison group who had not attended the High/Scope Perry preschool (Schweinhart et al., 2005).

Houghton-Mifflin Harcourt Splash made its debut in 2011. Using play and other activities to engage pre-k students, the goal is to see success with early learning in English, Spanish, and bilingual speaking children. There are also adaptations for students with motor or cognitive disabilities (Houghton Mifflin Harcourt Makes a Splash in Pre-K Education, 2011). These authors do not provide a research basis for their program.

The McMillan McGraw Hill- Little Treasures curriculum is available for free online. There is a student view page that has activities and units for oral language and literacy. The teacher view page has resources for them to check out as well as additional websites that could

be of use. There is also a family view page that has additional resources for the family. It is

simple and easy to navigate (Little Treasures, n.d.). The fact that this program is free is an

important feature, but no data are provided supporting its implementation or effectiveness.

Using an owl as the curriculum's mascot, the Pearson Early Learning Opening the World

of Learning (OWL) focuses on literacy development and skills in both English and Spanish

versions. This curriculum is technology based, so computers are a necessary component. OWL

also meets Every Student Succeeds Act requirements of being an evidenced-based program

although no data are referenced (Evidence-Based Programs, n.d.).

The Scholastic Big Day in Pre-K (Paul-Parks, 2010) is a curriculum that focuses on the

academic and social-emotional development of a pre-k child. It is based on five concepts or what

the authors list as five elements critical for success. The first is about integrating academic,

social-emotional, and physical development into eight monthly themes. Second is to provide

opportunities for conversations to help build language skills. Third, it provides free access to

children at home to read Scholastic eBooks. Fourth, it integrates technology by providing

resources and in helping keep track of children's progress and sharing the daily functions in the

classroom with the students' families. Fifth and last, it is available in both English and Spanish

(Paul-Parks, 2010). Research has been done on this curriculum and has found a positive effect on

its users. In a 2011 study (Big Day for PreK shows a positive impact on quality of language and

literacy instruction and children's school readiness, n.d.) done in New Haven Public Schools,

two Head Start pre-k programs integrated the use of the Scholastic Big Day in Pre-K curriculum.

These authors explained that after 1 year of use, substantial improvements were seen in the

children in aspects of oral language, literacy, and mathematics, with an overall adequate level of

readiness at the end of the year for kindergarten (Big Day for PreK shows a positive impact on

quality of language and literacy instruction and children's school readiness, n.d.). The authors did not indicate the effect size or the significance level.

The Scholastic Early Childhood Program (n.d.), uses Clifford, the Big Red Dog, as the featured mascot. This curriculum has a focus especially on pre-k children who are at-risk. The areas focused on are language, reading, and math skills. There are five kits included, that help with planning, instruction in academic areas, supports in social-emotional growth, Scholastic books, and additional resources for the teacher (Scholastic Early Childhood Program- Your Complete Pre-K Curriculum, n.d.). No evidence of effectiveness is provided in the publication materials.

Teaching Strategies Creative Curriculum (The Creative Curriculum, 2017) is a program that can be accessed both online or in the kits a teacher can order. Their motto for their curriculum is "Individualized, Supportive, Effective." Using what the authors describe as engaging activities that are individually chosen for students, there are areas of focus in social-emotional, physical, language, cognitive, literacy, math, science, technology, social studies, the arts, and also an English language learning section for English language learners. The authors explain that this program fulfills the standards of Head Start Early Learning Outcomes (The Creative Curriculum® for Preschool Touring Guide, 2017). The Head Start standards are to support cognitive, physical, and social emotional growth of all children in the program. Another standard of Head Start is to mold these children into having healthy habits, both emotional and physical (Questions and Answers on the Release of the New Head Start Program Performance Standards, n.d.). No evidentiary data are provided for this program.

Because not one district in Tennessee used the High Reach –Curriculum for pre-k, nor the Kaplan Early Learning Learn Every Day TM: The Preschool Curriculum, I am not going to get into details about these curriculums. Their publishers offer additional information.

Teacher Perceptions as Way to Assess the Effectiveness of Pre-K

As teacher's spend their working lives in classrooms, they provide an important source of information about the effectiveness of educational programming (Yurdakula, 2013). In her doctoral dissertation, Stephanie Hardy Parker (2014) investigated how Head Start teachers perceived the readiness of their students for entry into kindergarten. Likewise, Lin and colleagues (2003) used teacher perceptions to measure kindergarten readiness. These researchers demonstrated that teacher views are an accepted way of addressing the effectiveness of curricula Teachers' evaluations are invaluable in assessing pre-k student's readiness for kindergarten.

Statement of the Problem and Hypotheses

Pre-kindergarten is the focus of my project because student success at this level helps ensure life-long academic success. However, pre-k success in promoting school preparedness depends on an effective program being in place. Teachers have been shown to be good judges of school readiness and effective curricula (Yurdakula, 2013). Starting at the outset of the Voluntary Pre-k program (VPK), the Tennessee Department of Education embarked on a program to determine how teachers felt about their curriculums, through the Tennessee Educator Survey Pre-K Teacher Branch. The reason for this thesis is to learn about teacher perceptions regarding the effectiveness of their work. I used data from a Tennessee statewide assessment of pre-kindergarten teacher attitudes to compare the district where I work (Murfreesboro City Schools) to statewide averages. This information is potentially important because it allows

education administrators across Tennessee to appreciate the views teachers have of the curriculums available in Tennessee.

Hypothesis 1. Aside from my own experience, the Murfreesboro City Schools have earned high marks regarding support for quality schooling. For example, in 2016, the city council funded a new expanded budget passed for the Murfreesboro City Schools (Wilson, 2016). Additionally, of a total of 1,800 schools across Tennessee, 2 Murfreesboro Schools were designated as part of the 25 total by the state for "silver level" model schools for Response to Instruction and Intervention for Behavior (Two city schools chosen as Model of Demonstration schools. (2017). Although only part of the funding went to the VPK program, the enhanced budget demonstrates community support for education. I hypothesized that this support would improve teachers' perceptions of the quality of their programs. In the 2016-2017 year, MCS was named as a top five school system in Tennessee, and also named the 23rd best school system in the United States (George, 2017). Additionally, from my personal experience working at a Murfreesboro City School, I saw them excel in these areas of social interactions, academics, and applying cognitive skills. Informally, I have seen improvement in many pre-k children in social and academic areas from the beginning of the school year to the end of the school year. I hypothesized that that teachers from the Murfreesboro City Schools (MCS) VPK program would rate their students higher on the VPK Survey (Tennessee Educator Survey. (n.d.) compared to the average ratings of students by the teachers from across the state. In other words, in comparing the views of teachers from the Murfreesboro City Schools VPK programs to Tennessee statewide teacher views, I expected to find Murfreesboro to have higher ratings on all areas measured by the VPK Survey: (a) appropriate social interactions, (b) academic areas, and (c) applying cognitive skills.

Hypothesis 2. My second hypotheses deals with the teachers' views of their preparation to teach, their needs for continuing education, and their ability to help their children succeed. The MCS website shared that MCS had received the 2017 designation for an "Exemplary" school district by the State of Tennessee. This designation is given annually by the Department of Education (MCS earns Exemplary Status, 2017). Exemplary designations are determined by assessing annual measurable objectives (AMOs). Murfreesboro City Schools earned high scores from the AMO report (2017 District Accountability Protocol, 2017, October). As with Hypothesis 1, this designation speaks to excellence across the district, and is not directly linked to the VPK program. I feel it supports my hypothesis that MCS is a leading district. Therefore, I hypothesized that teachers from the Murfreesboro City Schools VPK programs would score higher than state averages on aspects of the VPK Survey. I expected differences in the scores from the statewide results for all related variables measured: (a) need more professional learning, training, and mentorship, (b) level of student literacy required for success in school, (c) skills that students need to be successful in kindergarten, and (d) overall preparation of students completing the VPK program.

Hypothesis 3. Finally, I propose to provide descriptive data regarding the popularity of all 15 curriculum choices in TN and in Murfreesboro. Each of the curricula choices will be listed with the percentage of teachers reporting the use of said curriculum. I hypothesize that the 15 x 2 chi square will show differences in the patterns of use.

CHAPTER II

METHOD

Participants

The participants in this study are pre-k teachers who completed the survey and who teach within the Voluntary Pre-k (VPK) program of Tennessee. There are approximately 934 pre-k head teachers, however, since the survey was voluntary, not all filled out the survey. A total of 897 pre-k teachers statewide filled out and returned the survey; 15 of those teachers were teaching in Murfreesboro. There was a 96% return rate of the surveys overall statewide, and a 100% return rate for Murfreesboro City's pre-k teachers.

Materials

The study proposed to use data collected from an online survey created for teachers and administrators. It is formally known as the Tennessee Educator Survey Pre-K Teacher Branch, but that title was abbreviated to VPK Survey for this thesis. The Tennessee Department of Education created their statewide survey by using questions from other states surveys. This approach allowed Tennessee to borrow from validated instruments. The Tennessee Department credited three instruments for their items: Schools and Staffing Survey (SASS; Schools and Staffing Survey, n.d.), the Teaching, Empowering, Leading, and Learning (TELL) survey (Reports for TELL, 2013), and the University of Chicago Consortium on Chicago School Research's 5 Essentials Survey (Surveys of CPS Schools, 2017; Tennessee Educator Survey, n.d.). There are no reliability or validity information for these instruments. The study was approved by the Middle Tennessee State University IRB (Appendix A).

Schools and Staffing Survey (SASS)

The SASS was a questionnaire created by the U.S. Department of Education National Center for Education Statistics for primary and secondary schools, both public and private, across America. It was created to gain data and information about characteristics, perceptions of working environments, and hiring and demands from school districts, schools, teachers, and principals. The SASS was given from 1987 until 2011, when they restructured the questionnaire and renamed it to the National Teacher and Principal Survey. This survey is given to teachers, and starts off with general information about the teacher, asks about the teachers' class organization, their education and training, their certification, past 12 months of professional development, their working conditions, the school climate, and their attitudes towards teaching (Schools & Staffing Survey, n.d.).

Teaching, Empowering, Leading, and Learning Survey (TELL)

The New Teacher Center (NTC) created the TELL to help schools discover teacher perceptions on things such as resources, support, school environment, and instructional strategies. The authors claim this survey to be a major leading survey for school improvement and student success (About TELL). TELL had a specific survey made for Tennessee schools in 2013. Out of the 74,676 teachers, 61,341 teachers filled out the survey. This survey has teachers rate areas in the following areas: the time they have for planning and collaborating, the facilities and resources offered to them, community support and involvement, their leadership throughout the school, professional development they have attended, and instructional practices and support available to help them improve instruction (Reports for TELL TN 2013, 2013).

University of Chicago Consortium on Chicago School Research's 5 Essentials Survey

The University of Chicago Consortium on School Research designed the 5 Essentials survey that has been distributed to primary, elementary, middle, and high school teachers and students all around Chicago, Illinois. The survey looks at 5 essential areas to a student's school success and school improvement: instruction, environment, leaders, teachers, and families. The authors share their evaluation data online for public access and for administrators, school boards, and anyone else interested to know where the teachers stand. The specific areas dimed as focus are effective and collaborative teachers, involved families, supportive environment, and ambitious instruction (Surveys of CPS Schools, 2017).

Design

In this study, the independent variables are the responding school districts across the state, versus the Murfreesboro school district; however, it is important to note that there is overlap between the two as Murfreesboro's results are indeed part of the larger sample of the statewide results. The dependent variables are the responses to the questions on the VPK survey.

Procedures

The surveys were answered between March 8th, 2017 and April 21st, 2017. The participants were recruited through an email. Tennessee Department of Education staff members delivered specific surveys to public school teachers across the state. The specific survey depended on the grade taught and the role the teacher had in the school. All participants were volunteers. In this case, the pre-k teachers were given a specific survey created for pre-k teachers. Teachers indicated which approved curriculum type they used.

CHAPTER III

RESULTS

Descriptive Statistics

Teacher rating means and ranges from the Murfreesboro City schools and Tennessee schools are presented together in Table 1. Murfreesboro City school's data are presented first in each cell followed by statewide data from all Tennessee school districts. The statewide data are presented in parentheses. The following data are listed: the percentage of their students Voluntary pre-k (VPK) teachers believe their students will enter kindergarten demonstrating (a) appropriate social interactions, (b) adequate skills in academic areas, and (c) appropriate abilities to apply cognitive skills necessary for success in kindergarten. Data also include the extent to which VPK teachers feel they need more professional learning opportunities including training, mentorship, or other support. In another vain, the data lists the percentage of teachers using various approved curriculums as their primary curriculums, how long the VPK teachers have been using the identified curriculums, and how long ago they were trained in the use of the primary curriculum selected.

Hypothesis Testing

Hypothesis 1 and 2 were evaluated by a chi-square test for goodness of fit. The goodness of fit test was used to evaluate the distributions addressed by Hypotheses 1 and 2. Hypothesis 3 was evaluated by descriptive data only.

Hypothesis 1: I hypothesized that Murfreesboro City Schools VPK teachers would provide higher ratings regarding the percentage of their students that they believe enter kindergarten demonstrating: (a) appropriate social interactions, (b) adequate skills in academic areas, and (c) appropriate abilities to apply cognitive skills necessary for success in kindergarten.

Hypothesis 1 was divided into Hypothesis 1a, 1b, and 1c for purposes of analysis. Using the chi-square goodness of fit test, I was able to analyze the statewide versus Murfreesboro results. (See Table 1).

Table 1

Percentage of Teacher's Students that they Believe Will Enter Kindergarten with Such Skills

Scale	Less than 25%	26%-49%	50%-74%	75%-90%	More than 90%
		Social Interactions			
a	8 (17)	23 (19)	46 (32)	15 (25)	8 (7)
b	0 (4)	8 (10)	16 (19)	30 (35)	46 (33)
c	8 (13)	15 (20)	39 (32)	30 (26)	8 (8)
		Academic			
d	0 (18)	23 (21)	23 (28)	54 (25)	0 (9)
e	0 (10)	8 (14)	16 (20)	39 (32)	38 (24)
f	0 (8)	8 (13)	39 (24)	23 (31)	30 (24)
g	0 (9)	0 (14)	39 (24)	38 (36)	23 (17)
h	0 (9)	0 (9)	23 (22)	46 (39)	30 (21)
		Applying Cognitive Skills			
i	8 (9)	0 (11)	31 (21)	46 (39)	15 (21)
j	0 (9)	8 (13)	23 (22)	53 (40)	15 (17)

Note. Murfreesboro results listed first. Tennessee statewide results listed in parenthesis.

a. Building on each other's ideas to extend group discussions.
b. Interacting positively with other children during play.
c. Relying on each other to solve problems rather than turn to a teacher.
d. Writing strings of letters that make words.
e. Verbally counting forward in sequence from 130.
f. Exploring how objects work (e.g., a mechanical toy, the light switch).
g. Activities that require identification, understanding the relative placement, or explorations of the dimensions of shapes and objects.
h. Recalling important facts to retell a familiar story in sequence.
i. Making predictions about what will happen during an upcoming exploration or experiment.
j. Drawing on prior knowledge to figure out a similar situation.

Table 2

Average Teacher Ratings of Their Students' Readiness for Kindergarten in Three Areas

(Social Interactions, Academics, and Cognition)

Scale	<25%	26-49%	50-74%	75-90%	> 90%
Social Interactions	5% (11%)	15% (16%)	34% (28%)	25% (29%)	21% (16%)
Academics	0% (11%)	8% (14%)	28% (24%)	40% (32%)	24% (19%)
Applying Cognitive Skills	4% (9%)	4% (12%)	27% (22%)	50% (40%)	15% (19%)

Note. Murfreesboro results listed first. Tennessee statewide results listed in parenthesis.

Table 3

Inferential Statistics of Chi-Square Goodness of Fit for Hypothesis 1

Scale	X² Observed	X² Critical (.017 alpha)	Significance
Interactions	6.74	12.21	No
Academics	17.6	12.21	Yes
Applying Cognitive Skills	12.89	12.21	Yes

The chi square testing Hypothesis 1a. failed to reach significance. This means that based on these results for Hypothesis 1a., under the area of "social interaction" Murfreesboro City schools and statewide distributions fit together. The distribution data are consistent with each other and the distributions of scores between MCS and the state for social interactions were similar. As for Hypothesis 1b., academics, the distribution of scores for MCS and statewide schools differed. Likewise, for Hypothesis 1c., when comparing teacher ratings for applying cognitive skills necessary for kindergarten, the distributions of MCS and statewide scores again were significantly different. Thus, Hypothesis 1 was partially supported.

Hypothesis 2: I hypothesized that MCS teachers views of their preparation to teach and their ability to help their children succeed would yield higher confidence (seen as higher numbers in the "mostly" and "completely" areas) compared to statewide teacher ratings. The results specifically looked at the following areas: (a) need more professional learning opportunities, training, and mentorship, (b) literacy, (c) skills needed for kindergarten, and (d) overall preparation of students. Please refer to Table 4, 5, and 6 for results in each area.

Table 4

Extent to Which Teachers Feel They Need More Professional Learning, Training,

Mentorship, or Other Support

Scale	Not at All	A little	Somewhat	Mostly	Completely	N/A
a	23 (20)	23 (33)	31 (23)	15 (15)	8 (7)	0 (1)
b	8 (16)	31 (32)	38 (26)	15 (18)	8 (8)	0 (1)
c	8 (14)	46 (30)	31 (27)	7 (19)	8 (8)	0 (2)
d	16 (16)	46 (34)	23 (26)	7 (16)	8 (7)	0 (1)
e	47 (27)	16 (33)	15 (21)	15 (12)	8 (7)	0 (1)
f	16(22)	23 (32)	38 (20)	15 (17)	8 (8)	0 (1)

Note. Murfreesboro results listed first. Tennessee statewide results listed in parenthesis.

a. Early childhood literacy
b. Literacy instruction (e.g., phonemic awareness, fluency, emergent reading and early literacy skills)
 c. Math instruction in Pre-K (early numeracy, how to embed math during the preschool day, etc.)
 d. Language development (how children acquire language, oral language development, early writing, speaking skills, etc.)
 e. Applied knowledge of stages of child development and developmental milestones
f. Preparing students for kindergarten

Table 5

Descriptive Statistics of Grouping Averages for Hypothesis 2

Scale	Not at All	A Little	Somewhat	Mostly	Completely	N/A
a	20 (19)	32 (33)	28 (25)	12 (16)	8 (7)	0 (1)
b	16 (22)	23 (32)	38 (20)	15 (17)	8 (8)	0 (1)

Note. Murfreesboro results listed first. Tennessee statewide results listed in parenthesis.
a. Extent to which teacher feels they need more professional learning, training, mentorship, or other support for teaching skills needed for kindergarten.
b. Overall preparation

Table 6

Summary Table for Chi-Square Goodness of Fit for Hypothesis 2

Scale	X² Observed	X² Critical (.025 alpha)	Significance
a	1.89	12.83	No
b	21.61	12.83	Yes

Note.
a. Extent to which teacher feels they need more professional learning, training, mentorship, or other support for teaching skills needed for kindergarten.
b. Overall Preparation

Based on the results for Hypothesis 2, under the area of "extent to which teacher feels they need more professional learning, training, mentorship, or other support for teaching skills needed for kindergarten," MCS and statewide results fit together. The data are consistent with each other and the distribution of scores between MCS VPK teachers and the state VPK teachers for extent to which teacher feels they need more professional learning, training, mentorship, or other support for teaching skills needed for kindergarten. As for "overall preparation" MCS VPK teachers and statewide VPK teachers results differ. The distribution of scores was significantly different. Thus, Hypothesis 2 is partially supported.

Hypothesis 3: There were 14 pre-k curriculums discussed earlier. These curriculums were options listed on the TN VPK survey (Tennessee Educator Survey, n.d.) for teachers to indicate what they use in their VPK pre-k classroom (see Appendix C). Please refer to Table 7 for results in each of these curriculum areas.

Table 7

Percentage of Curriculum used by VPK Teachers

Curriculum	Murfreesboro	Statewide
a	0	9
b	0	1
c	0	1
d	0	5
e	0	5
f	0	0
g	0	5
h	0	2
i	0	4
j	0	0
k	7	15
l	70	11
m	0	1
n	0	17

Note.
a. Abrams Learning Trends Let's Begin with the Letter People (2009 copyright)
b. Core Knowledge Foundation Core Knowledge Preschool

c. Creative Center for Childhood Research and Training, Inc. Beyond Centers and Circle Time Curriculum
d. Frog Street Press Frog Street Pre-K
e. Houghton Mifflin Pre-K
f. High Reach –Curriculum for Pre-K
g. High/Scope Educational Research Foundation High/Scope Preschool
 h. Houghton-Mifflin Harcourt Splash
i. McMillan McGraw Hill- Little Treasures
j. Kaplan Early Learning Learn Every DayTM: The Preschool Curriculum (2012)
k. Pearson Early Leanring Opening the World of Learning (OWL)
l. Scholastic Big Day in Pre-K
m. Scholastic Early Childhood Program
n. Teaching Strategies Creative Curriculum

The most popular curriculum used by 70% of Murfreesboro VPK teachers was the

"Scholastic Big Day in Pre-K" (Tennessee Educator Survey, n.d.) compared to the statewide

VPK teacher use of 11%. The most popular curriculum used by statewide VPK teachers (17%)

was the "Teaching Strategies Creative Curriculum" (Tennessee Educator Survey, n.d.).

Scholastic Big Day in Pre-K and Teaching Strategies Creative Curriculum are similar in that they

are both include comprehensive research in their instructional materials. Likewise, both of these

curriculums are put together for all pre-k students, no matter if they are English language

learners (ESL) or come from diverse socioeconomic backgrounds. Both curriculums support

academic growth, social and emotional growth, as well as physical development (Big Day for

PreK, n.d.), (The Creative Curriculum® for Preschool Touring Guide, 2017). Another widely

used curriculum was the Pearson Early Learning Opening the World of Learning (OWL). It was

used by 15% of VPK teachers in Tennessee, and 7% of MCS VPK teachers (Tennessee Educator

Survey, n.d.). The OWL curriculum is described as meeting the Every Student Succeeds Act

standards which means that that OWL has shown statistically significant positive results for

students achievement (Evidence-Based Programs, n.d.). The OWL curriculum is described as a

duel language curriculum that emphases the teaching of language and literacy skills in Spanish

and English (Opening the World of Learning, 2014).

CHAPTER IV

DISCUSSION

The reason for this study was to see pre-kindergarten (pre-k) teachers' perceptions of the readiness of their pre-k graduates to have the social and academic skills needed for kindergarten. There have been numerous studies done to look at the impact of pre-k on children, including the popular Abecedarian Project (Campbell et. al., 2012), and the Perry Preschool Project (Schweinhart, 2005). Evidenced by those studies and by Isaccs (2008), pre-k has shown a positive impact on children. Pre-k is used to prepare children with the skills needed for kindergarten and beyond.

The Tennessee Voluntary Pre-K Program (TN VPK) has grown and improved over the 13 years of its existence (Voluntary, n.d.). More children are enrolled, more teachers have been hired, funds have increased, and effectiveness of the program has improved (Swain, Springer, Hofer, 2015). TN VPK has shown that students benefit from attending, however I wanted to know if there was a difference between the Murfreesboro VPK effectiveness and the overall statewide VPK effectiveness.

I hypothesized that MCS pre-k teachers would report that their students were more prepared academically and socially compared to statewide results. I based this hypothesis on the high level of funding of the Murfreesboro City Schools, which includes the VPK program (MCS; Wilson, 2016) and their designation as a Silver-level school (Two City Schools chosen as Model of Demonstration schools, 2017) along with my own opinion from working in MCS and seeing the social and academic growth of the pre-k students. I summarized the results of the voluntary pre-kindergarten (VPK) survey (Tennessee Educator Survey, n.d.) and reviewed to see if the teachers thought they had enough preparation to teach, their needs for continuing education, and

their abilities to help their children succeed. For the second hypothesis, I predicted that MCS VPK teachers would feel more confident in their abilities. In addition to my two hypotheses I also looked at the curriculums used that were most popular in the state versus the curriculums most popularly used in MCS.

The data used in the study had been collected and posted by the Tennessee Department of Education for the 2016-2017 school year. All data collected were available in an online data base accessible to the public. I examined the data and ran a chi-square test for goodness of fit for Hypotheses 1 and 2.

As related to Hypothesis 1, results revealed that Murfreesboro VPK teachers' ratings on the VPK survey of their students' social readiness were similar to the statewide VPK teachers' ratings of students' social readiness. However, in the area of academics, results showed that MCS VPK teachers felt their students were better prepared for kindergarten compared to statewide VPK teachers' results. The final area assessed showed that MCS VPK teachers thought more highly of their students' preparedness in applying cognitive skills needed for kindergarten compared to statewide VPK teachers' results.

For Hypothesis 2, I believed that MCS VPK teachers' views of their preparation to teach and their ability to help their children succeed would be greater when compared to statewide VPK teachers' ratings. Results partially supported this hypothesis. For the area of "extent to which teacher feels they need more professional learning, training, mentorship, or other support for teaching skills needed for kindergarten," MCS VPK teachers scores revealed that this area was similar to scores of statewide VPK teachers. As for the overall preparedness area, MCS VPK teachers' results showed that they were more confident in their abilities to prepare their students for kindergarten compared to statewide VPK teachers' results.

For Hypothesis 3, it was found that the most used curriculums listed by Murfreesboro VPK teachers was the "Scholastic Big Day in Pre-K" (Tennessee Educator Survey, n.d.). The most used curriculum listed by statewide VPK teachers was the "Teaching Strategies Creative Curriculum" (Tennessee Educator Survey, n.d.). Both of these researched based curriculums are appropriate for diverse learners.

As the Murfreesboro City Schools earned the honor of being a Silver-Level School (Two City Schools chosen as Model of Demonstration schools, 2017), they are clearly doing something right. In the present study I found that teachers view their students as being more prepared to learn compared to the state-wide average. It seems as though the VPK teachers view themselves as ready, willing, and able to teach pre-k students to be successful in academic areas and social emotional areas, giving the students the tools they need to succeed in kindergarten. I believe this study has contributed to the knowledge base of better understanding of VPK teachers views on their abilities to best prepare their students for the next step in their educational career, kindergarten. The present results may inform statewide VPK practices by showing district board members and administrators the value of increasing support and funding for VPK programs.

Limitations

The biggest limitation to this study is that I could not separate the Murfreesboro VPK teacher data from the statewide VPK teacher data. Therefore, the results presented from statewide data include Murfreesboro VPK teacher results as well as results of the rest of the state. Another limitation was that I was not able to separate ratings from particularly successful schools and teachers in Murfreesboro from less successful schools and teachers. Additionally, I was unable to access historical teacher ratings, thus lessening the generalizability to the study.

Finally, socioeconomic status for school districts was not known, therefore I was not able to compare schools that are in higher versus lower socioeconomic areas.

Conclusions

Overall, results from this study found that though Murfreesboro City Voluntary Pre-k teachers were often more positive in their beliefs regarding in the readiness of their students for kindergarten, statewide Voluntary Pre-k teachers' results of beliefs of their students did not fall far behind. Specifically, MCS VPK teachers had more confidence in their students' academics, application of cognitive skills, and the teachers own abilities to prepare their students for kindergarten compared to statewide VPK teachers' results. However, when it came to the teachers' views of the children's social skills, and the teachers needing more supports to best do the job, MCS VPK teachers and statewide VPK teachers were similar in their beliefs.

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APPENDICES

APPEXDIX A

Institutional Review Board Approval

From: irb_information <IRB.Information@mtsu.edu>
Sent: Sunday, September 24, 2017 6:54 PM
To: Emily Sarah Bleuze
Subject: RE: IRB question
Emily,
Per federal OHRP regulations, the use of publicly available de-identified data does not qualify as human subjects research. So long as any data that you access meets that definition then you do not need IRB approval to conduct your research. If your circumstances change, or if you have more questions please feel free to contact me again.
Angie Bowman, M.A.
Administrative Assistant
Office of Research Compliance
Middle Tennessee State University

From: Emily Sarah Bleuze [mailto:esb3a@mtmail.mtsu.edu]
Sent: Sunday, September 24, 2017 5:05 PM
To: irb_information <IRB.Information@mtsu.edu>
Subject: Re: IRB question

Hi!

No I will not be collecting any data, it is all pre-existing from a website (https://tn.gov/education/topic/educator-survey). It is de-identified other than the school districts that the results belong to (which is how I'll be comparing Murfreesboro district to statewide results for my thesis).

2017 Tennessee Educator Survey - TN.Gov
tn.gov
The Tennessee Educator Survey is an annual way for the department of education to collect feedback from the educators we serve, and provides valuable information on ...

 I had also spoke to someone at the TN Dept. of Edu. who said I should check out their public surveys and results providing me that link. Let me know if you need any other information, I appreciate your help!

Emily Bleuze -School Psychology Graduate Student

Middle Tennessee State University
(865) 622-1479

On Sep 24, 2017, at 1:45 PM, irb_information <IRB.Information@mtsu.edu> wrote:

Emily,

At any point during your study will you interact with individuals to collect data (online or in person)? Or, will all of your data be pre-existing data from websites that contain de-identified publicly available data? Feel free to send the link to the website with the data you want to use if you think it will help explain your research goals.

Angie Bowman, M.A.

Office of Research Compliance

Middle Tennessee State University

From: Emily Sarah Bleuze [mailto:esb3a@mtmail.mtsu.edu]
Sent: Friday, September 22, 2017 8:14 PM
To: irb_information <IRB.Information@mtsu.edu>
Subject: IRB question

To whom it may concern:

I am doing my thesis on teacher perceptions on Pre-K readiness of their students. In doing this, I will be using public data that is available online from the Dept. of Education. I will be looking at their survey and results and working my thesis around that.

In reviewing what is online about what type of form I should fill out, it seemed as though I should fill out the exempt form. I was hoping you could clarify that for me before I do that and email it in.

If you need any other information, I'd be happy to provide it.

Thank you,

Emily Bleuze

School Psychology Graduate Student

Middle Tennessee State University

APENDIX B

State Pre-K Quality Standards

TENNESSEE VOLUNTARY PRE-K

ACCESS

Total state program enrollment	16,274
School districts that offer state program	96% (school districts)
Income requirement	185% FPL
Hours of operation	5.5 hours/day, 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	6,283
Federally funded Head Start enrollment, ages 3 and 4	15,419
State-funded Head Start enrollment, ages 3 and 4	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION

3-YEAR-OLDS

89%
2%
8%
1%

4-YEAR-OLDS

19%
11%
2%
68%

Pre-K   Head Start[†]   Special Ed[††]   Other/None
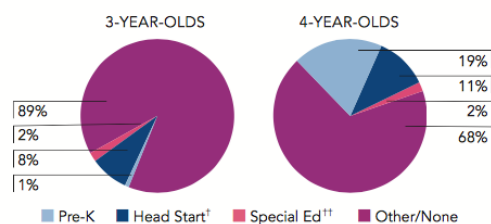
[†] Some Head Start children may also be counted in state pre-K.
[††] Estimates children in special education not also enrolled in state pre-K or Head Start.
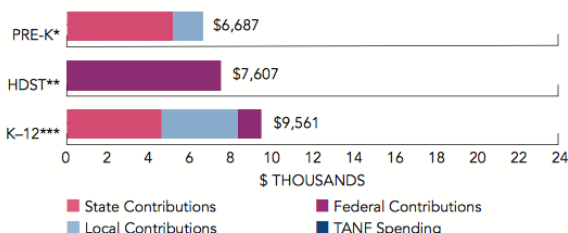
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	Early Childhood Ed Pre-K-3; Early Development and Learning; SpEd Early Childhood	Specializing in pre-K	☑
Assistant teacher degree	Other[1]	CDA or equivalent	☐
Teacher in-service	18 hours/year	At least 15 hours/year	☑
Maximum class size		20 or lower	☑
3-year-olds	16		
4-year-olds	20		
Staff-child ratio		1:10 or better	☑
3-year-olds	1:8		
4-year-olds	1:10		
Screening/referral and support services	Vision; hearing; height/weight/BMI; blood pressure; immunizations; developmental; psychosocial/behavioral; full physical exam; and support services	Vision, hearing, health; and at least 1 support service	☑
Meals	Breakfast; lunch; snack	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	$84,941,414
Local match required?	Yes
State spending per child enrolled	$5,219
All reported spending per child enrolled*	$6,687

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2014-2015 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.
Data are for the '14-'15 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

PRE-K* $6,687

HDST** $7,607

K–12*** $9,561

0 2 4 6 8 10 12 14 16 18 20 22 24
$ THOUSANDS

State Contributions   Federal Contributions
Local Contributions   TANF Spending

Appendix C

2017 Tennessee Educator Survey-Pre-K Teacher Branch

TN EDUCATION
RESEARCH
ALLIANCE

2017 Tennessee Educator Survey
Pre-K Teacher Branch

Teacher Module Z: Pre-K

TM_Z1. What percentage of your students do you believe will enter Kindergarten demonstrating command for each of the following?

	Less than 25%	25% - 49%	50% - 74%	75% - 90%	More than 90%
a. Building on each other's ideas to extend group discussions. (Select one option)					
b. Interacting positively with other children during play. (Select one option)					
c. Relying on each other to solve problems rather than turn to a teacher. (Select one option)					
d. Writing strings of letters that make words. (Select one option)					
e. Verbally counting forward in sequence from 1-30. (Select one option)					
f. Exploring how objects work (e.g., a mechanical toy, the light switch). (Select one option)					
g. Activities that require identification, understanding the relative placement, or explorations of the dimensions of shapes and objects. (Select one option)					
h. Recalling important facts to retell a familiar story in sequence. (Select one option)					
i. Making predictions about what will happen during an upcoming exploration or experiment. (Select one option)					
j. Drawing on prior knowledge to figure out a similar situation. (Select one option)					

<u>Training & Professional Learning</u>

TM_Z3. Please indicate the extent to which **you feel you need more professional learning**, training, mentorship, or other support in each area **for which you have received some support**. If you have not received any support in a given area, please select Not Applicable.

	Not At All	A Little	Somewhat	Mostly	Completely	Not Applicable
a. Early childhood literacy (Select one option)						
b. Literacy instruction (e.g., phonemic awareness, fluency, emergent reading and early literacy skills) (Select one option)						
c. Math instruction in Pre-K (early numeracy, how to embed math during the preschool day, etc.) (Select one option)						
d. Language development (how children acquire language, oral language development, early writing, speaking skills, etc.) (Select one option)						
e. Applied knowledge of stages of child development and developmental milestones (Select one option)						
f. Preparing students for kindergarten (Select one option)						

Curriculum

TM_Z5. Which of the following do you use as your primary curriculum? (Select one option)

  a. Abrams Learning Trends Let's Begin with the Letter People (2009 copyright)
  b. Core Knowledge Foundation Core Knowledge Preschool
  c. Creative Center for Childhood Research and Training, Inc. Beyond Centers and Circle Time Curriculum
  d. Frog Street Press Frog Street Pre-K
  e. Houghton Mifflin Pre-K
  f. High Reach –Curriculum for Pre-K
  g. High/Scope Educational Research Foundation High/Scope Preschool
  h. Houghton-Mifflin Harcourt Splash
  i. McMillan McGraw Hill- Little Treasures
  j. Kaplan Early Learning Learn Every DayTM: The Preschool Curriculum (2012)
  k. Pearson Early Leanring Opening the World of Learning (OWL)
  l. Scholastic Big Day in Pre-K

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  m. Scholastic Early Childhood Program
  n. Teaching Strategies Creative Curriculum
  o. Other (Please specify)