

Attachment L: Pre-/Post- Survey

Culture of Continuous Learning Project: A Breakthrough Series Collaborative for Improving Child Care and Head Start Quality

The following information collection combines various proprietary measures that will be programmed into a single web-based survey.

The purpose of the information collection is to understand the organizational climate of early childhood programs and how teachers and caregivers experience their work.

This information is planned to be used to further the proper performance of the functions of the agency by understanding teacher and caregiver experiences that may be important for full engagement in the BSC.

Public reporting burden for this collection of information is estimated to average 41 minutes per response. This collection of information is voluntary and all responses collected will be kept private to the extent permitted by law.

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.

Consent:

Thank you very much for participating in this survey. Your participation is very important to the study. The purpose of this survey is to learn more about your program's context and individual characteristics of participants. Topics covered by this survey include, but are not limited to: background characteristics, job satisfaction, psychological safety, stress, and efficacy. This survey will take approximately 40 minutes to complete. Respondents will receive a \$25 honoraria in the form of a gift card for completing this survey.

You may notice some overlap between questions on this survey and the Early Childhood Work Environment Survey (ECWES) you completed recently, particularly in the areas of background characteristics and job satisfaction. The information you provided in the Early Childhood Work Environment Survey was used exclusively to create a profile of your program's work environment and is not available for further analysis. In contrast, the information you provide in this survey will address your personal experiences in your job and will be aggregated across respondents to tell us something about the experiences of the early childhood workforce across settings participating in the Culture of Continuous Learning project. Providing your background information in this survey will permit us to look at the relationship between job stress and years in the early childhood field, for example.

Completing this survey is up to you, and you can choose to not answer a question if you wish. We will not share your comments with anyone outside of the research team in any way that will reveal your identity. Our report will describe the experiences and viewpoints expressed, but comments will not be attributed to specific individuals. No individuals will be quoted by name and your answers will be kept private and compiled with other respondents. Participation is voluntary and refusal to participate will not affect you in any way. Thank you for taking the time to candidly and thoughtfully talk with us today, we greatly appreciate your help!

Do you agree to participate in this survey?

- Yes
- No

CCL Background Information - Adapted from the Early Childhood Work Environment Survey (Bloom, 2015)

1. Please select your sex:
 - Male
 - Female
 - Other

2. Please enter your current age in years:
 - _____ Years

3. What is the highest educational level you have completed?
 - High School or GED equivalent
 - Some college
 - Associate's Degree (AA)
 - Bachelor's Degree (BA/BS)
 - Some graduate work

- Master's Degree (MA/MS)
 - Post Master's work
 - Doctorate (Ed.D/Ph.D.)
4. *If 3 was AA or higher:* What was your major for the highest degree you have or have studied for?
- Elementary Education
 - Special Education
 - Child Development or Psychology
 - Early Childhood Education or Early/School-age Care
 - Other _____
5. What type of program are you affiliated with?
- Head Start
 - Early Head Start
 - Child care center
 - Other _____
6. Select the job title that best describes your current role in your organization. If you have a dual role, what position do you spend **more** time doing?
- Assistant teacher, aide, or apprentice
 - Teacher
 - Lead teacher
 - Assistant director
 - Director
 - Component coordinator (education, family support, health/nutrition)
 - Support staff (administrative assistant, cook)
 - Parent
7. How long have you worked in the field of early childhood?
- ____ Years ____ Months
8. How long have you worked for your current employer?
- ____ Years ____ Months
9. How long have you worked in your current position?
- ____ Years ____ Months
10. Select the category that best describes your current employment:
- Employed full-time (more than 35 hours per week)
 - Employed part-time (10 to 34 hours per week)
11. What is your annual household income?
- Less than \$10,000
 - \$10,000 to \$19,999
 - \$20,000 to \$29,999
 - \$30,000 to \$39,999

- \$40,000 to \$49,999
- \$50,000 to \$59,999
- \$60,000 to \$69,999
- \$70,000 to \$79,999
- \$80,000 to \$89,999
- \$90,000 to \$99,999
- \$100,000 to \$149,999
- \$150,000 or more

12. How many months of the year do you work?

- 11 or 12 months
- 9 or 10 months
- Fewer than 9 months

13. What is your Ethnicity? (*Select one or more*)

- Hispanic or Latino
- Not Hispanic or Latino

14. What is your Race? (*Select one or more*)

- Black or African American
- White
- Asian
- American Indian or Alaska Native
- Native Hawaiian or Other Pacific Islander

15. What language do you speak at home with family members?

- English
- Spanish
- Other (specify other language): _____
- English and another language **EQUALLY** (specify other language below):

- Multiple languages (other than English) **EQUALLY** (specify other languages below):

Early Childhood Job Satisfaction Survey

Completed by everyone except parents.

This survey is designed to find out how you feel about different facets of your job. Please take some time to answer the questions thoughtfully and honestly. Your privacy and anonymity are ensured.

PART I. Check (☐) the corresponding space (from *strongly disagree* to *strongly agree*) to indicate how you feel about each of the statements in the categories below:

	<i>Strongly disagree</i>				<i>Strongly agree</i>
Co-worker Relations					
1. My co-workers care about me.	___	___	___	___	___
2. I feel encouraged and supported by my colleagues.	___	___	___	___	___
3. My co-workers share their personal concerns with me.	___	___	___	___	___
4. My colleagues are hard to get to know.	___	___	___	___	___
5. My co-workers are critical of my performance.	___	___	___	___	___
6. I feel my colleagues are competitive.	___	___	___	___	___
7. My co-workers are not very helpful.	___	___	___	___	___
8. My co-workers share ideas and resources with me.	___	___	___	___	___
9. I feel I can't trust my co-workers.	___	___	___	___	___
10. My colleagues are enjoyable to work with.	___	___	___	___	___
Supervisor Relations					
11. My supervisor respects my work.	___	___	___	___	___
12. My supervisor is too busy to know how I'm doing.	___	___	___	___	___
13. I feel I am supervised too closely.	___	___	___	___	___
14. I am given helpful feedback about my performance.	___	___	___	___	___
15. My supervisor asks for my opinion.	___	___	___	___	___
16. My supervisor is tactful.	___	___	___	___	___
17. My supervisor is not very dependable.	___	___	___	___	___
18. I feel I am encouraged to try new ideas.	___	___	___	___	___
19. My supervisor makes me feel inadequate.	___	___	___	___	___
20. My supervisor is unpredictable.	___	___	___	___	___
The Work Itself					
21. My work is stimulating and challenging.	___	___	___	___	___
22. I feel I am respected by the parents of my students.	___	___	___	___	___
23. My job involves too much paperwork and recordkeeping.	___	___	___	___	___
24. My job doesn't offer enough variety.	___	___	___	___	___
25. My job is not very creative.	___	___	___	___	___
26. I make an important difference in the lives of my	___	___	___	___	___
27. My job doesn't match my training and skills.	___	___	___	___	___
28. My work gives me a sense of accomplishment.	___	___	___	___	___
29. There is too little time to do all there is to do.	___	___	___	___	___
30. I have control over most things that affect my satisfaction	___	___	___	___	___

Working Conditions

- 31. My work schedule is flexible. _____
- 32. The teacher-child ratio is adequate. _____
- 33. I always know where to find the things I need. _____
- 34. I feel too cramped. _____
- 35. I need some new equipment/materials to do my job well. _____
- 36. The decor of my center is drab. _____
- 37. This center meets my standards of cleanliness. _____
- 38. I can't find a place to carry on a private conversation. _____
- 39. This place is too noisy. _____
- 40. The center's policies and procedures are clear. _____

Pay and Promotion Opportunities

- 41. My pay is adequate. _____
- 42. My pay is fair considering my background and skills. _____
- 43. My pay is fair considering what my co-workers make. _____
- 44. I'm in a dead-end job. _____
- 45. My fringe benefits are inadequate. _____
- 46. I feel I could be replaced tomorrow. _____
- 47. I have enough time off for holidays and vacations. _____
- 48. I'm being paid less than I deserve. _____
- 49. Opportunities for me to advance are limited. _____
- 50. I expect to receive a raise during the next year. _____

PART II. If you could design your ideal job, how closely would your present position resemble your ideal job with respect to the following:

	<i>Not like my ideal at all</i>		<i>Somewhat resembles my ideal</i>		<i>Is my ideal</i>
	1	2	3	4	5
Relationship with co-workers	_____	_____	_____	_____	_____
Relationship with supervisor	_____	_____	_____	_____	_____
The work itself	_____	_____	_____	_____	_____
Working conditions	_____	_____	_____	_____	_____
Pay and promotion opportunities	_____	_____	_____	_____	_____

PART III. What are the two most satisfying things about your current job? What are the two most frustrating things about your current job?

<i>Satisfactions</i>	<i>Frustrations</i>
1. _____	1. _____
2. _____	2. _____

Thank you for taking the time to answer the questions on this survey. If you have any additional comments you would like to add, feel free to do so in the space below.

Psychological Safety

Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(2), 350-383.

Responses are on a 7-point scale:

- 1) Completely disagree
- 2) Mostly disagree
- 3) Somewhat disagree
- 4) Neither agree nor disagree
- 5) Somewhat agree
- 6) Mostly agree
- 7) Completely agree

Please rate the level to which you agree with each of the following:

- 1) Teachers at this center are able to bring up problems and tough issues.
- 2) Teachers at this center feel it is safe to take a risk (e.g. trying something new in the classroom).
- 3) No teachers at this center would deliberately act in a way that would undermined my teaching.
- 4) Working with teachers at this center, my unique skills and talents are valued and utilized.
- 5) If you make a mistake at this center, it is often held against you.
- 6) People who work at this center sometimes reject others for being different.
- 7) It is difficult to ask other people who work at this center for help.

	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
I feel emotionally drained from my work							
I feel used up at the end of the workday							
I feel fatigued when I get up in the morning and have to face another day on the job							
Working with people all day is really a strain for me							
I feel burned out from my work							
I feel frustrated by my job							
I feel I'm working too hard on my job							
Working with people directly puts too much stress on me							
I feel like I'm at the end of my rope.							

Maslach Burnout Inventory Educator's Survey - Emotional Exhaustion Subscale

Maslach, Christina & Jackson, Susan & Leiter, Michael. (1997). *The Maslach Burnout Inventory Manual. Evaluating Stress: A Book of Resources*. 3. 191-218.

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.

Perceived Problems Questionnaire: Preschool Teacher Problems Checklist

I have a problem . . . (respondent will select yes, no, or N/A to each item)

- Getting children to do what I ask them to do.
- Controlling the noise or energy level in the room.
- Understanding the reason for children's problem behavior.
- Getting children to share or take turns.
- Knowing how to handle children's aggressive behavior.
- Dealing with a child who cries or whines frequently.
- Getting children to clean up.
- Getting children to learn and follow classroom rules and routines.
- Getting children to use words and not hit others when they are angry.
- Keeping one child's problem behavior from affecting other children.

Beliefs & Background Questionnaire

(parents do not complete this section)

CCL Background Information - Adapted from the Early Childhood Work Environment Survey (Bloom, 2015)

1. Do you have any other early childhood certificates, licenses, or credentials?
 - Yes
 - No

- 1b. If YES, Which early childhood certificates, Licenses, or credentials have you earned? *(Select all that apply)*
 - 45-Hour Entry Level Course
 - Massachusetts Child Development Certificate
 - NM PED Early Childhood Birth to 3rd Grade License
 - Child Development Associate (CDA) Credential
 - Other, please describe: _____

2. How many total clock hours of professional development have you had in the past 2 years?

 - How many sessions did you attend? _____

3. What topics did you receive professional development training on in the past 2 years? (check all that apply)
 - Health and safety in the classroom
 - Cognitive development, including early reading or math
 - Helping children's social or emotional growth
 - Physical development and health
 - How to work with families
 - Serving children with special physical, emotional, or behavioral needs
 - Working with children who speak more than one language
 - Planning activities that meet the needs of the whole class
 - Use of a curriculum
 - Guidance/discipline
 - Managing program/business
 - Self-care (example: stress management)
 - Other _____

4. What would you say was the main topic of the most recent activity you participated in to improve or gain skills in working with children?
 - Health and safety in the classroom; /
 - Cognitive development, including early reading or math
 - Helping children's social or emotional growth
 - Physical development and health
 - How to work with families
 - Serving children with special physical, emotional, or behavioral needs
 - Working with children who speak more than one language
 - Planning activities that meet the needs of the whole class
 - Use of a curriculum
 - Guidance/discipline
 - Managing program/business
 - Self-care (example: stress management)
 - Other _____

5. Do you talk to someone when you have questions about supporting children's social and emotional learning?
- Yes
 - No

5a. If YES, Who do you talk to?

6. **PRE-SURVEY ONLY:** How much do you think you could benefit from your center's participation in the Breakthrough Series Collaborative to Support Social and Emotional Learning Practices?

Not at all A little Somewhat A great deal N/A

6. **POST-SURVEY ONLY:** How much do you think you benefited from your center's participation in the Breakthrough Series Collaborative to Support Social and Emotional Learning Practices?

Not at all A little Somewhat A great deal N/A

7. **PRE-SURVEY ONLY:** How much do you think you could benefit from your own participation in the Breakthrough Series Collaborative to Support Social and Emotional Learning Practices?

Not at all A little Somewhat A great deal N/A

7. **POST-SURVEY ONLY:** How much do you think you benefited from your own participation in the Breakthrough Series Collaborative to Support Social and Emotional Learning Practices?

Not at all A little Somewhat A great deal N/A

8. Have you participated in the T.E.A.C.H. Early Childhood Program or some kind of scholarship and/or compensation program?
- Yes
 - No

8a. If YES, How long have you participated?

- Less than 1 year
- 1-2 years
- 2-3 years
- 3-4 years
- More than 5 years

8b. If YES, What are your goals in the program? Please describe:

9. Please select the following early childhood and education associations you are currently a member of, if any: (Select all that apply)
- Massachusetts Association for the Education of Young Children (MassAEYC)
 - Division of Early Childhood (DEC)
 - Council for Exceptional Children (CEC)
 - National After School Association (NAA)
 - Local Child Care Group, please specify: _____
 - None of the above
 - Other, please specify: _____

Beliefs around Social and Emotional Learning (adapted from Brackett et al., 2012)

Please indicate the level to which you agree or disagree with the following statements.

1. I feel confident in my ability to provide support for social and emotional learning.

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

2. I am comfortable providing support for social and emotional skills to the children in my care.

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

3. Taking care of children's social and emotional needs comes naturally to me.

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

4. Support for children's social and emotional learning is part of my regular teaching practice.

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

5. I would like to attend a workshop to learn how to support the development of children's social and emotional skills.

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

6. I would like to attend a workshop to develop my own social and emotional skills.

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

7. I want to improve my ability to support children's social and emotional skills.

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

8. All teachers should receive training on how to support children's social and emotional skills.

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

9. My director creates an environment that promotes social and emotional learning for the children in our care.

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

10. The culture in my center supports the development of children's social and emotional skills.

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

11. My director does not encourage supporting the social and emotional skills of the children in our care. (reverse scored)

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

12. My center expects teachers to address children's social and emotional needs.

solving skills?*									
18. How much can you do to explain the stages of child development to a parent to help him/her understand the needs and abilities of his/her child(ren)?*									
19. How much can you do to maintain a working relationship with a parent even if you disagree with his/ her attitudes about child care?*									
20. How much can you do to use observation and other information to make changes in your classroom practices?									

*Wording based on VandeWiele (2001)

Director Efficacy Scale (from Directors' Role Perceptions Survey)

Only directors will complete this section.

Please read the following descriptions and check the **one** description that best describes your level of competence as a director.

- I am striving for acceptance and attempting to achieve a comfort level in dealing with everyday management issues. I try to get through the week without a major problem occurring. I am slowly improving my administrative skills and abilities, but sometimes I feel I don't know what I don't know.
- I feel competent and confident in my role as director and can handle most issues that come my way. I continue to grow as a professional and seek new ways to expand my knowledge and skills.
- I have achieved a high level of competence and am perceived by my colleagues as a leader in program administration. I am a mentor to other directors and have a broad understanding of the issues that impact the early childhood field.

Think about your **current position** and check the statement that best represents your perceptions of your job in each area.

<input type="checkbox"/> I am often uncertain about how much authority I have	<input type="checkbox"/> I am sometimes uncertain about how much authority I have	<input type="checkbox"/> Most of the time, I know how much authority I have	<input type="checkbox"/> I always know how much authority I have
<input type="checkbox"/> I often feel I am not respected by staff	<input type="checkbox"/> I sometimes feel I am not respected by staff	<input type="checkbox"/> Most of the time, I feel respected by staff	<input type="checkbox"/> I always feel respected by staff
<input type="checkbox"/> I often feel I am not respected by the families in my program	<input type="checkbox"/> I sometimes feel I am not respected by the families in my program	<input type="checkbox"/> Most of the time, I feel respected by the families in my program	<input type="checkbox"/> I always feel respected by the families in my program
<input type="checkbox"/> I often spend time on unnecessary, irrelevant tasks	<input type="checkbox"/> I sometimes spend time on unnecessary, irrelevant tasks	<input type="checkbox"/> Most of my time is spent doing important essential tasks	<input type="checkbox"/> I always spend time doing only important essential tasks
<input type="checkbox"/> I am often overwhelmed with everyday management tasks	<input type="checkbox"/> I am sometimes overwhelmed with everyday management tasks	<input type="checkbox"/> Most of the time I am able to handle everyday management tasks	<input type="checkbox"/> I handle everyday management tasks very effectively
<input type="checkbox"/> I am often unsure of what is expected of me	<input type="checkbox"/> I am sometimes unsure of what is expected of me	<input type="checkbox"/> Most of the time, I know what is expected of me	<input type="checkbox"/> I always know exactly what is expected of me
<input type="checkbox"/> I am often expected to do things I don't believe in	<input type="checkbox"/> I am sometimes expected to do things I don't believe in	<input type="checkbox"/> I am seldom expected to do things I don't believe in	<input type="checkbox"/> I am never expected to do things I don't believe in

<input type="checkbox"/> I often do not get the support I need to do my job well	<input type="checkbox"/> I sometimes don't get the support I need to do my job well	<input type="checkbox"/> I usually get the support I need to do my job well	<input type="checkbox"/> I can always count on getting the support I need to do my job well
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In each of the following areas, indicate your current level of confidence in your knowledge and skill.

- 1 = I am not confident in my ability to...
- 2 = I am somewhat confident in my ability to. . .
- 3 = I am confident in my ability to...
- 4 = I am very confident in my ability to...

Build partnerships with families of diverse cultural, ethnic, and linguistic backgrounds	1	2	3	4
Create a strengths-based team	1	2	3	4
Observe teaching and learning and provide feedback to teaching staff	1	2	3	4
Implement grouping and staffing patterns that support continuity of care	1	2	3	4
Promote the professional development of staff	1	2	3	4
Use children's assessment data to support individualized instruction	1	2	3	4
Supervise staff to ensure a developmentally appropriate learning experience for children	1	2	3	4
Use technology to support teaching and learning	1	2	3	4
Implement sound budgeting, cash flow, and financial management practices	1	2	3	4
Facilitate meetings that support team building and shared decision making	1	2	3	4
Use classroom and program data to support continuous quality improvement efforts	1	2	3	4
Implement organizational change in nonthreatening ways	1	2	3	4
Promote a positive image of the program in the community	1	2	3	4
Protect time for staff to plan individually or together in teams	1	2	3	4
Use performance appraisal of staff as the catalyst for growth and change	1	2	3	4
Recruit, select, and orient staff	1	2	3	4
Implement strategies that positively influence the center's work climate	1	2	3	4

Use technology to support administrative practices	1	2	3	4
Work with the staff to create a shared vision and priorities for the program	1	2	3	4
Advocate on behalf of young children, their families, and the profession	1	2	3	4
Communicate clearly and succinctly in writing for a variety of audiences	1	2	3	4
Make decisions in challenging situations consistent with existing guidance such as NAEYC's Code of Ethical Conduct	1	2	3	4
Make formal presentations to staff, families, and community members	1	2	3	4
Promote leadership capacity at all levels of the organization	1	2	3	4
Stay current on the issues relating to the early childhood education profession-	1	2	3	4