

Prekindergarten Teacher Survey Summary Report 2009–2010  
voluntary and responses were anonymous. 235 teachers responded, which represented 77% of  
teachers in the PreK program. Approximately 51% of respondents were bilingual education (BE)  
teachers, and 29% were English as a Second Language (ESL) teachers.


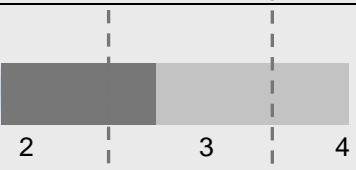
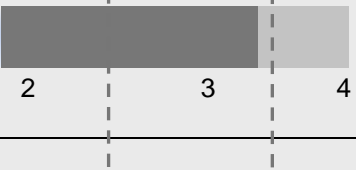
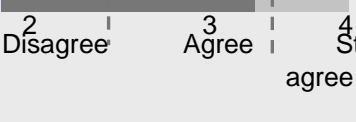
- x Teachers rated mathematics (math) curriculum professional development sessions the highest of all available sessions (Table 5).
- x Twelve percent of teachers requested professional development opportunities related to increasing Pre-K parental involvement.

Table 1. Prekindergarten Teachers' Ratings of Program Support

## Program Implementation and Student Preparation

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

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

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

Source. Prekindergarten Teacher Survey, 2009-2010

Note. Items were scored on a scale from 1 (strongly disagree) to 4 (strongly agree). The first column combines the responses of teachers who indicated *strongly agree* on each item. The range from 2 to 4 is depicted to better display contrast in results. The arrow indicates a statistically significant difference between ratings by Lucy Read teachers and ratings by all other teachers according to a t-test.





## Student Behavior and Behavior Management

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

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

	Percentage of Pre-K teachers who agreed		Average ratings	
	All Pre-K teachers	Lucy Read teachers only	Overall rating	
My campus has adequate resources to effectively address behavioral concerns of prekindergarten students.	65%	2.74 (n = 226)	2.67 (n = 19)	





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

Eight percent of teachers' open-ended comments regarding program improvement recommended limiting or reducing class size, or adding a teacher's aide. One teacher explained, "The years that I

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

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

#### *Types of Student Behavior Problems*

Teachers also responded to an open-ended question about the most challenging types of disruptive behavior in their classrooms. Teachers' responses comprised six broad themes summarized in Table 4.

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

Disruptive behavior category		Percentage of responses (n = 173)
Defiance/willful non-compliance	Talking back, refusing to do what is asked	35%
Physical aggression	Hitting, kicking, biting, throwing toys	28%
Tantrums/lack of emotional control		

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

*Professional Development Session Ratings and Integration into Daily Work*

at5(er)61(c)-easnce g 0 Td c TBtD [ teenea 0 Td [(o(f)14sr)3(02(e)05)8)2(102(0t52)dw)S(e)asB(a)2(1

Table 5 Rank of 20092010Prekindergarten (Pre-K) Professional Development Sessions,

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

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

Source.

Appendix A: Sample Description

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

	Pre-K teachers	
	Number	Percentage
Program type		
English/general education	32	13.6%
English as a second language	69	29.4%
Bilingual education	119	50.6%
Mixed classroom	15	6.4%
Total number of years as Pre-K teacher	K	

Source. Prekindergarten Teacher Survey, 2009-2010

Appendix B: Program Strengths and Suggestions for Improvement

Table B1. Teachers' Responses to the Opened Item, "What are the strengths of the 20092010 AISD prekindergarten program?"

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

Source. Prekindergarten Teacher Survey, 2009-2010

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





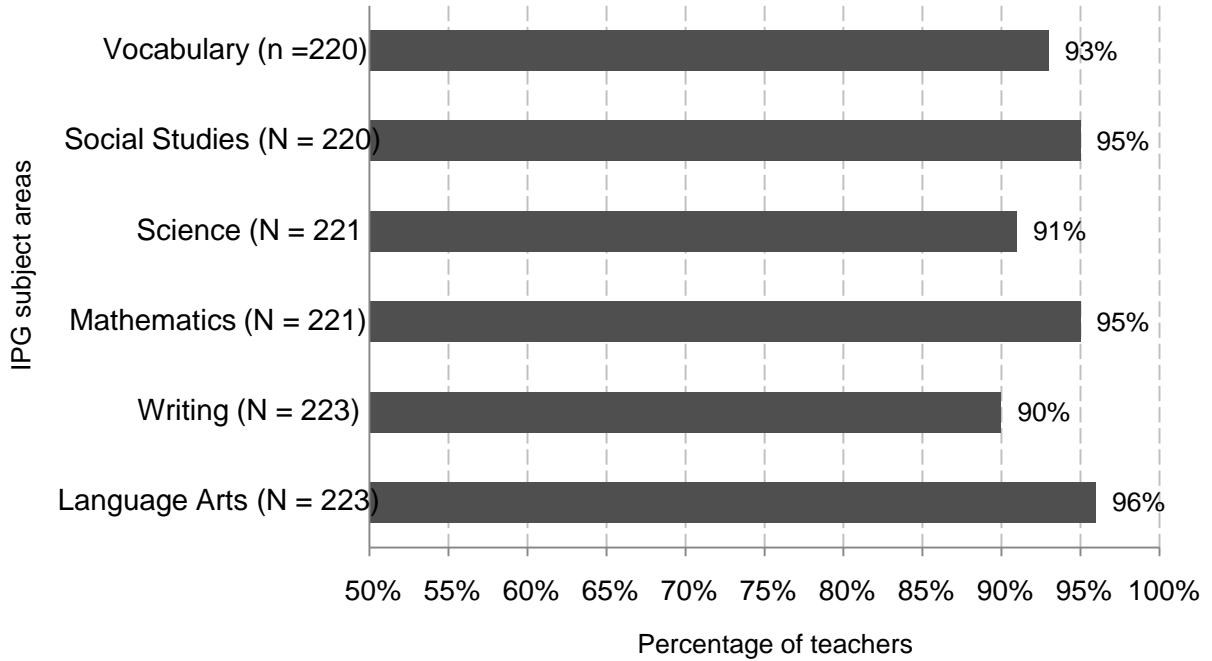
Appendix C. Intercorrelation among Prekindergarten Support Team Items

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

	Share ideas	Provide info	Principal	District

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

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



Source: Prekindergarten Teacher Survey, 2009-2010

## Appendix E. Technical Notes

- E1 DPE staff used logistic regression to determine the odd ratios between teachers with class sizes of more than 18 students and teachers with class sizes of 18 or fewer students. Logistic regression is applied when the outcome variable is discrete and a model cannot be fitted with a linear relationship. Logistic regression helps distinguish differences in probabilities of an event occurring. For this paper, the event was whether teachers *agreed* or *disagreed*, regardless of degree of strength (e.g., *strongly*).
- E2 Class size was determined by teachers' responses to the item on the survey, "My class size has stayed at or below the recommended number of 18 students most of the year." Teachers who responded with either *agree* and *strongly agree* were classified as teachers with class sizes of 18 or fewer students, while teachers who responded with *disagree* or *strongly disagree* were classified as having a class size of more than 18 students. Fifty-four percent of teachers had 18 or fewer students; 16% had more than 18 students.