



Attachment C.3

**FOLLOW-UP COACH SURVEY**

The purpose of the Coach Follow-up Survey is to collect information on characteristics of coaches that are theorized to affect implementation as indicated in the VIQI Project conceptual model, as well as coach experiences with implementing the professional development component of the VIQI Project. This attachment includes the following: (a) the follow-up survey, and (b) communication to coaches regarding this survey.

*An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number for this information collection is 0970-XXXX and the expiration date is XX/XX/XXXX.*

## A. Introduction

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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 a coach. This information is crucial to helping us understand how coaches' characteristics and their experiences as a coach affect the implementation of interventions to improve teaching and instructional practices in early care and education programs.

Your participation is completely voluntary, and you may skip any questions you do not wish to answer. 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].]* It 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. Background Information

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/   / 2019  
M M    D D

1. Today's Date:

2. Your name:

\_\_\_\_\_

First Name

\_\_\_\_\_

Last Name

3. Name of early care and education center(s) where you are a coach:

\_\_\_\_\_

4. Name of the organization/program that is your formal employer for the coaching you provide in early care and education:

\_\_\_\_\_

5. Have you been a coach in other early care and education settings that are not part of the VIQI Project this past school year (2018-2019)?

<sub>1</sub> Yes → GO TO 6

<sub>2</sub> No → SKIP TO 7

6. In what other early care and education settings have you been a coach this past school year (2018-2019)?

\_\_\_\_\_

7. In addition to being a coach in early care and education settings, have you had any other jobs this past school year (2018-2019)? This may include other permanent full-time or part-time jobs, or temporary, transitional, or seasonal jobs.

- <sub>1</sub> Yes → GO TO 8  
<sub>2</sub> No → SKIP TO 9

8. What were the other job(s) you had this past school year (2018-2019)?

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## C. Coaching Competencies and Styles

9. Thinking about all the teachers you currently coach, please indicate how much you agree or disagree with the following items on a scale of 1 (Very Strongly Disagree) to 7 (Very Strongly Agree).

	Very Strongly Disagree			Very Strongly Agree			
a) My coaching is always effective in helping my teachers reach their goals.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
b) My teachers do not seem to value the time we spend having coaching conversations.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
c) I know how to create an environment in which teachers feel free to present their own ideas.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
d) I purposefully use language that shows that I understand my teachers' feelings.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
e) By the end of a coaching session my teachers always have greater clarity about the issues they face.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
f) The goals we set when coaching are always stretching but attainable.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
g) The goals we set during coaching are very important to my teachers.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
h) The goals we set during coaching are often somewhat vague.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
i) I am very good at helping my teachers develop clear, simple and achievable action plans.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
j) When coaching, I spend more time analyzing the problem rather than developing solutions.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
k) I always ask my teachers to report to me on progress towards their goals.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>

- l) When coaching I find it difficult to address any performance shortfalls directly and promptly. <sub>1</sub> <sub>2</sub> <sub>3</sub> <sub>4</sub> <sub>5</sub> <sub>6</sub> <sub>7</sub>

Source: Grant & Cavanagh, 2007

**10. Please indicate your perception of your style as a coach on each of the following descriptors. Choose the number on the scale from 1 (not very) to 7 (very) that best reflects your view of yourself.**

	Not very						Very
	1	2	3	4	5	6	7
a) Goal-oriented	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
b) Perceptive	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
c) Concrete	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
d) Explicit	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
e) Committed	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
f) Affirming	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
g) Practical	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
h) Sensitive	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
i) Collaborative	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
j) Intuitive	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
k) Reflective	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
l) Responsive	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
m) Structured	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
n) Evaluative	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
o) Friendly	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
p) Flexible	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
q) Prescriptive	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
r) Didactic	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
s) Thorough	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
t) Focused	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
u) Creative	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>

	Not very						Very
	1	2	3	4	5	6	7
v) Supportive	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
w) Open	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
x) Realistic	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
y) Resourceful	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
z) Invested	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
aa) Facilitative	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
bb) Therapeutic	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
cc) Positive	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
dd) Trusting	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
ee) Informative	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
ff) Humorous	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
gg) Warm	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>

Source: Friedlander & Ward, 1984

**11. Thinking across all your work as a coach, how often do you take on the following 'roles'?**

**SELECT ONE RATING FOR EACH ROLE.**

	Never	Rarely	Occasionally	Frequently
a) Teacher/Instructor for adults	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
b) Crisis Intervention	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
c) Advocate	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
d) Technical expert	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
e) Problem-solver	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
f) Collaborative partner	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
g) Supervisor	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
h) Emotional supporter	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
i) Logistical supporter	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
j) Assistant to teachers that you are coaching	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>

Source: ELMC Coaching Survey

## D. Teaching and Learning

**12. Recognizing that some things in early care and education (ECE) centers are required by external sources, what are YOUR OWN PERSONAL BELIEFS about practices and activities in ECE centers?**

Please select the number that most nearly represents YOUR BELIEFS about each item's importance for ECE centers and 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 children's development.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
b) Each curriculum area should be taught as a separate subject at separate times.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
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.).	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
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.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
e) Children should work silently and alone on seatwork.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
f) Children in ECE classrooms should learn through active explorations.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
g) ECE teachers should use treats, stickers, or stars to encourage appropriate behavior.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
h) ECE teachers should use punishments or reprimands to encourage appropriate behavior.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
i) Children should be involved in establishing rules for the classroom.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
j) Children should be instructed in recognizing the single letters of the alphabet, isolated from words.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
k) Children should learn to color within predefined lines.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
l) Children should learn to form letters correctly on a printed page.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
m) Children should dictate stories to the teacher.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
n) Children should know their letter sounds before they learn to read.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
o) Children should form letters correctly before they are allowed to create a story.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>

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

## E. Coaching Experiences

For the next set of items, please think about your coaching experiences during this past year in the VIQI project.

13. In addition to being a coach in early care and education settings, do you currently hold any other jobs? This may include other permanent full-time or part-time jobs, or temporary, transitional or seasonal jobs.

- <sub>1</sub> Yes
- <sub>2</sub> No

14. Across all classrooms you coached, which of the following did you find to be a barrier(s) to effective coaching?

**CHOOSE ALL THAT APPLY.**

- <sub>1</sub> Scheduling coaching and ensuring teachers have the time to fit coaching into their schedule
- <sub>2</sub> Teachers receiving conflicting information from different training and coaching sessions
- <sub>3</sub> Working with Center Administrators (e.g., unsupportive Center Administrators)
- <sub>4</sub> Poor relationship between the lead teacher and assistant teacher
- <sub>5</sub> Unwilling or unmotivated teachers
- <sub>6</sub> Not receiving enough coach training



- <sub>7</sub> Not receiving enough ongoing support for coaching
- <sub>8</sub> Teachers not receiving enough training
- <sub>9</sub> Other, please specify: \_\_\_\_\_

**15. Across all teachers you coached, which of the following would you say were barriers to effective teaching?**

**CHOOSE ALL THAT APPLY.**

- <sub>1</sub> The curriculum was difficult to implement
- <sub>2</sub> Not receiving enough support from Center Administrators
- <sub>3</sub> Not receiving enough training
- <sub>4</sub> Not receiving enough coaching
- <sub>5</sub> Finding the time to implement the curriculum
- <sub>6</sub> Alignment across initiatives (such as aligning/fitting in more than one curriculum or set of activities)
- <sub>7</sub> Unwilling or unmotivated teachers
- <sub>8</sub> Having a difficult classroom (such as prevalence of children with behavior problems)
- <sub>9</sub> Being a new teacher at the school
- <sub>10</sub> Unstable or inconsistent staffing (such as not having a consistent assistant teacher in the classroom)
- <sub>11</sub> Poor relationship between the lead teacher and assistant teacher
- <sub>12</sub> Having an unorganized classroom
- <sub>13</sub> Other, please specify: \_\_\_\_\_

**16. Thinking about the teachers who were challenging to coach, what made coaching them a challenge?**

**17. What could have been done differently to get them to implement?**

**18. Which of the following was your top priority for coaching?**

**CHOOSE ONE.**

- <sub>1</sub> Building relationships with teachers
- <sub>2</sub> Helping teachers to differentiate instruction
- <sub>3</sub> Ensuring teachers are fully implementing the curriculum
- <sub>4</sub> Making sure teachers take ownership over implementing the curriculum
- <sub>5</sub> Supporting teachers in their implementation of the curriculum
- <sub>6</sub> Other, please specify: \_\_\_\_\_

## F. Program Implementation *[Coaches in Intervention Centers ONLY]*

The questions in this section are about your experience with the VIQI intervention - meaning the curriculum, training, and coaching provided as part of the VIQI project.

**19.** Please rate your answers to the following questions on a scale of 1-10, with '1' being 'Not at all' and a '10' being 'A great deal.'

	Not at all									A great deal
a) How much do you believe that the VIQI intervention is effective at improving young children's skills?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10
b) How much do you believe that the VIQI intervention is beneficial for improving teachers' skills and practice?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10
c) How much do you look forward to coaching teachers on the VIQI intervention?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10
d) How much enthusiasm do you have about coaching teachers on the VIQI intervention?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10
e) How much do you feel motivated to coach teachers on using the VIQI intervention in their classrooms?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10

Source: *Making Pre-K Count Motivation to Implement Survey*

20. Thinking about the center(s) where you are a coach for VIQI, how strongly do you agree or disagree with the following statements?

	Strongly Disagree							Strongly Agree
a) I think the centers benefitted from the VIQI intervention.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>	
b) The centers were more productive when implementing the VIQI intervention.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>	
c) When they adopted the VIQI intervention, they were better equipped to meet children's needs.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>	
d) The VIQI intervention improved the centers' overall efficiency.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>	
e) The centers lost some valuable assets when they adopted the VIQI intervention.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>	
f) The VIQI intervention matched the priorities of the centers.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>	
g) The VIQI intervention replaced outdated aspects of the centers while building on their positive attributes.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>	
h) The VIQI intervention was an improvement over current practices.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>	

## G. Coaching Dosage [Coaches in Control Centers ONLY]

For the next set of items, please report on what your typical coaching sessions look like in early care and education settings.

21. In a typical coaching session, which teachers do you work with?

CHOOSE ALL THAT APPLY.

- <sub>1</sub> Lead teacher (a position that has primary responsibility for providing instruction and supervision of children in a classroom)
- <sub>2</sub> Assistant teacher (assistant teacher, aide or paraprofessional) that works under the supervision of a lead teacher to give additional attention, support and instruction to children in a classroom)

**22. What happens in a typical coaching session?**

**CHOOSE ALL THAT APPLY.**

- <sub>1</sub> Coach-teacher meeting [ASK #24]
- <sub>2</sub> Classroom observation [ASK #25]
- <sub>3</sub> Meeting with director/other administrative staff
- <sub>4</sub> Other, please specify: \_\_\_\_\_

**23. For how long do you meet with teacher(s) in-person in typical coaching sessions? Do NOT include time when you were observing in the classroom.**

**CHOOSE ONE.**

- <sub>1</sub> Less than 15 minutes
- <sub>2</sub> 15-30 minutes
- <sub>3</sub> 30-45 minutes
- <sub>4</sub> An hour
- <sub>5</sub> Two hours
- <sub>6</sub> More than two hours

**24. For how long do you observe classrooms in typical coaching sessions?**

**CHOOSE ONE.**

- <sub>1</sub> Less than 15 minutes
- <sub>2</sub> 15-30 minutes
- <sub>3</sub> 30-45 minutes
- <sub>4</sub> An hour
- <sub>5</sub> Two hours
- <sub>6</sub> More than two hours

**25. In typical coaching sessions, do you engage in any of the following activities?**

**CHOOSE ALL THAT APPLY.**

- |   |   |
|---|---|
| <input type="checkbox"/> <sub>1</sub> I model or demonstrate an instructional strategy  | <input type="checkbox"/> <sub>8</sub> I review progress on goals with the teacher(s)                  |
| <input type="checkbox"/> <sub>2</sub> I work with teacher(s) to interpret data about child learning in the classroom                                | <input type="checkbox"/> <sub>9</sub> I arrange for teacher(s) to observe peers                       |
| <input type="checkbox"/> <sub>3</sub> I provide feedback to the teacher in-person after observing the classroom                                     | <input type="checkbox"/> <sub>10</sub> I introduce new skills, practices, or strategies               |
| <input type="checkbox"/> <sub>4</sub> I provide feedback via email/phone/text after observing the classroom   | <input type="checkbox"/> <sub>11</sub> I help teachers to reflect on skills, practices, or strategies |
| <input type="checkbox"/> <sub>5</sub> I provide praise  | <input type="checkbox"/> <sub>12</sub> I have teacher(s) share mistakes/challenges in their work      |
| <input type="checkbox"/> <sub>6</sub> I provide constructive feedback (such as feedback that is specific, issue-focused, and based on observations) | <input type="checkbox"/> <sub>13</sub> I work with teacher(s) to role-play a skill or strategy        |
| <input type="checkbox"/> <sub>7</sub> I set goals with the teacher(s)   |   |

**26. In typical coaching sessions, do you engage in any of the following *other supportive* activities?**

**CHOOSE ALL THAT APPLY.**

- <sub>1</sub> Problem solve with teacher(s) on personal issue
- <sub>2</sub> Provide emotional support
- <sub>3</sub> Work on stress reduction
- <sub>4</sub> Share materials and resources
- <sub>5</sub> Conduct/arrange an on-site workshop or training
- <sub>6</sub> Help with preparation, administration, scheduling
- <sub>7</sub> Work as an assistant in classroom (such as help manage a child)

**27. What were the primary areas of focus of coaching during typical coaching sessions?**

**SELECT FOUR RESPONSE OPTIONS THAT APPLY TO PRIMARY FOCUS AREAS**

- <sub>1</sub> Implementing curricular components of [Intervention based on research condition]
- <sub>2</sub> Implementing other curricular models used in the classroom
- <sub>3</sub> Understanding of or activities about children's language or literacy/reading development
- <sub>4</sub> Understanding of or activities about children's mathematics development
- <sub>5</sub> Understanding of or activities about children's scientific knowledge development
- <sub>6</sub> Teaching practices like asking children reflective, "higher order" questions; extending children's responses and learning)
- <sub>7</sub> Differentiating instruction for individual children
- <sub>8</sub> Planning for curricular lessons
- <sub>9</sub> State and national standards or accreditation (e.g., Curriculum Frameworks; Common Core; QRIS; NAEYC)
- <sub>10</sub> Quality observational tools, like the CLASS or ECERS
- <sub>11</sub> Conducting or interpreting child assessments through observation, screening, and/or formal instruments (e.g., EVT, PALS)
- <sub>12</sub> Supporting or fostering children's social/emotional development
- <sub>13</sub> Individual children's behavior management
- <sub>14</sub> Family engagement
- <sub>15</sub> Supporting children with special needs in the classroom
- <sub>16</sub> Supporting English Language Learners (ELLs) or Dual Language Learners (DLLs)
- <sub>17</sub> Cultural competence for working with diverse populations
- <sub>18</sub> Organization and management (e.g. classroom routines and schedules)
- <sub>19</sub> Classroom set up and physical environment
- <sub>20</sub> Being emotionally responsive and sensitive to children

**For the next set of items, please report on your coaching over this past year.**

**28. Approximately how many classrooms did you coach this past year?**

- <sub>1</sub> 0-3 classrooms
- <sub>2</sub> 4-6 classrooms
- <sub>3</sub> 7-9 classrooms
- <sub>5</sub> 10-12 classrooms
- <sub>6</sub> 13 or more classrooms

**29. On average, how often did you visit the classrooms you coached over this past year?**

- <sub>1</sub> Once or twice
- <sub>2</sub> Three to five times
- <sub>3</sub> Once a month
- <sub>5</sub> Twice a month
- <sub>6</sub> Three or more times a month



## H. Teaching Domain-Specific Content

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The items included in this section ask about your knowledge of teaching practices within the domains of: language and literacy, math, social-emotional, and science. You may not be familiar with all of the content in these sections. Answer the questions as best you can based on your knowledge and beliefs.

### LANGUAGE AND LITERACY

The next set of questions focus on knowledge and teacher practices in the area of language and literacy. You may not be familiar with all of the content in this section. We expect that people will have different levels of familiarity with the questions being asked. We would like for you to answer the questions as best you can based on your knowledge and beliefs.

30. Carefully read each of the following multiple choice questions. Choose only one answer from the choices provided to you for each question. If you are unsure of the right answer, please make your best guess.

a) During group time, Ms. Betty is about to read a book to her 5-year-olds. As she reads, she runs her finger along underneath the text. Why does she do this?

- <sub>1</sub> To help children connect sounds and letters.
- <sub>2</sub> To keep children's attention.
- <sub>3</sub> To help children understand how print works.
- <sub>4</sub> To improve children's letter knowledge.

b) Which of the following practices might best help children learn how letters are related to their letter names?

- <sub>1</sub> Matching pictures and beginning sounds.
- <sub>2</sub> Singing the alphabet song slowly and pointing to each letter.
- <sub>3</sub> Asking children to spell the letters of their name.
- <sub>4</sub> Saying the letters of the alphabet out of order.

c) All of the following instructional activities improve children's understanding of how we use print in daily activity EXCEPT:

- <sub>1</sub> Creating a print-rich environment.
- <sub>2</sub> Copying simple words.
- <sub>3</sub> Writing a menu.
- <sub>4</sub> Reading a recipe.

## LANGUAGE AND LITERACY CONTINUED

Carefully read each of the following multiple choice questions. Choose only one answer from the choices provided to you for each question. If you are unsure of the right answer, please make your best guess.

d) Each of the following is an effective way to foster language development EXCEPT:

- <sub>1</sub> Asking children to plan, do, and review their free-choice activities.
- <sub>2</sub> Expanding children's responses, such as "You'd like to play in the kitchen and make pizza? And what kind of pizza would you like to make today?"
- <sub>3</sub> Re-reading a favorite book.
- <sub>4</sub> Encouraging children to respond to questions in complete sentences.

e) Someone who engages children everyday in play, discussions, conversations, and singing songs is likely to be providing which of the following?

- <sub>1</sub> Opportunities for recognizing the relationship between sounds and letters.
- <sub>2</sub> Experiences for children to learn and use new language rules.
- <sub>3</sub> Opportunities for oral language development.
- <sub>4</sub> Kinesthetic tactile experiences, such as physical activities.

f) Each of the following activities is helpful for promoting oral language development EXCEPT:

- <sub>1</sub> Naming letters.
- <sub>2</sub> Outdoor play.
- <sub>3</sub> Singing.
- <sub>4</sub> Free-choice time.

g) Which of the following activities best promotes vocabulary development?

- <sub>1</sub> Reading a story.
- <sub>2</sub> Writing.
- <sub>3</sub> Talking.
- <sub>4</sub> Watching television.

## LANGUAGE AND LITERACY CONTINUED

Carefully read each of the following multiple choice questions. Choose only one answer from the choices provided to you for each question. If you are unsure of the right answer, please make your best guess.

- h) Which of the following **best** explains why developing phonemic awareness in English may be especially challenging for a child for whom English is a second language?
- <sub>1</sub> The sound system of the child's first language may not use an alphabet.
  - <sub>2</sub> Some languages may require attention only to whole words, not sounds in words.
  - <sub>3</sub> Sometimes teachers may not articulate sounds clearly.
  - <sub>4</sub> The sound structure of the child's first language may be different from English.
- i) Which of the following practices **best** help preschoolers blend sounds in words?
- <sub>1</sub> Identifying words that begin with the same sound.
  - <sub>2</sub> Distinguishing sounds in words.
  - <sub>3</sub> Stretching the sounds out in a word and putting them together.
  - <sub>4</sub> Hearing different sounds, and identifying the letters that correspond to those sounds.
- j) All of the following are important ways to encourage preschooler's early writing EXCEPT:
- <sub>1</sub> Encouraging correct spelling.
  - <sub>2</sub> Taking dictation for children unwilling to write.
  - <sub>3</sub> Displaying children's writing around the room.
  - <sub>4</sub> Having a designated writing area equipped with crayons, pencils, stencils, and several types of paper.
- k) Kyesha is a 4-year old preschooler with reading skills at the kindergarten level. What is the best approach to take with Kyesha to create a supportive learning environment for her?
- <sub>1</sub> Keep her involved in all group activities so her peers do not notice the difference in her ability.
  - <sub>2</sub> Encourage her parents to enroll her in kindergarten immediately.
  - <sub>3</sub> Make sure she has plenty of opportunities to interact with books on her own.
  - <sub>4</sub> Have her act as a tutor to other children who may show little interest in reading.

Source: Neumann, 2007

## SOCIAL EMOTIONAL AND BEHAVIORAL SKILLS

The next set of questions focus on the area of young children’s social, emotional and behavioral development. We would like for you to answer the questions as best you can based on your knowledge and beliefs.

31. Below are some strategies that you might use with children in your classroom. In each row, select the choice that shows how useful you think each strategy would be in reducing problem behaviors and supporting your children’s social and emotional development.

	Not at all Useful	Slightly Useful	Somewhat Useful	Moderately Useful	Extremely Useful
a) Setting up routines, expectations, and rules	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
b) Using different gestures, cues, and signals to keep the attention of children	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
c) Reminding children of rules and expectations	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
d) Rewarding good behavior with praise	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
e) Scolding children for disruptive behaviors	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
f) Talking about my own emotional experiences	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
g) Trying to help a child 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
h) Trying to solve the problem when a child is angry	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
i) Helping a 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
j) Encouraging children to talk about their emotions	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
k) Recognizing early cues of child’s rising emotions and prompting use of calm down strategies	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
l) Teaching, coaching and prompting problem solving such as identifying the problem, finding a solution, and assessing whether the solution worked	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

## TEACHING SCIENCE

The next set of questions focus on the area of young children's science education. We would like for you to answer the questions as best you can based on your knowledge and beliefs.

32. Read the scenario below. As you read, think about the science you "see" happening in the scenario.

*The class is outside on the playground. Sasha is still finishing her popsicle. "It's so sticky!" says Sasha as her popsicle melts down her hand. "It's too hot out here! The sun's making my popsicle melt!" she says. Before Sasha can eat it, the final piece of popsicle falls to the floor. She squats down to look at it and watch it melt. "It's makin' a lake," she says. Ben comes to see what's going on.*

*"No, it's making a river, see" he points to a line of red syrup that's running down the sidewalk.*

*"Rivers are big. That's too small" says Sasha, pointing at the melted popsicle.*

*A line of ants crawls towards the melting popsicle.*

*"Look! The ants want to eat my popsicle!" Sasha says. "You can't eat popsicles. That's people food. You eat leaves," she says to the ants.*

*"Maybe they like popsicles better" says Ben. "Let's find out". Ben pulls a leaf off of a nearby bush and places it next to the puddle of melted popsicle. "I think they are going to like the popsicle better," he says. The children watch the ants. Some of them move toward the melted popsicle.*

*"Look!" Says Sasha, "one, two, three. Three ants are eating my popsicle. Nobody is eating the leaf!"*

*"I guess they like popsicles better," says Ben.*

*Thunder rumbles in the distance. "Oh no! It's going to rain!" says Ben, "maybe the ants can hide under the leaf to stay dry" he says as their teacher calls them to go inside.*

Here is a list of science concepts. Select all of the science concepts that you can "see" in the scenario.

**CHOOSE ALL THAT APPLY.**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> <sub>1</sub> States of matter          | <input type="checkbox"/> <sub>7</sub> Making observations              | <input type="checkbox"/> <sub>13</sub> Cause and effect         |
| <input type="checkbox"/> <sub>2</sub> Asking questions          | <input type="checkbox"/> <sub>8</sub> Patterns                         | <input type="checkbox"/> <sub>14</sub> Earth's features         |
| <input type="checkbox"/> <sub>3</sub> Constructing explanations | <input type="checkbox"/> <sub>9</sub> Life science                     | <input type="checkbox"/> <sub>15</sub> Stability and change     |
| <input type="checkbox"/> <sub>4</sub> Predicting                | <input type="checkbox"/> <sub>10</sub> Experimenting                   | <input type="checkbox"/> <sub>16</sub> Ecosystems               |
| <input type="checkbox"/> <sub>5</sub> Interpreting data         | <input type="checkbox"/> <sub>11</sub> Scale, proportion, and quantity | <input type="checkbox"/> <sub>17</sub> Structure and function   |
| <input type="checkbox"/> <sub>6</sub> Using math                | <input type="checkbox"/> <sub>12</sub> Systems                         | <input type="checkbox"/> <sub>18</sub> Engineering              |
|   |  | <input type="checkbox"/> <sub>19</sub> Physical characteristics |

**33. Read the following scenario. Refer to it to help you answer this group of questions. Choose the one option that best applies.**

*Mark uses a paper towel to clean up some water that spilled. "Look!" he says, "the paper is changing colors! It's drinking the water!"*

**a) Which science practice can you identify in the scenario?**

- <sub>1</sub> Making observations
- <sub>2</sub> Making predictions
- <sub>3</sub> Experimenting
- <sub>4</sub> Asking questions

**b) Which science discipline can you identify in the scenario?**

- <sub>1</sub> Life science
- <sub>2</sub> Physical science
- <sub>3</sub> Earth and Space science
- <sub>4</sub> Engineering

**34. Read the following scenario. Refer to it to answer this group of questions. Choose the one option that best applies.**

*Mark's teacher wants to provoke him to engage in a scientific practice so that he can understand a specific crosscutting concept. Mark's teacher says, "I wonder if the plastic bag will change color too. What can you do to find out?"*

**a) What science practice is she trying to provoke Mark to engage in?**

- <sub>1</sub> Making observations
- <sub>2</sub> Making predictions
- <sub>3</sub> Experimenting
- <sub>4</sub> Interpreting data

**b) What crosscutting concept is she trying to get Mark to think about?**

- <sub>1</sub> Patterns
- <sub>2</sub> Structure and function
- <sub>3</sub> Systems
- <sub>4</sub> Cause and effect

**35. Read the following scenario. Refer to it to answer this group of questions. Choose the one option that best applies.**

*Amelia is in the block center. She is rolling marbles into a stack of blocks and watching them fall down. "I think this car will knock the block down too!" she says.*

**a) Which science practice can you identify in the scenario?**

- <sub>1</sub> Asking questions
- <sub>2</sub> Making predictions
- <sub>3</sub> Experimenting
- <sub>4</sub> Interpreting data

**b) Which crosscutting concept can you identify in the scenario?**

- <sub>1</sub> Patterns
- <sub>2</sub> Structure and function
- <sub>3</sub> Systems
- <sub>4</sub> Cause and effect

**36. Read each scenario and answer the questions that follow. Choose the one option that best applies.**

*Santana drops two rocks down the slide. One is big and white, the other is smaller and dark grey. He does this several times. The large white rock always flies off the end of the slide and tumbles all the way to the playground gate. The smaller grey rock drops off the end of the slide and doesn't go any further. "The white rock always wins!" he says.*

**a) Which of the following could the teacher say to best help Santana understand the cause and effect relationship between the weight of the rock and the distance it travels?**

- <sub>1</sub> What do you notice about the weight of the rocks?
- <sub>2</sub> Can we measure how far the rock went?
- <sub>3</sub> Why do you think the big rock is heavier than the little one?
- <sub>4</sub> I see you experimenting with the rocks. What happens when you go down the slide?

**b) What can the teacher add to the classroom to provoke children to think about the structure and function of different materials?**

- <sub>1</sub> Adding an umbrella to dramatic play
- <sub>2</sub> Adding rubber gloves and mittens to the water table
- <sub>3</sub> Adding sponges to the science center
- <sub>4</sub> Adding seeds and a magnifying glass to the science center

*Camille notices a seed in her watermelon during snack time.*

**c) What is the best way for the teacher to help her understand that seeds are part of a system?**

- O<sub>1</sub> Cut open different kinds of fruits to find seeds
- O<sub>2</sub> Read an informational book about plants
- O<sub>3</sub> Cut open different seeds and observe what is inside
- O<sub>4</sub> Compare and sort different seeds

*A teacher is guiding a small group of children in making dough by mixing flour and water. Charlie's dough is sticky and won't hold a shape. He looks at Maria's dough that she has rolled into a tight ball. Then he looks at his teacher and shows her his sticky fingers.*

**d) What can the teacher do to help Charlie experiment with the materials at the table and "fix" his dough?**

- O<sub>1</sub> The teacher can add more flour to Charlie's dough and help him mix it.
- O<sub>2</sub> The teacher can give Charlie a cup of water and a cup of flour and say, "Do you think we should add more water or flour? Let's choose one and see what happens".
- O<sub>3</sub> The teacher can say, "Uh-oh, Charlie! Your dough is too wet. Let's add more flour. What do you predict will happen if we put more flour in the dough?"
- O<sub>4</sub> The teacher can ask Maria to help Charlie "fix" his dough.

*The children are interested in elephants. The teacher wants to help the children understand that elephants move their big ears to help them stay cool.*

**e) Which of the following would be the best way for children to explore the structure and function of the elephants' ears?**

- O<sub>1</sub> Taking a field trip to the zoo to observe elephants flapping their ears
- O<sub>2</sub> Watching videos of elephants in the wild flapping their ears and pausing the video to ask children questions like, "Why is the elephant flapping his ears? How do you think he feels?"
- O<sub>3</sub> Using different sized paper plates as fans
- O<sub>4</sub> Building elephant ears out of paper plates and a headband to allow the children to pretend to be elephants



The children are cleaning up the playground. They have a pile of rocks, sticks, and leaves, and a pile of plastic bottle caps and juice box straws. These two piles can serve as data.

- f) **Which of the following is the best way to get the children to interpret their “data”?**
- O<sub>1</sub> I notice you have two piles. Should we put the natural things back on the playground and the plastic things in the garbage?
  - O<sub>2</sub> You have collected a lot of garbage. What do you think will happen to the garbage?
  - O<sub>3</sub> I notice you have two piles. Can we make a third pile using playground toys?
  - O<sub>4</sub> I notice you have a pile of plastic things and a pile of natural things. On the playground, which is there more of...plastic things or natural things?

*Source: Alexander, 2017*

## TEACHING MATHEMATICS

The next set of questions focus on knowledge and teacher practices in the area of mathematics. You may not be familiar with all of the content in this section. We expect that people have different levels of familiarity with the questions being asked. We would like for you to answer the questions as best you can based on your knowledge and beliefs.

37. Each item below has two different statements about a child's showing a skill in the area of mathematics. For each item, choose the one statement that describes the math skill that a child is likely to learn first. If both are equally easy for a young child, choose the circle next to "Same." If you do not know the answer, choose "Do not know."

a)

- <sub>1</sub> Jamie says the counting words in order from 1 to 10 (i.e., "1, 2, 3, 4, 5, 6, 7, 8, 9, 10").
- <sub>2</sub> Jamie says the counting words in order from 6 to 10 (i.e., responds to teacher request, "Can you count starting with the number 6? Six..." by saying: "...7, 8, 9, 10").
- <sub>3</sub> Same.
- <sub>4</sub> Do not know.

- <sub>1</sub> Pauli counts a group of seven buttons without touching them.
- <sub>2</sub> Pauli counts a touchable group of seven buttons.
- <sub>3</sub> Same.
- <sub>4</sub> Do not know.

- <sub>1</sub> Ali correctly answers the question, "Are there more teddy bears or more turtles?"



- <sub>2</sub> Ali correctly counts a row of eight teddy bears.




- <sub>3</sub> Same.
- <sub>4</sub> Do not know.

## TEACHING MATHEMATICS CONTINUED

Each item below has two different statements about a child showing a skill in the area of mathematics. For each item, choose the one statement that describes the math skill that a child is likely to learn first. If both skills are equally easy for a young child, choose the circle next to "Same." If you do not know the answer, choose "Do not know."

- <sub>1</sub> Shea correctly answers the question "Here are two groups of teddy bears. How many all together?" when presented with two groups of two teddy bears.
- <sub>2</sub> Shea correctly answers the question, "What is two plus two?"
- <sub>3</sub> Same.
- <sub>4</sub> Do not know.

- <sub>1</sub> Jaiden answers, "How many buttons" after counting a set of six buttons.
- <sub>2</sub> Jaiden counts a row of six buttons (i.e., "1, 2, 3, 4, 5, 6").
- <sub>3</sub> Same.
- <sub>4</sub> Do not know.

- <sub>1</sub> Cimarron says the counting words in order from 1 to 10 (i.e., "1, 2, 3, 4, ...").
- <sub>2</sub> Cimarron counts a row of ten buttons. 
- <sub>3</sub> Same.
- <sub>4</sub> Do not know.

- <sub>1</sub> Pilar counts a circle of seven buttons.
- <sub>2</sub> Pilar counts a row of seven buttons.
- <sub>3</sub> Same.
- <sub>4</sub> Do not know.

**TEACHING MATHEMATICS CONTINUED**

Each item below has two different statements about a child showing a skill in the area of mathematics. For each item, choose the one statement that describes the math skill that a child is likely to learn first. If both skills are equally easy for a young child, choose the circle next to “Same.” If you do not know the answer, choose “Do not know.”

- <sub>1</sub> Amari is presented with two groups of buttons, one with five buttons and one with two buttons. When asked “How many altogether?” in the two groups, Amari counts all of the buttons beginning with the group of five buttons (“1, 2, 3, 4, 5, 6, 7”) to get to the answer.
- <sub>2</sub> Amari is presented with two groups of buttons, one with five buttons and one with two buttons. “How many altogether?” In the two groups, Amari counts on from the first set (“5, 6, 7,”) to get to the answer.
- <sub>3</sub> Same.
- <sub>4</sub> Do not know.



- <sub>1</sub> In a line of five toy sheep facing the same direction, Indigo answers the question, “Point to the second sheep in line.”
- <sub>2</sub> In a line of five toy sheep facing the same direction, Indigo answers the question, “Point to the first sheep in line.”
- <sub>3</sub> Same.
- <sub>4</sub> Do not know.



- <sub>1</sub> Daevon recognizes one-digit numerals (for instance, can point out a “4” in a group of printed numbers.)
- <sub>2</sub> Daevon reads single digit number words (for instance, can read the word “four”).
- <sub>3</sub> Same.
- <sub>4</sub> Do not know.

Source: Platas, 2008

**This is the end of the survey. Thank you!**

## Communication to Participants Regarding the Survey

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**Overview:** The follow-up survey that will be administered to coaches 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 coaches 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 EMAILS/LETTERS

Coaches 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