



<http://www.leadershiplinc.ilstu.edu>

Principal –

Thank you for agreeing to take part in this survey. The purpose of the **Leadership to Integrate the Learning Continuum (LINC)** project is to discuss the issues related to aligning and coordinating the learning experiences for children from birth to K-12 schools. The project is exploring current practices that educational leaders in early learning and elementary schools in Illinois do to develop and sustain coordinated learning practices and experiences. By completing the survey, you are providing data that will better inform the work of this committee.

Several terms are used in the survey. Please review these terms so that you are able to answer the questions accurately.

- **Learning Continuum:** The aligned learning and developmental experiences of children from birth through K-12 schools.
- **Alignment:** Building a coordinated structure of standards, curricula, teaching practices, and assessments in which the knowledge and skills gained serve as a foundation for future learning.
- **Transition:** Activities and processes to ease children’s transitions from their environments prior to school into elementary school.
- **Educational Leaders:** Leaders in early care and education (e.g., center-based directors, family child care providers, public Pre-K program coordinator, lead teacher) and school leaders in K-12 schools (e.g., teacher leaders, principals, and district office administrators).
- **Learning Environments:** Include family child care providers and private and public early learning centers, school-based or non-school based (e.g., Head Start, Preschool for All, KinderCare). At the primary grade level, learning environments include public and private elementary schools.
- **Early Care and Education Providers:** Include family child care providers, as well as teachers and directors of school and non-school based early learning centers.

Thank you in advance for your willingness to complete the survey. By January 2009, survey results and policy/practice recommendations will be posted on the project website: <http://www.leadershiplinc.ilstu.edu>. If you have any questions about this project or the survey, please contact Lisa Hood at 309/438-3034 or lhood@ilstu.edu.

Background Information

1. Please choose the best descriptor of where your early learning center is located.
 Chicago
 Collar County (Cook, DuPage, Kane, Lake, McHenry, and Will)
 Large Town (population over 25,000)
 Small Town/Rural (population less than 25,000)

2. What grade levels does your school enroll? _____

3. Does your district have a Pre-K program? Yes No

4. If yes, where is the Pre-K program in your district located?
 In my school
 In another elementary school
 In another school (not elementary)
 In a district owned stand-alone building
 Other (please specify): _____

5. If your school has a Pre-K program in your building, are the early elementary classrooms (K-3) located near your Pre-K classrooms? Yes No Not Applicable

6. In total, how many students does your school enroll? _____

7. Estimate the percentage of children in each category: (The total should equal 100%)
 African American Asian/Pacific Islander Caucasian
 Hispanic Native American Multi-racial Other

8. What percent of your students qualify for free- or reduced-lunch? _____

9. How many years have you been a principal? _____

10. What grade level(s) did you teach prior to becoming a principal (check all that apply)?
 Pre-K K-3 4-9 High School
 Other (please specify): _____

11. What are your teaching credentials? Type 03 Type 04 Special Education
 Other (please specify): _____

12. Approximately what percentage of teachers in your school hold the following credentials?
_____ Type 03 _____ Type 04

13. When you are hiring teachers in the early elementary positions (Pre-K -3), what criteria do you consider most important? _____

School Policies and Practices

The purpose of the following questions is to identify policies and practices in your school aimed at coordinating and aligning your school and local early care and education providers.

Please rate the extent to which the following statements apply to your school (place a check in the appropriate box).

	To No Extent	To Some Extent	To a Moderate Extent	To a Great Extent
My school has a written policy or policies that recognizes the learning and development of children ages birth to 5 as the foundation for students' lifelong learning.				
Our school improvement plan includes goals and activities for working with programs and services that children experience before they enter our school.				
My school has criteria for measuring a child's readiness for Kindergarten.				
I make sure that the culture in my school focuses on educating the whole child which includes using teaching strategies that develop children's motor, social, cognitive, language, and emotional development.				
I make sure that the staff in my school use the early care and education field to provide appropriate learning resources that inform our school's teaching and learning practices.				
I make sure that teachers in my school have adopted curricular practices and teaching strategies from early learning theories and early care and education providers.				
The curriculum in the elementary classrooms in my school is aligned with the Illinois EARLY Learning Standards for 3 and 4 year-old students.				

Curriculum and Teaching Practices

The purpose of the following questions is to explore the current practices of your school in coordinating and aligning the curriculum practices within grade levels, and with early learning community providers.

Please rate the extent to which you do the following (place a check in the appropriate box):

	To No Extent	To Some Extent	To a Moderate Extent	To a Great Extent
I monitor and evaluate classrooms, the school building, and other learning environments to ensure they are conducive to student development and learning.				
I observe classroom activities to ensure that they are age appropriate.				
I include Pre-K teachers in common planning time with elementary teachers.				
I encourage elementary teachers to observe each other's classrooms to learn about the teaching practices and curricular expectations in other grades.				
I encourage Pre-K teachers to observe elementary classrooms to learn about the expectations and learning experiences of students in elementary classrooms.				
I encourage elementary teachers to observe Pre-K teachers to learn about the learning experiences of students in Pre-K classrooms.				
I invite early childhood center teachers and directors to observe Kindergarten classes to learn about the curriculum and classroom expectations on students.				
I invite family child care providers to observe Kindergarten classes to learn about the curriculum and classroom expectations of students.				
I encourage my teachers to research and adopt teaching and learning practices from early care and education providers.				

Professional Development Practices

The purpose of the following questions is to explore current professional development practices of your school that supports efforts to coordinate and align teaching and learning experiences within grade levels, across grade levels, and with early care and education providers in your community.

Please rate the extent to which your school does the following (place a check in the appropriate box):

	To No Extent	To Some Extent	To a Moderate Extent	To a Great Extent
Within-grade level teams of teachers participate in professional development activities together.				
Across-grade level teams of teachers participate in professional development activities together.				
Professional development is offered to teachers focused on aligning curriculum, teaching practices, and assessments across grade levels.				
Professional development is offered to teachers on early childhood learning theories and how to adopt these theories in their classroom.				
Professional development is offered to teachers about theories and practices for educating the whole child.				
Professional development opportunities are offered to early childhood teachers and providers in your community on curriculum and teaching practices in your school.				

Student Assessments

The purpose of the following questions is to explore your school’s current practices in using student data to improve and align your school’s teaching and learning experiences and students’ readiness to learn within grade levels, across grade levels, and with early care and education providers in your community.

Please rate the extent to which your school does the following: (place a check in the following box).

	To No Extent	To Some Extent	To a Moderate Extent	To a Great Extent
I expect teachers to share aggregated student data with fellow teachers in their grade level to guide discussions on strengthening classroom practice.				
I expect teachers to use student data to identify learning problems and modify teaching based on data results.				
My school uses aggregated student data results to guide professional development.				
I expect teachers to share aggregated student data with fellow teachers across grade levels.				
I expect teachers to share aggregated student data with Pre-K teachers to guide discussions on strengthening classroom practice at the elementary grade levels.				
I expect teachers to share aggregated student data with early childhood teachers in our community to guide discussions on strengthening classroom practice at the elementary grade levels.				
Our school allows student information to be shared with early childhood center or program providers to provide them with data on childrens' readiness for school.				
Our school allows student information to be shared with family child care providers to provide them with data on childrens' readiness for school.				
I expect teachers to use individual child's assessment data to guide discussions with parents and set learning and development goals.				

After assessing your students, do you have access to resources to support families if you identify a particular learning or development issue?

Yes No

Barriers to Aligning and Coordinating Learning Experiences

The purpose of the following questions is to identify those issues that serve as a barrier to your school’s work with early care and education providers to align and coordinate teaching and learning experiences for children as they move from birth to K-12 schools.

Please rate the extent to which the following issues are barriers in your work with the early childhood community (place a check in the following box).

	To No Extent	To Some Extent	To a Moderate Extent	To a Great Extent
Differing philosophies between your early childhood program and the K-12 schools (for example, curriculum, pedagogy, purpose)				
Early childhood community is so vast that I do not know where or how to start building partnerships				
Not enough time to build partnerships				
Not a priority for my school and/or district				
Teachers do not receive their student enrollment lists in time to be able to meet with children’s early care and education providers				
Lack of awareness of the Illinois EARLY Learning Standards				
Lack of knowledge of developmentally appropriate teaching practices				
Incompatibility of schedules between my school and early care and education providers				
NCLB accountability demands inhibit using certain teaching and learning practices (e.g., play-based, hands-on learning)				
FERPA laws inhibit sharing student information				
Language and/or cultural barriers between my center and the school district(s)				

Please list any other barriers not listed above:

What policies (state and/or local) would reduce the barriers that inhibit your school’s ability to work with the local early childhood community?

Your Preparation and Professional Development

The questions on this page ask for information about the context and content of the education and professional development in which you have participated.

- 1. When did you complete your Type 75 program? _____
- 2. Did your Type 75 program (education administration program) provide content and learning experiences related to these issues (check all that apply):
 - ___ Child development theories and practices
 - ___ Developmentally appropriate practices (research-based practices for young children)
 - ___ Standards and curriculum alignment between early childhood and K-12
 - ___ Assessments for young children
 - ___ Building coalitions of partners across educational sectors and the community
 - ___ Advocating for high quality early care and education environments for children

3. What could Type 75 programs do to prepare principals like you so that you could better understand and partner with early care and education providers to coordinate and align curriculum, pedagogy, and transitions? _____

- 4. Within the past five years, have you received professional development on these issues (check all that apply):
 - ___ Child development theories and practices
 - ___ Developmentally appropriate practices (research-based practices for young children)
 - ___ Standards and curriculum alignment between early childhood and K-12
 - ___ Assessments for young children
 - ___ Building coalitions of partners across educational sectors and the community
 - ___ Advocating for high quality early care and education environments for children

5. What professional development would you like to see offered so that you could better understand and partner with early care and education providers to coordinate and align curriculum, pedagogy, and transitions? _____

Cross-Sector Collaboration

- 1. Is your school involved with any programs, services, or formal or informal partnership whose goals is to improve children’s transitions from Pre-K to elementary school? For example, these partnerships might focus on aligning curriculum and the learning experiences for children before and after they enter the K-12 schools, improve the curriculum and teaching practices across the education sectors to be more developmentally appropriate, and/or even have the broader goal of improving student learning outcomes.
___ Yes ___ No

