

## State-Wide Response Data from the Early Childhood Readiness Assessment Survey



This report was prepared in response to a South Carolina state-wide survey of public pre-school teachers in grades K4 and K5. The survey was distributed electronically to 100 teachers throughout South Carolina. The accompanying analysis of data was obtained from 32 participants who represented a response rate of 32 percent. The survey was distributed in order to obtain response data from classroom teachers whose opinion was sought in the development of an Early Childhood Readiness Assessment. This draft report was prepared on March 8, 2005.

Project Briefing

### FINDINGS

- **How long have you been teaching (in general)?**

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Years General Teaching	32	1	32	13.03	8.232
Valid N (listwise)	32				

- **How long have you been teaching preschool (K4 or K5)?**

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Years Pre-school Teaching	32	1	25	8.59	5.786
Valid N (listwise)	32				



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- **Are you certified by the state of South Carolina in Early Childhood?**

Frequencies

	Frequency	Percent	Cumulative Percent
Valid Yes	29	90.6	90.6
No	3	9.4	100.0
Total	32	100.0	

- **How do you believe school readiness is best measured?**

Frequencies

	Frequency	Percent	Cumulative Percent
Valid Teacher observation	3	9.7	9.7
Observing social interaction/play	5	16.1	25.8
Parent survey/inventory checklist	2	6.5	32.3
Previous years teacher/caregiver survey	1	3.2	35.5
Assess reading readiness	3	9.7	45.2
Measure previous exposure to literature	4	12.9	58.1
Assess child's self-discipline	2	6.5	64.5
Work sampling	3	9.7	74.2
Not with SCRA	3	9.7	83.9
Develop/measure pre-school standards	2	6.5	90.3
Assess literacy skills	2	6.5	96.8
Home visits	1	3.2	100.0
Total	31	100.0	

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- What would you consider to be one of the most important skills or behaviors a child possess to show readiness for school?

Frequencies

	Frequency	Percent	Cumulative Percent
Valid Ability to follow directions	8	7.9	7.9
Ability to work/play cooperatively	11	10.9	18.8
Ability to follow simple directions	4	4.0	22.8
Ability to listen/attend to a simple story	7	6.9	29.7
Positive self-image	3	3.0	32.7
Ability to write/recognize their name	2	2.0	34.7
Display respect for rules/others	6	5.9	40.6
Visual discrimination between colors and shapes	5	5.0	45.5
Visual discrimination between numbers and letters	10	9.9	55.4
Mastery of verbal language milestones	10	9.9	65.3
Experience of having been read to	6	5.9	71.3
Evidence of curiosity	6	5.9	77.2
Ability to use crayon, pencil, and scissors w/o assistance	3	3.0	80.2
Knowledge of numbers/letters	14	13.9	94.1
Age appropriate cognitive milestones	1	1.0	95.0
Self care skills (bathroom, hand washing)	5	5.0	100.0
Total	101	100.0	

\* The 101 responses indicate that more than one skill or behavior per participant was recorded.



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