



Attachment B.1

**BASELINE ADMINISTRATOR SURVEY**

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

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

## A. Introduction

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

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

Please complete this questionnaire within the next [X] days. *[If PAPER COPY, INCLUDE: Once complete, please send it back to [ADDRESS].]* The questionnaire will take approximately 36 minutes in total to complete. If you have any questions, please contact your project liaison at [PHONE] or [email].

Thank you!

## B. Background Information

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1. Today's Date:   /   / 2018  
M M D D

2. What is your job title?

- <sub>1</sub> Center director/Executive director  
<sub>2</sub> Instructional or educational director/coordinator  
<sub>3</sub> Other (please specify: \_\_\_\_\_)

3. In what year were you born?

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Y	Y	Y	Y

4. What is your sex?

- <sub>1</sub> Female  
<sub>2</sub> Male

5. What is your Ethnicity?

- <sub>1</sub> Hispanic or Latino  
<sub>2</sub> Not Hispanic or Latino

6. What is your Race?

**SELECT ONE OR MORE.**

- <sub>1</sub> American Indian or Alaska Native  
<sub>2</sub> Asian  
<sub>3</sub> Black or African American  
<sub>4</sub> Native Hawaiian or Other Pacific Islander  
<sub>5</sub> White

## C. PROFESSIONAL EXPERIENCE

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7. Indicate the total number of years that you have worked in the positions listed below, counting this year.

Throughout the survey, the term “teacher” is used to refer to a teaching position with primary responsibility for providing instruction and supervision of children in a classroom. The term “assistant teacher” is used to refer to an assistant teacher, paraprofessional, or aide that works under the supervision of a teacher to give additional attention, support and instruction to children in the classroom.

a) How many years have you been an administrator/director of an early care and education center?

- |  |   |
|--|---|
| <input type="radio"/> <sub>1</sub> This is my first year | <input type="radio"/> <sub>5</sub> 11 to 15 years     |
| <input type="radio"/> <sub>2</sub> 1 to 2 years          | <input type="radio"/> <sub>6</sub> 16 to 20 years     |
| <input type="radio"/> <sub>3</sub> 3 to 5 years          | <input type="radio"/> <sub>7</sub> More than 20 years |
| <input type="radio"/> <sub>4</sub> 6 to 10 years         |   |

b) How many years have you been an administrator/director at your current center?

- |  |   |
|--|---|
| <input type="radio"/> <sub>1</sub> This is my first year | <input type="radio"/> <sub>5</sub> 11 to 15 years     |
| <input type="radio"/> <sub>2</sub> 1 to 2 years          | <input type="radio"/> <sub>6</sub> 16 to 20 years     |
| <input type="radio"/> <sub>3</sub> 3 to 5 years          | <input type="radio"/> <sub>7</sub> More than 20 years |
| <input type="radio"/> <sub>4</sub> 6 to 10 years         |   |

c) How many years did you work as a teacher/assistant teacher before becoming an administrator/director?

- |  |   |
|--|---|
| <input type="radio"/> <sub>1</sub> 0 years       | <input type="radio"/> <sub>5</sub> 11 to 15 years     |
| <input type="radio"/> <sub>2</sub> 1 to 2 years  | <input type="radio"/> <sub>6</sub> 16 to 20 years     |
| <input type="radio"/> <sub>3</sub> 3 to 5 years  | <input type="radio"/> <sub>7</sub> More than 20 years |
| <input type="radio"/> <sub>4</sub> 6 to 10 years |   |

8. Which age levels or grade(s) did you teach before becoming an administrator/director?

CHOOSE ALL THAT APPLY.

- |  |   |
|--|---|
| <input type="checkbox"/> <sub>1</sub> Infants                    | <input type="checkbox"/> <sub>5</sub> 1 <sup>st</sup> through 5 <sup>th</sup> grade |
| <input type="checkbox"/> <sub>2</sub> Toddlers (under 36 months) | <input type="checkbox"/> <sub>6</sub> 6 <sup>th</sup> through High School           |
| <input type="checkbox"/> <sub>3</sub> Preschool (ages 3-5)       | <input type="checkbox"/> <sub>7</sub> None: No prior teaching experience            |
| <input type="checkbox"/> <sub>4</sub> Kindergarten               |   |

**9. What is the highest level of schooling you have completed?**

**CHOOSE ONE.**

- <sub>1</sub> Less than a High School Diploma/GED → SKIP TO 11
- <sub>2</sub> High School Diploma/GED → SKIP TO 11
- <sub>3</sub> Vocational or Technical Diploma after High School → SKIP TO 11
- <sub>4</sub> Some College but no Degree → SKIP TO 11
- <sub>5</sub> Associate's Degree
- <sub>6</sub> Bachelor's degree
- <sub>7</sub> Graduate or Professional School but no Degree
- <sub>8</sub> Master's degree
- <sub>9</sub> Education specialist or professional diploma based on at least one year of course work at a master's degree level
- <sub>10</sub> Doctorate
- <sub>11</sub> Other

**10. Indicate the major field of study of your highest level degree.**

**CHOOSE ALL THAT APPLY.**

- <sub>1</sub> Early childhood education
- <sub>2</sub> Elementary education
- <sub>3</sub> Special education
- <sub>4</sub> Child development
- <sub>5</sub> Reading specialist
- <sub>6</sub> Curriculum and instruction
- <sub>7</sub> Bilingual/bicultural education
- <sub>8</sub> Other education-related major (such as educational psychology, education administration, music education, etc.)
- <sub>9</sub> Non-education major (such as history, English, etc.)

**11. Are you currently a salaried worker in your position as director/administrator?**

<sub>1</sub> Yes → GO TO 13, THEN 15

<sub>2</sub> No → SKIP TO 14

**12. What is your annual salary (before taxes) for this year (2018-2019) in your position as director/administrator, not including bonuses?**

**CHOOSE ONE.**

<sub>1</sub> Less than \$20,000

<sub>6</sub> \$60,001-\$70,000

<sub>2</sub> \$20,001-\$30,000

<sub>7</sub> \$70,001-\$80,000

<sub>3</sub> \$30,001-\$40,000

<sub>8</sub> \$80,001-\$90,000

<sub>4</sub> \$40,001-\$50,000

<sub>9</sub> \$90,001-\$100,000

<sub>5</sub> \$50,001-\$60,000

<sub>10</sub> More than \$100,000

**13. What is your hourly wage in your position as director/administrator?**

**CHOOSE ONE.**

<sub>1</sub> \$12.99 or less an hour

<sub>6</sub> \$21.00 \$24.99 an hour

<sub>2</sub> \$13.00- \$16.99 an hour

<sub>7</sub> \$25.00 - \$28.99 an hour

<sub>3</sub> \$17.00- \$20.99 an hour

<sub>8</sub> \$29.00 or more an hour

**Do you get overtime pay for your current position as director/administrator?**

<sub>1</sub> Yes

<sub>2</sub> No

**14. How many hours are you regularly scheduled to work per week as director/administrator for this [year]?**

**CHOOSE ONE.**

- |   |  |
|---|--|
| <input type="radio"/> <sub>1</sub> Less than 10 hours | <input type="radio"/> <sub>7</sub> 36-40 hours         |
| <input type="radio"/> <sub>2</sub> 10-15 hours        | <input type="radio"/> <sub>8</sub> 41-45 hours         |
| <input type="radio"/> <sub>3</sub> 16-20 hours        | <input type="radio"/> <sub>9</sub> 46-50 hours         |
| <input type="radio"/> <sub>4</sub> 20-25 hours        | <input type="radio"/> <sub>10</sub> 51-55 hours        |
| <input type="radio"/> <sub>5</sub> 26-30 hours        | <input type="radio"/> <sub>11</sub> 56-60 hours        |
| <input type="radio"/> <sub>6</sub> 31-35 hours        | <input type="radio"/> <sub>12</sub> More than 60 hours |

**15. Which option best describes how many days you are regularly scheduled to work in your position as director/administrator this [year]?**

**CHOOSE ONE.**

- <sub>1</sub> I work as a director/administrator year-round (January through December)
- <sub>2</sub> I work as a director/administrator during the “school year” only\*

\*Consider “school year” to be the typical months that public schools in your area are open.

**16. Which of the following benefits are available to the staff at this center, even if some individuals do not participate or use them?**

**CHOOSE ALL THAT APPLY.**

- <sub>1</sub> Health insurance coverage
- <sub>2</sub> Dental benefits, including any offered at a cost to you
- <sub>3</sub> Vision benefits, including any offered at a cost to you
- <sub>4</sub> Paid holidays
- <sub>5</sub> Paid time off (e.g., vacation, sick days)
- <sub>6</sub> Free or reduced cost early care and education for your child
- <sub>7</sub> A retirement or 401K plan
- <sub>8</sub> Paid tuition
- <sub>9</sub> Free professional development and training

**17. In addition to being a director/administrator in an early care and education center, do you currently hold any other jobs? This may include other permanent full-time or part-time jobs, or temporary, transitional or seasonal jobs.**

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

## D. Staffing

*Note: All items in this section are pulled from the ECE-ICHQ Center Director Questionnaire.*

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

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

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

**18. How many of each staff category work at your center?**

	Total number of <u>regular, permanent</u> staff at your center	Total number of <u>other</u> staff who are available to work in your center (e.g., shared with partner agency, grantee)
a) Teachers who work with children ages 3 to 4	<input type="text"/>	<input type="text"/>
b) Assistant teachers (assistant teacher, paraprofessional, or aide) who work with children ages 3 to 4	<input type="text"/>	<input type="text"/>
c) Floater teachers (not assigned to a particular classroom) who work with children ages 3 to 4	<input type="text"/>	<input type="text"/>
d) Coaches (who focuses on providing feedback and support for teachers to improve their practice)	<input type="text"/>	<input type="text"/>
e) Education specialists or master teachers (who focus on development or support of the educational program or curriculum or are a support for teachers)	<input type="text"/>	<input type="text"/>



	Total number of <u>regular, permanent</u> staff at your center	Total number of <u>other</u> staff who are available to work in your center (e.g., shared with partner agency, grantee)
f) Specialists who provide or connect children and their families with services outside of the classroom (such as to assist with nutrition, health, mental health or support services)	<input type="text"/>	<input type="text"/>
g) Staff who focus on administration or management of operations or finances	<input type="text"/>	<input type="text"/>
h) Other staff (include clerical staff, drivers, cooks, maintenance and janitorial staff, etc.)	<input type="text"/>	<input type="text"/>

**19. What are the minimum education requirements for each type of staff in your center listed below?**

**CHOOSE ONE PER ROW.**

	N/A; NONE AT MY CENTER	HIGH SCHOOL GRADUATE	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S DEGREE OR HIGHER
a) Teachers who work with children ages 3 to 4	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
b) Assistant teachers who work with children ages 3 to 4	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
c) Aides who work with children ages 3 to 4	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
d) Center director	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
e) Coaches	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
f) Educational specialists	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>

**20. What informed the education requirements, credentials, and level of experience required for each position?**

**CHECK ALL THAT APPLY FOR EACH POSITION.**

	Teacher	Assistant Teacher
a) Licensing standards	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
b) Standards set by funding source (for example, Head Start program performance standards, state pre-k standards, or private funder)	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>2</sub>
c) Standards set by participation in a quality rating and improvement system	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>3</sub>
d) Standards set to achieve child care accreditation by a local, state, or national accrediting entity	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>4</sub>
e) Standards set by sponsoring organization (for example, public school or oversight entity such as an umbrella organization)	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>5</sub>
f) Internal background, training, or performance assessment information on successful staff	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>6</sub>

**STAFFING CHANGES**

**21. How many different directors have there been in your center within the past five years?**

number of directors

**22. How many individuals who work directly with children ages 3 to 4 left the center by their own decision last year (2017-2018)? Do not include staff who have been terminated.**

number of teachers       number of assistant teachers

**23. How many individuals who work directly with children ages 3 to 4 were terminated last year (2017-2018)?**

number of teachers       number of assistant teachers

**24. During last year (2017-2018), did any full-time positions for teachers or assistant teachers go unfilled when there was a vacancy?**

<sub>1</sub> Yes

No → SKIP TO 26

**25. How long did the following full-time positions go unfilled when there was a vacancy last year (2017-2018)?**

**CHOOSE ONE PER ROW.**

	No vacancy	Less than one week	More than one week, but less than a month	One to two months	Three to four months	More than four months
a) Teachers who work with children ages 3 to 4	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>
b) Assistant teachers who work with children ages 3 to 4	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>

**26. Choose the option that best characterizes teacher assignments (pairings of co-teachers or teacher and assistant teacher) in classrooms working with children ages 3 to 4 in your early care and education center last year (2017-2018).**

**CHOOSE ONE.**

- <sub>1</sub> I/We generally try to keep teacher assignments the same each year. If assignments change, it is because someone has left the center.
- <sub>2</sub> I/We generally try to rotate or change up teacher assignments every year.
- <sub>3</sub> I/We generally try to rotate or change up teacher assignments every few years.
- <sub>4</sub> Assistant teachers rotate around to different classrooms on a frequent (daily/weekly/monthly) basis.
- <sub>5</sub> Unsure/Don't know

## E. Additional Services

We are interested in learning about the types of services that children and their families can access through your center.

### 27. In addition to early care and education, does your center offer...

	Yes	No
a) Health screening such as medical, dental, vision, hearing or speech screening?	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>
b) Medical care?	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>
c) Dental care?	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>
d) Mental health care for children or parents?	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>
e) Home visiting?	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>
f) Therapeutic service such as speech therapy, occupational therapy, or services for children with special needs?	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>
g) Education or job training for parents?	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>
h) Social services for parents, such as housing or food assistance, emergency cash assistance, legal assistance, or another service for parents?	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>
i) Wrap-around care or early morning care?	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>

*[PROGRAMMING NOTES: If 27a is yes, ask 28. Otherwise, disable 28.]*

### 28. Who provides health screening, such as medical, dental, vision, hearing or speech screening?

- <sub>1</sub> Provided directly by my program/center
- <sub>2</sub> Provided by a community partner

*[PROGRAMMING NOTES: If 27b is yes, ask 29. Otherwise, disable 29.]*

### 29. Who provides medical care?

- <sub>1</sub> Provided directly by my program/center
- <sub>2</sub> Provided by a community partner

*[PROGRAMMING NOTES: If 27c is yes, ask 30. Otherwise, disable 30.]*

### 30. Who provides dental care?

- <sub>1</sub> Provided directly by my program/center
- <sub>2</sub> Provided by a community partner

*[PROGRAMMING NOTES: If 27d is yes, ask 31. Otherwise, disable 31.]*

**31. Who provides mental health care for children or parents?**

- <sub>1</sub> Provided directly by my program/center
- <sub>2</sub> Provided by a community partner

*[PROGRAMMING NOTES: If 27e is yes, ask 32. Otherwise, disable 32.]*

**32. Who provides home visiting?**

- <sub>1</sub> Provided directly by my program/center
- <sub>2</sub> Provided by a community partner

*[PROGRAMMING NOTES: If 27f is yes, ask 33. Otherwise, disable 33.]*

**33. Who provides therapeutic service, such as speech therapy, occupational therapy, or services for children with special needs?**

- <sub>1</sub> Provided directly by my program/center
- <sub>2</sub> Provided by a community partner

*[PROGRAMMING NOTES: If 27g is yes, ask 34. Otherwise, disable 34.]*

**34. Who provides education or job training for parents?**

- <sub>1</sub> Provided directly by my program/center
- <sub>2</sub> Provided by a community partner

*[PROGRAMMING NOTES: If 27h is yes, ask 35. Otherwise, disable 35.]*

**35. Who provides social services for parents, such as housing or food assistance, emergency cash assistance, legal assistance, or another service for parents?**

- <sub>1</sub> Provided directly by my program/center
- <sub>2</sub> Provided by a community partner

*[PROGRAMMING NOTES: If 27i is yes, ask 36. Otherwise, disable 36.]*

**36. Who provides wrap-around care or early morning care?**

- <sub>1</sub> Provided directly by my progr program/center am
- <sub>2</sub> Provided by a community partner

**37. Does your program offer or make available any of the following services for dual language learner (DLL) children and their families?**

	Yes	No
a) Assessment of English language skills	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>
b) Assessment of basic reading and writing skills	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>
c) Activities and workshops for parents of DLLs	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>
d) Assistance in applying for medical insurance	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>
e) Information about adult ESL or education and community resources	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>

## F. Child Assessments

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We are interested in learning about the child assessments used in your center last year (2017-2018).

**38. What kinds of child assessments were teachers required to use in classrooms with children ages 3 to 4 last year (2017-2018)?**

**CHOOSE ALL THAT APPLY.**

- <sub>1</sub> Work Sampling System®
- <sub>2</sub> Teaching Strategies GOLD®
- <sub>3</sub> High Scope Child Observation Record (COR)
- <sub>4</sub> Other published assessment tools (e.g., Ages and Stages Questionnaires, Brigance Preschool Screen, Galileo, Hawaii Early Learning Profile (HELP), Learning Accomplishment Profile Screening (E-LAP, LAP-R, LAP-D))
- <sub>5</sub> Child Portfolios and/or Work Samples (Electronic or Hardcopy)
- <sub>6</sub> Teacher observation of specific objectives
- <sub>7</sub> Locally-designed, or teacher- or center-created assessment

**39. How did you use the results from any of the above assessments last year (2017-2018)?**

**CHOOSE ALL THAT APPLY.**

- <sub>1</sub> Identify children who may need additional testing (for a learning problem, for example)
- <sub>2</sub> Share or discuss results with teachers in a group setting such as a staff meeting or Common Planning Time
- <sub>3</sub> Refer children for therapeutic services or additional assessment
- <sub>4</sub> Share or review results with coaches or mentors
- <sub>5</sub> Inform plans for professional development opportunities for teachers or staff
- <sub>6</sub> Develop or modify center or classroom goals
- <sub>7</sub> Include in formal evaluations
- <sub>8</sub> Include in reporting requirements (for example, for Head Start, QRIS, or other funding requirements)

**40. Were teachers required to submit child assessment data to you or another administrator at your center last year (2017-2018)?**

- <sub>1</sub> Yes
- <sub>2</sub> No → SKIP TO 42

**41. How often were teachers required to submit child assessment data last year (2017-2018)?**

- <sub>1</sub> Monthly or more often
- <sub>2</sub> Quarterly
- <sub>3</sub> Twice per year
- <sub>4</sub> Once per year

## **G. Professional Supports**

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We are interested in learning about the professional supports provided for teachers and assistant teachers in your center last year (2017-2018).

### **TEACHERS**

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

**42. Please indicate which of the following professional support opportunities were offered during the work day to teachers of children ages 3 to 4 in your center last year (2017-2018).**

**CHOOSE ONE PER ROW.**

*During the workday, are teachers able to...*

	Yes	No
a) Plan or prepare for teaching/their classroom on their own	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>
b) Plan or prepare for teaching/their classroom with another teacher or assistant assigned to the same classroom	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>
c) Meet with other teachers to collaborate and plan (e.g., as part of common planning time or a professional learning community)	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>
d) Observe other teachers while their class is covered	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>
e) Participate in peer mentoring as part of a formal arrangement recognized or supported by your center	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>
f) Attend workshops, conferences or training sessions (including training provided by your center)	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>
g) Attend coaching sessions or be observed by a coach while teaching	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>

**43. Did your center provide teachers with time for the professional support opportunities listed above during their regular scheduled hours?**

- <sub>1</sub> Yes
- <sub>2</sub> No → SKIP TO 45

**44. Which of the following were used to provide teachers in your center with time for professional support opportunities during regular scheduled hours last year (2017-2018)?**

**CHOOSE ALL THAT APPLY.**

- <sub>1</sub> Substitute teachers to cover classes
- <sub>2</sub> Early dismissal or late start for children
- <sub>3</sub> Professional days built in during breaks of one week or more
- <sub>4</sub> Professional days built in during weeks when children are in attendance
- <sub>5</sub> Common planning time for teachers
- <sub>6</sub> Reduced teacher workloads (less time in the classroom with children or less time on other assigned duties)



45. How many total “professional days” of training did teachers last year (2017-2018) as part of their regular scheduled hours?

days

**ASSISTANT TEACHERS**

For the next questions, please think about the assistant teachers at your center.

46. Please indicate which of the following professional support opportunities were offered during the work day to assistant teachers of children ages 3 to 4 in your center last year (2017-2018).

CHOOSE ONE PER ROW.

*During the workday, are assistant teachers able to...*

	Yes	No
a) Plan or prepare for teaching/their classroom on their own	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>
b) Plan or prepare for teaching/their classroom with another teacher assigned to the same classroom	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>
c) Meet with other teachers to collaborate and plan (e.g., as part of common planning time or a professional learning community)	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>
d) Observe other teachers while their class is covered	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>
e) Participate in peer mentoring as part of a formal arrangement recognized or supported by your center	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>
f) Attend workshops, conferences or training sessions (including training provided by your center)	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>
g) Attend coaching sessions or be observed by a coach while teaching	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>

47. Did your center provide assistant teachers with time for the professional support opportunities listed above during their regular scheduled hours?

- <sub>1</sub> Yes
- <sub>2</sub> No → SKIP TO 49

48. Which of the following were used to provide assistant teachers in your center with time for professional support opportunities during regular scheduled hours last year (2017-2018)?

CHOOSE ALL THAT APPLY.

- <sub>1</sub> Substitute teachers to cover classes
- <sub>2</sub> Early dismissal or late start for children
- <sub>3</sub> Professional days built in during breaks of one week or more
- <sub>4</sub> Professional days built in during weeks when children are in attendance
- <sub>5</sub> Common planning time for teachers
- <sub>6</sub> Reduced teacher workloads (less time in the classroom with children or less time on other assigned duties)

49. How many total “professional days” of training did assistant teachers receive last year (2017-2018) as part of their regular scheduled hours?

days

### GENERAL PROFESSIONAL SUPPORTS AND RESOURCES

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

CHOOSE ALL THAT APPLY.

- <sub>1</sub> Tuition from children attending center
- <sub>2</sub> Federal, state and local early care and education and preschool funding and resources (e.g., Child Care Development Fund, Head Start, Preschool Development, or Early Learning Challenge grants)
- <sub>3</sub> Child care subsidy program
- <sub>4</sub> Fundraising
- <sub>5</sub> Other: \_\_\_\_\_

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

CHOOSE ONE PER ROW.

	Not at all	Very little	To some extent	A lot
a) Lack of opportunities and support for professional development for myself	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
b) Lack of opportunities and support for professional development for teachers	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
c) Difficulties with covering classrooms so teachers can go to trainings	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
d) Difficulties with covering classrooms so teachers can go to coaching sessions	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
e) Shortage of qualified and/or high-performing teachers	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
f) Shortage of teachers with competence in teaching children with special needs	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
g) Shortage of teachers with competence in teaching dual language learner children	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
h) High turnover among classroom staff	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
i) Shortage or inadequacy of classroom materials (e.g., books, art supplies, manipulatives)	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
j) Shortage or inadequacy of technology (e.g.,	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>

	Not at all	Very little	To some extent	A lot
computers, tablets)				
k) Prevalence of children with behavior problems	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
l) Lack of a curriculum or prescribed classroom activities	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>

## H. Supervision

We are interested in learning about supervision provided for teachers and assistant teachers in your center last year (2017-2018).

### TEACHERS

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

**52. Who was the direct supervisor of teachers of children ages 3 to 4 last year (2017-2018)?**

- <sub>1</sub> Center director/Executive director
- <sub>2</sub> Instructional or educational director/coordinator
- <sub>3</sub> Other

**53. What was the format for formal supervision of teachers and how often did it occur?**

**CHOOSE ONE PER ROW.**

Type of Supervision	Frequency					
	Never	Weekly	Monthly	Quarterly	Yearly	As needed
a) One-on-one	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>
b) Group meeting	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>

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

**CHOOSE ALL THAT APPLY.**

- <sub>1</sub> Implementing lessons or activities from a curriculum
- <sub>2</sub> Understanding of or activities about children's language or literacy/reading development
- <sub>3</sub> Understanding of or activities about children's mathematics development
- <sub>4</sub> Understanding of or activities about children's scientific knowledge development

- <sub>5</sub> Teaching practices and/or classroom quality
- <sub>6</sub> Professional, state and national standards (e.g., NAEYC; Curriculum Frameworks; Common Core; QRIS)
- <sub>7</sub> Using quality observational tools to improve classroom quality (e.g. CLASS or ECERS)
- <sub>8</sub> Conducting child assessments through observation, screening, and/or formal instruments
- <sub>9</sub> Supporting or fostering children's social/emotional development
- <sub>10</sub> Behavior management
- <sub>11</sub> Family engagement
- <sub>12</sub> Supporting children with special needs in the classroom
- <sub>13</sub> Supporting English Language Learners (ELLs) or Dual Language Learners (DLLs)
- <sub>14</sub> Cultural competence for working with diverse populations
- <sub>15</sub> Organization and management (e.g., classroom routines and schedules)
- <sub>16</sub> Classroom set up and physical environment
- <sub>17</sub> Health and safety
- <sub>18</sub> None of the above

**55. How often were teachers observed formally as part of an official performance appraisal process (i.e., formal evaluation) last year (2017-2018)?**

- <sub>1</sub> Never
- <sub>2</sub> Yearly
- <sub>3</sub> Quarterly
- <sub>4</sub> Monthly
- <sub>5</sub> Weekly
- <sub>6</sub> As needed

**ASSISTANT TEACHERS**

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

**56. Who was the direct supervisor of assistant teachers of children ages 3 to 4 last year (2017-2018)?**

- <sub>1</sub> Teacher
- <sub>2</sub> Center director/Executive director
- <sub>3</sub> Instructional or educational director/coordinator
- <sub>4</sub> Other

**57. What was the format for formal supervision of assistant teachers and how often did it occur?**

**CHOOSE ONE PER ROW.**

Type of Supervision	Frequency					
	Never	Weekly	Monthly	Quarterly	Yearly	As needed
a) One-on-one	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>
b) Group meeting	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>

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

**CHOOSE ALL THAT APPLY.**

- <sub>1</sub> Implementing lessons or activities from a curriculum
- <sub>2</sub> Understanding of or activities about children’s language or literacy/reading development
- <sub>3</sub> Understanding of or activities about children’s mathematics development
- <sub>4</sub> Understanding of or activities about children’s scientific knowledge development
- <sub>5</sub> Teaching practices and/or classroom quality
- <sub>6</sub> Professional, state and national standards (e.g., NAEYC; Curriculum Frameworks; Common Core; QRIS)
- <sub>7</sub> Using quality observational tools to improve classroom quality (e.g. CLASS or ECERS)
- <sub>8</sub> Conducting child assessments through observation, screening, and/or formal instruments
- <sub>9</sub> Supporting or fostering children’s social/emotional development
- <sub>10</sub> Behavior management
- <sub>11</sub> Family engagement
- <sub>12</sub> Supporting children with special needs in the classroom
- <sub>13</sub> Supporting English Language Learners (ELLs) or Dual Language Learners (DLLs)

- <sub>14</sub> Cultural competence for working with diverse populations
- <sub>15</sub> Organization and management (e.g., classroom routines and schedules)
- <sub>16</sub> Classroom set up and physical environment
- <sub>17</sub> Health and safety
- <sub>18</sub> None of the above

59. How often were assistant teachers observed formally as part of an official performance appraisal process (i.e., formal evaluation) last year (2017-2018)?

- <sub>1</sub> Never
- <sub>2</sub> Yearly
- <sub>3</sub> Quarterly
- <sub>4</sub> Monthly
- <sub>5</sub> Weekly
- <sub>6</sub> As needed

## I. Coaching

We are interested in learning about the coaching provided for teachers in your center last year (2017-2018). A coach is a professional who provides teachers with feedback and support to help improve what teachers do in the classroom. Do NOT include observations completed by center directors, other center administrators or supervisors, or master teachers.

### TEACHERS

For these questions, please think about the coaching provided only to teachers at your center. (You will report on assistant teachers at your center in later questions.)

60. How often was coaching offered to teachers last year (2017-2018)? Do NOT include observations completed by center directors, other center administrators or supervisors, or master teachers.

Type of Coaching	Frequency					
	Never	Weekly	Monthly	Quarterly	Yearly	As needed
a) One-on-one	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>
b) In a group	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>

*[PROGRAMMING NOTES: If “never” (1) is chosen for 60a or 60b, skip to 63. If any other option (2 through 6) is chosen for 60a or 60b, go to 61.]*

**61. Which of the following topics were covered during any coaching sessions that you reported teachers receiving above?**

**CHOOSE ALL THAT APPLY.**

- <sub>1</sub> Implementing lessons or activities from a curriculum
- <sub>2</sub> Understanding of or activities about children's language or literacy/reading development
- <sub>3</sub> Understanding of or activities about children's mathematics development
- <sub>4</sub> Understanding of or activities about children's scientific knowledge development
- <sub>5</sub> Teaching practices and/or classroom quality
- <sub>6</sub> Professional, state and national standards (e.g., NAEYC; Curriculum Frameworks; Common Core; QRIS)
- <sub>7</sub> Using quality observational tools to improve classroom quality (e.g. CLASS or ECERS)
- <sub>8</sub> Conducting child assessments through observation, screening, and/or formal instruments
- <sub>9</sub> Supporting or fostering children's social/emotional development
- <sub>10</sub> Behavior management
- <sub>11</sub> Family engagement
- <sub>12</sub> Supporting children with special needs in the classroom
- <sub>13</sub> Supporting English Language Learners (ELLs) or Dual Language Learners (DLLs)
- <sub>14</sub> Cultural competence for working with diverse populations
- <sub>15</sub> Organization and management (e.g., classroom routines and schedules)
- <sub>16</sub> Classroom set up and physical environment
- <sub>17</sub> Health and safety
- <sub>18</sub> None of the above
- <sub>19</sub> Don't know

**62. Which organizations provided coaching to teachers?**

**CHOOSE ALL THAT APPLY.**

- |  |  |
|--|--|
| <input type="checkbox"/> <sub>1</sub> My center  | <input type="checkbox"/> <sub>7</sub> A college or university        |
| <input type="checkbox"/> <sub>2</sub> Head Start Grantee agency  | <input type="checkbox"/> <sub>8</sub> School district                |
| <input type="checkbox"/> <sub>3</sub> Child care umbrella organization   | <input type="checkbox"/> <sub>9</sub> Curriculum author or publisher |
| <input type="checkbox"/> <sub>4</sub> State or local resource and referral agency  | <input type="checkbox"/> <sub>10</sub> Other: _____                  |
| <input type="checkbox"/> <sub>5</sub> State or local QRIS agency   | <input type="checkbox"/> <sub>11</sub> Don't know                    |
| <input type="checkbox"/> <sub>6</sub> External institution (e.g., professional association; non-profit education organization) |  |

**ASSISTANT TEACHERS**

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

**63. What, if any coaching was offered to assistant teachers last year (2017-2018)?** Do NOT include observations completed by center directors, other center administrators or supervisors, or master teachers.

Type of Coaching	Frequency					
	Never	Weekly	Monthly	Quarterly	Yearly	As needed
a) One-on-one	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>
b) In a group	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>

*[PROGRAMMING NOTES: If “never” (1) is chosen for 63a or 63b, skip to 66. If any other option (2 through 6) is chosen for 63a or 63b, go to 64.]*



**64. Which of the following topics were covered during any coaching session that you reported assistant teachers receiving above?**

**CHOOSE ALL THAT APPLY.**

- <sub>1</sub> Implementing lessons or activities from a curriculum
- <sub>2</sub> Understanding of or activities about children's language or literacy/reading development
- <sub>3</sub> Understanding of or activities about children's mathematics development
- <sub>4</sub> Understanding of or activities about children's scientific knowledge development
- <sub>5</sub> Teaching practices and/or classroom quality
- <sub>6</sub> Professional, state and national standards (e.g., NAEYC; Curriculum Frameworks; Common Core; QRIS)
- <sub>7</sub> Using quality observational tools to improve classroom quality (e.g. CLASS or ECERS)
- <sub>8</sub> Conducting child assessments through observation, screening, and/or formal instruments
- <sub>9</sub> Supporting or fostering children's social/emotional development
- <sub>10</sub> Behavior management
- <sub>11</sub> Family engagement
- <sub>12</sub> Supporting children with special needs in the classroom
- <sub>13</sub> Supporting English Language Learners (ELLs) or Dual Language Learners (DLLs)
- <sub>14</sub> Cultural competence for working with diverse populations
- <sub>15</sub> Organization and management (e.g., classroom routines and schedules)
- <sub>16</sub> Classroom set up and physical environment
- <sub>17</sub> Health and safety
- <sub>18</sub> None of the above
- <sub>18</sub> Don't know

**65. Which organizations provided coaching to assistant teachers?**

**CHOOSE ALL THAT APPLY.**

- |  |  |
|--|--|
| <input type="checkbox"/> <sub>1</sub> My center  | <input type="checkbox"/> <sub>7</sub> A college or university        |
| <input type="checkbox"/> <sub>2</sub> Head Start Grantee agency  | <input type="checkbox"/> <sub>8</sub> School district                |
| <input type="checkbox"/> <sub>3</sub> Child care umbrella organization   | <input type="checkbox"/> <sub>9</sub> Curriculum author or publisher |
| <input type="checkbox"/> <sub>4</sub> State or local resource and referral agency  | <input type="checkbox"/> <sub>10</sub> Other: _____                  |
| <input type="checkbox"/> <sub>5</sub> State or local QRIS agency   | <input type="checkbox"/> <sub>11</sub> Don't know                    |
| <input type="checkbox"/> <sub>6</sub> External institution (e.g., professional association; non-profit education organization) |  |

**J. Teaching and Learning**

**66. We want to know which sets of skills you think are most important for children ages 3 to 4 to be learning. Please RANK the following 7 sets of skills (a through g) according to which you think are most important (7) to the least important (1) skills for children ages 3 to 4 to be learning.**

**Choose ONE answer for each row, and make sure to USE EACH NUMBER ONLY 1 TIME (no ties!).**

*For example, choose the number “7” for the skill that you believe is the “Most important,” the number “6” for the skill you believe has the second highest importance, and so forth until you choose the number “1” for the skill you believe is the “Least important.”*

	Least Important				Most Important		
	1	2	3	4	5	6	7
a) Approaches to Learning	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
b) Motor and Physical Development	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
c) Scientific Reasoning	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
d) Language and Communication	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
e) Literacy	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
f) Math	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
g) Social and Emotional Development	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>

**67. Thinking about language and literacy skills only, please rank the following 6 sets of skills (a through f) according to which you think are the most important (6) to prioritize in the language and literacy activities you do to the least important (1) prioritize for children ages 3 to 4.**

**Choose ONE answer for each row, and make sure to USE EACH NUMBER ONLY 1 TIME (no ties!).**

	Least Important				Most Important	
	1	2	3	4	5	6
a) Vocabulary and oral language	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>
b) Letter knowledge	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>
c) Print and text concepts	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>
d) Phonological awareness (individual speech sounds)	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>
e) Drawing or writing	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>
f) Listening or reading comprehension	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>

**68. Thinking about mathematics skills only, please rank the following 7 sets of skills (a through g) according to which you think are the most important (7) to prioritize in the math activities you do to the least important (1) prioritize for children ages 3 to 4.**

**Choose ONE answer for each row, and make sure to USE EACH NUMBER ONLY 1 TIME (no ties!).**

	Least Important				Most Important		
	1	2	3	4	5	6	7
a) Number sense & concepts	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
b) Number writing and recognition	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
c) Addition and subtraction	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
d) Making, copying, or extending patterns	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
e) Measuring	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
f) Identifying, drawing, or constructing shapes	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
g) Comparing, contrasting or sorting objects by attributes or a rule	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>

69. Thinking about social-emotional skills only, please rank the following 6 sets of skills (a through f) according to which you think are the most important (6) to prioritize in the social-emotional activities you do to the least important (1) prioritize for children ages 3 to 4.

Choose ONE answer for each row, and make sure to USE EACH NUMBER ONLY 1 TIME (no ties!).

	Least Important				Most Important	
	1	2	3	4	5	6
a) Self-concept and Self-efficacy	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>
b) Self-regulation	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>
c) Social and emotional understanding	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>
d) Empathy and caring	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>
e) Relationships with others	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>
f) Cooperation and responsibility	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>

70. Thinking about science skills and topics only, please rank the following 4 sets of skills and topics (a through d) according to which you think are the most important (4) to prioritize in the science activities you do to the least important (1) prioritize for children ages 3 to 4.

Choose ONE answer for each row, and make sure to USE EACH NUMBER ONLY 1 TIME (no ties!).

	Least Important		Most Important	
	1	2	3	4
a) Scientific thinking/scientific method	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
b) Earth and space	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
c) Living things	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
d) Physical properties	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>

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

**Please select the number that most nearly represents YOUR BELIEFS about each item's importance for early care and education centers for children ages 3 to 4.**

(1 = Strongly agree; 5 = Strongly disagree)

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a) ECE classroom activities should be responsive to individual differences in development.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
b) Each curriculum area should be taught as a separate subject at separate times.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
c) Children should be allowed to select many of their own activities from a variety of learning areas that the teacher has prepared (writing, science center, etc.).	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
d) Children should be allowed to cut their own shapes, perform their own steps in an experiment, and plan their own creative drama, art, and writing activities.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
e) Children should work silently and alone on seatwork.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
f) Children in ECE classrooms should learn through active explorations.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
g) ECE teachers should use treats, stickers, or stars to encourage appropriate behavior.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
h) ECE teachers should use punishments or reprimands to encourage appropriate behavior.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
i) Children should be involved in establishing rules for the classroom.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
j) Children should be instructed in recognizing the single letters of the alphabet, isolated from words.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
k) Children should learn to color within predefined lines.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
l) Children should learn to form letters correctly on a printed page.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
m) Children should dictate stories to the teacher.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
n) Children should know their letter sounds before they learn to read.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
o) Children should form letters correctly before they are allowed to create a story.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

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

## K. Work Environment

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

### ORGANIZATIONAL CLIMATE

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

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
a) This center has worked with at least a few other local organizations (related non-profit organizations, other centers, universities, etc.) in the past.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
b) Teachers/staff in this center believe that I genuinely buy-in to the critical importance of the topics of the VIQI Project (improving teaching and classroom quality).	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
c) This center collects and uses information to figure out what children need to learn best.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
d) The teachers in this center think they have enough understanding or knowledge to work with their children on [math] activities.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
e) The teachers in this center think they have enough understanding or knowledge to work with their children on [language and literacy] activities.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
f) The teachers seek out information about new teaching strategies that might help their children.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
g) In this community, there are currently new initiatives, funding opportunities, and/or professional development experiences being offered on the topics of the VIQI Project (quality improvement, math, language/ literacy, social-emotional learning, science).	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
h) In general, teachers in this center feel like I am "on their side."	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
i) Teachers in this center feel like the amount of stress in their job is manageable.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
j) If the teachers learned about an exciting new teaching practice, they would feel confident that they could use it effectively in their own classrooms.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
k) When the teachers were searching for this job, I believe they only applied for teaching and teaching-related positions, not other types of jobs.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
l) This center has strong relationships with other local organizations such as churches, nonprofits, etc.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
m) Teachers in this center talk to each other for advice/support when faced with a difficult teaching situation.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
n) If someone told the teachers that they had a new idea to improve their teaching, the teachers would ask to hear more about it.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Attachment B.1: VIQI Baseline Administrator Survey  
April 2018

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
o) People who observe our teachers would say they enjoy working with and teaching children.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
p) Teachers in this center would say I have a history of making decisions that are in the best interest of the children.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
q) Teachers at this center are trying to meet specific goals for children's development in the topics of the VIQI Project (math, language/literacy, social-emotional learning, science).	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
r) Teachers at this center have positive memories of trying to learn a new teaching strategy or curriculum in the past.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
s) People in this center decide how to improve their teaching based on what is going on in their classroom.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
t) When the teachers face a challenging situation in the classroom, they can usually figure out how to best deal with it.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
u) This center provides support for teachers when they begin to feel overwhelmed.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
v) In the past, I have effectively helped teachers improve their teaching.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
w) The teachers work hard at their job because they know it has a major impact on children's development.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
x) The center's schedule here allows time for teachers to talk to one another and exchange ideas.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
y) Teachers in this center could name at least one teaching strategy or curriculum that was added in the past five years <u>and</u> is still being used well.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>

Source: Wanless, 2014

73. For each row (across), choose one phrase that best completes the following: “When it comes to early care and education practices, the staff in my center who work with children ages 3 to 4...”

1 →	Don't plan to make any changes <input type="radio"/> <sub>1</sub>	Think about making a change but can't do it now <input type="radio"/> <sub>2</sub>	Are planning to make a change <input type="radio"/> <sub>3</sub>	Are working to change something right now <input type="radio"/> <sub>4</sub>	Are making sure not to go back to their old ways <input type="radio"/> <sub>5</sub>
2 →	Don't think they need to make any changes <input type="radio"/> <sub>1</sub>	Think they might need to make a change someday <input type="radio"/> <sub>2</sub>	Know they need to make some kind of change <input type="radio"/> <sub>3</sub>	Know what they need to change <input type="radio"/> <sub>4</sub>	Think about how to keep up changes they have made <input type="radio"/> <sub>5</sub>
3 →	Don't think they need any new information <input type="radio"/> <sub>1</sub>	Think they might look for new information in the future <input type="radio"/> <sub>2</sub>	Are interested in learning new information <input type="radio"/> <sub>3</sub>	Are finding new information on their own <input type="radio"/> <sub>4</sub>	Often learn a lot about the things they want to change <input type="radio"/> <sub>5</sub>
4 →	Don't think making a change would help the children <input type="radio"/> <sub>1</sub>	Think making a change might help the children <input type="radio"/> <sub>2</sub>	Believes that when they make a change, it will help the children <input type="radio"/> <sub>3</sub>	See how a change that they made helped the children <input type="radio"/> <sub>4</sub>	Often make changes so they can help the children <input type="radio"/> <sub>5</sub>
5 →	Don't think they have the power to make any changes <input type="radio"/> <sub>1</sub>	Feel overwhelmed by the thought of changing <input type="radio"/> <sub>2</sub>	Believe they can change, even if it isn't easy <input type="radio"/> <sub>3</sub>	Have made change before, even though it isn't always easy <input type="radio"/> <sub>4</sub>	Are confident they can keep up the changes they made <input type="radio"/> <sub>5</sub>
6 →	Don't have anyone who would support them in making a change <input type="radio"/> <sub>1</sub>	Don't know whether anyone would support them in making a change <input type="radio"/> <sub>2</sub>	Know someone who would support them in making a change <input type="radio"/> <sub>3</sub>	Know several people who support them in making changes <input type="radio"/> <sub>4</sub>	Are active in a community that supports change <input type="radio"/> <sub>5</sub>
7 →	Don't think of themselves as professionals <input type="radio"/> <sub>1</sub>	Might feel more professional if they made a change <input type="radio"/> <sub>2</sub>	Are beginning to think of themselves as professionals <input type="radio"/> <sub>3</sub>	Feel like professionals because of a change they have made <input type="radio"/> <sub>4</sub>	Feel like true professionals because they often make changes <input type="radio"/> <sub>5</sub>

Source: Children's Institute, Inc., 2009

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



## Communication to Participants Regarding the Survey

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

### SURVEY EMAILS/LETTERS

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

- Welcome to the study
- Study background and a brief description of the survey
- Link to the online survey [If needed: Description of how to return the survey]
- Deadline for submission
- Toll-free number or study email address for technical issues or questions about the survey

### THANK YOU LETTERS/EMAILS

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

- Thank you for participation
- Study importance
- Reminder about future data collections