

**FOLLOW-UP TEACHER SELF-REPORT SURVEY FOR  
HEAD START CARES**

DRAFT

## TABLE OF CONTENTS

### IMPACT MEASURES:

- 4     **Section A – Demographic Characteristics**  
      • Questions are for matching purposes only
- 5     **Section B – Structural Characteristics of the Classroom**
- 6     **Section C – Emotion-Related Parenting Styles Self-Test**  
      • Hakim-Larson, Parker, Lee, Goodwin, & Voelker (2006)  
        o Shortened Dismissing/Disapproving and Emotion-Coaching subscales (5 items each) based on a recent factor analysis by Hakim-Larson.
- 7     **Section D – Maslach Burnout Inventory – Educators Survey**  
      • Maslach, Jackson, & Leiter (1986)
- 8     **Section E – K-6 Kessler Psychological Distress Scale**  
      • Kessler, Andrews & Colpe (2002)

### IMPLEMENTATION MEASURES:

Questions in sections G through J were developed based on implementation research (e.g., Durlak & DuPre, 2008; Han & Weiss, 2005; Jalongo et al., 1999; Lochman et al., in press)

- 9     **Section F – Views on social-emotional development – ALL teachers**
- 10    **Section G – Social-emotional-related classroom practices – ALL teachers**
- 11    **Section H – Working with your coach – Program model teachers only**  
      • Some items are from PATHS to PAX
- 13    **Section I – Perceptions of program model – Program model teachers only**
- 14    **Section J – Organizational Climate: Cohesion – ALL teachers**  
      • From TCU Organizational Readiness for Change measure (Lehman, Greener, & Simpson, 2002)
- 15    **Section K – Questions about past training and professional development – ALL teachers**  
      • Questions developed by Lewin

- 17 **Section L – Wehby Teacher-Consultant Alliance Scale** – ALL teachers
- Adapted from PATHS measure of teacher-coach relationship
  - Adapted for teacher-teaching assistant
  - This measure is currently proposed to capture facets of the teacher-teaching assistant relationship.
- 18 **Section M – Supervisor monitoring and support** – Program teachers only
- Questions developed by Lewin

DRAFT

**Section A – Demographic Characteristics**

To be completed by the Lead Teacher

Date: \_\_\_ / \_\_\_ / 2009

School/Center Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_  
First Last

What is your date of birth? \_\_\_ / \_\_\_ / 19\_\_\_

DRAFT

**Section B – Structural Characteristics of the Classroom**

Today's date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_\_

Teacher name: \_\_\_\_\_

Head Start Center: \_\_\_\_\_

Class: \_\_\_\_\_

Room: \_\_\_\_\_

Average number of children absent **on any given day**: \_\_\_\_\_

Average number of children late **on any given day**: \_\_\_\_\_

Number of students **today**: \_\_\_\_\_

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 – Emotion-Related Parenting Styles Self-Test**

1. When my child is acting sad, he turns into a real brat.
2. Children often act sad to get their way.
3. I don't mind dealing with a child's sadness, so long as it doesn't last too long.
4. When my child is sad, I try to help the child explore what is making him sad.
5. When my child is sad, we sit down to talk over the sadness.
6. When my child is sad, I try to help him figure out why the feeling is there.
7. When she gets sad, I warn her about not developing a bad character.
8. When my child is angry, it's time to solve a problem.
9. When my child gets angry, my goal is to get him to stop.
10. It's important to help the child find out what caused the child's anger.

**Factor 1: Dismissing/Disapproving: Items 1,2,3,7,9**

**Factor 2: Emotion Coaching: Items 4,5,6,8,10**

The Likert scale ranges from 1 (always false) to 5 (always true).



**Section E – K-6 Kessler Psychological Distress Scale**

The following questions ask about how you have been feeling during the past 30 days. For each question, please circle the number that best describes how often you had this feeling.

Q1. During the past 30 days, 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
a. ...nervous?	1	2	3	4	5
b. ...hopeless?	1	2	3	4	5
c. ...restless or fidgety?	1	2	3	4	5
d. ...so depressed that nothing could cheer you up?	1	2	3	4	5
e. ...that everything was an effort?	1	2	3	4	5
f. ...worthless?	1	2	3	4	5

DRAFT



**Section F – Views on social-emotional development – ALL teachers**

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 filling in the appropriate circle.

Would you say:

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

**Section G – Social-emotional-related classroom practices – ALL teachers**

**How often do you implement the following social-emotional practices?**

	<b>Very rarely or never</b>	<b>A few times a month</b>	<b>Once a week</b>	<b>A few times per week</b>	<b>Once a day</b>	<b>Several times a day</b>
Establish clear expectations of classroom behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reiterates rules and routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use clear commands and consistently set limits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support children’s positive behavior (e.g., support prosocial interaction such as cooperation play)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotion coaching children (i.e., helping children recognize, label, and deal with their feelings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help children with their social problem-solving skills (e.g., helping children with their ability to communicate or “dialogue” their problems to peers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help children with their self-regulation skills (e.g., self-control, thinking before acting)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offer reward structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scaffold children’s learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assist children in understanding various social roles (through make-believe play)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foster child planning/organizing skills (e.g., encourage planful, self-directed learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please describe: )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section H – Working with your coach – Program teachers only**

**1. Overall, how easy was the coach to work with?**

1	2	3	4
Very Difficult	Somewhat Difficult	Somewhat Easy	Very Easy

**2. Please indicate how frequently your coach displays the following behaviors.**

	Never	Seldom	Sometimes	Often	Always
a. My coach listens to me.					
b. My coach communicates clearly.					
c. My coach is open to my ideas					
d. My coach encourages me to solve problems on my own					
e. My coach tries to understand my needs as a teacher implementing the program.					
f. My coach helps me to understand core principles of the program model.					
g. My coach helps me to understand how I can adapt the program while still keeping the core principles.					
h. My coach provides helpful guidance on how to implement the program model in my classroom					

**3. Please indicate how often you feel this way about your coach.**

	Never	Seldom	Sometimes	Often	Always
a. I trust my coach.					
b. I am open to my coach's feedback.					
c. I can talk to my coach when I have difficulties implementing the program model.					
d. I can work out solutions with my coach when I have difficulties implementing the program model.					
e. I feel supported by my coach.					
f. After meeting with my coach, I feel more motivated to use the program.					
g. I am satisfied with how much coaching I currently receive.					
h. There is mutual respect between me and my coach.					
i. I am satisfied with the quality of coaching I currently receive.					

**4. Please indicate how often you feel this way about the coaching sessions.**

	Never	Seldom	Sometimes	Often	Always
a. The objectives of the coaching sessions are clear					
b. The coaching sessions provide me with useful information and strategies					
c. The coaching sessions help me to manage classroom challenges					
d. The time I spend working with my coach is effective and productive.					

**5. How much does the quality of your relationship with your coach affect how you implement <program model> in your classroom?**

1	2	3	4
A lot	Somewhat	Very little	Not at all

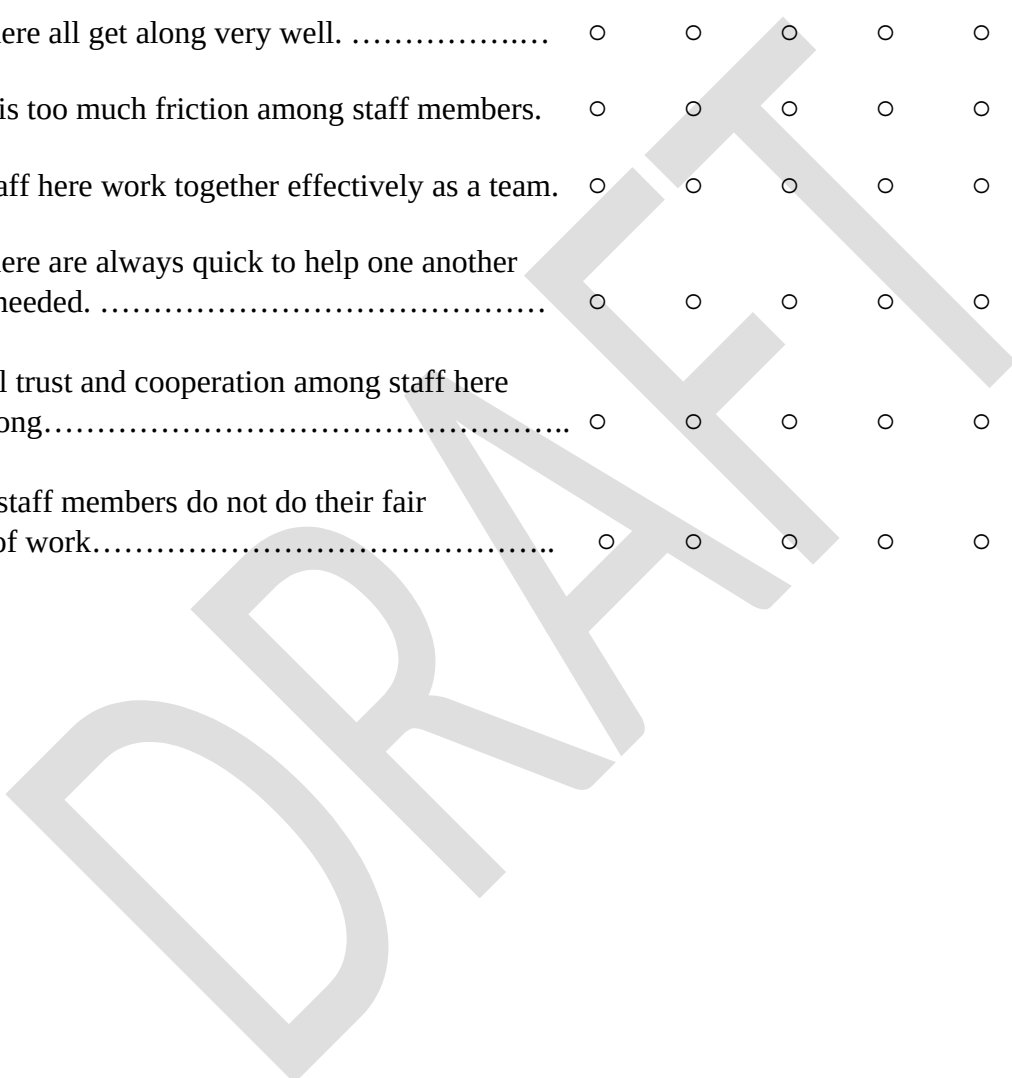


**Section J – Organizational Climate: Cohesion – ALL teachers**

<i>Disagree</i>				<i>Agree</i>
<i>Strongly</i>	<i>Disagree</i>	<i>Uncertain</i>	<i>Agree</i>	<i>Strongly</i>
<i>(1)</i>	<i>(2)</i>	<i>(3)</i>	<i>(4)</i>	<i>(5)</i>

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

- 1. Staff here all get along very well. ....
- 2. There is too much friction among staff members.
- 3. The staff here work together effectively as a team.
- 4. Staff here are always quick to help one another when needed. ....
- 5. Mutual trust and cooperation among staff here are strong.....
- 6. Some staff members do not do their fair share of work.....



**Section K – Questions about past training and professional development – ALL teachers**

**(ALL teachers):** Within the last year, how many professional development days did you use? \_\_\_\_\_  
**(Program model teachers):** How many of these days were used for <program model>? \_\_\_\_\_

**(Control teachers):** Within the last year, have you had training in:

**(Program model teachers):** Not including the training you received in <program model>, in the last year, have you had training in:

	No	Yes	If yes, when?	If yes, number of hours?
a. how to foster social behavior and emotional skills in preschoolers?				
b. classroom management?				
c. children’s attention or self-regulation skills?				
d. children’s early literacy				
e. child health				
f. other ( _____ )				

**(ALL teachers):** In the last year, have you had training in the following curricula:

	No	Yes	If yes, when?	If yes, number of hours?
Al’s Pals				
As I am Program				
Behavior Modeling Curriculum				
Chicago School Readiness Project				
COMPASS				
Conscious Discipline				
CSEFEL (The Center on the Social and Emotional Foundations for Early Learning)				
Denham’s Teacher Training Intervention				

Appendix A.2: Head Start CARES Follow-up Lead Teacher Self-Report Survey  
Updated: January 27, 2009

Emotions Course				
FACET				
Foundations of Learning				
Functional Assessment				
Gillespie Modeling Program				
Guralnick's Intervention				
Head Start REDI				
Incredible Years Dinosaur School				
Incredible Years Parenting Program				
Incredible Years Teacher Training Program ( <b>Remove for program teachers</b> )				
Positive Behavior Support				
Preschool PATHS ( <b>Remove for program teachers</b> )				
Project STAR				
Resilient Peer Treatment				
Second Step				
Tools of the Mind ( <b>Remove for program teachers</b> )				
Other (please specify: _____ )				

DRAFT



<b>Section L – Wehby Teacher-Consultant Alliance Scale (adapted) – ALL teachers</b>
---

**For each question, please fill in the circle that best represents your experience with the teacher or teaching assistant with whom you have been working.**

		Never	Seldom	Sometimes	Often	Always
1.	The teaching assistant and I agree on what the most important goals for the program are.	○	○	○	○	○
2.	I feel confident of the teaching assistant’s ability to help implement the program.	○	○	○	○	○
3.	The teaching assistant and I trust one another.	○	○	○	○	○
4.	The teaching assistant and I are working together collaboratively to improve the effectiveness of the program in the classroom.	○	○	○	○	○
5.	The teaching assistant followed through with commitments and responsibilities.	○	○	○	○	○
6.	Overall, the teaching assistant has shown a sincere desire to understand and improve the implementation of the program model.	○	○	○	○	○

**Section M – Supervisor monitoring and support - Program teachers only**

1. Relative to the other requirements of your Head Start program, what priority does your supervisor place on using *<program model>*?

1	2	3	4
Very low priority	Somewhat low priority	Somewhat high priority	Very high priority

2. For each of the following, please fill in the circle that best represents your experience with your supervisor.

		<b>Never</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
a.	My supervisor has clear expectations regarding my implementation of <i>&lt;program model&gt;</i> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	My supervisor asks me what help/resources I need to implement <i>&lt;program model&gt;</i> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	My supervisor monitors how much time I spend implementing <i>&lt;program model&gt;</i> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	My supervisor rewards me for using <i>&lt;program model&gt;</i> in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>