

OMB No.: 0970-0151  
Expiration Date: XX/XX/XXXX

**MATHEMATICA**  
Policy Research



**American Indian and  
Alaska Native**

*family and child experiences survey*

**AI/AN FACES 2019**  
**Experiences in Head Start**

**American Indian and Alaska Native  
Head Start Family and Child Experiences Survey 2019  
(AI/AN FACES 2019)**

**Teacher Survey**

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**Spring 2020**

**AFFIX LABEL HERE**

## **INTRODUCTION**

**Mathematica Policy Research is conducting the American Indian and Alaska Native Head Start Family and Child Experiences Survey 2019 (AI/AN FACES 2019) under contract with the Administration for Children and Families (ACF) of the U.S. Department of Health and Human Services (DHHS).**

**We need for you to complete this brief survey which asks you about your classroom and your background as well as your thoughts about teaching and your program.**

**Thank you for taking the time to complete this survey. Questions are not always numbered sequentially, so please answer questions in the order they appear, regardless of the question number. Additionally, you may be told to skip some questions because they do not apply to you.**

**Your participation in the study is voluntary and you may refuse to answer any questions you are not comfortable answering. Your answers will not be shared with parents or other staff in your center, or anybody else not working on this study. Please be assured that all information you provide will be kept private to the extent permitted by law. The information you provide to the study will be protected and will only be seen by selected members of the study team. The survey will take about 35 minutes of your time to complete.**

## INTRODUCTION

## AA. CLASSROOM SESSION TYPE

**SC0.** Are you the teacher listed on the front of the survey?

- 1  Yes → **GO TO S1b**
- ← 2  Yes, but my name is misspelled
- 0  No, this is not my name

**SC0a.** Please enter the correct spelling of your name.

Name: \_\_\_\_\_

*If you have more than one classroom selected for this study, please answer these questions thinking only about the classroom session listed on the label on the front of this survey.*

**S1b.** When did you become the teacher of this classroom for this program year?

*If you have been the teacher of this class for longer than this program year, please enter the date the program year began.*

|\_|\_|/|\_|\_|/|\_|\_|\_|\_|  
Month Day Year

**IF YOU WERE THE TEACHER ON OR BEFORE SEPTEMBER 28, 2019, SKIP TO AA1INTRO. IF YOU BECAME THE TEACHER AFTER SEPTEMBER 28, 2019, GO TO S3.**

**S3.** Before you became the teacher of this classroom, were you teaching in Head Start?

- 1  Yes
- 0  No → **GO TO AA1Intro**

**S4.** Where were you teaching before you came to this classroom?

**MARK ONE ONLY**

- 1  In the same classroom as an assistant teacher
- 2  In a different classroom at the same Head Start center
- 3  At a different Head Start center operated by the same program
- 4  At a Head Start center operated by a different program
- 5  Somewhere else? (*specify*)

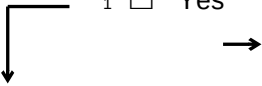
0  No    **GO TO AA3**

**AA1Intro:** First, please answer some questions about all of the classes you teach at this program. Only include information about classes with Head Start children enrolled.

**AA1.** Do you currently work with Head Start children as a home visitor?

*Although Head Start teachers may perform home visits from time to time, this does not qualify them as a home visitor. A home visitor interacts with children on a weekly basis at the family's home, not in a classroom setting.*

1  Yes



**AA2.** Do you also teach a class with Head Start children at this program?

1  Yes

0  No → **GO TO AB1, PAGE 2**



**AA3.** Do you teach . . .

**MARK ONE ONLY**

1  A full-day class,

2  A morning class only,

3  An afternoon class only, or

4  Both a morning and afternoon class?

## AB: NATIVE CULTURE/ LANGUAGE IN CLASSROOM

These next questions are about use of native culture and language in the classroom.

### AB1. Do you have a cultural/language elder or specialist that works in the classroom with children?

By cultural/language elder or specialist we mean someone that you may rely on or consult with in regards to culture or language. Though culture and language are interrelated, sometimes an elder or specialist might only be consulted on one or the other, and not both.

- 1  Yes  
0  No → GO TO AB6

### AB2. Who is your cultural/language elder or specialist?

MARK ONE OR MORE BOXES

- 1  A spiritual leader  
2  An influential member of the tribal or cultural community  
3  A member of the tribal or cultural community  
4  Other (specify) \_\_\_\_\_

### AB6. Is this classroom a full immersion classroom?

A full immersion classroom is one where **only** Native language is used for all interactions and activities every day, without English or another language being used.

- 1  Yes → GO TO AB4  
0  No

### AB3. Do children in your classroom receive Native language lessons?

- 1  Yes  
0  No → GO TO AB7, PAGE 3

### AB4. What languages are they taught through Native language lessons? Please list all the Native languages taught:

- 1  \_\_\_\_\_  
2  \_\_\_\_\_  
3  \_\_\_\_\_  
4  \_\_\_\_\_  
5  \_\_\_\_\_

### AB5. Who teaches the Native language lessons?

MARK ONE OR MORE BOXES

- 1  I do  
2  Assistant classroom teachers  
3  Paid aides  
4  Cultural/language elder or specialist  
5  Other (specify) \_\_\_\_\_



**IF THIS CLASSROOM IS A FULL-IMMERSION CLASSROOM, GO TO AB8, PAGE 5.**

**OTHERWISE, CONTINUE TO AB11 BELOW.**

**AB11. Do children receive Native language instruction or lessons?**

**MARK ONE ONLY**

- 1  Daily
- 2  3-4 times a week
- 3  1-2 times a week
- 4  Less than once a week
- 5  Not at all →

**GO TO AB7**

**AB12. When children receive Native language instructions or lessons, how long are those lessons?**

**MARK ONE ONLY**

- 1  Less than 5 minutes
- 2  5-10 minutes
- 3  11-15 minutes
- 4  16-20 minutes
- 5  More than 20 minutes

**AB7. How do you integrate Native culture and/or language activities into the classroom, whether as a whole class, in small groups, or in individualized arrangements? I...**

**MARK ONE OR MORE BOXES**

- 1  Integrate Native cultural language items and activities throughout the day
- 2  Offer separate Native cultural language activities/areas within the classroom
- 3  Conduct a pull-out program
- 5  No Native culture/language activities offered as part of the classroom day

**AB13. How often do children speak a Native language in the classroom? Please include formal language use (as part of a lesson) and informal use (as part of a conversation).**

**MARK ONE ONLY**

- 1  Daily
- 2  3-4 times a week
- 3  1-2 times a week
- 4  Less than once a week

**AB14. How often do teachers speak a Native language in the classroom? Please include formal language use (as part of a lesson) and informal use (as part of a conversation).**

**MARK ONE ONLY**

- 1  Daily
- 2  3-4 times a week
- 3  1-2 times a week
- 4  Less than once a week

**AB15. How often do children and teachers converse together in a Native language?**

**MARK ONE ONLY**

- 1  Daily
- 2  3-4 times a week
- 3  1-2 times a week
- 4  Less than once a week

**AB16. How frequently throughout the day do children incorporate Native language words into English language sentences?**

**MARK ONE ONLY**

- 1  Never
- 2  Rarely
- 3  Sometimes
- 4  Always

**AB17. How frequently throughout the day do children speak full sentences in Native language?**

**MARK ONE ONLY**

- 1  Never
- 2  Rarely
- 3  Sometimes
- 4  Always

**AB8. Do you use a cultural curriculum?**

1  Yes

0  No

**AB9. Do you use a locally designed tool to assess children's Native language development specific to your Native language?**

1  Yes

0  No

**AB10. Are you receiving any training or technical assistance (T/TA) related to culture from the Administration for Native Americans (ANA) or some other organization?**

1  Yes

0  No

d  Don't know



## A: CLASSROOM ACTIVITIES

**A0-1Intro.** The next questions are about your classroom activities and the children in your classroom.

*If you have more than one classroom selected for this study, please answer these questions thinking only about the classroom session listed on the label on the front of this survey. After you have completed this survey, you will be asked just a few additional questions specifically about your second class in the Second Classroom Survey.*

**A0-1.** How many children are enrolled in this class?

|\_|\_| NUMBER OF CHILDREN

**A0-1x.** As of today's date, how many children in this class are each of the following ages?

*If there are no children of a particular age in this class, please enter 0.*

	NUMBER OF CHILDREN
a. 3 years old (or younger).....	_ _
b. 4 years old.....	_ _
c. 5 years old (or older).....	_ _

**A01d.** As of today's date, how many children in this class are...

*If there are no children of a particular group in this class, please enter 0.*

	NUMBER OF CHILDREN
1. American Indian or Alaska Native.....	_ _
6. Asian.....	_ _
7. Native Hawaiian, or other Pacific Islander.....	_ _
3. Black, non-Hispanic.....	_ _
4. Hispanic.....	_ _
5. White, non-Hispanic.....	_ _

**A0-xy.** How many of each of the following staff are usually with this class? And how many of these staff members are American Indian or Alaska Native (AI/AN)?

*If no staff currently work in the position, enter 0.*

	NUMBER OF STAFF	NUMBER WHO ARE AI/AN
2. Lead teachers ( <i>Lead teachers are the head or primary teachers in the classroom. If teachers are co-teachers count them here.</i> ).....	_ _	_ _
3. Assistant teachers.....	_ _	_ _
4. Paid aides.....	_ _	_ _

**A0-5. How many days a week does this class meet?**

|\_\_| DAYS EACH WEEK

**A0-6. How many hours a week does this class meet?**

|\_\_|\_\_| HOURS EACH WEEK

**A1. Please describe how a typical day is spent in your classroom. Not including lunch or nap breaks, how much time do the children spend in the following kinds of activities?**

MARK ONE FOR EACH ROW

	NO TIME	HALF HOUR OR LESS	ABOUT ONE HOUR	ABOUT TWO HOURS	THREE HOURS OR MORE
a. Teacher-directed whole class activities.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Teacher-directed small group activities.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Teacher-directed individual activities.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Child-selected activities.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

**A1e. How often do children in your classroom usually work on activities in the following areas, whether as a whole class, in small groups, or in individualized arrangements?**

MARK ONE FOR EACH ROW

	NEVER	LESS THAN ONCE A WEEK	1-2 TIMES A WEEK	3-4 TIMES A WEEK	DAILY
1. Language Arts and Literacy.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. Mathematics.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3. Social Studies.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4. Science.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5. Arts (e.g., painting with berries, creating dream catchers).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

**A2. How often do children in your class do each of the following reading and language activities?**

MARK ONE FOR EACH ROW

	NEVER	ONCE A MONTH OR LESS	TWO OR THREE TIMES A MONTH	ONCE OR TWICE A WEEK	THREE OR FOUR TIMES A WEEK	EVERY DAY
a. Work on learning the names of letters.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
b. Practice writing the letters of the alphabet.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
c. Discuss new words.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
d. Dictate stories to a teacher, aide, or volunteer.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
f. Listen to a teacher, aide, or volunteer read stories where they see the print (e.g., Big Books).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
g. Listen to a teacher, aide, or volunteer read stories but they don't see the print.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
h. Retell stories.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
m. Listen to a teacher, aide, volunteer, or Elder tell a story.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
i. Learn about conventions of print (such as left to right orientation, book holding, pointing to individual word).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
j. Write their own name.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
k. Learn about rhyming words or word families.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
l. Learn about common prepositions, such as over and under, up and down.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
n. Work on letter-sound relationships.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

**ANSWER A2m1 AND A2m2 BELOW IF CHILDREN IN YOUR CLASS LISTEN TO A TEACHER, AIDE, VOLUNTEER, OR ELDER TELL A STORY.**

**IF CHILDREN IN YOUR CLASS NEVER LISTEN TO A TEACHER, AIDE, VOLUNTEER, OR ELDER TELL A STORY, GO TO A3, PAGE 9.**

**A2m1. You indicated that children in your class listen to a teacher, aide, volunteer, or Elder tell a story. Is the storytelling following Native oral tradition in a formal (as part of a lesson plan) or informal, occurring spontaneously, way?**

**MARK ONE OR MORE BOXES**

- 1  Formal
- 2  Informal

**A2m2. What language(s) does the storytelling occur in?**

**MARK ONE OR MORE BOXES**

- 1  English
- 2  Native language
- 3  Spanish
- 4  Other (*specify*) \_\_\_\_\_

**A3. How often do children in your classroom do each of the following math activities?**

MARK ONE FOR EACH ROW

	NEVER	ONCE A MONTH OR LESS	TWO OR THREE TIMES A MONTH	ONCE OR TWICE A WEEK	THREE OR FOUR TIMES A WEEK	EVERY DAY
a. Count out loud.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
b. Work with geometric manipulatives (for example, pattern, tangrams, unit, or parquetry blocks or shape puzzles).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
c. Work with counting manipulatives (things for children to count) to learn basic operations (for example, adding or subtracting).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
d. Play math-related games.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
g. Work with rulers, measuring cups, spoons, or other measuring instruments.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
h. Engage in calendar-related activities.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
i. Engage in activities related to telling time.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
j. Engage in activities that involve shapes and patterns.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
k. Work on comparing quantities (least, most, less, more).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
l. Work on ordinal numbers (first, second, third).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
m. Use 10 frames to help teach math concepts.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

**A3a\_r. Do you personally speak any language other than English in the classroom?**

1  Yes

0  No → GO TO A3e, PAGE 11

**A3b\_r. What languages, other than English, do you personally speak in the classroom?**

MARK ONE OR MORE BOXES

33  Your Native language (*specify*) \_\_\_\_\_

34  Other Native language(s) (*specify*) \_\_\_\_\_

2  Spanish

9  Other language (*specify*) \_\_\_\_\_

**A3c. Of the language(s) other than English that you speak, how well do you understand:**

MARK ONE FOR EACH ROW

	NOT AT ALL	NOT WELL	WELL	VERY WELL
33 Your Native language ( <i>specify</i> ) _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
34 Other Native language(s) ( <i>specify</i> ) _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2 Spanish.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
9 Other language ( <i>specify</i> ) _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

**A3d. Of the language(s) other than English that you speak, how well do you speak:**

MARK ONE FOR EACH ROW

	NOT AT ALL	NOT WELL	WELL	VERY WELL
33 Your Native language ( <i>specify</i> ) _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
34 Other Native language(s) ( <i>specify</i> ) _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2 Spanish.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
9 Other language ( <i>specify</i> ) _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

**A3e. How many children in your classroom speak a language other than English?**

*These children may be learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language. These children are also often referred to as limited English proficient (LEP), dual language learners (DLLs), bilingual, English language learners (ELL), English learners, and children who speak a language other than English (LOTE).*

|\_\_|\_\_| NUMBER OF CHILDREN

Don't know

**IF THERE ARE NO CHILDREN IN YOUR CLASSROOM WHO SPEAK A LANGUAGE OTHER THAN ENGLISH, GO TO A4, PAGE 12.**

**A46. The next question is about communicating with families. How do you communicate with families who speak a language other than you speak? Do you...**

MARK ONE FOR EACH ROW

	YES	NO
a. Communicate only in English?.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Use an informal interpreter or a formal translator, like a staff member or parent?.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Use physical cues or hand gestures?.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Use translated materials?.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Use any other ways? <i>Specify</i> _____	1 <input type="checkbox"/>	0 <input type="checkbox"/>

**A3f. Thinking about all children in your classroom, what languages do children enrolled in the class currently speak, including English?**

*This would include any use of the language(s) in or out of the classroom.*

**MARK ONE OR MORE BOXES**

1  English

35  Native language(s) (*specify*) \_\_\_\_\_

2  Spanish

9  Other language (*specify*) \_\_\_\_\_

**A3g. Of the languages selected above, approximately how many children speak these languages?**  
*If none, please enter 0.*

		NUMBER OF CHILDREN
1	English.....	_ _
35	Native language(s) ( <i>specify</i> ) _____	_ _
2	Spanish.....	_ _
9	Other language ( <i>specify</i> ) _____	_ _

**A4. What languages are used for instruction in your class by you or another adult, NOT including language lessons?**

**MARK ONE OR MORE BOXES**

- 1  English
- 35  Native language(s) (*specify*) \_\_\_\_\_
- 2  Spanish
- 9  Other language (*specify*) \_\_\_\_\_

**A4a. Who speaks each language you selected above? Is it you/the lead teacher, the assistant teacher, a classroom aide, a volunteer, or a cultural/language elder or specialist?**

MARK ONE OR MORE BOXES FOR EACH ROW

		YOU/LEAD TEACHER	ASSISTANT TEACHER	CLASSROOM AIDE	VOLUNTEER/ NON STAFF	CULTURAL/ LANGUAGE ELDER OR SPECIALIST
1	English.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
35	Native language(s) ( <i>specify</i> ) _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2	Spanish.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
9	Other language ( <i>specify</i> ) _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

**A5a. What language do you use most often when you read to children in your classroom?**

**MARK ONE ONLY**

- 1  English
- 35  Native language(s)
- 2  Spanish
- 9  Other language (*specify*) \_\_\_\_\_

**A5b. Are there any other languages you use when you read to children in your class?**

- 1  Yes  
0  No → **GO TO A5d**

**A5c. What other languages are used when you read to children in this classroom?**

**MARK ONE OR MORE BOXES**

- 1  English  
35  Native language(s)  
2  Spanish  
9  Other language (*specify*) \_\_\_\_\_

**A5d. What language do you use most often when you speak to a group of children to present information or give directions in your class?**

**MARK ONE ONLY**

- 1  English  
35  Native language(s)  
2  Spanish  
9  Other language (*specify*) \_\_\_\_\_

**A5e. Are there any other languages you use when you speak to a group of children in your class?**

- 1  Yes  
0  No → **GO TO A5g**

**A5f. What other languages are used when you speak to a group of children in this classroom?**

**MARK ONE OR MORE BOXES**

- 1  English  
35  Native language(s)  
2  Spanish  
9  Other language (*specify*) \_\_\_\_\_

**A5g. In what languages are printed materials like children's books available in your classroom?**

**MARK ONE OR MORE BOXES**

- 1  English  
35  Native language(s)  
2  Spanish  
9  Other language (*specify*) \_\_\_\_\_



The next questions are about the curriculum you use in your classroom.

**A6. Is a specific curriculum or combination of curricula used in your program?**

- 1  Yes, specific curriculum  
2  Yes, combination  
3  No curriculum  
d  Don't know

**GO TO A21, PAGE  
18**

**A7. What curriculum do you use? You may select more than one.**

**MARK ONE OR MORE BOXES**

- 11  Creative Curriculum (*Teaching Strategies*)  
25  Building Blocks math curriculum (*McGraw-Hill*)  
17  Creating Child Centered Classrooms – Step By Step  
26  DLM Early Childhood Express (*McGraw-Hill*)  
27  Everyday Mathematics (*McGraw-Hill*)  
24  Frog Street  
28  Foundations (*Wilson Language Training*)  
29  Handwriting without Tears  
12  HighScope  
30  Learn Every Day  
14  Let's Begin with the Letter People (*Abrams Learning Trends*)  
15  Montessori  
31  Number Worlds (*McGraw-Hill*)  
32  Open Circle  
33  Opening World of Learning (OWL) (*Pearson*)  
34  Preschool PATHS (Promoting Alternative Thinking Strategies) (*Channing Bete Company*)  
35  Pyramid Model for Supporting Social Emotional Competence  
18  Scholastic Curriculum  
36  Second Step  
37  Tools of the Mind  
38  Zoophonics  
19  Locally Designed Curriculum  
21  Other (*specify*) \_\_\_\_\_  
22  Other (*specify*) \_\_\_\_\_

**A8. If you use more than one curriculum, what is your main curriculum?**

**MARK ONE ONLY**

- 11  Creative Curriculum (*Teaching Strategies*)
- 25  Building Blocks math curriculum (*McGraw-Hill*)
- 17  Creating Child Centered Classrooms – Step By Step
- 26  DLM Early Childhood Express (*McGraw-Hill*)
- 27  Everyday Mathematics (*McGraw-Hill*)
- 24  Frog Street
- 28  Foundations (*Wilson Language Training*)
- 29  Handwriting without Tears
- 12  HighScope
- 30  Learn Every Day
- 14  Let's Begin with the Letter People (*Abrams Learning Trends*)
- 15  Montessori
- 31  Number Worlds (*McGraw-Hill*)
- 32  Open Circle
- 33  Opening World of Learning (OWL) (*Pearson*)
- 34  Preschool PATHS (Promoting Alternative Thinking Strategies) (*Channing Bete Company*)
- 35  Pyramid Model for Supporting Social Emotional Competence
- 18  Scholastic Curriculum
- 36  Second Step
- 37  Tools of the Mind
- 38  Zoophonics
- 19  Locally Designed Curriculum
- 21  Other (*specify*) \_\_\_\_\_
- 22  Other (*specify*) \_\_\_\_\_
- 23  Use each equally
- d  Don't know

**A10. How many hours of training in your main curriculum have you had in the past 12 months?**

*If you have received less than one hour of training, enter 0. If you have not received training in the past 12 months, enter 0.*

|\_|\_|\_| HOURS

- d  Don't know

**A11. What type of staff provided you with the most training on this curriculum?**

**MARK ONE ONLY**

- 11  Mentor or master teacher
- 12  Other Head Start teachers in program
- 13  Supervisor/education coordinator
- 2  Staff from another Head Start Program
- 3  Staff or consultant(s) from curriculum developers/certified trainers (e.g., HighScope, Teaching Strategies, Montessori, etc.)
- 4  Professors or instructors from a school of education at a college or university
- 7  Professors or instructors from a school other than the school of education at a college or university
- 8  Tribal College, university, or community college faculty contributing to early childhood education and programs
- 5  Head Start state training and technical assistance provider
- 9  Head Start AI/AN training and technical assistance provider
- 10  Cultural/language elder or specialist
- 6  Other (*specify*) \_\_\_\_\_

**A13. Which types of support have you received to help you use your main curriculum? You may select more than one.**

**MARK ONE OR MORE BOXES**

- 1  Help understanding the curriculum
- 2  Opportunities to observe someone implementing the curriculum
- 3  Refresher training on the curriculum
- 4  Help implementing the curriculum
- 5  Help planning curriculum-based activities
- 6  Help individualizing the curriculum for children
- 7  Help identifying and/or receiving additional resources to expand the scope of the curriculum and activities
- 11  Help implementing the curriculum for children with special needs
- 8  Feedback on implementing the curriculum
- 12  Help adapting the curriculum to your cultural context
- 13  Feedback about the results of a checklist about how you use the curriculum
- 10  No support **GO TO A21, PAGE 18**
- 9  Other (*specify*) \_\_\_\_\_

**A14. From whom did you receive support?**

**MARK ONE OR MORE BOXES**

- 1  Mentor or master teacher
- 2  Other Head Start teachers in program
- 3  Supervisor/education coordinator
- 4  Staff from another Head Start Program
- 5  Staff or consultant(s) from curriculum developers/certified trainers (e.g., HighScope, Teaching Strategies, Montessori, etc.)
- 6  Professors or instructors from a school of education at a college or university
- 9  Professors or instructors from a school other than the school of education at a college or university
- 10  Tribal College, university, or community college faculty contributing to early childhood education and programs
- 7  Head Start state training and technical assistance provider
- 11  Head Start AI/AN training and technical assistance provider
- 12  Cultural/language elder or specialist
- 8  Other (*specify*) \_\_\_\_\_

These next questions are about the primary assessment tool you use in your classroom.

**A21. What is the main child assessment tool that you use?**

**MARK ONE ONLY**

- 1  Teaching Strategies GOLD assessment (formerly known as The Creative Curriculum Developmental Continuum Assessment Toolkit for ages 3-5)
- 2  HighScope Child Observation Record (COR)
- 3  Galileo
- 4  Ages and Stages Questionnaires: A Parent Completed, Child-Monitoring System
- 5  Desired Results Developmental Profile (DRDP)
- 6  Work Sampling System for Head Start
- 7  Learning Accomplishment Profile Screening (LAP including E-LAP, LAP-R and LAP-D)
- 8  Hawaii Early Learning Profile (HELP)
- 9  Brigance Preschool Screen for three and four year old children
- 10  Assessment designed for this program
- 14  State developed tools (e.g. CIRCLE)
- 12  Other (*specify*) \_\_\_\_\_ →
- 13  Do not use a child assessment tool **GO TO A25a\_r, PAGE 20**

**A23. How do you use the information from those assessments in planning for each child?**

**MARK ONE OR MORE BOXES**

- 1  To identify child's developmental level
- 2  To individualize activities for child
- 3  To determine if child needs referral for special services
- 4  To determine child's strengths and weaknesses
- 5  To identify activities for parents to do with child at home
- 6  Other (*specify*) \_\_\_\_\_

**A23a. How many hours of training in using assessments in planning or in your main child assessment tool have you had in the past 12 months?**

*If you have received less than one hour of training, enter 0. If you have not received training in the past 12 months, enter 0.*

|\_|\_|\_| HOURS

- d  Don't know

**A23b. What type of staff provided you with the most training on your main child assessment tool?**

**MARK ONE ONLY**

- 11  Mentor or master teacher
- 12  Other Head Start teachers in program
- 13  Supervisor/education coordinator
- 2  Staff from another Head Start Program
- 3  Staff or consultant(s) from assessment developers/certified trainers (e.g., HighScope, Teaching Strategies, Montessori, etc.)
- 6  Professors or instructors from a school of education at a college or university
- 7  Professors or instructors from a school other than the school of education at a college or university
- 8  Tribal College, university, or community college faculty contributing to early childhood education and programs
- 5  Head Start state training and technical assistance provider
- 9  Head Start AI/AN training and technical assistance provider
- 10  Cultural/language elder or specialist
- 6  Other (*specify*) \_\_\_\_\_

**A23d. From whom did you receive support?**

**MARK ONE OR MORE BOXES**

- 1  Mentor or master teacher
- 2  Other Head Start teachers in program
- 3  Supervisor/education coordinator
- 4  Staff from another Head Start Program
- 5  Staff or consultant(s) from assessment developers/certified trainers (e.g., HighScope, Teaching Strategies, Montessori, etc.)
- 6  Professors or instructors from a school of education at a college or university
- 10  Professors or instructors from a school other than the school of education at a college or university
- 11  Tribal College, university, or community college faculty contributing to early childhood education and programs
- 7  Head Start state training and technical assistance provider
- 12  Head Start AI/AN training and technical assistance provider
- 13  Cultural/language elder or specialist
- 9  Other (*specify*) \_\_\_\_\_

**A25a\_r.** The next questions are about professional development. Programs can support teachers' professional development in a lot of different ways. In the past year, have you participated in or received the following professional development supports?

MARK ONE FOR EACH ROW

	YES	NO	DON'T KNOW
1. Regular meetings with supervisors to talk with them about my work and progress.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
2. Support/funding to attend regional, state, or national early childhood conferences.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
3. Paid substitutes to allow you time to prepare, train, and/or plan.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
4. Mentoring or coaching.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
5. Workshops/trainings sponsored by the program.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
6. Workshops/trainings provided by other organizations.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
7. Visits to other classrooms or centers.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
8. A community of learners, also called a peer learning group (PLG) or professional learning community (PLC), facilitated by an expert.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
15. Time during the regular work day to participate in Office of Head Start T/TA webinars.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
16. Tuition assistance.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
17. Onsite Associate's or Bachelor's courses.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
11. Collaboration/joint trainings with other tribal services/offices.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
12. Cultural or language training.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
10. Other ( <i>specify</i> ) _____	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>

**A26. The next questions are about mentoring. Is there someone who mentors or coaches you in your classroom, that is, someone who observes your teaching on a regular basis and provides feedback, guidance, and training?**

1  Yes →

0  No **GO TO A32d, PAGE 22**

**A26a. Is this mentoring or coaching relationship a formal or informal one?**

*Formal means that a person was assigned to you or is part of your program.*

1  Formal

2  Informal

**A27. Who is the mentor or coach who usually comes to your classroom?**

**MARK ONE ONLY**

1  Another teacher

2  Education coordinator/specialist

3  The center/ director/manager

7  The program director

8  Program or center staff person who is a full-time mentor or coach

9  Another specialist on the program or center staff

4  Someone from outside the program

6  A cultural/language elder or specialist

5  Other (*specify*) \_\_\_\_\_

**A29. How often does your mentor or coach come to your classroom?**

**MARK ONE ONLY**

1  Once a week or more

2  Once every two weeks

3  Once a month

4  Less than once a month

**A29a. How long did your mentor or coach stay in your classroom when he or she visited?**

|\_|\_| MINUTES

d  Don't know



**A32d. Have you participated in training or technical assistance activities with AI/AN T/TA specialists (either early childhood education [ECE] specialists or grantee specialists)? Training and technical assistance (T/TA) is provided by AI/AN TA specialists.**

- 1  Yes
- 0  No
- d  Don't know

**The next question is about the children in your classroom listed on the label on the front of this survey.**

**A35. At this point in the Head Start year, how would you rate the behavior of children in your class?**

**MARK ONE ONLY**

- 1  The group misbehaves very frequently and is almost always difficult to handle
- 2  The group misbehaves frequently and is often difficult to handle
- 3  The group misbehaves occasionally
- 4  The group behaves well
- 5  The group behaves exceptionally well

**The next questions are about children with special needs in your class(es). Please think about all of the classes that you teach.**

**A42. What do you do when you first think a child might have a special need? You may choose more than one response.**

**MARK ONE OR MORE BOXES**

- 1  Document concern on a special report form
- 2  Notify your program director/disabilities coordinator/education coordinator
- 3  Arrange for a local specialist to observe and evaluate
- 4  Arrange a conference with parents to share the information and concerns
- 5  Participate in developing an Individual Education Plan (IEP) or similar plan
- 6  Monitor and record the child's progress and activities
- 8  No children with special needs in class
- 7  Other (*specify*) \_\_\_\_\_

**A43b. When a special education specialist sees a child, what type of assistance does the specialist provide you with?**

**MARK ONE OR MORE BOXES**

- 1  Explains child's needs, including what the difficulties are
- 2  Helps me understand the child
- 3  Shows me how to help the child
- 4  Provides additional resources that I can use to support the child
- 5  Never received feedback
- 6  No children with special needs in class
- 7  Other (*specify*) \_\_\_\_\_

**A44. How often do you meet with the parents to discuss the progress or status of a child with special needs?**

**MARK ONE ONLY**

- 1  No children with special needs in class
- 0  Never
- 2  Once every 6 months or less often
- 3  Once every 2 to 6 months
- 4  Once a month
- 5  More than once a month

**A44a. How often do you meet with the parents to discuss the progress or status of a child without special needs?**

**MARK ONE ONLY**

- 0  Never
- 1  Once every 6 months or less often
- 2  Once every 2 to 6 months
- 3  Once a month
- 4  More than once a month

## B. TEACHER EXPERIENCES

Now let's talk about your experiences as a teacher.

**B3. How much do you agree with each of the following statements about teaching?**

MARK ONE FOR EACH ROW

	STRONGLY DISAGREE	DISAGRE E	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
a. I really enjoy my present teaching job.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. I am certain I am making a difference in the lives of the children I teach.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. If I could start over, I would choose teaching again as my career.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

**B4. The next questions are about the level of support for interactions between Head Start staff and parents. To what extent do you agree with each of the following statements?**

**Your Head Start Program...**

MARK ONE FOR EACH ROW

	STRONGLY DISAGREE	DISAGRE E	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
n. Promotes cooperation between Head Start staff and parents.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
o. Ensures that parents do not feel isolated.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
p. Encourages parents to supplement classroom learning at home.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
q. Supports staff in their efforts to engage parents...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

**B5. How likely are you to continue working for Head Start through the next Head Start year (through 2020-2021)?**

**MARK ONE ONLY**

- 1  Very likely
- 2  Somewhat likely
- 3  Somewhat unlikely
- 4  Very unlikely

**B6. The following are statements that some teachers have made about how children in Head Start should be taught and managed. Remember all of your responses are private. Please indicate whether each statement agrees or disagrees with your personal beliefs about good teaching practice in Head Start.**

MARK ONE FOR EACH ROW

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
a. Head Start classroom activities should be responsive to individual differences in development.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Each curriculum area should be taught as a separate subject at separate times.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
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.)....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
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.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. Children should work silently and alone on seatwork.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Children in Head Start classrooms should learn through active explorations.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. Head Start teachers should use treats, stickers, or stars to encourage appropriate behavior.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. Head Start teachers should use punishments or reprimands to encourage appropriate behavior.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i. Children should be involved in establishing rules for the classroom.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
j. Children should be instructed in recognizing the single letters of the alphabet, isolated from words.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
k. Children should learn to color within predefined lines.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
l. Children in Head Start classrooms should learn to form letters correctly on a printed page.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
m. Children should dictate stories to the teacher.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
n. Children should know their letter sounds before they learn to read.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
o. Children should form letters correctly before they are allowed to create a story.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

## C: YOUR FEELINGS

**C1.** The next questions are about how you have felt about yourself and your life in the past week. There are no right or wrong answers. Please indicate if you felt this way rarely or never, some or a little, occasionally or a moderate amount of time, or most or all of the time in the past week.

MARK ONE FOR EACH ROW

	RARELY OR NEVER	SOME OR A LITTLE	OCCASIONALLY OR MODERATELY	MOST OR ALL THE TIME
a. Bothered by things that usually don't bother you.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. You did not feel like eating, your appetite was poor.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. That you could not <u>shake off the blues</u> *, even with help from your family and friends.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. You had trouble keeping your mind on what you were doing.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Depressed.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. That everything you did was an effort.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. Fearful.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h. Your sleep was restless.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
i. You talked less than usual.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
j. Lonely.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
k. Sad.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
l. You could not get "going".....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

*\*Not being able to "shake off the blues" refers to feeling sad, unhappy, miserable, or down in the dumps for short periods.*

**C2.** Please indicate if you felt this way at work in the past week. There are no right or wrong answers.

MARK ONE FOR EACH ROW

	RARELY OR NEVER	SOME OR A LITTLE	OCCASIONALLY OR MODERATELY	MOST OR ALL THE TIME
a. Overwhelmed.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Frustrated.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Not feeling valued or supported.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

## D. BACKGROUND INFORMATION

The next set of questions is about you.

**D1. In total, how many years have you been teaching (including all grades, preschool, or infant and toddler care)?**

|\_|\_| NUMBER OF YEARS

**D2. How many of those years have you been teaching Head Start or Early Head Start (as either lead or assistant teacher)?**

*Lead teachers are the head or primary teachers in the classroom.*

|\_|\_| NUMBER OF YEARS

**D2a. In what month and year did you start working for this Head Start program?**

|\_|\_| MONTH                      |\_|\_|\_|\_| YEAR

**D5. What is the highest grade or year of school that you completed?**

**MARK ONE ONLY**

- 1  Up to 8th Grade
- 2  9th to 11th Grade
- 3  12th Grade, but no diploma
- 4  High School Diploma/Equivalent
- 5  Vocational/Technical Program after high school but no diploma
- 6  Vocational/Technical Program after high school
- 7  Some College, but No Degree → **GO TO D7, PAGE 28**
- 8  Associate's Degree
- 9  Bachelor's Degree
- 10  Graduate or Professional School, but no degree
- 11  Master's Degree (MA, MS)
- 12  Doctorate Degree (Ph.D., Ed.D.)
- 13  Professional Degree after Bachelor's Degree (Medicine/ MD, Dentistry/ DDS, Law/ JD, etc.)

**GO TO  
D11,  
PAGE 28**

**D6. In what field did you obtain your highest degree?**

**MARK ONE ONLY**

- 1  Child Development or Developmental Psychology
- 2  Early Childhood Education
- 3  Elementary Education
- 4  Special Education
- 6  Curriculum Development
- 7  Administration
- 8  Bilingual Education
- 9  Reading or Literacy
- 10  Psychology, Counseling, Social Work

5  Other (specify) \_\_\_\_\_

**D7. Did your schooling include 6 or more college courses in early childhood education or child development?**

1  Yes → **GO TO D11**

0  No

**D8. Have you completed 6 or more college courses in early childhood education or child development since you finished your degree?**

1  Yes

0  No

**D11. Do you have a Child Development Associate (CDA) credential?**

1  Yes

0  No

**D12. Do you have a state-awarded preschool certificate or license?**

*A teaching certificate or license is usually granted to a teacher by a state department or agency that has authority over the education and/or early childhood system in that state. The certificate or license is given when the teacher has met certain education or experience requirements that are set by the department or agency. Usually a teacher would have to apply for a certificate or license after meeting those requirements.*

1  Yes

0  No

**D13. Do you have a state-awarded teaching certificate or license for ages/grades other than preschool?**

*A teaching certificate or license is usually granted to a teacher by a state department or agency that has authority over the education and/or early childhood system in that state. The certificate or license is given when the teacher has met certain education or experience requirements that are set by the department or agency. Usually a teacher would have to apply for a certificate or license after meeting those requirements.*

1  Yes

0  No

**D14. Including your post-secondary degree, graduate degree, and certification programs, etc., are you currently enrolled in any additional training or education?**

1  Yes

0  No →

**GO TO D17, PAGE 29**

**D15. What kind of training or education program are you enrolled in?**

**MARK ONE OR MORE BOXES**

1  Child Development Associate (CDA) Degree Program

2  Teaching Certificate Program

3  Special Education Teaching Degree Program

4  Associate's Degree Program

5  Bachelor's Degree Program

6  Graduate Degree Program (MA, MS, Ph.D. or Ed.D.)

8  Continuing Education Units (CEUs)

9  Other (*specify*) \_\_\_\_\_

**D17. What is your total annual salary (before taxes) as a teacher for the current school year?**

\$ |\_\_|\_\_| , |\_\_|\_\_|\_\_| PER YEAR

d  Don't know

**D17a. How many weeks per year does this salary cover?**

|\_\_|\_\_| NUMBER OF WEEKS

**D18. How many hours per week does this salary cover (not including overtime)?**

|\_\_|\_\_| HOURS PER WEEK

**D19. What is your sex?**

1  Male

2  Female

3  Prefer not to answer

**D20. In what year were you born?**

|\_\_|\_\_|\_\_|\_\_| YEAR

**D21. Are you of Spanish, Hispanic, or Latino origin?**

1  Yes

0  No

**D23. What is your race? You may choose more than one if you like.**

**MARK ONE OR MORE BOXES**

11  White

12  Black or African American

13  American Indian or Alaska Native

27  Asian

28  Native Hawaiian, or other Pacific Islander

25  Another race (*specify*) \_\_\_\_\_

**Thank you for your participation in AI/AN FACES 2019!**