VIQI

**Variations in Implementation
of Quality Interventions**

Attachment C.1

FOLLOW-UP ADMINISTRATOR SURVEY

The purpose of the Follow-up Administrator Self-Report Survey is to collect information on characteristics of administrators and early care and education centers that are theorized to: 1) affect implementation; and 2) moderate the impacts of the interventions, or the effects of early care and education quality on child outcomes, as indicated in the VIQI conceptual model. This attachment includes the following: (a) the follow-up survey, and (b) communication to administrators regarding this survey.

A. Introduction

Thank you for participating in the Variations in Implementation of Quality Interventions (VIQI) Project! As part of this study, we would like you to answer some questions about yourself and your experiences as an administrator or director of early care and education. This information is crucial to helping us understand the role of administrators and directors in promoting quality of teaching and learning in early care and education settings.

Your participation is completely voluntary, and you may skip any questions you do not wish to answer. Your decision to participate will not have any effect on your job. The study team will follow strict procedures to protect your responses, and your responses will only be used for research and program improvement purposes. Your responses will be stored in password protected computer files and in locked research facilities. The data will be used only by the research team and other researchers bound by the same security requirements described here. We also may share de-identified responses with researchers looking at other education research topics who agree that they will protect your information.

Please complete this questionnaire within the next [X] days. [*If PAPER COPY, INCLUDE:* Once complete, please send it back to [ADDRESS].] The questionnaire will take approximately 30 minutes in total to complete. If you have any questions, please contact your project liaison at [PHONE] or [email].

Thank you!

B.

B. Background Information

1. **Today's Date:** ☐☐ / ☐☐ / **2019**
    M M   D D

2. **What is your job title?**

    ○₁   Center director/Executive director

    ○₂   Instructional or educational director/coordinator

    ○₃   Other (please specify: _____)

C. Staffing

The next section includes questions about staff who work at your early care and education center. The categories listed are for staff who may work directly with children. We are also interested in learning about the number of full-time and part-time specialists, administrators, and support staff who may also work in your center.

The terms may not be the same as those being used in your center. But, please do your best to put staff working directly with children into one of the categories listed below.

- Here, and throughout the survey, the term "<u>teacher</u>" is used to refer to a teaching position with primary responsibility for providing instruction and supervision of children in a classroom.
- The term "<u>assistant teacher</u>" is used to refer to an assistant teacher, paraprofessional, or aide that works under the supervision of a lead teacher to give additional attention, support and instruction to children in the classroom.
- The term "<u>coach</u>" is used to refer to a professional who provides teachers/assistant teachers with feedback and support to help improve what they do in the classroom.

3. **How many individuals who work directly with children ages 3 to 4 have left the center by their own decision <u>this year</u> (2018-2019)?** *Do not include staff who have been terminated.*

    ☐ **number of teachers**   ☐ **number of assistant teachers**

4. **How many individuals who work directly with children ages 3 to 4 have been terminated this year (2018-2019)?**

[   ] **number of teachers**   [   ] **number of assistant teachers**

5. **During this year (2018-2019), did any full-time positions for teachers or assistant teachers go unfilled when there was a vacancy?**

$\bigcirc_1$ Yes

$\bigcirc_2$ No → **SKIP TO 7**

6. **How long did the following full-time positions go unfilled when there was a vacancy during this this year (2018-2019)?**

CHOOSE ONE PER ROW.

	No vacancy	Less than one week	More than one week, but less than a month	One to two months	Three to four months	More than four months
a) Teachers who work with children ages 3 to 4	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$	$\bigcirc_6$
b) Assistant teachers who work with children ages 3 to 4	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$	$\bigcirc_6$

7. **Choose the option that best characterizes teacher assignments (pairings of co-teachers or teacher and assistant teacher) in classrooms working with children ages 3 to 4 in your early care and education center this year (2018-2019).**

CHOOSE ONE.

$\bigcirc_1$ I/We tried to keep teacher assignments the same as last year. If teacher assignments changed, it was because someone left the center.

$\bigcirc_2$ I/We rotated or changed up the teacher assignments this year.

$\bigcirc_3$ Assistant teachers rotated around to different classrooms on a frequent (daily/weekly/monthly) basis.

D. Classroom Assessments

We are interested in learning about the child assessments used in your center.

8. What kinds of child assessments are teachers required to use in classrooms with children ages 3 to 4 this year (2018-2019)?

CHOOSE ALL THAT APPLY.

☐₁ Work Sampling System®

☐₂   Teaching Strategies GOLD®

☐₃   High/Scope Child Observation Record (COR)

☐₄ Other published assessment tools (e.g., Ages and Stages Questionnaires, Brigance Preschool Screen, Galileo, Hawaii Early Learning Profile (HELP), Learning Accomplishment Profile Screening (E-LAP, LAP-R, LAP-D))

☐₅ Child Portfolios and/or Work Samples (Electronic or Hardcopy)

☐₆ Teacher observation of specific objectives

☐₇ Locally-designed, or teacher- or center-created assessment

9.   How have <u>you</u> used the results from any of the <u>above assessments</u>?

CHOOSE ALL THAT APPLY.

☐₁ Identify children who may need additional testing (for a learning problem, for example)

☐₂ Share or discuss results with teachers in a group setting such as a staff meeting or Common Planning Time

☐₃ Share or review results with coaches or mentors

☐₄ Inform plans for professional development opportunities for teachers or staff

☐₅ Develop or modify center or classroom goals

☐₆ Include in formal teacher evaluations

☐₇ Include in reporting requirements (for example, for Head Start, QRIS, or other funding requirements)

10. Are teachers <u>required</u> to submit child assessment data to you or another administrator at your center this year (2018-2019)?

○₁ Yes

○₂ No ➔ **SKIP TO 12**

11. How often are teachers required to submit child assessment data?

O₁   Monthly or more often

O₂   Quarterly

O₃   Twice per year

O₄   Once per year

E. Professional Supports

We are interested in learning about the professional supports provided for teachers and assistant teachers in your center this year (2018-2019).

TEACHERS

For the next questions, please think about the teachers at your center. (You will report on assistant teachers at your center in later questions.)

12. Please indicate which of the following professional support opportunities were offered during the work day to teachers of children ages 3 to 4 in your center this year (2018-2019).

CHOOSE ONE PER ROW.

During the workday, are teachers able to...	Yes	No
a) Plan or prepare for teaching/their classroom on their own	O₁	O₂
b) Plan or prepare for teaching/their classroom with another teacher or assistant teacher assigned to the same classroom	O₁	O₂
c) Meet with other teachers to collaborate and plan (e.g., as part of common planning time or a professional learning community)	O₁	O₂
d) Observe other teachers while their class is covered	O₁	O₂
e) Participate in peer mentoring as part of a formal arrangement recognized or supported by your center	O₁	O₂
f) Attend workshops, conferences or training sessions (including training provided by your center)	O₁	O₂
g) Attend coaching sessions or be observed by a coach while teaching	O₁	O₂

13. Did your center provide teachers with time for the professional support opportunities listed above during regularly scheduled hours this year (2018-2019)?

O₁   Yes

O₂   No ➔ **SKIP TO 16**

14. **Which of the following were used to provide teachers in your center with time for professional support opportunities during regularly scheduled hours?**

CHOOSE ALL THAT APPLY.

☐₁ Substitute teachers to cover teachers' classes

☐₂ Early dismissal or late start for children

☐₃ Professional days built in during breaks of one week or more

☐₄ Professional days built in during weeks when children are in attendance

☐₅ Common planning time for teachers

☐₆ Reduced teacher workloads (less time in the classroom with children or less time on other assigned duties)

15. **How many total "professional days" of training did teachers receive this year (2018-2019) as part of their regular scheduled hours?**

☐☐☐ **days**

ASSISTANT TEACHERS

For the next questions, please think about the <u>assistant</u> teachers at your center.

16. **Please indicate which of the following professional support opportunities were offered during the work day to <u>assistant</u> teachers of children ages 3 to 4 in your center this year (2018-2019).**

CHOOSE ONE PER ROW.

During the workday, are assistant teachers able to...	Yes	No
a) Plan or prepare for teaching/their classroom on their own	O₁	O₂
b) Plan or prepare for teaching/their classroom with another teacher or assistant teacher assigned to the same classroom	O₁	O₂
c) Meet with other teachers to collaborate and plan (e.g., as part of common planning time or a professional learning community)	O₁	O₂
d) Observe other teachers while their class is covered	O₁	O₂
e) Participate in peer mentoring as part of a formal arrangement recognized or supported by your center	O₁	O₂
f) Attend workshops, conferences or training sessions (including training provided by your center)	O₁	O₂
g) Attend coaching sessions or be observed by a coach while teaching	O₁	O₂

17. Did your center provide <u>assistant</u> teachers with time for the professional support opportunities listed above during their regularly scheduled hours this year (2018-2019)?

O₁   Yes

O₂   No → **SKIP TO 20**

18. Which of the following were used to provide <u>assistant</u> teachers in your center with time for professional support opportunities during regularly scheduled hours?

CHOOSE ALL THAT APPLY.

☐₁   Substitute teachers to cover classes

☐₂   Early dismissal or late start for children

☐₃   Professional days built in during breaks of one week or more

☐₄   Professional days built in during weeks when children are in attendance

☐₅   Common planning time for teachers

☐₆   Reduced teacher workloads (less time in the classroom with children or less time on other assigned duties)

19. How many total "professional days" of training did <u>assistant</u> teachers receive this year (2018-2019) as part of their regularly scheduled hours?

☐☐☐☐ **days**

GENERAL PROFESSIONAL SUPPORTS AND RESOURCES

20. What sources of funding are used to cover operating costs and expenditures for your center?

CHOOSE ALL THAT APPLY.

☐₁   Tuition from children attending center

☐₂   Federal, state and local early care and education and preschool funding and resources (e.g., Child Care Development Fund, Head Start, Preschool Development,

☐₃   Child care subsidy program

☐₄   Fundraising

☐₅   Other: _____

21. Is your center's capacity to support children's learning and development hindered by any of the following issues?

CHOOSE ONE PER ROW.

		Not at all	Very little	To some extent	A lot
a)	Lack of opportunities and support for professional development for myself	O_1	O_2	O_3	O_4
b)	Lack of opportunities and support for professional development for teachers	O_1	O_2	O_3	O_4
c)	Difficulties with covering classrooms so teachers can go to trainings	O_1	O_2	O_3	O_4
d)	Difficulties with covering classrooms so teachers can go to coaching sessions	O_1	O_2	O_3	O_4
e)	Shortage of qualified and/or high-performing teachers	O_1	O_2	O_3	O_4
f)	Shortage of teachers with competence in teaching children with special needs	O_1	O_2	O_3	O_4
g)	Shortage of teachers with competence in teaching dual language learner children	O_1	O_2	O_3	O_4
h)	High turnover among classroom staff	O_1	O_2	O_3	O_4
i)	Shortage or inadequacy of classroom materials (e.g., books, art supplies, manipulatives)	O_1	O_2	O_3	O_4
j)	Shortage or inadequacy of technology (e.g., computers, tablets)	O_1	O_2	O_3	O_4
k)	Prevalence of children with behavior problems	O_1	O_2	O_3	O_4
l)	Lack of a curriculum or prescribed classroom activities	O_1	O_2	O_3	O_4

F. Supervision

We are interested in learning about supervision provided for teachers and assistant teachers in your center this year (2018-2019).

TEACHERS

For these questions, please think about the supervision provided only to teachers at your center.

22. Who is the direct supervisor of teachers of children ages 3 to 4?

O_1 Center director/Executive director

O_2 Instructional or educational director/coordinator

O_3 Other

23. What is the format for supervision of teachers and how often does it occur?

CHOOSE ONE PER ROW.

Type of Supervision	Frequency					
	Never	Weekly	Monthly	Quarterly	Yearly	As needed
a) One-on-one	O_1	O_2	O_3	O_4	O_5	O_6
b) Group meeting	O_1	O_2	O_3	O_4	O_5	O_6

24. Which of the following topics were covered during any formal supervision that you reported teachers receiving above?

CHOOSE ALL THAT APPLY.

$\square_1$ Implementing lessons or activities from a curriculum

$\square_2$ Understanding of or activities about children's language or literacy/reading development

$\square_3$ Understanding of or activities about children's mathematics development

$\square_4$ Understanding of or activities about children's scientific knowledge development

$\square_5$ Teaching practices and/or classroom quality

$\square_6$ Professional, state and national standards (e.g., NAEYC; Curriculum Frameworks; Common Core; QRIS)

$\square_7$ Using quality observational tools to improve classroom quality (e.g. CLASS or ECERS)

[8]   Conducting child assessments through observation, screening, and/or formal instruments

$\square_9$ Supporting or fostering children's social/emotional development

☐10   Behavior management

☐11   Family engagement

☐12   Supporting children with special needs in the classroom

☐13   Supporting English Language Learners (ELLs) or Dual Language Learners (DLLs)

☐14   Cultural competence for working with diverse populations

☐15   Organization and management (e.g., classroom routines and schedules)

☐16   Classroom set up and physical environment

☐17   Health and safety

☐18   None of the above

25. How often are <u>teachers</u> observed formally as part of an official performance appraisal process (i.e., formal evaluation)?

O₁   Never

O₂   Yearly

O₃   Quarterly

O₄   Monthly

O₅   Weekly

O₆   As needed

ASSISTANT TEACHERS

For these questions, please think about the supervision provided to <u>assistant teachers</u> at your center.

26. Who is the direct supervisor of <u>assistant</u> teachers of children ages 3 to 4?

O₁   Teacher

O₂   Center director/Executive director

O₃   Instructional or educational director/coordinator

O₄   Other

27. What is the format for supervision of <u>assistant</u> teachers and how often does it occur?

CHOOSE ONE PER ROW.

		Frequency					
Type of Supervision		**Never**	**Weekly**	**Monthly**	**Quarterly**	**Yearly**	**As needed**
a)	One-on-one	O₁	O₂	O₃	O₄	O₅	O₆
b)	Group meeting	O₁	O₂	O₃	O₄	O₅	O₆

28. Which of the following topics were covered during any formal supervision that you reported <u>assistant</u> teachers receiving above?

CHOOSE ALL THAT APPLY.

☐₁ Implementing lesson or activities from a curriculum

☐₂ Understanding of or activities about children's language or literacy/reading development

☐₃ Understanding of or activities about children's mathematics development

☐₄ Understanding of or activities about children's scientific knowledge development

☐₅ Teaching practices and/or classroom quality

☐₆ Professional, state and national standards (e.g., NAEYC; Curriculum Frameworks; Common Core; QRIS)

☐₇ Using quality observational tools to improve classroom quality (e.g. CLASS or ECERS)

☐₈ Conducting child assessments through observation, screening, and/or formal instruments

☐₉ Supporting or fostering children's social/emotional development

☐₁₀ Behavior management

☐₁₁ Family engagement

☐₁₂ Supporting children with special needs in the classroom

☐₁₃ Supporting English Language Learners (ELLs) or Dual Language Learners (DLLs)

☐₁₄ Cultural competence for working with diverse populations

☐₁₅ Organization and management (e.g., classroom routines and schedules)

☐₁₆ Classroom set up and physical environment

☐₁₇ Health and safety

☐₁₈ None of the above

29. How often are <u>assistant</u> teachers observed formally as part of an official performance appraisal process (i.e., formal evaluation)?

O_1 Never

O_2 Yearly

O_3 Quarterly

O_4 Monthly

O_5 Weekly

O_6 As needed

G. Coaching

We are interested in learning about any coaching provided for teachers in your center <u>this year</u> (2018-2019). A coach is a professional who provides teachers with feedback and support to help improve what teachers do in the classroom. Do <u>NOT</u> include any coaching provided by a coach from the VIQI project. Do <u>NOT</u> include observations completed by center directors, other center administrators or supervisors, or master teachers.

TEACHERS

For these questions, please think about the coaching provided only to <u>teachers</u> at your center.

30. **How often was coaching offered to teachers during this year (2018-2019)?** Do NOT include any coaching provided by a coach from the VIQI project. Do NOT include observations completed by center directors, other center administrators or supervisors, or master teachers.

Type of Coaching	Frequency					
	Never	Weekly	Monthly	Quarterly	Yearly	As needed
a) One-on-one	O_1	O_2	O_3	O_4	O_5	O_6
b) In a group	O_1	O_2	O_3	O_4	O_5	O_6

[PROGRAMMING NOTES: If "never" (1) is chosen for 30a or 30b, skip to 33. If any other option (2 through 6) is chosen for 30a or 30b, go to 31.]

31. **Which of the following topics were covered during coaching sessions that you reported <u>teachers</u> receiving above?**

CHOOSE ALL THAT APPLY.

$\square_1$ Implementing lessons or activities from a curriculum

$\square_2$ Understanding of or activities about children's language or literacy/reading development

$\square_3$ Understanding of or activities about children's mathematics development

$\square_4$ Understanding of or activities about children's scientific knowledge development

$\square_5$ Teaching practices and/or classroom quality

$\square_6$ Professional, state and national standards (e.g., NAEYC; Curriculum Frameworks; Common Core; QRIS)

$\square_7$ Using quality observational tools to improve classroom quality (e.g. CLASS or ECERS)

$\square_8$ Conducting child assessments through observation, screening, and/or formal instruments

$\square_9$ Supporting or fostering children's social/emotional development

$\square_{10}$ Behavior management

$\square_{11}$ Family engagement

$\square_{12}$ Supporting children with special needs in the classroom

$\square_{13}$ Supporting English Language Learners (ELLs) or Dual Language Learners (DLLs)

$\square_{14}$ Cultural competence for working with diverse populations

$\square_{15}$ Organization and management (e.g., classroom routines and schedules)

$\square_{16}$ Classroom set up and physical environment

$\square_{17}$ Health and safety

$\square_{18}$ None of the above

$\square_{19}$ Don't know

32. Which organizations provided coaching to <u>teachers</u>?

CHOOSE ALL THAT APPLY.

☐₁ My center

☐₂ Head Start Grantee agency

☐₃ Child care umbrella organization

☐₄ State or local resource and referral agency

☐₅ State or local QRIS agency

☐₆ External institution (e.g., professional association; non-profit education organization)

☐₇ A college or university

☐₈ School district

☐₉ Curriculum author or publisher

☐₁₀ Other: _____

☐₁₁ Don't know

ASSISTANT TEACHERS

For these questions, please think about the coaching provided only to <u>assistant</u> teachers at your center.

33. How often was coaching offered to <u>assistant</u> teachers this year (2018-2019)? Do NOT include observations completed by center directors, other center administrators or supervisors, or master teachers.

Type of Coaching	Frequency					
	Never	Weekly	Monthly	Quarterly	Yearly	As needed
a) One-on-one	O₁	O₂	O₃	O₄	O₅	O₆
b) In a group	O₁	O₂	O₃	O₄	O₅	O₆

PROGRAMMING NOTES: If "never" (1) is chosen for 33a or 33b, skip to 36. If any other option (2 through 6) is chosen for 33a or 33b, go to 34.]

34. Which of the following topics were covered during coaching sessions that you reported <u>assistant</u> teachers receiving above?

CHOOSE ALL THAT APPLY.

☐₁   Implementing lessons or activities from a curriculum

☐₂   Understanding of or activities about children's language or literacy/reading development

☐₃   Understanding of or activities about children's mathematics development

☐₄   Understanding of or activities about children's scientific knowledge development

☐₅   Teaching practices and/or classroom quality

☐₆   Professional, state and national standards (e.g., NAEYC; Curriculum Frameworks; Common Core; QRIS)

☐₇   Using quality observational tools to improve classroom quality (e.g. CLASS or ECERS)

☐₈   Conducting child assessments through observation, screening, and/or formal instruments

☐₉   Supporting or fostering children's social/emotional development

☐₁₀   Behavior management

☐₁₁   Family engagement

☐₁₂   Supporting children with special needs in the classroom

☐₁₃   Supporting English Language Learners (ELLs) or Dual Language Learners (DLLs)

☐₁₄   Cultural competence for working with diverse populations

☐₁₅   Organization and management (e.g., classroom routines and schedules)

☐₁₆   Classroom set up and physical environment

☐₁₇   Health and safety

☐₁₈   None of the above

☐₁₉   Don't know

35. Which organizations provided coaching to <u>assistant</u> teachers?

CHOOSE ALL THAT APPLY.

☐₁ My center

☐₂ Head Start Grantee agency

☐₃ Child care umbrella organization

☐₄ State or local resource and referral agency

☐₅ State or local QRIS agency

☐₆ External institution (e.g., professional association; non-profit education organization)

☐₇ A college or university

☐₈ School district

☐₉ Curriculum author or publisher

☐₁₀ Other: _____

☐₁₁ Don't know

H. Teaching and Learning

36. Recognizing that some things in early care and education centers are required by external sources, what are YOUR OWN PERSONAL BELIEFS about early care and education centers?

Please select the number that most nearly represents YOUR BELIEFS about each item's importance for early care and education centers for children ages 3 to 4.
(1 = Strongly disagree; 5 = Strongly agree)

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a) ECE classroom activities should be responsive to individual differences in development.	O₁	O₂	O₃	O₄	O₅
b) Each curriculum area should be taught as a separate subject at separate times.	O₁	O₂	O₃	O₄	O₅
c) Children should be allowed to select many of their own activities from a variety of learning areas that the teacher has prepared (writing, science center, etc.).	O₁	O₂	O₃	O₄	O₅
d) Children should be allowed to cut their own shapes, perform their own steps in an experiment, and plan their own creative drama, art, and writing activities.	O₁	O₂	O₃	O₄	O₅
e) Children should work silently and alone on seatwork.	O₁	O₂	O₃	O₄	O₅
f) Children in ECE classrooms should learn through active explorations.	O₁	O₂	O₃	O₄	O₅
g) ECE teachers should use treats, stickers, or stars to encourage appropriate behavior.	O₁	O₂	O₃	O₄	O₅

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
h)	ECE teachers should use punishments or reprimands to encourage appropriate behavior.	O_1	O_2	O_3	O_4	O_5
i)	Children should be involved in establishing rules for the classroom.	O_1	O_2	O_3	O_4	O_5
j)	Children should be instructed in recognizing the single letters of the alphabet, isolated from words.	O_1	O_2	O_3	O_4	O_5
k)	Children should learn to color within predefined lines.	O_1	O_2	O_3	O_4	O_5
l)	Children should learn to form letters correctly on a printed page.	O_1	O_2	O_3	O_4	O_5
m)	Children should dictate stories to the teacher.	O_1	O_2	O_3	O_4	O_5
n)	Children should know their letter sounds before they learn to read.	O_1	O_2	O_3	O_4	O_5
o)	Children should form letters correctly before they are allowed to create a story.	O_1	O_2	O_3	O_4	O_5

Source: Burts, Buchanan, Benedict, Broussard, Dunaway, Richardson & Sciaraffa, 2000; Charlesworth et al., 1993; FACES, 2006.

I. Work Environment

The next set of questions asks about your work environment. Your responses will only be used for research and program improvement purposes.

JOB EXPERIENCES

37. **This next set of questions is used to assess how staff members feel about their job and their reactions to work. Please read each statement carefully and decide if you ever feel this way about your job.**

		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
a)	I feel emotionally drained from my work.	O_1	O_2	O_3	O_4	O_5	O_6	O_7
b)	I feel used up at the end of the workday.	O_1	O_2	O_3	O_4	O_5	O_6	O_7
c)	I feel fatigued when I get up in the morning and have to face another day on the job.	O_1	O_2	O_3	O_4	O_5	O_6	O_7

		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
d)	Working with people all day is really a strain for me.	O_1	O_2	O_3	O_4	O_5	O_6	O_7
e)	I feel burned out from my work.	O_1	O_2	O_3	O_4	O_5	O_6	O_7
f)	I feel frustrated by my job.	O_1	O_2	O_3	O_4	O_5	O_6	O_7
g)	I feel I'm working too hard on my job.	O_1	O_2	O_3	O_4	O_5	O_6	O_7
h)	Working with people directly puts too much stress on me.	O_1	O_2	O_3	O_4	O_5	O_6	O_7
i)	I feel like I'm at the end of my rope.	O_1	O_2	O_3	O_4	O_5	O_6	O_7

Source: Maslach, 1997

38. How long do you plan to remain at your current job?

O_1 As long as I'm able

O_2 Until I am eligible for retirement benefits from this job

O_3 Until I am eligible for retirement benefits from another job

O_4 Until I am eligible for Social Security benefits

O_5 Until a specific life event occurs (e.g., parenthood, marriage)

O_6 Until a more desirable job opportunity comes along

O_7 Definitely plan to leave as soon as I can

O_8 Undecided at this time

Source: National Center for Education Statistics, 2011-2012

J. Program Implementation [For Administrators in Intervention Centers ONLY]

The questions in this section are about your experience with the VIQI intervention – meaning the curriculum, training, and coaching provided to your center from the VIQI project.

39. How strongly do you agree or disagree with the following statements?

		Strongly Disagree						Strongly Agree
a)	I think my center benefitted from the VIQI intervention.	O_1	O_2	O_3	O_4	O_5	O_6	O_7
b)	Our center is more productive when we implement the VIQI intervention.	O_1	O_2	O_3	O_4	O_5	O_6	O_7
c)	When we adopted the VIQI intervention, we were better equipped to meet our children's needs.	O_1	O_2	O_3	O_4	O_5	O_6	O_7
d)	The VIQI intervention has improved our center's overall efficiency.	O_1	O_2	O_3	O_4	O_5	O_6	O_7
e)	Our center lost some valuable assets when we adopted the VIQI intervention.	O_1	O_2	O_3	O_4	O_5	O_6	O_7
f)	The VIQI intervention matches the priorities of our center.	O_1	O_2	O_3	O_4	O_5	O_6	O_7
g)	The VIQI intervention replaced outdated aspects of my center while building on its positive attributes.	O_1	O_2	O_3	O_4	O_5	O_6	O_7
h)	The VIQI intervention was an improvement over our current practices.	O_1	O_2	O_3	O_4	O_5	O_6	O_7

Source: Holt, Armenakis, Field & Harris, 2007

40. To what extent is your center's capacity to consistently and effectively implement the VIQI intervention in participating classrooms hindered by any of the following issues?

Issue	Not at all	Very little	To some extent	A lot
a) Shortage of staff to cover participating teachers so that they can attend training sessions	O_1	O_2	O_3	O_4
b) Shortage of staff to cover participating teachers so that they can attend coaching sessions	O_1	O_2	O_3	O_4
c) High turnover among teaching staff or shortage of staff on a daily basis	O_1	O_2	O_3	O_4
d) Lack of support to help my understanding of the VIQI intervention	O_1	O_2	O_3	O_4
e) Shortage or inadequacy of classroom materials (e.g., books, art supplies, manipulatives)	O_1	O_2	O_3	O_4
f) Shortage or inadequacy of technology (e.g., computers, tablets)	O_1	O_2	O_3	O_4
g) Prevalence of children with behavior problems in participating classrooms	O_1	O_2	O_3	O_4
h) Lack of support to help my understanding of how to best support my teachers in implementing the VIQI intervention	O_1	O_2	O_3	O_4

This is the end of the survey. Thank you!

Communication to Participants Regarding the Survey

Overview: The follow-up survey that will be administered to administrators of participating centers will be accompanied by an email or letter that introduces the survey. If a survey is not received, a follow-up reminder email(s) or letter(s) may be sent.

SURVEY EMAILS/LETTERS

The following items will be addressed in communications to administrators regarding the survey administered at follow-up:

- Brief reminder about the study and a brief description of the survey

- Link to the online survey [If needed: Description of how to return the survey]

- Deadline for submission

- Toll-free number or study email address for technical issues or questions about the survey

THANK YOU LETTERS/EMAILS

Administrators who submit a survey will receive a thank you email or letter. The note will thank them for their time and encourage future participation. The following items will be addressed in thank you notes:

- Thank you for participation

- Study importance

- If needed: Reminder about future data collections