



### NAEYC Teaching Staff Survey for Self-Assessment

This survey is part of program self-assessment for accreditation by the National Association for the Education of Young Children (NAEYC). Teaching staff perspectives are essential to the NAEYC Accreditation process. To achieve accreditation, programs must provide opportunities for teaching staff to participate in the self-assessment and program improvement process. Programs must provide all members of the teaching staff the opportunity to respond confidentially to this survey; at least 80% of all teaching staff must return the survey for the results to be considered valid. The program compiles the results and reports them to NAEYC. For more information about NAEYC Accreditation, please visit [www.rightchoiceforkids.org](http://www.rightchoiceforkids.org).

It is important to remember the definitions of teaching staff below when completing this survey. Full definitions are available on page 19 of *Getting Started* in your program's Self-Study Kit. Unless specifically stated, all teaching staff should answer all questions even if they are not responsible for the work addressed in the statement. For example, question 1 says "teachers" work with the family. If you are an Assistant Teacher or Teacher Aide, your answer should be based on whether the teacher(s) you work with meet this statement.

**Teachers:** Adults with primary responsibility for a group of children.

**Assistant Teachers or Teacher Aides:** Adults who work under the direct supervision of a teacher.

**Teaching Staff:** All members of the teaching team, including teachers and assistant teachers/aides.

**Program Staff:** May be members of the teaching staff, support staff, and/or administration

### Directions

For each statement, circle "Yes" or "No" or "DK" for "don't know." If the statement does not apply to your program, circle "NA" for "not applicable."

RELATIONSHIPS	Y	N	DK	NA
1. When children have serious, challenging behavior, the teacher(s) works with the family as a team to develop an individual plan to support the child's inclusion and success. (1.E.01)				
2. When children have serious, challenging behavior, the teacher(s) has access to professionals who help us work successfully with the child and his or her family. (1.E.01)				
CURRICULUM				
3. The curriculum is implemented in a manner that is responsive to the home values, beliefs, experiences, and language of children's families. (2.A.04)				
4. We take into account the home language of the child when working on literacy and provide children opportunities to learn in a language they are comfortable with. (2.D.01, 2.D.02)				
5. We limit the use of passive media such as television, videos, and tapes to developmentally appropriate programming. (2.H.01)				



TEACHING	Y	N	DK	NA
6. I work with other program and teaching staff as a team to implement daily teaching and learning activities. (3.A.01)				
7. For <i>teaching staff working with infants only</i> : The <i>teachers</i> talk to families of infants about how they meet their child's needs at home, and use the information in planning opportunities and materials. (3.G.06)				
ASSESSMENT				
8. Teachers assess the developmental progress of each child across all developmental areas. (4.C.02)				
9. Teachers refer to the curriculum goals when interpreting assessment data and then use the results to make decisions about curriculum content, teaching approaches, and interactions with children. (4.C.03, 4.D.01, 4.D.03, 4.D.08)				
10. Teaching staff understand the purpose, value, and uses of assessment in the program and can explain these to others. (4.B.06)				
11. Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process. (4.E.01)				
12. Teachers have the time and knowledge to talk to each family about their child's development at home and school. (4.E.03)				
13. All children receive a complete developmental screening within 3 months of entering the program. (4.C.01; Emerging Practice)				
14. Teachers regularly assess children in the following areas of development and content				
a. Social-emotional				
b. Physical				
c. Language				
d. Cognitive				
e. Literacy				
f. Math				
g. Science				
h. Technology				
i. Social studies				
j. Creative expression—music, art, dance				
k. Health and safety (4.C.02)				
15. Teachers are capable in using the following assessment tools:				
a. Checklists				
b. Anecdotal notes				
c. Individual child portfolios				
d. Other (4.B.06; 4.C.02)				
16. Teaching staff meet regularly to discuss assessment results and to decide how we need to change our teaching practices to meet children's needs. (4.D.02)				

17. Teachers use interactions with children to inform curriculum development and individualize teaching. (4.D.03)				
18. Family members are provided information about the child's development and learning in written reports at least two times a year. (4.E.02)				
19. Program staff attempt to work with the child's family on all aspects of the child's assessment plan, including explanation of all the measures used by our program and purposes of each. (4.E.04; 4.E.06)				
20. Communication with families about their child's assessments take into account their cultural values and the home language. (4.E.05)				
21. Families are provided with detailed information about the confidentiality of assessment results and the limits of such confidentiality. (4.E.07; Emerging Practice)				
<b>HEALTH</b>	<b>Y</b>	<b>N</b>	<b>DK</b>	<b>NA</b>
22. I feel comfortable that I can meet children's health needs:				
a. I am aware of at least one staff member who is always present with each group of children who has been trained in pediatric first aid and CPR. (5.A.03)				
b. I know when and how to exclude an ill child from the rest of the group. (5.A.04)				
c. If I am asked to administer medication, I know how to safely administer and store medications. If not asked to administer medication, mark NA. (5.A.11)				
23. The children have daily opportunities to play outside unless conditions pose a health risk. When it is necessary to play inside, equipment is available indoors to provide safe opportunities for large-motor activity. (5.A.06)				
24. Liquids and foods hotter than 110 degree Fahrenheit are kept out of children's reach. (5.B.07)				
25. Our program is supportive of breastfeeding moms, and we try and accommodate their needs by storing and handling milk properly <b>and</b> providing comfortable space for breastfeeding. (5.B.09)				
26. <i>For teaching staff working with infants only:</i> We are instructed on and follow specific feeding procedures and strict guidelines to ensure freshness. (5.B.10)				
<b>TEACHERS</b>				
27. My orientation included information on				
a. the program philosophy, values, and goals;				
b. expectations for ethical conduct;				
c. health, safety, and emergency procedures;				
d. accepted guidance and classroom management techniques; daily activities and routines of the program;				
e. program curriculum;				
f. child abuse and neglect reporting procedures;				
g. program policies and procedures;				
h. NAEYC Early Childhood Program Standards;				
i. regulatory requirements. (6.A.03)				
28. I have a plan in place to inform my continuous professional development. (6.B.01)				
29. I work to improve the conditions of children and families within our program as well as in our community and beyond. (6.B.02; Emerging Practice)				



FAMILIES	Y	N	DK	NA
30. I have participated in events in the community outside of my teaching responsibilities that help me understand the family lives of the children I work with. (7.A.04; Emerging Practice)				
31. Program staff know about community resources and help families get the services they need, including transitions for their child to other programs, schools, etc. (7.C.07)				
32. <b>Before</b> information is shared with other agencies, we obtain written consent from the families. (Mark NA if you are not in a position to share information with other agencies.) (7.C.08)				
33. Teaching staff informally share information with parents about their child <b>at least once a week</b> . (7.B.06)				
34. <i>For teaching staff of infants and toddlers only:</i> we informally share information with parents on a <b>daily</b> basis. (7.B.05)				
35. If problems arise in our interactions with families, staff are encouraged to use a variety of techniques to work through conflicts and ensure resolution in a language that the family understands and can communicate in. (7.C.04)				
<b>COMMUNITY RELATIONSHIPS</b>				
36. Program staff are encouraged and given the opportunity to participate in community or statewide interagency councils or service integration efforts. (8.C.05)				
<b>LEADERSHIP AND MANAGEMENT</b>				
37. The program administrator provides leadership to program staff to implement the program mission. (10.A.05)				
38. The program administrator responds proactively to changing conditions to enhance program quality. (10.A.06)				
39. The program administrator systematically supports an organizational climate that fosters trust, collaboration, and inclusion. (10.A.07)				
40. Our program minimizes the number of group, teaching staff, and classroom transitions experienced by a child during the day and program year. (10.B.13)				
41. When transitions do occur, they are well planned for. (10.B.13, 10.B.14)				
42. I am familiar with the written health and safety policies of my program. I can easily locate these if I need to review any of them. (10.D.01)				
43. If I work directly with children for more than 4 hours, I am provided a break of at least 15 minutes in each 4 hour period. (10.E.07)				
44. The program has written policies that detail the personnel policies, including the benefits package and job descriptions. (10.E.01, 10.E.06)				
45. I receive an evaluation from my supervisor annually. (10.E.09)				
46. Program staff are involved in a comprehensive program evaluation that measures progress toward the program's goals and objective. (10.E.11, 10.E.12, 10.F.01)				
47. When the annual evaluation is completed, program staff are given a report of the findings. (10.F.02)				
48. The program has a professional development plan to improve staff credentials and competencies. (10.E.11)				
49. Trainings that are relevant to the needs of staff are offered through the professional development plan. (10.E.12)				
50. I have opportunities to contribute to feedback and decision making related to program improvement. (10.A.07, 10.F.01, 10.F.04)				