



National Center for
Early Development & Learning

Transition Practices Survey

Date completed: _____

Instructions

- This survey seeks information on your practices (and those of your school and district) that are related to children's entry into kindergarten, and the transition from kindergarten into first grade.
- We define kindergarten as programs for five-year olds.
- You should have a class list for your current kindergarten class available for some of the questions.
- For teachers of multiple kindergarten classes, such as morning and afternoon sessions with different children—choose just **one** of those classes, for example, the morning class, to think about when answering questions.

Are you currently teaching kindergarten-aged children (five-year olds) at the school printed on the envelope? Please check one of the following.

_____ NO (If no, DO NOT COMPLETE the other pages, just return this survey in the envelope provided.)

_____ YES (If yes, please complete the survey and return in the envelope provided within the next 2 weeks.)

School information

1. What is the current total student enrollment in your **school**? _____
2. Which one of the following **best** describes the location of your school?
____ 1. Urban ____ 2. Suburban ____ 3. Small Town ____ 4. Rural
3. Which one of the following **best** describes your school?
____ 1. A public school that draws students from the surrounding neighborhood
____ 2. A public school with students from neighborhoods that do and do not surround the school
____ 3. A public magnet school that draws students from many neighborhoods
____ 4. A public school that draws students from a large rural area
____ 5. A private or parochial school
____ 6. Other (please describe) _____
4. Check below if your school currently contains any of the following programs. Check all that apply.
____ 1. Pre-kindergarten program with open enrollment
____ 2. Pre-kindergarten program for "at risk" students (not Head Start)
____ 3. Head Start
____ 4. Pre-kindergarten program for special education students
____ 5. Kindergarten class—full day
____ 6. Kindergarten class—half day
____ 7. Transitional K-1 program (regular education)
____ 8. Combined kindergarten and first grade class (not transitional)
____ 9. First grade class
____ 10. Combined first and second grade class
____ 11. Other programs for kindergarteners and first graders (describe): _____
5. Does your district's policy allow children to remain in the same school despite moves across school boundaries during the academic year?
____ No ____ Yes ____ Does not apply (private or parochial school school)

Teacher/classroom information

6. Did you teach kindergarten last year?
____ No ____ Yes **If yes, answer questions 7-10. If not, go directly to question 11.**
*If you taught multiple classes last year (morning & afternoon sessions), answer questions for **one** of those classes.*
7. Last year, approximately how many children **were transferred into or enrolled** in your class **AFTER** the first two weeks of school? _____
8. Approximately how many children **left** your class last year **AFTER** the first two weeks of school? _____
9. Last year, what was the total number of children in your class at the end of the year? _____
10. How many children in your class last year were retained? _____

11. Check the **one** category that best describes your race/ethnicity:
- | | | |
|---|---|--|
| <input type="checkbox"/> 1. American Indian or Native Alaskan | <input type="checkbox"/> 4. Hispanic | <input type="checkbox"/> 6. Other |
| <input type="checkbox"/> 2. Asian/Pacific Islander | <input type="checkbox"/> 5. White, not Hispanic | <input type="checkbox"/> 7. Multiple origins |
| <input type="checkbox"/> 3. Black, not Hispanic | | |

12. List the year of degree(s) you have received: Bachelor's: 19__ __ Master's: 19__ __ Doctorate: 19__ __

13. Check the area(s) of specialization or certification you may hold. This pertains to state-level certification(s). Check all that apply.

- | | |
|--|---|
| <input type="checkbox"/> 1. Elementary education (K-6) | <input type="checkbox"/> 4. Special education |
| <input type="checkbox"/> 2. Education (K-12) | <input type="checkbox"/> 5. Preschool |
| <input type="checkbox"/> 3. Early childhood/primary grades | <input type="checkbox"/> 6. Other (describe): _____ |

14. Have you had any specialized training to enhance children's transition **into kindergarten**?

No Yes If yes, please describe: _____

15. Have you had any specialized training to enhance children's transition **from kindergarten to first grade**?

No Yes If yes, please describe: _____

16. List your years of teaching experience at each of following levels:

1. Below kindergarten level (e.g., preschool): _____
2. Kindergarten (includes K-1, K-2): _____
3. Above kindergarten (first grade & above, not K-1 or K-2): _____

If you teach multiple classes, such as morning and afternoon sessions with different children, answer questions for just one of those classes, for example, your morning class.

17. At this time, how many students are enrolled in your class? _____

18. This year, how many children **were transferred into or enrolled** in your class **AFTER** the first two weeks of school? _____

19. This year, how many children **left** your class after the first two weeks of school? _____

20. How many children with special needs (children receiving special education services) are enrolled in your class this year? _____

21. Note the number of children in your current class for each group below. *Enter 0 for none.*

- | | |
|---|---|
| <input type="checkbox"/> 1. American Indian or Native Alaskan | <input type="checkbox"/> 5. White, not Hispanic |
| <input type="checkbox"/> 2. Asian/Pacific Islander | <input type="checkbox"/> 6. Other |
| <input type="checkbox"/> 3. Black, not Hispanic | <input type="checkbox"/> 7. Multiple origins |
| <input type="checkbox"/> 4. Hispanic | |

22. How many of the students in your class are eligible to receive free or reduced-price lunches? _____

23. Are any of the following types of people in your classroom at least 3 times per week? Check all that apply. For example, if an individual parent volunteers on Monday, Tuesday, and Thursday each week, or different parents come in for a total of 3 times per week, then check *Parent Volunteer*.

- | | |
|---|---|
| <input type="checkbox"/> 1. Teaching assistant/paraprofessional | <input type="checkbox"/> 4. Parent volunteer |
| <input type="checkbox"/> 2. Co-teacher | <input type="checkbox"/> 5. Community volunteer |
| <input type="checkbox"/> 3. Student teacher | <input type="checkbox"/> 6. College student |

24. Which children leave your classroom to receive instruction (not gym) from other teachers at least 3 times per week? Check all that apply and briefly describe the type of instruction received.

1. Special education students _____
2. Non-special ed students _____
3. Whole class _____
4. No students

Entering kindergarten

25. Based on your experience, approximately what percentage of the children who enter kindergarten fall into the following categories? *Make sure these numbers total 100%.*

- _____ % 1. Very successful entry, virtually no problems
- _____ % 2. Moderately successful entry, some problems, mostly minor
- _____ % 3. Difficult or very difficult entry, serious concerns or many problems

26. Based on your experience, for how many children in a typical class are the following characteristics a problem when they **enter** kindergarten? Check appropriate box.

1. Lack of academic skills
2. Difficulty following directions
3. Difficulty working as part of a group
4. Problems with social skills, getting along with other children
5. Difficulty working independently
6. Difficulty communicating/language problems
7. Lack of any formal preschool experience
8. Highly academic preschool experience
9. Non-academic preschool experience
10. Disorganized home environments
11. Immaturity
12. Other (describe)

None 0	A few 1	About one-fourth of the class 2	About half of the class 3	More than half of the class 4

27. In your judgment, what percentage of children in your **current** class were not ready for kindergarten when they entered? *Enter zero if all are ready.* _____

28. Approximately how many children in your current class spent last year in the following? *Enter zero for none.*

- | | |
|--|--|
| <input type="checkbox"/> 1. Preschool center-based program (private) | <input type="checkbox"/> 3. Head Start program |
| <input type="checkbox"/> 2. Pre-K program at a school | <input type="checkbox"/> 4. Don't know |
| <input type="checkbox"/> 5. Other (describe): _____ | |

29. If you do not know last year's settings for children in your class, would it have been useful to know this information to prepare for their transition into kindergarten?

_____ No _____ Yes

Transition Practices

Below are listed a number of practices that **might** occur to facilitate children's transition to kindergarten. For each of the practices listed below, check whether in fall 1996 you

- 0) **Did not use**, [1ST column]
- 1) Used for **children with special needs (children receiving special education services)**, [2ND column]
- 2) Used for **certain individuals (but not students receiving special education services)**, [3RD column] or
- 3) Used for the **whole class** [4TH column].

Then, for each of the following items, check if you believe each practice is

- a) **not necessary**, b) **a good idea**, or c) **a good idea, ... But there are barriers to implementing this practice for me**.

Please make sure you have checked a column on both sides of the grid for each item.

	Used for Children with Special Needs (1)	Used for Certain Children (2)	Used for Whole Class (3)	Did Not Use (0)	I think it's Not Necessary (a)	I think it's a Good Idea (b)	I think it's a Good Idea/ But... (c)
30. Written records of child's past experiences or status are made available to me and I read them							
31. A visit to the child's home before school starts							
32. A visit to the child's home after school starts							
33. A letter to the child's parents before school starts							
34. A letter to the child's parents after school starts							
35. A talk with the child's parents before school starts							
36. A talk with the child's parents after school starts							
37. A meeting with child and family before school starts							
38. A flyer or informational brochure sent before school starts							
39. A flyer or informational brochure sent after school starts							
40. A letter to the child sent before school starts							
41. A letter to the child sent after school starts							
42. A call to the child before school starts							
43. A call to the child after school starts							
44. Visits to preschools & programs for four-year olds in community							
45. Informal contacts with preschool teachers about children							
46. Preschool teacher(s) bring next year's children to my classroom							
47. An open house for parents and children before school starts							
48. An open house for parents and children after school starts							
49. Participation in kindergarten registration for my school or district							
50. Regular meetings among school, early childhood, and preschool staff in community							
51. Contacts made to develop a coordinated curriculum with preschool programs							
52. Facilitate contacts between parents of children in my class							

53. Check any of the following barriers which prevent you personally from implementing the “good idea...*But*” practices you just identified. **Check** all that apply, then **circle** the item numbers of those you consider the **most serious** barriers, up to a maximum of five.

- 1. Class lists are generated too late
- 2. Requires work in summer that is not supported by salary
- 3. Contacts with parents are discouraged prior to the start of school
- 4. Concern about creating negative expectations
- 5. Funds are not available
- 6. Materials are not available
- 7. Parents are not interested
- 8. Preschool teachers are not interested
- 9. It takes too much time to conduct these practices
- 10. I could not reach most parents of children who need these practices
- 11. It is dangerous to visit students’ homes
- 12. Parents do not bring their child in for registration or open house
- 13. Parents cannot read letters, etc. sent home
- 14. A transition practices plan is not available in school/district
- 15. The school or district does not support
- 16. I choose not to do it
- 17. Others? Please list. _____

54. Which of the following practices are used by any of the Pre-K programs (for example, preschool or Head Start programs) that feed into your school? Check all that apply.

- 1. Participating in joint workshops with school staff on issues of interest
- 2. Sharing information about an individual child’s progress
- 3. Providing assistance for children having difficulty
- 4. Talking with children and parents to prepare them for kindergarten
- 5. Children from these programs visiting our school
- 6. Others? (describe): _____

55. Approximately how many days before school started this year did you receive your class list? _____

56. Which of the following screening procedures are performed for at least some of children in your class? For each item, label with a “T” if **you as teacher** perform the procedure, “S” if **someone else** performs, “B” if **both you and someone else** performs, or an “N” if **no one** performs the procedure.

- 1. Interview parent
- 2. Screen child using a formal instrument
- 3. Screen child informally
- 4. CHECK HERE if any of these took place in the child’s home

57. Who currently has responsibility for practices related to entry into kindergarten in your school? Check all that apply.

- | | |
|---|---|
| <input type="checkbox"/> 1. District | <input type="checkbox"/> 7. School counselor |
| <input type="checkbox"/> 2. Principal | <input type="checkbox"/> 8. Family specialist |
| <input type="checkbox"/> 3. K-teacher | <input type="checkbox"/> 9. Behavioral specialist |
| <input type="checkbox"/> 4. Preschool teacher | <input type="checkbox"/> 10. Primary resource teacher |
| <input type="checkbox"/> 5. Parent | <input type="checkbox"/> 11. Don’t know |
| <input type="checkbox"/> 6. Community | <input type="checkbox"/> 12. Other (describe) _____ |

58. In your school, are any practices for enhancing children’s entry into kindergarten systematically targeted toward any of the following groups of children? Check all groups to which any practices are targeted.

- | | |
|--|--|
| <input type="checkbox"/> 1. Low income | <input type="checkbox"/> 5. Children with disabilities/special needs |
| <input type="checkbox"/> 2. Racial/ethnic minority | <input type="checkbox"/> 6. Children who transfer into the school |
| <input type="checkbox"/> 3. Limited English speaking | <input type="checkbox"/> 7. All children |
| <input type="checkbox"/> 4. No pre-K experience | |

Moving from kindergarten to first grade

Answer the following questions based on the classes for first graders currently in your school.

59. Next year, can children in your class stay in a K-1 program for first grade? No Yes
60. Next year, can children in your class go to a class that is for first graders only? No Yes
61. Next year, can children in your class go to a combined 1-2 class? No Yes
62. Next year, can children in your class go to a program for children who need help moving to first grade?
 No Yes

Below are listed a number of practices that **might** occur to facilitate children’s transition from kindergarten to first grade. For each of the practices listed below, check whether you

- 0) **Do not use**, [1ST column]
- 1) Use for **children with special needs (children receiving special education services)**, [2ND column]
- 2) Use for **certain individuals (but not students receiving special education services)**, [3RD column] or
- 3) Use for the **whole class** [4TH column].

For each of the practices listed below, check the ones you use and for whom.

	Do Not Use 0	Use for Children with Special Needs 1	Use for Certain Children 2	Use for the Whole Class 3
63. I have regular meetings with first-grade teachers to discuss continuity in the curriculum between kindergarten & first grade.				
64. I have regular meetings with first-grade teachers to discuss individual children’s progress throughout the year.				
65. I attend a placement meeting with first-grade teachers to discuss placement of children in first grade.				
66. I attend a transition meeting to plan transition activities for individual children.				
67. I attend a transition meeting to discuss general practices related to K-1 transition.				
68. I arrange for my class to visit a first-grade class.				
69. I arrange for my students to visit their future first-grade teachers.				
70. I invite first graders to visit my class to talk about first grade.				
71. I invite first-grade teachers visit my class to talk about first grade.				
72. I send parents of my kindergarten children information on first grade.				
73. I send parents information on how placements in first grade are made.				



Your information resources

74. Do you typically receive information about strategies for enhancing transitions?

_____ No _____ Yes

If yes, from which of the following sources?

- _____ 1. School officials
- _____ 2. Other teachers
- _____ 3. Workshops
- _____ 4. Magazines & journals for teachers
- _____ 5. Mass media (radio, TV, newspapers)
- _____ 6. The Internet
- _____ 7. Newsletters (Which ones?) _____
- _____ 8. Other (describe) _____

75. What would be the most effective way to reach you with information on enhancing transitions?

- _____ 1. Mail directly to me
- _____ 2. Through my school officials
- _____ 3. Workshops (local or regional)
- _____ 4. Magazines & journals for teachers
- _____ 5. Mass media (radio, TV, newspapers)
- _____ 6. The Internet
- _____ 7. Newsletters (Which ones?) _____
- _____ 8. Other (describe) _____

Thank you for your participation.

If there is other information you would like to share, please use the space below.