

ODE SIRI Evaluation Data Brief

Instructional Practices Survey (PreK/K Instructors)

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**SIRI PreK/K Instructional Practices Survey
2006-2007 Instructors**

Data Brief

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SIRI PreK/K Instructional Practices Survey 2006-2007 Instructors

Data Brief

The SIRI PreK/K Instructional Practices Survey was administered in June of 2007. Out of 48 instructors receiving email invitations to complete the online survey, 24 responded (50% response rate) representing at least 71 of 182 modules presented during 2005-2007¹.

Respondent Demographics

The majority (79.2%) of respondents reported that they had been working in the field of early childhood for more than 10 years (see Table 1). Few respondents reported prior experience teaching a SIRI institute (see Table 2).

Table 1. Years of Experience in Early Childhood

Years of Experience	f	%
Early career (0-5 years)	2	8.3
Mid-career (6-10 years)	3	12.5
Late career (11 or more years)	19	79.2

N=24

Table 2. Previous SIRI Teaching Experience

SIRI Institute	f	%
First time teaching any SIRI institute	19	79.2
Have taught SIRI-R (Focus on the First R)	2	8.3
Have taught SIRI-D (Diagnostics and Lesson Design)	0	0.0
Have taught SIRI-A (Adolescent Literacy)	1	4.2
No response	2	8.3

N=24

¹ The survey was tailored so that respondents completed questions for each module they taught. However, they were not asked how many times they had taught each module. Thus, while it is valid to assume that each module for which respondents provided ratings represents one instance, it is possible that completed responses might represent more than one module completed by that instructor.

Most respondents (83.3%) reported having completed at least one master's degree (see Table 3). The majority (70.8%) reported early childhood or elementary education as their undergraduate majors with 37.5% identifying early childhood as the major field of study for their graduate degree (see Tables 4 and 5).

Table 3. Highest Degree Held

Degree	f	%
BA or BS	0	0.0
Multiple BA or BS	0	0.0
MA or MS	15	62.5
Multiple MA or MS	5	20.8
Ph.D. or Ed.D.	3	12.5
N=24		

Table 4. Major Field of Study for Bachelor's Degree

Degree	f	%
Early Childhood Education	6	25.0
Elementary Education	11	45.8
Special Education	2	8.3
Other Education Discipline	0	0.0
Discipline other than Education	3	12.5
N=24		

Table 5. Major Field of Study for Highest Degree Earned

Field of study	f	%
Early Childhood Education	9	37.5
Elementary Education	4	16.7
Special Education	3	12.5
Developmental Psychology	1	4.2
Other Education Discipline	1	4.2
Discipline other than Education	3	12.5
N=24		

Most respondents (66.7%) described their professional role as instructor or faculty member in either a two- or four-year institute of higher education (see Table 6). The remaining 33.3% of respondents described their professional role as college-based field supervisor, Literacy Specialist, or Early Language and Literacy Specialist (ELLS). All but 16.7% of respondents reported holding licensure or certification in one or more field, the most common fields being early childhood (62.5%) and elementary education (41.7%) (see Tables 7 and 8).

Table 6. Current Professional Role

Professional role	f	%
Instructor/faculty 4-year college or university	9	37.5
Instructor/faculty 2-year college or university	7	29.2
Administrator college or university	0	0.0
Early childhood teacher/caregiver	0	0.0
Early childhood supervisor/administrator	0	0.0
Other (Early childhood field supervisor, ELLS, Literacy Specialist)	8	33.3

N=24

Table 7. Licenses and Certifications

Field of licensure/certification	f	%
ECE	15	62.5
Middle Childhood	6	25.0
Elementary	10	41.7
Multi-age	2	8.3
Intervention	3	12.5
Special Education	6	25.0
None	4	16.7

N=24; percentages by total more than 100% as respondents may hold more than one license or certification

Table 8. Current Professional Role by Licenses and Certifications

Field of licensure/certification	Instructor/ Faculty 4-year college or university	Instructor/ Faculty 2-year college	Administrator, college or university	Other
	%	%	%	%
ECE	77.8	85.7	0.0	33.3
Middle Childhood	33.3	28.6	0.0	16.7
Elementary	44.4	57.1	0.0	33.3
Multi-age	11.1	0.0	0.0	33.3
Intervention	33.3	0.0	0.0	0.0
Special Education	44.4	0.0	0.0	33.3
None	22.2	0.0	0.0	16.7
Adolescent LA	0.0	0.0	0.0	0.0
Adolescent non-LA	0.0	0.0	0.0	0.0

N=24; percentages by total more than 100% as respondents may hold more than one license or certification

All but a few respondents reported that they were comfortable using audio-visual technology (see Table 9). Interestingly, although 91.6% of respondents reported that they taught adult learners on a regular basis, 87.5% also reported an interest in additional training in methods of group facilitation for adult learners.

Table 9. Experience with Adult Learners and Instructional Technology

Item	Strongly Disagree	Disagree	Agree	Strongly Agree
	%	%	%	%
I teach adult learners on a regular basis.	0.0	0.0	8.3	83.3
I would like additional training in group facilitation for adult learners.	0.0	4.2	37.5	50.0
I am very comfortable developing and using audio-visual aids such as overheads for SIRI instruction.	0.0	0.0	16.7	75.0
I am very comfortable using audio-visual technology such as overhead projectors and document cameras.	0.0	4.2	20.8	66.7

N=24

SIRI PreK/K Instructional Preparation and Planning

All respondents reported that they attended module-specific training (see Table 10). Most attended the training in person or via live webcast. Respondents also reported viewing the archived webcasts, often in conjunction with one of the live options. In fact, for Module 7, the majority of respondents reported using the archived webcast as their primary training source.

Table 10. Participation in SIRI PreK/K Training

Training option	Percent of respondents by PreK/K module taught						
	Module 1 (n=13)	Module 2 (n=12)	Module 3 (n=8)	Module 4 (n=8)	Module 5 (n=8)	Module 6 (n=10)	Module 7 (N=12)
Attended in person	76.9	33.3	50.0	50.0	25.0	20.0	8.3
Attended the live webcast	30.8	75.0	50.0	50.0	62.5	50.0	16.7
Viewed/reviewed the archived webcast	23.1	25.0	25.0	37.5	25.0	40.0	75.0
Present in person during the audioconference	15.4	16.7	25.0	37.5	12.5	20.0	0.0
Participated in the audioconference by phone	23.1	25.0	12.5	25.0	0.0	20.0	16.7
Read the audioconference notes	0.0	8.3	25.0	37.5	25.0	20.0	41.7
Other	7.7	0.0	0.0	0.0	0.0	0.0	8.3

Note: percentages by module total more than 100% due to multiple responses

All instructors reported a high degree of confidence in their background and readiness to teach their SIRI PreK/K modules (see Table 11). While engaging in planning and preparation to teach SIRI PreK/K, instructors utilized a variety of resources (see Table 12) as follows:

- For all modules, consultation with ECQNet staff and planning on one's own were the two most frequently used strategies.
- For Modules 1-4, respondents also used other SIRI PreK/K instructors as well as module content developers as planning resources.
- For Module 6, respondents primarily planned on their own with some also working in consultation with ECQNet staff.

Table 11. Perceptions of Background and Readiness to be a SIRI Instructor

Item	Percentage of respondents by PreK/K module taught						
	Module 1 (n=13)	Module 2 (n=12)	Module 3 (n=8)	Module 4 (n=8)	Module 5 (n=8)	Module 6 (n=10)	Module 7 (N=12)
I feel confident that I have the content knowledge needed to teach this SIRI institute	100.0	100.0	100.0	100.0	100.0	100.0	100.0
I understand the instructional goals for each session of this institute.	100.0	100.0	100.0	100.0	100.0	100.0	100.0
I was prepared to address issues and answer questions on SIRI content that arose during this SIRI Institute.	100.0	100.0	100.0	100.0	100.0	90.0	91.7
I was prepared to address issues and answer questions concerning SIRI policies and procedures (e.g., attendance policy).	100.0	100.0	100.0	87.5	87.5	90.0	91.7
I found it necessary to develop my own set of resources to share with SIRI participants.	76.9	75.0	75.0	75.0	75.0	90.0	83.3
I found it necessary to develop my own instructional aids and materials for use with SIRI participants.	76.9	91.7	75.0	75.0	75.0	90.0	83.3
I feel confident that I have the content knowledge needed to teach this SIRI institute	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: percentages by module total more than 100% due to multiple responses

Table 12. Planning Resources Utilized by SIRI PreK/K Instructors

Item	Percent of respondents by PreK/K module taught						
	Module 1 (n=13)	Module 2 (n=12)	Module 3 (n=8)	Module 4 (n=8)	Module 5 (n=8)	Module 6 (n=10)	Module 7 (N=12)
Consultation with the content developer	23.1	16.7	25.0	12.5	0.0	0.0	8.3
Consultation with the SIRI PreK/K staff at ECQNet	61.5	41.7	62.5	50.0	50.0	30.0	25.0
Collaboration with other SIRI PreK/K instructors – same module	46.2	25.0	25.0	37.5	12.5	0.0	16.7
Collaboration with other SIRI PreK/K instructors – different module	23.1	16.7	12.5	25.0	12.5	0.0	8.3
On my own	69.2	83.3	50.0	37.5	62.5	60.0	66.7

Note: total percentages by module total more than 100% due to multiple responses

For each module taught, respondents were asked to rate their expectations for participant background knowledge and experience in key content elements specific to that module. Respondents were then asked to rate the background knowledge and experience that participants actually demonstrated during sessions (see Tables 13-26).

A comparison of ratings for each module revealed that, in general, instructors expected greater knowledge and experience than participants actually demonstrated in the following:

- the early literacy core curriculum
- early learning content standards
- the four themes for early learning
- the Assess-Plan-Teach cycle

However, by Module 7, ratings for participants in both the standards and the Assess-Plan-Teach cycle reflected a higher degree of actual knowledge and experience than was expected.

It should also be noted that, in general, most participants demonstrated basic knowledge with some to no experience in the content elements. It should also be noted that many participants in Modules 2, 3, 4, and 6 were rated as demonstrating no familiarity with almost all key elements listed (a low of 10% to a high of 41.7%, with 12.5-25% for most elements).

Table 13. Instructor Expectations for SIRI PreK/K Participant Knowledge and Experience in Module 1 Content Elements

PreK/K Module 1 content element	Percentage of respondents			
	High degree of knowledge/experience	Basic knowledge, some experience	Basic knowledge, no experience	No familiarity at all
Four themes for early language and literature	7.7	53.8	23.1	15.4
Learning domains of the preschool core curriculum	15.4	23.1	30.8	30.8
Early literacy core curriculum	7.7	30.8	23.1	38.5
Early learning content standards for ELA	23.1	30.8	46.2	0.0
Children's language and literacy development	7.7	76.9	15.4	0.0
Planning effectively early literacy environments	23.1	38.5	38.5	0.0
Teaching early literacy concepts and skills	15.4	46.2	38.5	0.0
Assessing children's early literacy progress	15.4	23.1	38.5	23.1

N=13

Table 14. Instructor Ratings of Actual SIRI PreK/K Participant Knowledge and Experience in Module 1 Content Elements

PreK/K Module 1 content element	Percentage of respondents			
	High degree of knowledge/experience	Basic knowledge, some experience	Basic knowledge, no experience	No familiarity at all
Four themes for early language and literature	0.0	46.2	38.5	15.4
Learning domains of the preschool core curriculum	7.7	23.1	30.8	38.5
Early literacy core curriculum	7.7	23.1	38.5	30.8
Early learning content standards for ELA	7.7	53.8	38.5	0.0
Children's language and literacy development	15.4	61.5	23.1	0.0
Planning effectively early literacy environments	15.4	53.8	30.8	0.0
Teaching early literacy concepts and skills	7.7	53.8	30.8	0.0
Assessing children's early literacy progress	0.0	38.5	46.2	15.4

N=13

Table 15. Instructor Expectations for SIRI PreK/K Participant Knowledge and Experience in Module 2 Content Elements

PreK/K Module 2 content element	Percentage of respondents			
	High degree of knowledge/experience	Basic knowledge, some experience	Basic knowledge, no experience	No familiarity at all
Assess-Plan-Teach Model	8.3	16.7	41.7	33.3
Spectrum of behaviors for observation	8.3	25.0	50.0	16.7
Documentation methods	8.3	33.3	50.0	8.3
Analysis of patterns and relationships	8.3	8.3	50.0	33.3
Interpretation and reflection	8.3	16.7	50.0	25.0
Translating the observation into instruction	8.3	25.0	33.3	33.3
Using oral language as a focus for literacy assessment	8.3	50.0	33.3	8.3
Four main aspects of oral literacy	8.3	25.0	50.0	16.7
Using reading and writing as a focus of assessment	8.3	41.7	41.7	8.3

N=12

Table 16. Instructor Ratings of Actual SIRI PreK/K Participant Knowledge and Experience in Module 2 Content Elements

PreK/K Module 2 content element	Percentage of respondents			
	High degree of knowledge/experience	Basic knowledge, some experience	Basic knowledge, no experience	No familiarity at all
Assess-Plan-Teach Model	0.0	16.7	41.7	41.7
Spectrum of behaviors for observation	8.3	25.0	58.3	8.3
Documentation methods	8.3	33.3	41.7	16.7
Analysis of patterns and relationships	8.3	33.3	25.0	33.3
Interpretation and reflection	8.3	41.7	25.0	25.0
Translating the observation into instruction	0.0	25.0	33.3	41.7
Using oral language as a focus for literacy assessment	8.3	33.3	33.3	25.0
Four main aspects of oral literacy	0.0	33.3	33.3	33.3
Using reading and writing as a focus of assessment	8.3	25.0	50.0	16.7

N=12

Table 17. Instructor Expectations for SIRI PreK/K Participant Knowledge and Experience in Module 3 Content Elements

PreK/K Module 3 content element	Percentage of respondents			
	High degree of knowledge/experience	Basic knowledge, some experience	Basic knowledge, no experience	No familiarity at all
Balanced early literacy instruction	0.0	62.5	25.0	12.5
SBRR	0.0	25.0	37.5	37.5
Emergent literacy	12.5	50.0	25.0	12.5
Literacy-rich environment	0.0	62.5	25.0	12.5
Using dramatic play	37.5	25.0	25.0	12.5
Embedding language arts into a daily schedule	0.0	50.0	25.0	25.0
Home-school communication strategies	12.5	62.5	12.5	12.5
Formal and informal assessment strategies	0.0	25.0	37.5	25.0

N=8

Table 18. Instructor Ratings of Actual SIRI PreK/K Participant Knowledge and Experience in Module 3 Content Elements

PreK/K Module 3 content element	Percentage of respondents			
	High degree of knowledge/experience	Basic knowledge, some experience	Basic knowledge, no experience	No familiarity at all
Balanced early literacy instruction	0.0	62.5	12.5	25.0
SBRR	0.0	37.5	25.0	37.5
Emergent literacy	25.0	50.0	12.5	12.5
Literacy-rich environment	25.0	50.0	12.5	12.5
Using dramatic play	37.5	37.5	0.0	25.0
Embedding language arts into a daily schedule	12.5	62.5	0.0	25.0
Home-school communication strategies	25.0	50.0	12.5	0.0
Formal and informal assessment strategies	0.0	62.5	25.0	12.5

N=8

Table 19. Instructor Expectations for SIRI PreK/K Participant Knowledge and Experience in Module 4 Content Elements

PreK/K Module 4 content element	Percentage of respondents			
	High degree of knowledge/experience	Basic knowledge, some experience	Basic knowledge, no experience	No familiarity at all
Early learning content standards	25.0	62.5	12.5	0.0
SBRR	25.0	12.5	50.0	12.5
Oral language development	25.0	25.0	50.0	0.0
Embedding oral language skills	25.0	25.0	50.0	0.0
Assess-Plan-Teach Instructional Cycle	25.0	62.5	12.5	0.0
Supporting oral language in ELL	12.5	25.0	50.0	12.5
Home-school communication strategies	25.0	50.0	25.0	0.0
Formal and informal assessment strategies	25.0	25.0	50.0	0.0

N=8

Table 20. Instructor Ratings of Actual SIRI PreK/K Participant Knowledge and Experience in Module 4 Content Elements

PreK/K Module 4 content element	Percentage of respondents			
	High degree of knowledge/experience	Basic knowledge, some experience	Basic knowledge, no experience	No familiarity at all
Early learning content standards	12.5	50.0	25.0	12.5
SBRR	0.0	25.0	50.0	25.0
Oral language development	0.0	37.5	37.5	12.5
Embedding oral language skills	25.0	12.5	50.0	12.5
Assess-Plan-Teach Instructional Cycle	0.0	37.5	37.5	25.0
Supporting oral language in ELL	12.5	25.0	50.0	12.5
Home-school communication strategies	12.5	25.0	37.5	12.5
Formal and informal assessment strategies	0.0	50.0	50.0	0.0

N=8

Table 21. Instructor Expectations for SIRI PreK/K Participant Knowledge and Experience in Module 5 Content Elements

PreK/K Module 5 content element	Percentage of respondents			
	High degree of knowledge/experience	Basic knowledge, some experience	Basic knowledge, no experience	No familiarity at all
Balanced early literacy instruction	25.0	75.0	0.0	0.0
SBRR	12.5	37.5	50.0	0.0
Assess-Plan-Teach Instructional Cycle	12.5	37.5	50.0	0.0
Alphabet knowledge	37.5	62.5	0.0	0.0
The concepts of print	37.5	50.0	12.5	0.0
Phonemic awareness	25.0	37.5	25.0	12.5
Creating a print-rich classroom environment	37.5	37.5	12.5	12.5
Instructional strategies to support concepts of print	12.5	50.0	25.0	12.5

N=8

Table 22. Instructor Ratings of Actual SIRI PreK/K Participant Knowledge and Experience in Module 5 Content Elements

PreK/K Module 5 content element	Percentage of respondents			
	High degree of knowledge/experience	Basic knowledge, some experience	Basic knowledge, no experience	No familiarity at all
Balanced early literacy instruction	25.0	75.0	0.0	0.0
SBRR	12.5	37.5	50.0	0.0
Assess-Plan-Teach Instructional Cycle	12.5	50.0	37.5	0.0
Alphabet knowledge	50.0	37.5	12.5	0.0
The concepts of print	50.0	37.5	12.5	0.0
Phonemic awareness	50.0	12.5	25.0	12.5
Creating a print-rich classroom environment	37.5	37.5	12.5	12.5
Instructional strategies to support concepts of print	25.0	37.5	25.0	12.5

N=8

Table 23. Instructor Expectations for SIRI PreK/K Participant Knowledge and Experience in Module 6 Content Elements

PreK/K Module 6 content element	Percentage of respondents			
	High degree of knowledge/experience	Basic knowledge, some experience	Basic knowledge, no experience	No familiarity at all
Early learning content standards	20.0	50.0	20.0	10.0
SBRR	20.0	20.0	40.0	20.0
Assess-Plan-Teach Instructional Cycle	20.0	30.0	40.0	10.0
Acquisition of writing skills	20.0	30.0	30.0	20.0
Environmental print	20.0	80.0	0.0	0.0
Instructional strategies to support children's writing	20.0	70.0	0.0	10.0
Relationship of writing to early literacy skills	20.0	60.0	10.0	10.0
Formal and informal assessment of writing skills	20.0	50.0	20.0	10.0

N=10

Table 24. Instructor Ratings of Actual SIRI PreK/K Participant Knowledge and Experience in Module 6 Content Elements

PreK/K Module 6 content element	Percentage of respondents			
	High degree of knowledge/experience	Basic knowledge, some experience	Basic knowledge, no experience	No familiarity at all
Early learning content standards	20.0	50.0	30.0	0.0
SBRR	0.0	30.0	40.0	30.0
Assess-Plan-Teach Instructional Cycle	0.0	70.0	20.0	10.0
Acquisition of writing skills	0.0	50.0	30.0	20.0
Environmental print	20.0	60.0	20.0	0.0
Instructional strategies to support children's writing	20.0	40.0	10.0	30.0
Relationship of writing to early literacy skills	10.0	50.0	0.0	40.0
Formal and informal assessment of writing skills	10.0	50.0	10.0	30.0

N=10

Table 25. Instructor Expectations for SIRI PreK/K Participant Knowledge and Experience in Module 7 Content Elements

PreK/K Module 7 content element	Percentage of respondents			
	High degree of knowledge/experience	Basic knowledge, some experience	Basic knowledge, no experience	No familiarity at all
Early learning content standards	25.0	66.7	8.3	0.0
SBRR	16.7	41.7	25.0	16.7
Assess-Plan-Teach Instructional Cycle	16.7	25.0	50.0	8.3
Concepts of print	16.7	66.7	16.7	0.0
Emergent literacy	16.7	66.7	16.7	0.0
Instructional strategies to support reading comprehension	16.7	50.0	33.3	0.0
Family involvement in supporting literacy development	33.3	50.0	16.7	0.0
Using children's literature to support early literacy	41.7	50.0	8.3	0.0

N=12

Table 26. Instructor Ratings of Actual SIRI PreK/K Participant Knowledge and Experience in Module 7 Content Elements

PreK/K Module 7 content element	Percentage of respondents			
	High degree of knowledge/experience	Basic knowledge, some experience	Basic knowledge, no experience	No familiarity at all
Early learning content standards	41.7	33.3	25.0	0.0
SBRR	25.0	25.0	16.7	33.3
Assess-Plan-Teach Instructional Cycle	16.7	25.0	58.3	0.0
Concepts of print	41.7	33.3	16.7	8.3
Emergent literacy	50.0	16.7	33.3	0.0
Instructional strategies to support reading comprehension	50.0	41.7	0.0	8.3
Family involvement in supporting literacy development	41.7	41.7	16.7	0.0
Using children's literature to support early literacy	41.7	41.7	16.7	0.0

N=12

Use of Instructional Strategies

A large majority of respondents reported extensive use of small group processing of concepts taught during sessions (87.5%), daily exit assessments (79.2%), and hands-on lesson planning activities that incorporated concepts or skills taught during sessions (70.8%). All respondents reported that they explicitly encouraged participants to ask questions at any time during sessions with 91.7% also indicated that they also scheduled time for questions at strategic times during each session (see Table 27).

Table 27. SIRI-PreK/K Instructors' Use of Instructional Strategies

Instructional Strategy	Percentage of respondents				No response
	Extensively	Somewhat	Very Little	Not at all	
SIRI Pre-Participation Assessment to guide planning and instruction	37.5	58.3	4.2	0.0	0.0
Other pre-lesson assessments to guide instruction	16.7	62.5	16.7	4.2	0.0
Daily exit assessments of participants to identify concepts or questions needing clarification	79.2	20.8	0.0	0.0	0.0
Small group processing of concepts taught during SIRI sessions	87.5	12.5	0.0	0.0	0.0
SIRI Post-Participation Assessment to reflect on instructional practice	50.0	45.8	4.2	0.0	0.0
Opportunities for sustained reading of SIRI texts and/or other materials during SIRI sessions	16.7	62.5	20.8	0.0	0.0
Supplementary video or audio presentations to reinforce concepts taught during SIRI sessions	16.7	25.0	33.3	25.0	0.0
Hands-on lesson planning based on concepts or skills taught during SIRI sessions	70.8	29.2	0.0	0.0	0.0
Explicit discussion encouraging participants to ask questions at any time	100.0	0.0	0.0	0.0	0.0
Time for questions scheduled at strategic times during each session	91.7	4.2	4.2	0.0	0.0
Time for breaks throughout each session	33.3	29.2	29.2	8.3	0.0

N=24

A large majority also reported extensive use of the following strategies central to the overall SIRI professional development model (see Table 28):

- specific strategies for literacy instruction (100%)
- linkages between SIRI concepts and early learning content standards (91.7%)
- individual differences and their impact on literacy learning (87.5%)
- using Assess-Plan-Teach to assess learner understanding (83.3%)
- evidence-based instruction (79.2%)
- methods for individualizing instruction based on student needs and abilities (79.2%)

Table 28. SIRI-PreK/K Instructors' Use of SIRI Strategies

SIRI Strategy	Percentage of respondents				No response
	Extensively	Somewhat	Very Little	Not at all	
Using the Assess-Plan-Teach cycle to assess learner understanding	83.3	16.7	0.0	0.0	0.0
Linkages between concepts taught during SIRI sessions and early learning content standards in English Language Arts	91.7	8.3	0.0	0.0	0.0
Specific methods for individualizing classroom instruction based on identified student needs or abilities	79.2	20.8	0.0	0.0	0.0
How to be a critical reader of research literature	20.8	37.5	41.7	0.0	0.0
Using research literature to inform instruction	29.2	66.7	4.2	0.0	0.0
Theories of literacy learning and instruction	41.7	41.7	12.5	0.0	4.2
Specific strategies for literacy instruction	100.0	0.0	0.0	0.0	0.0
Evidence-based instruction	79.2	20.8	0.0	0.0	0.0
Students' individual differences and their impact on achievement in literacy learning	87.5	12.5	0.0	0.0	0.0

N=24

Almost all respondents reported posting agendas and learning objectives during sessions (see Table 29). A little more than one-third of respondents (37.5%) reported that they did not develop ground rules or norms for participants.

Table 29. SIRI-PreK/K Instructors' Use of Strategies to Facilitate Adult Learning

Strategy	Percentage of respondents			
	Yes, In all Sessions	Yes, In some Sessions	No	No response
Posted agenda	66.7	29.2	4.2	0.0
Posted learning objectives	87.5	8.3	0.0	4.2
Ground rules/norms for participants	37.5	20.8	37.5	4.2
Discussion with participants about how the content covered related to the learning objectives	95.8	0.0	0.0	4.2
Assessments to differentiate learning for participants	58.3	41.7	0.0	0.0

N=24

Overall, almost all respondents expressed the belief that participants were actively engaged during SIRI PreK/K learning activities, were interested and engaged in what SIRI PreK/K had to offer, and will use what they learned during SIRI PreK/K (see Table 30). Most respondents (70-88%) also expressed the belief that participants in SIRI PreK/K modules understood why they were working toward the learning goals articulated for each module.

Table 30. SIRI PreK/K Instructors' Perceptions of Participants

Item	Percent of respondents by PreK/K module taught						
	Module 1 (n=13)	Module 2 (n=12)	Module 3 (n=8)	Module 4 (n=8)	Module 5 (n=8)	Module 6 (n=10)	Module 7 (N=12)
On average, participants were actively engaged during whole-group activities.	100.0	83.3	100.0	100.0	100.0	100.0	91.7
Participants were actively engaged in small group activities.	100.0	100.0	100.0	100.0	100.0	100.0	100.0
It was difficult to engage participants.	7.7	8.3	0.0	0.0	25.0	0.0	16.7
The information presented in each session was well received.	92.3	100.0	100.0	100.0	100.0	100.0	100.0
Participants are interested in what SIRI PreK/K has to offer.	92.3	100.0	100.0	100.0	100.0	90.0	91.7
Participants can describe the learning goals for this institute.	84.6	91.7	87.5	87.5	100.0	80.0	83.3
Participants understood why they were working toward these goals.	75.9	83.3	75.0	75.0	87.5	70.0	83.3
Participants will use what they learned during this module.	100.0	91.7	100.0	100.0	87.5	100.0	100.0