

# **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 0970-0507 and the expiration date is 03/31/2020.

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THE BSC RESEARCH STUDY  
REFLECTION SURVEY

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 early care and education 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 honorarium in the form of a gift card for completing this survey.

If you are a center teacher, staff member, or director, you may notice some overlap between questions on this survey and the Early Childhood Work Environment Survey (ECWES) you may have 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 or as a parent 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 share your thoughts with us today, we greatly appreciate your help!

By completing and returning this survey, you agree to participate in the survey data collection.

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## CCL BACKGROUND INFORMATION

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 → *Skip to question #5*
  - Some college → *Skip to question #5*
  - 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. 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 (please specify): \_\_\_\_\_
  
5. What type of program are you affiliated with? (*Select all that apply*)
  - Head Start
  - Early Head Start
  - Child care center
  - Other (please specify): \_\_\_\_\_
  
6. Select the job title that best describes your current role in your early care and education program. If you have a dual role, what position do you spend **more** time doing? **\*This question is required.**
  - Assistant teacher, aide, or apprentice
  - Teacher
  - Lead teacher
  - Assistant director
  - Director
  - Component coordinator (education, family support, health/nutrition)
  - Support staff (administrative assistant, cook)
  - Parent (child attends the program) → *Skip to question #13*
  
7. How long have you worked in the field of early childhood?
  - \_\_\_\_ Years \_\_\_\_ Months
  
8. How long have you worked for your current employer?

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- \_\_\_\_ 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 all that apply)*
- Hispanic or Latino
  - Not Hispanic or Latino
14. What is your Race? *(Select all that apply)*
- 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?
- Only English
  - Only Spanish
  - A language other than English or Spanish (specify other language below):  
\_\_\_\_\_
  - English and another language **EQUALLY** (specify other language below):  
\_\_\_\_\_
  - Multiple languages (other than English) **EQUALLY** (specify other languages below):  
\_\_\_\_\_

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\*\*\*SKIP THIS PAGE IF YOU ARE A PARENT REPRESENTATIVE ON THE CORE BSC TEAM\*\*\*

**EARLY CHILDHOOD JOB SATISFACTION SURVEY**

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.** Fill in the corresponding circle (from *strongly disagree* to *strongly agree*) to indicate how you feel about each of the statements in the categories below:

<b>Co-worker Relations</b>		<b>Strongly disagree</b>				<b>Strongly agree</b>
1.	My co-workers care about me.	0	0	0	0	0
2.	I feel encouraged and supported by my colleagues.	0	0	0	0	0
3.	My co-workers share their personal concerns with me.	0	0	0	0	0
4.	My colleagues are hard to get to know.	0	0	0	0	0
5.	My co-workers are critical of my performance.	0	0	0	0	0
6.	I feel my colleagues are competitive.	0	0	0	0	0
7.	My co-workers are not very helpful.	0	0	0	0	0
8.	My co-workers share ideas and resources with me.	0	0	0	0	0
9.	I feel I can't trust my co-workers.	0	0	0	0	0
10.	My colleagues are enjoyable to work with.	0	0	0	0	0

<b>Supervisor Relations</b>		<b>Strongly disagree</b>				<b>Strongly agree</b>
11.	My supervisor respects my work.	0	0	0	0	0
12.	My supervisor is too busy to know how I'm doing.	0	0	0	0	0
13.	I feel I am supervised too closely.	0	0	0	0	0
14.	I am given helpful feedback about my performance.	0	0	0	0	0
15.	My supervisor asks for my opinion.	0	0	0	0	0
16.	My supervisor is tactful.	0	0	0	0	0
17.	My supervisor is not very dependable.	0	0	0	0	0
18.	I feel I am encouraged to try new ideas.	0	0	0	0	0
19.	My supervisor makes me feel inadequate.	0	0	0	0	0
20.	My supervisor is unpredictable.	0	0	0	0	0

<b>The Work Itself</b>		<b>Strongly</b>				<b>Strongly</b>

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		<i>y disagree</i>				<i>y agree</i>
21.	My work is stimulating and challenging.	0	0	0	0	0
22.	I feel I am respected by the parents of my students.	0	0	0	0	0
23.	My job involves too much paperwork and recordkeeping.	0	0	0	0	0
24.	My job doesn't offer enough variety.	0	0	0	0	0
25.	My job is not very creative.	0	0	0	0	0
26.	I make an important difference in the lives of my students.	0	0	0	0	0
27.	My job doesn't match my training and skills.	0	0	0	0	0
28.	My work gives me a sense of accomplishment.	0	0	0	0	0
29.	There is too little time to do all there is to do.	0	0	0	0	0
30.	I have control over most things that affect my satisfaction.	0	0	0	0	0

**Working Conditions**

		<i>Strongly disagree</i>				<i>Strongly agree</i>
31.	My work schedule is flexible.	0	0	0	0	0
32.	The teacher-child ratio is adequate.	0	0	0	0	0
33.	I always know where to find the things I need.	0	0	0	0	0
34.	I feel too cramped.	0	0	0	0	0
35.	I need some new equipment/materials to do my job well.	0	0	0	0	0
36.	The decor of my center is drab.	0	0	0	0	0
37.	This center meets my standards of cleanliness.	0	0	0	0	0
38.	I can't find a place to carry on a private conversation.	0	0	0	0	0
39.	This place is too noisy.	0	0	0	0	0
40.	The center's policies and procedures are clear.	0	0	0	0	0

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

Fill in the corresponding circle (from *not like my ideal at all* to *is my ideal*) to indicate how you feel about each of the categories below.

	<b>Not like my ideal at all</b>	<b>2</b>	<b>Somewhat resembles my ideal</b>	<b>4</b>	<b>Is my ideal</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Is my ideal</b>
Relationship with co-workers	0	0	0	0	0
Relationship with supervisor	0	0	0	0	0
The work itself	0	0	0	0	0
Working conditions	0	0	0	0	0
Pay and promotion opportunities	0	0	0	0	0

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

**Satisfactions**

**Frustrations**

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

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**PART IV.** Different people value different aspects of their work. Below is a list of some of the ways that jobs can be rewarding and contribute to personal and professional fulfillment. Put a check (☐) next to the **three** job characteristics that you value the most. (*Select 3 choices*)

- Colleagues—working with people I like
- Altruism—helping others
- Achievement—that feeling of accomplishment from doing a job well
- Pay—earning a good living to pay for the things need Intellectual stimulation—learning new things
- Variety—the opportunity to do different kinds of things Challenge—the opportunity to master new skills
- Security—the assurance that my position is secure
- Creativity—developing new ideas, creating new things
- Autonomy—being independent in making decisions
- Recognition—getting respect and acknowledgement from others
- Environment—working in pleasant surroundings
- Leadership—having the opportunity to guide and influence the work of others
- Promotion—having the opportunity for advancement
- Other (specify): \_\_\_\_\_

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**PART V.** This section asks questions that relate to your commitment to your center and to the early childhood field. Put a check (☐) next to **all** statements that describe how you feel about your organization: (*Select all that apply*)

- I intend to work here at least two more years.
- I often think of quitting.
- I'm just putting in time.
- I take pride in my center.
- I put a lot of extra effort into my work.
- I feel very committed to this center.
- I don't care what happens to this place after I leave.
- It would be difficult for me to find another job as good as this one.
- It's hard to feel committed to this place.
- I sometimes feel trapped in this job.

On a scale of 1 (*not committed*) to 10 (*very committed*), please rate your level of commitment to early childhood education as your life's vocation.

<i>Not committed</i>		<i>Committed</i>		<i>Very committed</i>					
1	2	3	4	5	6	7	8	9	10



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If you could do it all over again, would you choose a career in early care and education?

Yes

No

Why or why not?

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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.

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**PSYCHOLOGICAL SAFETY**

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

	Completely disagree	Mostly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Mostly agree	Completely agree
Teachers at this center are able to bring up problems and tough issues.	0	0	0	0	0	0	0
Teachers at this center feel it is safe to take a risk (e.g. trying something new in the classroom).	0	0	0	0	0	0	0
No teachers at this center would deliberately act in a way that would undermine my teaching.	0	0	0	0	0	0	0
Working with teachers at this center, my unique skills and talents are valued and utilized.	0	0	0	0	0	0	0
If you make a mistake at this center, it is often held against you.	0	0	0	0	0	0	0
People who work at this center sometimes reject others for being different.	0	0	0	0	0	0	0
It is difficult to ask other people who work at this center for help.	0	0	0	0	0	0	0

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

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**MASLACH BURNOUT INVENTORY EDUCATOR'S SURVEY – EMOTIONAL EXHAUSTION  
SUBSCALE**

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

	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day
I feel emotionally drained from my work	0	0	0	0	0	0	0
I feel used up at the end of the workday	0	0	0	0	0	0	0
I feel fatigued when I get up in the morning and have to face another day on the job	0	0	0	0	0	0	0
Working with people all day is really a strain for me	0	0	0	0	0	0	0
I feel burned out from my work	0	0	0	0	0	0	0
I feel frustrated by my job	0	0	0	0	0	0	0
I feel I'm working too hard on my job	0	0	0	0	0	0	0
Working with people directly puts too much stress on me	0	0	0	0	0	0	0
I feel like I'm at the end of my rope.	0	0	0	0	0	0	0

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

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PERCEIVED PROBLEMS QUESTIONNAIRE: PRESCHOOL TEACHER PROBLEMS CHECKLIST

<b>I have a problem . . .</b>	<b>Yes</b>	<b>No</b>	<b>Not applicable</b>
Getting children to do what I ask them to do.	0	0	0
Controlling the noise or energy level in the room.	0	0	0
Understanding the reason for children's problem behavior.	0	0	0
Getting children to share or take turns.	0	0	0
Knowing how to handle children's aggressive behavior.	0	0	0
Dealing with a child who cries or whines frequently.	0	0	0
Getting children to clean up.	0	0	0
Getting children to learn and follow classroom rules and routines.	0	0	0
Getting children to use words and not hit others when they are angry.	0	0	0
Keeping one child's problem behavior from affecting other children.	0	0	0

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## BELIEFS & BACKGROUND QUESTIONNAIRE

### CCL Background Information

1. Do you have any other early childhood certificates, licenses, or credentials?
  - Yes
  - No →*Skip to question #3*
  
2. 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 3<sup>rd</sup> Grade License
  - Child Development Associate (CDA) Credential
  - Other, please describe: \_\_\_\_\_
  
3. How many total clock hours of professional development have you had in the past 2 years?
  - \_\_\_\_\_ Hours
  - How many sessions did you attend (*please provide a number*)? \_\_\_\_\_ Sessions
  
4. What topics did you receive professional development training on in the past 2 years? (*Select 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 (please specify): \_\_\_\_\_
  
5. 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? (*Select only one response*).
  - Health and safety in the classroom

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- 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 (please specify): \_\_\_\_\_
6. Do you talk to someone when you have questions about supporting children's social and emotional learning?
- Yes
  - No → *Skip to question #8*
7. Who do you talk to? \_\_\_\_\_
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 → *Skip to question #11*
9. How long have you participated?
- Less than 1 year
  - 1-2 years
  - 2-3 years
  - 3-4 years
  - More than 5 years
10. What are your goals in the program? Please describe:  
\_\_\_\_\_
11. 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: \_\_\_\_\_

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1. 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*

2. 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*

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## BELIEFS AROUND SOCIAL AND EMOTIONAL LEARNING

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

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
I feel confident in my ability to provide support for social and emotional learning.	0	0	0	0	0
I am comfortable providing support for social and emotional skills to the children in my care.	0	0	0	0	0
Taking care of children's social and emotional needs comes naturally to me.	0	0	0	0	0
Support for children's social and emotional learning is part of my regular teaching practice.	0	0	0	0	0
I would like to attend a workshop to learn how to support the development of children's social and emotional skills.	0	0	0	0	0
I would like to attend a workshop to develop my own social and emotional skills.	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
I want to improve my ability to support children's social and emotional skills.	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
All teachers should receive training on how to support children's social and emotional skills.	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
All teachers should receive training on how to support children's social and emotional skills.	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
My director creates an environment that promotes social and emotional learning for the children in our care.	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
The culture in my center supports the development of children's social and emotional skills.	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
My director does not encourage supporting the social and emotional skills of the children in our care.	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
My center expects teachers to address children's social and emotional needs.	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>



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**\*\*\*SKIP THIS PAGE IF YOU ARE A PARENT ON THE CORE BSC TEAM OR THE CENTER DIRECTOR/ASSISTANT DIRECTOR\*\*\***

**TEACHERS' SENSE OF EFFICACY**

Please think about your abilities to perform the following activities as a child care teacher. Select the answer that best matches your beliefs about YOUR CURRENT ABILITY to perform each task.

	1 Nothing	2	3 Very little	4	5 Some influence	6	7 Quite a bit	8	9 A great deal
How much can you do to make positive changes in your care setting?*	0	0	0	0	0	0	0	0	0
How much can you do to provide learning experiences that reflect the individual interests of the children in your care?*	0	0	0	0	0	0	0	0	0
How much can you do to implement activities as you planned?	0	0	0	0	0	0	0	0	0
How much can you do to initiate interactions with each child in your classroom?	0	0	0	0	0	0	0	0	0
How much can you do to modify activities for a variety of developmental needs?*	0	0	0	0	0	0	0	0	0
How much can you do to make time to reflect on children's needs and experiences in the classroom?	0	0	0	0	0	0	0	0	0
How much can you do to	0	0	0	0	0	0	0	0	0

Measure created by CCL Feasibility Study Team based on these sources:

- Tschannen-Moran & Woolfolk Hoy (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805. [For question stem and response categories.]
- VandeWiele, L. (2001). *Early Childhood Teaching Inventory*. Charlotte, NC: Quality Research Center. [For introductory wording and wording of many of the individual questions.]

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	1 Nothing	2	3 Very little	4	5 Some influence	6	7 Quite a bit	8	9 A great deal
observe and document each child's developmental progress?									
How much can you do to share your ideas with other child care teachers? *	0	0	0	0	0	0	0	0	0
How much can you do to work collaboratively with other child care teachers? *	0	0	0	0	0	0	0	0	0
How much can you do to get support and ideas from other professionals to help you solve problems you face as a child care teacher?*	0	0	0	0	0	0	0	0	0
How much can you do to help parents support their child's growth and development?*	0	0	0	0	0	0	0	0	0
How much can you do to understand each child's needs and interests?	0	0	0	0	0	0	0	0	0
How much can you do to manage challenging behaviors among the children in your care?	0	0	0	0	0	0	0	0	0

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	1 Nothing	2	3 Very little	4	5 Some influence	6	7 Quite a bit	8	9 A great deal
How much can you do to calm a child who is upset?	0	0	0	0	0	0	0	0	0
How much can you do to support children's social and emotional development?	0	0	0	0	0	0	0	0	0
How much can you do to help children learn to cooperate?*	0	0	0	0	0	0	0	0	0
How much can you do to help a child develop his or her thinking and problem solving skills?*	0	0	0	0	0	0	0	0	0
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)?*	0	0	0	0	0	0	0	0	0
How much can you do to maintain a working relationship with a parent even if you disagree with his/ her attitudes about child care?*	0	0	0	0	0	0	0	0	0
How much can you do to use observation and other	0	0	0	0	0	0	0	0	0

Measure created by CCL Feasibility Study Team based on these sources:

- Tschannen-Moran & Woolfolk Hoy (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805. [For question stem and response categories.]
- VandeWiele, L. (2001). *Early Childhood Teaching Inventory*. Charlotte, NC: Quality Research Center. [For introductory wording and wording of many of the individual questions.]

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	1 Nothing	2	3 Very little	4	5 Some influence	6	7 Quite a bit	8	9 A great deal
information to make changes in your classroom practices?									

\*Wording based on VandeWiele (2001)

Measure created by CCL Feasibility Study Team based on these sources:

- Tschannen-Moran & Woolfolk Hoy (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805. [For question stem and response categories.]
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### DIRECTOR EFFICACY SCALE (FROM DIRECTORS' ROLE PERCEPTIONS SURVEY)

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.

- I am often uncertain about how much authority I have
- I am sometimes uncertain about how much authority I have
- Most of the time, I know how much authority I have
- I always know how much authority I have

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

- I often feel I am not respected by staff
- I sometimes feel I am not respected by staff
- Most of the time, I feel respected by staff
- I always feel respected by staff

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

- I often feel I am not respected by the families in my program
- I sometimes feel I am not respected by the families in my program
- Most of the time, I feel respected by the families in my program
- I always feel respected by the families in my program

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

- I often spend time on unnecessary, irrelevant tasks
- I sometimes spend time on unnecessary, irrelevant tasks
- Most of my time is spent doing important essential tasks
- I always spend time doing only important essential tasks

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

- I am often overwhelmed with everyday management tasks
- I am sometimes overwhelmed with everyday management tasks
- Most of the time I am able to handle everyday management tasks
- I handle everyday management tasks very effectively

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

- I am often unsure of what is expected of me
- I am sometimes unsure of what is expected of me
- Most of the time, I know what is expected of me
- I always know exactly what is expected of me

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

- I am often expected to do things I don't believe in
- I am sometimes expected to do things I don't believe in
- I am seldom expected to do things I don't believe in
- I am never expected to do things I don't believe in

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

- I often do not get the support I need to do my job well
- I sometimes don't get the support I need to do my job well
- I usually get the support I need to do my job well
- I can always count on getting the support I need to do my job well

In each of the following areas, indicate your current level of confidence in your knowledge and skill.

	I am confident in my ability to...	I am somewhat confident in my ability to...	I am confident in my ability to...	I am very confident in my ability to...
Build partnerships with families of diverse cultural, ethnic, and linguistic backgrounds	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Create a strengths-based team	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Observe teaching and learning and provide feedback to teaching staff	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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	I am confident in my ability to...	I am somewhat confident in my ability to...	I am confident in my ability to...	I am very confident in my ability to...
Implement grouping and staffing patterns that support continuity of care	0	0	0	0
Promote the professional development of staff	0	0	0	0
Use children’s assessment data to support individualized instruction	0	0	0	0
Supervise staff to ensure a developmentally appropriate learning experience for children	0	0	0	0
Use technology to support teaching and learning	0	0	0	0
Implement sound budgeting, cash flow, and financial management practices	0	0	0	0
Facilitate meetings that support team building and shared decision making	0	0	0	0
Use classroom and program data to support continuous quality improvement efforts	0	0	0	0
Implement organizational change in nonthreatening ways	0	0	0	0
Promote a positive image of the program in the community	0	0	0	0
Protect time for staff to plan individually or together in teams	0	0	0	0
Use performance appraisal of staff as the catalyst for growth and change	0	0	0	0
Recruit, select, and orient staff	0	0	0	0
Implement strategies that positively influence the center’s work climate	0	0	0	0

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	I am confident in my ability to...	I am somewhat confident in my ability to...	I am confident in my ability to...	I am very confident in my ability to...
Use technology to support administrative practices	0	0	0	0
Work with the staff to create a shared vision and priorities for the program	0	0	0	0
Advocate on behalf of young children, their families, and the profession	0	0	0	0
Communicate clearly and succinctly in writing for a variety of audiences	0	0	0	0
Make decisions in challenging situations consistent with existing guidance such as NAEYC's Code of Ethical Conduct	0	0	0	0
Make formal presentations to staff, families, and community members	0	0	0	0
Promote leadership capacity at all levels of the organization	0	0	0	0
Stay current on the issues relating to the early childhood education profession-	0	0	0	0

Thank you!

Thank you very much for taking the time to complete this survey. If you have any questions about the information collected above, incentives, or how to mail your survey please feel free to reach Tiffany Bamdad by email at [tbamdad@childtrends.org](mailto:tbamdad@childtrends.org) or phone at 240-223-9387.