



**TEACHER SELF-REPORT SURVEY
FOR
HEAD START CARES STUDY**

To be completed by the Lead Teacher Only



Thank you for your participation in the Head Start CARES (Classroom-based Approaches and Resources for Emotion and Social skill promotion) research study. As part of this study, we would like you to answer some questions about yourself and your experiences as a Head Start teacher. This information is crucial in helping us understand the future impacts of Head Start CARES on children. Your participation is completely voluntary and you may, without penalty, skip any questions you do not wish to answer. However, please know that the answers to these questions will be kept **completely private** and will be used for research purposes only. Your performance as a teacher is not being evaluated, and your responses will not be shared with your supervisor, other staff at your school, or parents. The overall results of this study may be published in reports, but you will never be identified individually. To make sure we keep your information as private as possible, all paper data will be stored in locked research facilities, and electronic files will be password-protected.

You will receive \$15 after filling out this survey to reimburse you for your time and effort.

General Instructions:

1. Complete the survey:
 - o Please use pencil so that you can fix mistakes easily.
 - o Bubbles do not have to be shaded in.
 - o Xs or √s are fine.
 - o You may skip any questions you do not wish to answer.
2. After you finish, please put it inside the provided envelope and seal it before you give it to the observer.

Section A

In this section, we would like to learn more about you and your professional background.

Date: ___ ___ / ___ ___ / 2009

Head Start Center Name: _____

Teacher Name: _____
First Last

A1. What is your age? |__| |__| YEARS

A2. What is your gender? Female ₁ Male ₂

A3. What is your birth date? |__| |__| / |__| |__| / |__| |__|
Month Day Year
Don't know ₁₆
Refuse to answer ₁₇

A4. Are you of Spanish, Hispanic, or Latino origin?
Yes ₁
No ₀ → GO TO A6
Don't know ₁₆
Refuse to answer ₁₇

A5. Which one of these best describes you? You may name more than one if you like.
Mexican, Mexican American,
Chicano ₁
Puerto Rican ₂
Cuban ₃
Another Spanish/
Hispanic/Latino group ₄
Don't know ₁₆
Refuse to answer ₁₇

A6. What is your race? You may name more than one if you like.

- White ₁
- Black or African American ₂
- American Indian or Alaska Native ₃
- Asian ₄
- Native Hawaiian or Pacific Islander ₅
- Don't know ₁₆
- Refuse to answer ₁₇

A7. In what country were you born?

- USA ₁ → GO TO A9
- Another country ₂ → Specify: _____
- Don't know ₁₆
- Refuse to answer ₁₇

A8. How many years have you lived in the United States? |__|__| Number of years

- Don't know ₁₆
- Refuse to answer ₁₇

A9. What language(s) do you speak (include English)?

A10. In total, how many years have you been teaching (including all grades and preschool)?

- |__|__| Number of years
- Don't know ₁₆
 - Refuse to answer ₁₇

A11. How many of those years have you been teaching Head Start (as either lead or assistant teacher)?

|__|__| Number of years

Don't know O₁₆

Refuse to answer O₁₇

A12. How many years have you been teaching in this particular Head Start center?

|__|__| Number of years

Don't know O₁₆

Refuse to answer O₁₇

A13. What is the highest grade or year of school that you completed?

Up to 8th Grade O₁

9th to 11th Grade O₂

12th Grade but no Diploma O₃

High School Diploma/Equivalent O₄

Voc/Tech Program after High School
But No Voc/Tech Diploma O₅

Voc/Tech Diploma after High School O₆

Some College but no Degree O₇

Associate's Degree O₈

Bachelor's Degree O₉

Graduate or Professional School
but no Degree O₁₀

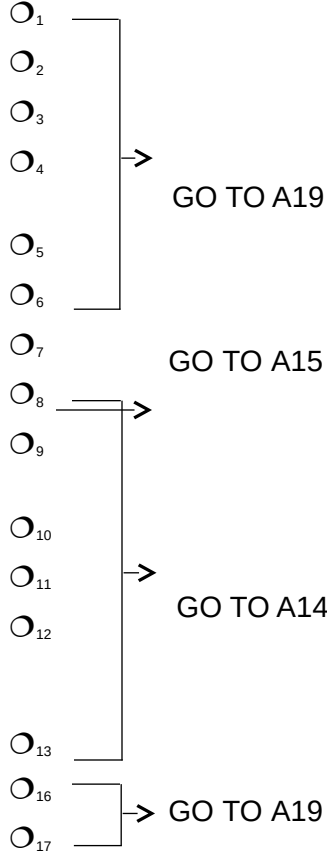
Master's Degree (MA, MS, MEd) O₁₁

Doctorate Degree (Ph.D., Ed.D) O₁₂

Professional Degree After Bachelor's
Degree (Medicine/MD; Dentistry/DDS;
Law/JD/LLB etc.) O₁₃

Don't know O₁₆

Refuse to answer O₁₇



A14. In what field/s did you obtain your highest degree? You may name two.

- Child Development or Developmental Psychology ₁
- Early Childhood Education ₂
- Elementary Education ₃
- Special Education ₄
- Other Field ₅ → Specify: _____
- Don't know ₁₆
- Refuse to answer ₁₇

A15. Did your schooling include 6 or more college courses in early childhood education or child development?

- Yes ₁ → IF YES GO TO A17
- No ₀
- Don't know ₁₆
- Refuse to answer ₁₇

A16. Have you completed 6 or more college courses in early childhood education or child development since you finished your degree?

- Yes ₁
- No ₀
- Don't know ₁₆
- Refuse to answer ₁₇

A17. What is the name of the college or university you attended or where you completed your highest degree?

Name of college or university

Don't know ₁₆

Refuse to answer ₁₇

A18. In what city and state is the (college/university) located?

City: _____

State: _____

Don't know ₁₆

Refuse to answer ₁₇

A19. Do you have a Child Development Associate (CDA) credential?

- Yes ₁
- No ₀
- Don't know ₁₆
- Refuse to answer ₁₇

A20. Do you have a state-awarded preschool certificate?

- Yes ₁
- No ₀
- Don't know ₁₆
- Refuse to answer ₁₇

A21. Do you have a teaching certificate or license?

- Yes ₁
- No ₀
- Don't know ₁₆
- Refuse to answer ₁₇

A22. Including post-secondary school degrees, graduate degrees etc., are you currently enrolled in any additional teacher-related training or education?

- Yes ₁
- No ₀ —————> GO TO A24
- Don't know ₁₆
- Refuse to answer ₁₇

A23. What kind of training or education program are you enrolled in? Please pick one.

- Child Development Associate (CDA) Degree Program ₁
- Teaching Certificate ₂
- Special Education Teaching Degree ₃
- Graduate Degree (Master's or Ph.D./ Ed.D.) ₄
- Other ₅ —————> Specify: _____
- Don't know ₁₆
- Refuse to answer ₁₇

The following questions help us to understand your financial and family situation. All of your answers will be kept private.

A24. What is your total annual salary (before taxes) as a teacher for the current school year?

\$ |__|__|__|,|__|__|__| per year

Don't know ₁₆

Refuse to answer ₁₇

A25. How many hours per week does this salary cover (not including overtime)?

|__|__| hours per week

Don't know ₁₆

Refuse to answer ₁₇

A26. Are you the primary income earner of your household?

Yes ₁

No ₀

Don't know ₁₆

Refuse to answer ₁₇

A27. What is your marital status? (*Choose only one*)

Single ₁

Married ₂

Remarried ₃

Living with partner
(not married) ₄

Divorced ₅

Separated ₆

Widowed ₇

Don't know ₁₆

Refuse to answer ₁₇

A28. Do you have any children?

Yes ₁

No ₀ → IF NO GO TO A30

Don't know ₁₆

Refuse to answer ₁₇

A29. If so, what are the ages of your children? (*check all that apply*)

<u>Ages</u>	<u>Do they currently live with you?</u>
<input type="checkbox"/> ₁ 0-2 years	<input type="radio"/> ₁ Yes <input type="radio"/> ₀ No
<input type="checkbox"/> ₂ 3-5 years	<input type="radio"/> ₁ Yes <input type="radio"/> ₀ No
<input type="checkbox"/> ₃ 6-10 years	<input type="radio"/> ₁ Yes <input type="radio"/> ₀ No
<input type="checkbox"/> ₄ 11-18 years	<input type="radio"/> ₁ Yes <input type="radio"/> ₀ No
<input type="checkbox"/> ₅ 19+	<input type="radio"/> ₁ Yes <input type="radio"/> ₀ No
Don't know	<input type="radio"/> ₁₆
Refuse to answer	<input type="radio"/> ₁₇

A30. Do you have any children living in your household who attend Head Start now?

Yes ₁
 No ₀
 Don't know ₁₆
 Refuse to answer ₁₇

A31. Did any child who lived in your household in the past attend Head Start?

Yes ₁
 No ₀
 Don't know ₁₆
 Refuse to answer ₁₇

Section B

In this section, we would like some information about your classroom. Please answer the following questions based on your classroom on a typical day. If you teach part day sessions, please answer for your morning session.

- B1. Classroom Name or Number: _____
- B2. Is this classroom full day or part day? Full day ₁ Part day ₂
- B3. Number of boys enrolled in classroom: |__|__|
- B4. Number of girls enrolled in classroom: |__|__|
- B5. Number of teachers/teaching assistants assigned to classroom (please include yourself): |__|__|
- B6. Average number of children absent **on any given day**: |__|__|
- B7. Average number of children late **on any given day**: |__|__|
- B8. Number of students present **today**: |__|__|

B9. Names of other teachers/teaching assistants in the classroom **on any given day** (and circle one):

- | | |
|----------|--------------------------------------|
| 1. _____ | Teacher / Teaching Assistant / Other |
| 2. _____ | Teacher / Teaching Assistant / Other |
| 3. _____ | Teacher / Teaching Assistant / Other |
| 4. _____ | Teacher / Teaching Assistant / Other |

Section C

In this section, you will be asked some questions about your experiences with children in your classroom.

	Never True	Rarely True	Sometimes True	Very Often True	Always True
C1. When a child in my classroom is acting sad, he/she turns into a real brat.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
C2. Children in my classroom often act sad to get their way.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
C3. I don't mind dealing with a child's sadness, so long as it doesn't last too long.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
C4. When a child in my classroom is sad, I try to help him/her explore what is making him/her sad.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
C5. When a child in my classroom is sad, we sit down to talk over the sadness.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
C6. When a child in my classroom is sad, I try to help him/her figure out why the feeling is there.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
C7. When a child in my classroom gets sad, I warn him/her about not developing a bad character.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
C8. When a child in my classroom is angry, it's time to solve a problem.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
C9. When a child in my classroom gets angry, my goal is to get him/her to stop.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
C10. When a child in my classroom gets angry, it is important to help the child find out what caused his/her anger.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

Section D

The purpose of this section is to discover how educators view their job and the people with whom they work closely.

	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day
D1. I feel emotionally drained from my work.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
D2. I feel used up at the end of the workday.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
D3. I feel fatigued when I get up in the morning and have to face another day on the job.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
D4. I can easily understand how my students feel about things.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
D5. I feel I treat some students as if they were impersonal objects.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
D6. Working with people all day is really a strain for me.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
D7. I deal very effectively with the problems of my students.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
D8. I feel burned out from my work.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
D9. I feel I'm positively influencing other people's lives through my work.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
D10. I've become more callous (hardened/less sympathetic) toward people since I took this job.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
D11. I worry that this job is hardening me emotionally.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
D12. I feel energetic.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
D13. I feel frustrated by my job.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
D14. I feel I'm working too hard on my job.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
D15. I don't really care what happens to some students.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
D16. Working with people directly puts too much stress on me.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
D17. I can easily create a relaxed atmosphere with my students.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
D18. I feel exhilarated after working closely with my students.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
D19. I have accomplished many worthwhile things in this job.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
D.20 I feel like I'm at the end of my rope.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
D.21 In my work, I deal with emotional problems very calmly.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
D.22 I feel students blame me for some of their problems.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6

Section E

*The following questions ask about how you have been feeling during the **past 30 days**. For each question, please mark the number that best describes how often you had this feeling. Please remember that your answers will be kept completely private.*

During the <u>last 30 days</u> , about how often did you feel...	None of the time	A little of the time	Some of the time	Most of the time	All of the time
E1. ... nervous?	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
E2. ... hopeless?	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
E3. ... restless or fidgety?	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
E4. ... so depressed that nothing could cheer you up?	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
E5. ... that everything was an effort?	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
E6. ... worthless?	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

Section F

The next several questions ask about how you see yourself and people you work with. Your answers will be private and will not be shared with your supervisor or other staff.

How strongly do you agree or disagree with each of the following statements?

	Disagree Strongly	Disagree	Uncertain	Agree	Agree Strongly
F1. The staff here all get along very well.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
F2. Too many staff decisions have to be reviewed by someone else.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
F3. Management here fully trusts your professional judgment.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
F4. There is too much friction among staff members.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
F5. The staff here work together effectively as a team.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
F6. Staff members are given broad authority in carrying out their duties.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
F7. Staff here are always quick to help one another when needed.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
F8. Novel ideas by staff are discouraged here.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
F9. Mutual trust and cooperation among staff here are strong.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

Appendix A.1: Head Start CARES Baseline Lead Teacher Self-Report Survey
Updated: May 5, 2009

	Disagree Strongly	Disagree	Uncertain	Agree	Agree Strongly
F10. You are willing to try new ideas even if some people are reluctant.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅
F11. Learning and using new procedures are easy for you.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅
F12. It is easy to change routine procedures to meet new conditions.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅
F13. Staff here are free to try out different ideas or techniques.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅
F14. You are sometimes too cautious or slow to make changes.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅
F15. There are too many rules and limitations here.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅
F16. You frequently hear good staff ideas for improving operations.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅
F17. Some staff members do not do their fair share of work.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅
F18. The general attitude here is to change things that aren't working.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅
F19. You are encouraged here to try new and different ideas.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅
F20. You are able to adapt quickly when you have to shift focus.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄	<input type="radio"/> O ₅

Section G

Before entering kindergarten, there are academic and social-emotional milestones that children should be able to master.

- *Examples of academic skills include: can recite ABCs, knows all the letters in his/her first name, can recognize basic shapes and colors, and can count to 10.*
- *Examples of social-emotional skills include: plays nicely with other same-aged children, follows simple directions given by an adult, stays in seat when appropriate, and can wait his/her turn and share.*

Please indicate which of the following options best represents your opinion by marking the appropriate circle.

G1. Would you say (choose one):

- ₁ I value children's academic readiness for school **a lot more** than I value children's social-emotional readiness for school.
- ₂ I value children's academic readiness for school **a little more** than I value children's social-emotional readiness for school.
- ₃ I value children's academic readiness for school **as much as** I value children's social-emotional readiness for school.
- ₄ I value children's academic readiness for school **a little less** than I value children's social-emotional readiness for school.
- ₅ I value children's academic readiness for school **a lot less** than I value children's social-emotional readiness for school.

Section H

In this section, we are interested in your past training and professional development as a teacher.

H1. Within the last year, how many professional development days did you use? [__][__]

H2. Within the last year, have you had training in:

	No	Yes → When?	Number of hours?
a. how to foster social behavior and emotional skills in preschoolers?	<input type="radio"/> ₀	<input type="radio"/> ₁ →	
b. classroom management?	<input type="radio"/> ₀	<input type="radio"/> ₁ →	
c. children's attention or self-regulation skills?	<input type="radio"/> ₀	<input type="radio"/> ₁ →	

H3. In the last year, have you had training in the following curricula:

	No	Yes → When?	Number of hours?
a. AI's Pals	<input type="radio"/> 0	<input type="radio"/> 1 →	
b. As I am Program	<input type="radio"/> 0	<input type="radio"/> 1 →	
c. Behavior Modeling Curriculum	<input type="radio"/> 0	<input type="radio"/> 1 →	
d. Chicago School Readiness Project	<input type="radio"/> 0	<input type="radio"/> 1 →	
e. COMPASS	<input type="radio"/> 0	<input type="radio"/> 1 →	
f. Conscious Discipline	<input type="radio"/> 0	<input type="radio"/> 1 →	
g. CSEFEL (The Center on the Social and Emotional Foundations for Early Learning)	<input type="radio"/> 0	<input type="radio"/> 1 →	
h. Denham's Teacher Training Intervention	<input type="radio"/> 0	<input type="radio"/> 1 →	
i. Emotions Course	<input type="radio"/> 0	<input type="radio"/> 1 →	
j. FACET	<input type="radio"/> 0	<input type="radio"/> 1 →	
k. Foundations of Learning	<input type="radio"/> 0	<input type="radio"/> 1 →	
l. Functional Assessment	<input type="radio"/> 0	<input type="radio"/> 1 →	
m. Gillespie Modeling Program	<input type="radio"/> 0	<input type="radio"/> 1 →	
n. Guralnick's Intervention	<input type="radio"/> 0	<input type="radio"/> 1 →	
o. Head Start REDI	<input type="radio"/> 0	<input type="radio"/> 1 →	
p. Incredible Years Dinosaur School	<input type="radio"/> 0	<input type="radio"/> 1 →	
q. Incredible Years Parenting Program	<input type="radio"/> 0	<input type="radio"/> 1 →	
r. Incredible Years Teacher Training Program	<input type="radio"/> 0	<input type="radio"/> 1 →	
s. Positive Behavior Support	<input type="radio"/> 0	<input type="radio"/> 1 →	
t. Preschool PATHS	<input type="radio"/> 0	<input type="radio"/> 1 →	
u. Project STAR	<input type="radio"/> 0	<input type="radio"/> 1 →	
v. Resilient Peer Treatment	<input type="radio"/> 0	<input type="radio"/> 1 →	
w. Second Step	<input type="radio"/> 0	<input type="radio"/> 1 →	
x. Tools of the Mind	<input type="radio"/> 0	<input type="radio"/> 1 →	
y. Other (please specify below):		→ When?	

Section I

For each question, please mark the circle that best represents your experience with the teaching assistant with whom you have been working. Please remember that your answers to these and all other questions will be kept private.

		Never	Seldom	Sometimes	Often	Always
11.	The teaching assistant and I trust one another.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
12.	The teaching assistant and I work together collaboratively in the classroom.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅