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**COACH LOG**

The purpose of the Coach Log is to collect information after each coaching session on coaching and teacher implementation in order to measure fidelity to the intervention and professional development model. The log will be administered via a secure online platform.

# Introduction

## COACH LOG OVERVIEW

Thank you for participating in the Variations in Implementation of Quality Interventions (VIQI)! As part of this study, we would like you to answer some questions about the teachers you coach, including their implementation of the VIQI intervention and your coaching process. This information is crucial to helping us understand the effects of coaching on teaching practices that support children’s developmental outcomes.

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

If you have any questions, please contact [CONTACT INFORMATION].

Thank you!

*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.*

## INSTRUCTIONS FOR COMPLETING ONLINE LOG

Please complete this Coach Log on how your teachers are responding to coaching and how they are implementing the VIQI Intervention during your coaching session. Please read each item carefully and choose the option that best applies. Your responses should be based on what occurred during your coaching session with the teachers or in the classroom.

We ask that you complete this log after each coaching session with a classroom that you are assigned. The log will take approximately 15 minutes to complete per classroom. We ask that you complete and submit each log within 24 hours of the coaching session, if possible.

# Selecting the Center and Classroom

1. Indicate the reporting period for which you are submitting a log.

***[Coach selects from table: [REPORTING PERIODS] derived from X table in Ops system.***

1. Indicate the center for which you are submitting a log.

***[Coach selects from table: [CENTERS] derived from X table in Ops system and limited to centers within [LOCALITY], which is derived from Y table in Ops system and linked to the coach ID provided at login.***

1. Indicate the classroom for which you are submitting a log.

***[Coach selects from table: [CLASSROOMS] derived from X table in Ops system and limited to classrooms within [CENTER], selected in question 2 above.***

***[To programmer: please look up the value “INTERVENTION” from the [NAME OF EMILY’S TABLE] that is linked to the selected CENTER. These values will be either Creative Curriculum or Connect4Learning. Skip patterns later on in the log will depend on this variable.]***

1. **Indicate the Teacher in this classroom.**

*The teacher is a person who has primary responsibility for providing instruction to and supervision of children in a classroom.*

***[Coach selects from table: [TEACHER NAMES] derived from X table in Ops system and limited to teachers within the selected CENTER.]***

1. Indicate the Assistant Teacher in this classroom.

*The assistant teacher is a person who works under the supervision of a teacher to give additional attention, support and instruction to children in a classroom.*

***[Coach selects from table: [ASSISTANT TEACHER NAMES] derived from X table in Ops system and limited to assistant teachers within the selected CENTER.]***

1. Did you have a coaching session during [*REPORTING PERIOD*]?

|  |  |
| --- | --- |
| □1 | Yes [SKIP TO 8] |
| □2 | No [GO TO 7 AND END LOG] |

1. Why wasn’t your coaching session completed with this classroom?

|  |  |
| --- | --- |
| ○1 | Building closed for planned holiday |
| ○2 | Building closed for reason other than holiday *(e.g. inclement weather)* |
| ○3 | Professional development day (no teachers in attendance) |
| ○4 | All classroom teachers absent for reason other than professional development day (e.g., sick; on personal leave) |
| ○5 | Special on- or off-site event |
| ○6 | Coach absence |
| ○7 | Not a planned coaching week |
| ○8 | Other: specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

***Thank you. The log is complete for the reporting period for this classroom.***

1. What is the date of the coaching session for which you are submitting a log?

Coaching session date: ***[Select day, month, and year from a drop-down list]***

# COACH LOG

# Section A: Coaching Session

1. What was done during this coaching session?

**CHOOSE ALL THAT APPLY.**

|  |  |
| --- | --- |
| □1 | Coach-teacher meeting [IF CHECKED ASK A.2] |
| □2 | Classroom observation [IF CHECKED ASK A.3] |

1. For about how long did you meet with this classroom?

*Do NOT include time when you are observing in this classroom.*

**CHOOSE ONE.**

|  |  |  |  |
| --- | --- | --- | --- |
| ○1 | ~15 minutes or less | ○5 | ~50 minutes |
| ○2 | ~20 minutes  | ○6 | ~60 minutes (an hour) |
| ○3 | ~30 minutes  | ○7 | ~An hour and a half |
| ○4 | ~40 minutes | ○8 | More than an hour and a half |

1. For about how long did you observe this classroom?

**CHOOSE ONE.**

|  |  |  |  |
| --- | --- | --- | --- |
| ○1 | ~30 minutes or less | ○5 | ~An hour and a half |
| ○2 | ~45 minutes | ○6 | ~An hour and 45 minutes |
| ○3 | ~60 minutes (an hour) | ○7 | ~Two hours |
| ○4 | ~1 hour and 15 minutes | ○8 | More than two hours |

1. In this coaching session, which activities did you engage in, and which one did you spend the most time doing?

|  |  |  |
| --- | --- | --- |
|  | **CHOOSE ALL THAT APPLY** | **CHOOSE ONLY ONE** |
|  | **Engaged in** | **Spent most time on** |
| 1. I modeled or demonstrated an instructional strategy
 | □1 | ○1 |
| 1. I worked with teachers to interpret data about child learning in the classroom
 | □2 | ○2 |
| 1. I provided feedback to teachers in-person after observing the classroom
 | □3 | ○3 |
| 1. I provided feedback via email or phone after I observed the classroom
 | □4 | ○4 |
| 1. I provided praise
 | □5 | ○5 |
| 1. I provided constructive feedback (such as feedback that is specific, issue-focused, and based on observations)
 | □6 | ○6 |
| 1. I set goals with the teachers
 | □7 | ○7 |
| 1. I reviewed progress on goals with the teachers
 | □8 | ○8 |
| 1. I arranged for teachers to observe peers
 | □9 | ○9 |
| 1. I introduced new skills, practices, or strategies
 | □10 | ○10 |
| 1. I helped teachers to reflect on skills, practices, or strategies
 | □11 | ○11 |
| 1. I had teachers share mistakes/challenges in their work
 | □12 | ○12 |
| 1. I worked with teachers to role-play a skill or strategy
 | □13 | ○13 |

1. In this coaching session, did you engage in any of the following *other supportive* activities?

**CHOOSE ALL THAT APPLY.**

|  |  |
| --- | --- |
| □1 | Problem solved with teachers on a personal issue  |
| □2 | Provided emotional support |
| □3 | Worked on stress reduction |
| □4 | Shared materials and resources |
| □5 | Conducted/arranged an on-site workshop or training |
| □6 | Helped with preparation, administration, scheduling |
| □7 | Worked as an assistant in classroom (such as help manage a child) |

1. Who attended the coach-teacher meeting?

**CHOOSE ONE.**

|  |  |
| --- | --- |
| ○1 | I met with the teacher one-on-one  |
| ○2 | I met with the teacher and assistant teacher together |
| ○3 | I met with the assistant teacher one-on-one |

1. What was discussed during the session and which topic did you spend the most time discussing?

|  |  |  |
| --- | --- | --- |
|   | **CHOOSE ALL THAT APPLY** | **CHOOSE ONLY ONE** |
|  | **Discussed** | **Spent most time discussing** |
| 1. Implementing components of VIQI Intervention
 | □1 | ○1 |
| 1. How to introduce centers in an intentional way
 | □2 | ○2 |
| 1. Conducting small group activities
 | □3 | ○3 |
| 1. Implementing other curricular models or teaching and learning activities used in this classroom
 | □4 | ○4 |
| 1. Understanding of or activities about children’s language or literacy/reading development
 | □5 | ○5 |
| 1. Understanding of or activities about children’s mathematics development
 | □6 | ○6 |
| 1. Understanding of or activities about children’s scientific knowledge development
 | □7 | ○7 |
| 1. Teaching practices like asking children reflective, “higher order” questions; extending children’s responses and learning
 | □8 | ○8 |
| 1. Differentiating teaching or learning activities for individual children
 | □9 | ○9 |
| 1. Planning for VIQI Intervention activities
 | □10 | ○10 |
| 1. Organization and management (e.g., classroom routines and schedules)
 | □11 | ○11 |
| 1. Classroom set up and physical environment
 | □12 | ○12 |
| 1. Being emotionally responsive and sensitive to children
 | □13 | ○13 |
| 1. Other. Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 | □14 | ○14 |

1. Was any of the following discussed during this coaching session?

**CHOOSE ALL THAT APPLY.**

|  |  |
| --- | --- |
| □1 | Professional, state and national standards (e.g., NAEYC; Curriculum Frameworks; Common Core; QRIS) |
| □2 | Quality observational tools, like the CLASS or ECERS  |
| □3 | Conducting or interpreting child assessments through observation, screening, and/or formal instruments (e.g., EVT, PALS) |
| □4 | Children’s developmental progression and/or learning in different domains |
| □5 | Supporting or fostering children’s social/emotional development  |
| □6 | Individual children’s behavior management  |
| □7 | Family engagement  |
| □8 | Supporting children with special needs in the classroom  |
| □9 | Supporting English Language Learners (ELLs) or Dual Language Learners (DLLs) |
| □10 | Cultural competence for working with diverse populations  |

1. Did you meet with any administrators related to this center this week?

CHOOSE ALL THAT APPLY.

|  |  |
| --- | --- |
| □1 | Met with program administrator(s) |
| □2 | Met with center director/other administrative staff |
| □3 | Met with other administrative staff |
| □4 | Other: specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

# Section B: Curriculum Adherence

1. What curricula did you observe the teachers using during your coaching session?

*[List to be updated based upon localities and programs participating in the study and the curricula they are using.]*

**CHOOSE ALL THAT APPLY.**

* Creative Curriculum **[GO TO B.2]**
* Connect4Learning **[GO TO B.2]**
* Preschool Pathways to Science **[GO TO B.2]**
* Pyramid Model for Supporting Social Emotional Competence **[GO TO B.2]**
* Building Blocks **[GO TO B.2]**
* High/Scope
* Frog Street
* Handwriting without Tears
* Fundations
* Let’s Begin with the Letter People
* Opening the World of Learning (OWL)
* Preschool PATHS
* Tools of the Mind
* Open Circle
* Second Step
* Everyday Mathematics
* Number Worlds
* Other (please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

***[CURRICULUM will be any of the five options selected above:***

* ***Creative Curriculum***
* ***Connect4Learning***
* ***Preschool Pathways to Science***
* ***Pyramid Model for Supporting Social Emotional Competence***
* ***Building Blocks***

***UNIT and WEEK will be drawn from the table [CURRICULA] in the Ops system and linked to the value of CURRICULUM.]***

1. What unit and week of [CURRICULUM] did the teachers implement?

Unit/week: ***[Select UNIT and WEEK from drop-down lists]***

1. Report on what you observed during your coaching session:

**CHOOSE ONE PER ROW.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Observed** | **Not observed but classroom implements this** | **Not observed and classroom does NOT implement this** |
| 1. Choice time/Centers
 | ○1 | ○2 | ○3 |
| 1. Large/Whole group
 | ○1 | ○2 | ○3 |
| 1. Small group
 | ○1 | ○2 | ○3 |
| 1. Read Aloud
 | ○1 | ○2 | ○3 |
| 1. Activities with individual children
 | ○1 | ○2 | ○3 |

***[PROGRAMMING NOTES: ITEMS IN THE REMAINDER OF SECTION B ARE ASKED IF ‘OBSERVED’ IS SELECTED FOR THAT COMPONENT IN ITEM B.3 ABOVE.]***

## CHOICE TIME/CENTERS

***[PROGRAMMING NOTES: IF ‘OBSERVED’ IS SELECTED FOR CHOICE TIME/CENTERS IN ITEM B.3a, ASK ITEMS B.4 to B.13. IF NOT, DISABLE B.4-B.13.]***

|  |
| --- |
| 1. Approximately how much time did this classroom spend in choice time or centers? *[RANGE = 1 TO 240, WHOLE NUMBERS ONLY]*

Minutes |

|  |
| --- |
| 1. How many of the choice time or center activities were from [*Creative* *Curriculum*/ *Connect4Learning*]?
 |
|

**CHOOSE ONE.**

* None
* A few
* About half
* Most
* All
1. Which content areas were focused on in choice time or centers during your coaching session?

Check all that apply.

* Language and literacy
* Mathematics
* Science
* Social-emotional learning
* Art or music
* Gross or fine motor

|  |
| --- |
| *[IF ANY OF THE FIRST FOUR CONTENT AREAS WERE SELECTED, ASK ALL OR A PORTION OF THE FOLLOWING…]* **You said a focus of choice time or centers was [*CONTENT* *AREA*]. Which of the following specific skills were focused on?**  |
| 1. [*LANGUAGE AND LITERACY*]
 | **Yes** | **No** |
| 1. Vocabulary
 |  |  |
| 1. Oral language
 |  |  |
| 1. Print and text concepts
 |  |  |
| 1. Identifying letters, words, sentences; letter-sound correspondence
 |  |  |
| 1. Phonological awareness (individual speech sounds)
 |  |  |
| 1. Listening or reading comprehension
 |  |  |
| 1. Reading books
 |  |  |
| 1. Story telling
 |  |  |
| 1. Drawing or writing
 |  |  |
|  |  |  |
| 1. [*MATHEMATICS*]
 | **Yes** | **No** |
| a) Number sense and concepts (e.g., counting objects, counting verbally) |  |  |
| b) Writing numbers and identifying numerals |  |  |
| c) Addition |  |  |
| d) Subtraction |  |  |
| e) Multiplication or division |  |  |
| f) Making, copying, or extending patterns |  |  |
| g) Comparing numbers and quantities (e.g., more, less) |  |  |
| h) Measurement (standard, non-standard units) |  |  |
| i) Sorting or ordering by attributes or a rule |  |  |
| j) Identifying, describing, defining, comparing familiar shapes |  |  |
| k) Identifying, describing, defining, comparing less familiar shapes |  |  |
| l) Drawing or constructing shapes |  |  |
|  |  |  |
| 1. [*SCIENCE*]
 | **Yes** | **No** |
| a) Living things (e.g., people, animals, plants; habitats; life cycles; growth) |  |  |
| b) Earth and space (e.g., earth’s materials, weather, day/night, seasons) |  |  |
| c) Physical properties (e.g., properties of objects, structures, function, motion, sound, light) |  |  |
| d) Health (e.g., body parts and what they do, body processes, food pyramid) |  |  |
| e) Tools and technology (e.g., scale, magnifying glass, magnets, computers) |  |  |
| 1. Engineering
 |  |  |
| g) Environmentally friendly practices; recycling |  |  |
| h) Scientific thinking (e.g., ask questions, make predictions, experiment, cause/effect) |  |  |
|  |  |  |
| 1. [*SOCIAL-EMOTIONAL LEARNING*]
 | **Yes** | **No** |
| a) Friendship skills (e.g., sharing, social values, empathy) |  |  |
| b) Feelings/emotions (e.g., recognizing them in oneself and others) |  |  |
| c) Social problem solving |  |  |
| d) Managing strong emotions and regulating behavior |  |  |

1. How engaged were children in choice time or centers?

(Consider the degree to which most children were actively working independently or with peers and not wandering unengaged or off-task in choice time or centers.)

* Not at all engaged
* Somewhat engaged
* Very engaged
1. Who helped facilitate choice time or centers?
* Mostly lead teacher
* Mostly assistant teacher
* Both lead and assistant teachers
* Other
1. Comments on Choice time or Centers:

|  |
| --- |
|  |

## LARGE/WHOLE GROUP ACTIVITIES

***[PROGRAMMING NOTES: IF ‘OBSERVED’ IS SELECTED FOR LARGE/WHOLE GROUP IN ITEM B.3b, ASK ITEMS B.14 to B.46. IF NOT, DISABLE B.14-B.46.]***

 ***[If INTERVENTION = “Creative Curriculum” then ask B.14-27. If INTERVENTION = “Connect4Learning” then go to B.28.]***

|  |
| --- |
| 1. Which of the following Creative Curriculum activities did you observe implemented as a large group during your coaching session?

Check all that apply. |
| * 1) Large Group
 |
| * 2) Mighty Minutes
 |
| * 3) Large-Group Roundup
 |
| * 4) Intentional Teaching Cards
 |
| * 6) A whole group activity not from the Creative Curriculum
 |

*[If Question B.14 response (1) “Large Group” is selected then ask B.15-B.17. Otherwise disable B.15-B.17.]*

1. Who did you observe delivering the Creative Curriculum Large Group activities during your coaching session? Check all that apply.
* Teacher
* Assistant teacher
* Other staff

*[If Teacher is selected in B.15, ask B.16. If Assistant teacher is selected in B.15, ask B.17. If only Other staff selected, then disable B.16-B.17.]*

1. Was the Large Group activity delivered by the teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No
1. Was the Large Group activity delivered by the assistant teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No

 *[If Question B.14 response (2) “Mighty Minutes” is selected then ask B.18-B.20. Otherwise disable B18-B.20.]*

1. Who did you observe delivering Creative Curriculum Mighty Minutes activities during your coaching session? Check all that apply.
* Teacher
* Assistant teacher
* Other staff

*[If Teacher is selected in B.18, ask B.19. If Assistant teacher is selected in B.18, ask B.20. If only Other staff is selected in B.18, then disable B.19-B.20.]*

1. Was the Mighty Minutes activity delivered by the teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No
1. Was the Mighty Minutes activity delivered by the assistant teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No

 *[If Question B.14 response (3) “Large-Group Roundup” is selected then ask B.21-B.23. Otherwise disable B21-B.23.]*

1. Who did you observe delivering Creative Curriculum Large-Group Roundup activities during your coaching session? Check all that apply.
* Teacher
* Assistant teacher
* Other staff

*[If Teacher is selected in B.21, ask B.22. If Assistant teacher is selected in B.21, ask B.23. If only Other staff is selected in B.21, then disable B.22-B.23.]*

1. Was the Large-Group Roundup activity delivered by the teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No
1. Was the Large-Group Roundup activity delivered by the assistant teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No

 *[If Question B.14 response (4) “Intentional Teaching Cards” is selected then ask B.24-B.26. Otherwise disable B.24-B.26.]*

1. Who did you observe delivering Creative Curriculum Intentional Teaching Card activities *being conducted in a large group* during your coaching session? Check all that apply.
* Teacher
* Assistant teacher
* Other staff

*[If Teacher is selected in B.24, ask B.25. If Assistant teacher is selected in B.24, ask B.26. If only Other staff is selected in B.24 then disable B.27-B.28.]*

1. Was the Intentional Teaching Card activity delivered by the teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No
1. Was the Intentional Teaching Card delivered by the assistant teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No

 *[If Question B.14 response (5) “A whole group activity not from the Creative Curriculum” is selected then ask B.27. Otherwise disable B.27.]*

1. Who did you observe delivering a whole group activity not from the Creative Curriculum during your coaching session? Check all that apply.
* Teacher
* Assistant teacher
* Other staff

*[END OF CREATIVE CURRICULUM WHOLE GROUP SECTION]*

***[If INTERVENTION = “Connect4Learning” ask B.28-B.38. Otherwise disable B.28-B.38.]***

|  |
| --- |
| 1. Which Connect4Learning activities did you observe implemented as a large group during your coaching session?

Check all that apply. |
| * (1) Connect Lessons
 |
| * (2) Fast Focus
 |
| * (3) Another Connect4Learning activity designed for small group or centers
 |
| * (4) A whole group activity not from Connect4Learning
 |

*[If Question B.28 response (1) “Connect Lessons” is selected then ask B.29-B.31. Otherwise disable B.29-B.31.]*

1. Who did you observe delivering Connect4Learning Connect Lesson activities during your coaching session? Check all that apply.
* Teacher
* Assistant teacher
* Other staff

*[If Teacher is selected in B.29, ask B.30. If Assistant teacher is selected in B.29, ask B.31. If only Other staff is selected in B.29, then disable B.30-B.31.]*

1. Was the Connect Lesson activity delivered by the teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No
1. Was the Connect Lesson activity delivered by the assistant teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No

 ***[If Question B.28 response (2) “Fast Focus” is selected then ask B.32-B.34. Otherwise disable B.32-B.34.]***

1. Who did you observe delivering Connect4Learning Fast Focus activities during your coaching session? Check all that apply.
* Teacher
* Assistant teacher
* Other staff

*[If Teacher is selected in B.32, ask B.33. If Assistant teacher is selected in B.32, ask B.34. If only Other staff is selected in B.32, then disable B.33-B.34.]*

1. Was the Fast Focus activity delivered by the teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No
1. Was the Fast Focus activity delivered by the assistant teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No

 ***[If Question B.28 response (3) “Another Connect4Learning activity designed for small groups or centers but implemented as a large group” is selected then ask B.35-B.37. Otherwise disable B.35-B.37.]***

1. Who did you observe delivering another Connect4Learning activity designed for small groups or centers but implemented as a large group during your coaching session? Check all that apply.
* Teacher
* Assistant teacher
* Other staff

*[If Teacher is selected in B.35, ask B.36. If Assistant teacher is selected in B.35, ask B.37. If only Other staff is selected in B.35, then disable B.36-B.37.]*

1. Was the Connect4Learning activity designed for small groups or centers but implemented as a large group delivered by the teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No
1. Was the Connect4Learning activity designed for small groups or centers but implemented as a large group delivered by the assistant teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No

 ***[If Question B.28 response (4) “A whole group activity not from Connect4Learning” is selected then ask B.38. Otherwise disable B.38.]***

1. Who did you observe delivering a whole group activity not from Connect4Learning during your coaching session? Check all that apply.
* Teacher
* Assistant teacher
* Other staff

*[END OF CONNECT4LEARNING SECTION]*

*[Ask B.39-B.46 for both Creative Curriculum and Connect4Learning classrooms.]*

|  |
| --- |
| 1. Approximately how much time did the class spend in large or whole group activities? *[RANGE = 1 TO 240, WHOLE NUMBERS ONLY]*

(Do not count Read Aloud.)Minutes |
|

|  |
| --- |
| 1. Which content areas were focused on during large or whole group activities?

Check all that apply.  |
| * Language and literacy
 |
| * Mathematics
 |
| * Science
 |
| * Social-emotional learning
 |
| * Art or music
 |
| * Gross or fine motor
 |

|  |
| --- |
| ***[PROGRAMMING NOTES: IF ANY OF THE FIRST FOUR CONTENT AREAS WERE SELECTED, ASK THE RELEVANT PORTIONS OF THE FOLLOWING…]*** You said a focus of large or whole group was [CONTENT AREA]. Which of the following specific skills were focused on? |
| 1. [LANGUAGE AND LITERACY]
 | **Yes** | **No** |
| a) Vocabulary or oral language |  |  |
| b) Oral language |  |  |
| c) Print and text concepts |  |  |
| d) Identifying letters, words, sentences; letter-sound correspondence |  |  |
| e) Phonological awareness (individual speech sounds) |  |  |
| f) Listening or reading comprehension |  |  |
| g) Reading books |  |  |
| h) Story telling |  |  |
| i) Drawing or writing |  |  |
|  |  |  |
| 1. [MATHEMATICS]
 | **Yes** | **No** |
| a) Number sense and concepts (e.g., counting objects, counting verbally) |  |  |
| b) Writing numbers and identifying numerals |  |  |
| c) Addition |  |  |
| d) Subtraction |  |  |
| e) Multiplication or division |  |  |
| f) Making, copying, or extending patterns |  |  |
| g) Comparing numbers and quantities (e.g., more, less) |  |  |
| h) Measurement (standard, non-standard units) |  |  |
| i) Sorting or ordering by attributes or a rule |  |  |
| j) Identifying, describing, defining, comparing familiar shapes |  |  |
| k) Identifying, describing, defining, comparing less familiar shapes |  |  |
| l) Drawing or constructing shapes |  |  |
| m) Creating charts or analyzing data |  |  |
|  |  |  |
| 1. [SCIENCE]
 | **Yes** | **No** |
| a) Living things (e.g., people, animals, plants; habitats; life cycles; growth) |  |  |
| b) Earth and space (e.g., earth’s materials, weather, day/night, seasons) |  |  |
| c) Physical properties (e.g., properties of objects, structures, function, motion, sound, light) |  |  |
| d) Health (e.g., body parts and what they do, body processes, food pyramid) |  |  |
| e) Tools and technology (e.g., scale, magnifying glass, magnets, computers) |  |  |
| f) Engineering |  |  |
| g) Environmentally friendly practices; recycling |  |  |
| h) Scientific thinking (e.g., ask questions, make predictions, experiment, cause/effect) |  |  |
|  |  |  |
| 1. [SOCIAL-EMOTIONAL LEARNING]
 | **Yes** | **No** |
| a) Friendship skills (e.g., sharing, social values, empathy) |  |  |
| b) Feelings/emotions (e.g., recognizing them in oneself and others) |  |  |
| c) Social problem solving |  |  |
| d) Managing strong emotions and regulating behavior |  |  |

1. How engaged were children in large or whole group?

Consider the degree to which most children were paying attention/listening and actively participating (e.g., responding to questions).

* Not at all engaged
* Somewhat engaged
* Very engaged
1. Comments on Large or Whole Group activities:

|  |
| --- |
|  |

## SMALL GROUP ACTIVITIES

***[PROGRAMMING NOTES: IF ‘OBSERVED’ IS SELECTED FOR SMALL GROUP IN ITEM B.3c, ASK ITEMS B.47 to B.85. IF NOT, DISABLE B.47-B.85.]***

 ***[If INTERVENTION = Creative Curriculum then ask B.47-B.56. Otherwise disable B.47-B.56.]***

|  |
| --- |
| 1. **Which Creative Curriculum activities did you observe delivered as a small group? Choose all that apply.**
 |
| * 1) Option 1
 |
| * 2) Option 2
 |
| * 3) Another Creative Curriculum activity designed for large group or centers
 |
| * 4) A small group activity not from the Creative Curriculum
 |

 ***[If Question B.47 response is (1) “Option 1” then ask B.48-B.50. Otherwise disable B.48-B.50.]***

1. Who did you observe delivering the Creative Curriculum Option 1 activities *in a small group* during your coaching session? Check all that apply.
* Teacher
* Assistant teacher
* Other staff

*[If Teacher is selected in B.42, ask B.49. If Assistant teacher is selected in B.48, ask B.50. If only Other staff is selected in B.48, then disable B.49-B.50.]*

1. Was the Creative Curriculum Option 1 activity delivered by the teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No
1. Was the Creative Curriculum Option 1 activity delivered by the assistant teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No

 ***[If Question B.47 response is (2) “Option 2” then ask B.51-B.53. Otherwise disable B.51-B.53.]***

1. Who did you observe delivering the Creative Curriculum Option 2 activities *in a small group* during your coaching session? Check all that apply.
* Teacher
* Assistant teacher
* Other staff

*[If Teacher is selected in B.51, ask B.52. If Assistant teacher is selected in B.51, ask B.53. If only Other staff is selected in B.51, then disable B.52-B.53.]*

1. Was the Creative Curriculum Option 2 activity delivered by the teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No
1. Was the Creative Curriculum Option 2 activity delivered by the assistant teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No

 ***[If Question B.47 response is (3) “Another Creative Curriculum activity designed for large group or centers” then ask B.54-B.56. Otherwise disable B.54-B.56.]***

1. Who did you observe delivering a Creative Curriculum activity designed for large group or centers *in a small group* during your coaching session? Check all that apply.
* Teacher
* Assistant teacher
* Other staff

*[If Teacher is selected in B.54, ask B.55. If Assistant teacher is selected in B.54, ask B.56. If only Other staff is selected in B.54, then disable B.55-B.56.]*

1. Was the Creative Curriculum activity designed for large group or centers delivered by the teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No
1. Was the Creative Curriculum activity designed for large group or centers delivered by the assistant teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No

*[END OF CREATIVE CURRICULUM SECTION]*

***[If INTERVENTION = Connect4Learning then ask B.57-B.72. Otherwise disable B.57-B.72.]***

|  |
| --- |
| 1. **Which Connect4Learning small group activities did you observe? Choose all that apply.**
 |
| * 1) Language/literacy
 |
| * 2) Math
 |
| * 3) Science
 |
| * 4) Social-emotional
 |
| * 5) Another Connect4Learning activity designed for large group or centers
 |
| * 6) A small group activity not from Connect4learning
 |

***[IF B.57 response is (1) Language/literacy, ask B.58-B.60. Otherwise disable B.58-B.60.]***

1. Who did you observe delivering the Connect4Learning language/literacy small group activities during your coaching session? Check all that apply.
* Teacher
* Assistant teacher
* Other staff

*[If Teacher is selected in B.58, ask B.59. If Assistant teacher is selected in B.58, ask B.60. If only Other staff is selected in B.58, then disable B.59-B.60.]*

1. Was the language/literacy small group activity delivered by the teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No
1. Was the language/literacy small group activity delivered by the assistant teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No

***[IF B.57 response is (2) Math, ask B.61-B.63. Otherwise disable B.61-B.63.]***

1. Who did you observe delivering the Connect4Learning math small group activities during your coaching session? Check all that apply.
* Teacher
* Assistant teacher
* Other staff

*[If Teacher is selected in B.61, ask B.62. If Assistant teacher is selected in B.61, ask B.63. If only Other staff is selected in B.61, then disable B.62-B.63.]*

1. Was the math small group activity delivered by the teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No
1. Was the math small group activity delivered by the assistant teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No

***[IF B.57 response is (3) Science, ask B.64-B.66. Otherwise disable B.64-B.66.]***

1. Who did you observe delivering the Connect4Learning science small group activities during your coaching session? Check all that apply.
* Teacher
* Assistant teacher
* Other staff

*[If Teacher is selected in B.64, ask B.65. If Assistant teacher is selected in B.64, ask B.66. If only Other staff is selected in B.64, then disable B.65-B.66.]*

1. Was the science small group activity delivered by the teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No
1. Was the science small group activity delivered by the assistant teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No

***[IF B.57 response is (4) Social-emotional, ask B.67-B.69. Otherwise disable B.67-B.69.]***

1. Who did you observe delivering the Connect4Learning social-emotional small group activities during your coaching session? Check all that apply.
* Teacher
* Assistant Teacher
* Other staff

*[If Teacher is selected in B.67, ask B.68. If Assistant teacher is selected in B.67, ask B.69. If only Other staff is selected in B.76, then disable B.68-B.69.]*

1. Was the social-emotional small group activity delivered by the teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No
1. Was the social-emotional small group activity delivered by the assistant teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No

***[IF B.57 response is (5) Another Connect4Learning activity designed for large group or Centers, ask B.70-B.73. Otherwise disable B.74-B.76.]***

1. Who did you observe delivering another Connect4Learning activity designed for large group or centers during your coaching session? Please check all that apply.
* Teacher
* Assistant Teacher
* Other staff

*[If Teacher is selected in B.70, ask B.71. If Assistant teacher is selected in B.70, ask B.72. If only Other staff is selected in B.70, then disable B.71-B.72.]*

1. Was another Connect4Learning activity designed for large group or centers delivered by the teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No
1. Was another Connect4Learning activity designed for large group or centers delivered by the assistant teacher as written or described?
* Yes, as written
* Yes, but with minor changes
* Yes, but with major changes
* No

*[END OF CONNECT4LEARNING SECTION]*

 *[Ask B.73-B.85 for both Creative Curriculum and Connect4Learning classrooms.]*

1. Approximately how much time did each small group activity last on average? Round to the nearest minute.

***[RANGE = 1 TO 240, WHOLE NUMBERS ONLY]***

Minutes

1. Which content areas were focused on during small group activities? Choose all that apply.
* (1) Language and literacy
* (2) Mathematics
* (3) Science
* (4) Social-emotional learning
* (5) Art or music
* (6) Gross or fine motor

|  |
| --- |
| ***[IF THE FIRST FOUR AREAS WERE SELECTED, ASK THE RELEVANT PORTIONS OF THE FOLLOWING…]*** You said a focus of small group was [CONTENT AREA]. Which of the following specific skills were focused on? |
| 1. [*LANGUAGE AND LITERACY*]
 | **Yes** | **No** |
| a) Vocabulary  |  |  |
| b) Oral language |  |  |
| c) Print and text concepts |  |  |
| d) Identifying letters, words, sentences; letter-sound correspondence |  |  |
| e) Phonological awareness (individual speech sounds) |  |  |
| f) Listening or reading comprehension |  |  |
| g) Reading books |  |  |
| h) Story telling |  |  |
| i) Drawing or writing |  |  |
|  |  |  |
| 1. [*MATHEMATICS*]
 | **Yes** | **No** |
| a) Number sense and concepts (e.g., counting objects, counting verbally) |  |  |
| b) Writing numbers and identifying numerals |  |  |
| c) Addition |  |  |
| d) Subtraction |  |  |
| e) Multiplication or division |  |  |
| f) Making, copying, or extending patterns |  |  |
| g) Comparing numbers and quantities (e.g., more, less) |  |  |
| h) Measurement (standard, non-standard units) |  |  |
| i) Sorting or ordering by attributes or a rule |  |  |
| j) Identifying, describing, defining, comparing familiar shapes |  |  |
| k) Identifying, describing, defining, comparing less familiar shapes |  |  |
| l) Drawing or constructing shapes |  |  |
| m) Creating charts or analyzing data |  |  |
|  |  |  |
| 1. [*SCIENCE*]
 | **Yes** | **No** |
| a) Living things (e.g., people, animals, plants; habitats; life cycles; growth) |  |  |
| b) Earth and space (e.g., earth’s materials, weather, day/night, seasons) |  |  |
| c) Physical properties (e.g., properties of objects, structures, function, motion, sound, light) |  |  |
| d) Health (e.g., body parts and what they do, body processes, food pyramid) |  |  |
| e) Tools and technology (e.g., scale, magnifying glass, magnets, computers) |  |  |
| f) Engineering |  |  |
| g) Environmentally friendly practices; recycling |  |  |
| h) Scientific thinking (e.g., ask questions, make predictions, experiment, cause/effect) |  |  |
|  |  |  |
| 1. [*SOCIAL-EMOTIONAL LEARNING*]
 | **Yes** | **No** |
| a) Friendship skills (e.g., sharing, social values, empathy) |  |  |
| b) Feelings/emotions (e.g., recognizing them in oneself and others) |  |  |
| c) Social problem solving |  |  |
| d) Managing strong emotions and regulating behavior |  |  |

***[IF B.74 response is (1) Language and Literacy, ask B.79. Otherwise disable B.79.]***

1. How many children in total participated in language and literacy small group activities?
* All children (100%)
* Most children (~75%)
* About half (50%)
* 25% or fewer

***[IF B.74 response is (2) Mathematics, ask B.80. Otherwise disable B.80.]***

1. How many children in total participated in mathematics small group activities today?
* All children (100%)
* Most children (~75%)
* About half (50%)
* 25% or fewer

***[IF B.74 response is (3) Science, ask B.81. Otherwise disable B.81.]***

1. How many children in total participated in science small group activities?
* All children (100%)
* Most children (~75%)
* About half (50%)
* 25% or fewer

*[IF B.74 response is (4) Social-emotional learning, ask B.82. Otherwise disable B.82.]*

1. How many children in total participated in social-emotional small group activities?
* All children (100%)
* Most children (~75%)
* About half (50%)
* 25% or fewer

*[IF B.74 response is (5) Art or music OR (6) gross or fine motor, ask B.83. Otherwise disable B.83.]*

1. How many children in total participated in art or music AND/OR gross or fine motor small group activities?
* All children (100%)
* Most children (~75%)
* About half (50%)
* 25% or fewer
1. How engaged were children in small group activities?
* Not at all engaged
* Somewhat engaged
* Very engaged
1. Comments on Small Group Activities

|  |
| --- |
|  |

## READ ALOUD

***[PROGRAMMING NOTES: IF ‘OBSERVED’ IS SELECTED FOR READ ALOUD IN ITEM B.3d, ASK ITEMS B.86-B.92. IF NOT, DISABLE B.86-B.92.]***

|  |
| --- |
| 1. How many different Read Alouds did you observe?

*[RANGE = 1 TO 10, WHOLE NUMBERS ONLY]*Read Alouds |
|
| 1. Approximately how much time did a Read Aloud last, on average?

*[RANGE = 1 TO 60, WHOLE NUMBERS ONLY]*Minutes |
|

1. Select the option that best represents what book(s) was read.

**Check all that apply.**

* A curriculum book listed in the current weekly planner **[GO TO 89]**
* A curriculum book but not listed in the current weekly planner **[GO TO 89]**
* A book not from the curriculum but related to the theme or unit **[GO TO 90]**
* A book not from the curriculum and unrelated to the theme or unit **[GO TO 90]**
1. Was the Read Aloud delivered as written or described in the curriculum?
* Major changes
* Minor changes
* As written
1. How engaged were children in the Read Aloud?
* Not at all engaged
* Somewhat engaged
* Very engaged
1. Comments on Read Aloud:

|  |
| --- |
|  |

## ACTIVITIES WITH INDIVIDUAL CHILDREN

***[PROGRAMMING NOTES: IF ‘OBSERVED’ IS SELECTED FOR ACTIVITIES WITH INDIVIDUAL CHILDREN IN ITEM B.3e, ASK THE FOLLOWING ITEMS. IF NOT, GO TO SECTION C.]***

|  |
| --- |
| 1. Approximately how much time did an activity with an individual child last, on average?

Minutes***[RANGE = 1 TO 120, WHOLE NUMBERS ONLY]*** |
|

1. How many children in total participated in an individual activity with a teacher?

Children

***[RANGE = 1 TO 50, WHOLE NUMBERS ONLY]***

|  |
| --- |
| 1. Which content areas were focused on during individual activities with children? Check all that apply.
* 1 Language and literacy
* 2 Mathematics
* 3 Science
* 4 Social-emotional learning
* 5 Art or music
* 6 Gross or fine motor
* 7 Progress monitoring/assessment
* 8 Story telling
 |
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| --- |
| ***[IF ANY OF THE FIRST FOUR OPTIONS IN B.102 WERE SELECTED, ASK ALL OR A PORTION OF THE FOLLOWING…]*****You said a focus of individual activities with children was [CONTENT AREA]. Which of the following specific skills were focused on?**  |
| 1. [*LANGUAGE AND LITERACY*]
 | **Yes** | **No** |
| a) Vocabulary  |  |  |
| b) Oral language |  |  |
| c) Print and text concepts |  |  |
| d) Identifying letters, words, sentences; letter-sound correspondence |  |  |
| e) Phonological awareness (individual speech sounds) |  |  |
| f) Listening or reading comprehension |  |  |
| g) Reading books |  |  |
| h) Story telling |  |  |
| i) Drawing or writing |  |  |
|  |  |  |
| 1. [*MATHEMATICS*]
 | **Yes** | **No** |
| a) Number sense and concepts (e.g., counting objects, counting verbally) |  |  |
| b) Writing numbers and identifying numerals |  |  |
| c) Addition |  |  |
| d) Subtraction |  |  |
| e) Multiplication or division |  |  |
| f) Making, copying, or extending patterns |  |  |
| g) Comparing numbers and quantities (e.g., more, less) |  |  |
| h) Measurement (standard, non-standard units) |  |  |
| i) Sorting or ordering by attributes or a rule |  |  |
| j) Identifying, describing, defining, comparing familiar shapes |  |  |
| k) Identifying, describing, defining, comparing less familiar shapes |  |  |
| l) Drawing or constructing shapes |  |  |
| m) Creating charts or analyzing data |  |  |
|  |  |  |
| 1. [*SCIENCE*]
 | **Yes** | **No** |
| a) Living things (e.g., people, animals, plants; habitats; life cycles; growth) |  |  |
| b) Earth and space (e.g., earth’s materials, weather, day/night, seasons) |  |  |
| c) Physical properties (e.g., properties of objects, structures, function, motion, sound, light) |  |  |
| d) Health (e.g., body parts and what they do, body processes, food pyramid) |  |  |
| e) Tools and technology (e.g., scale, magnifying glass, magnets, computers) |  |  |
| f) Engineering |  |  |
| g) Environmentally friendly practices; recycling |  |  |
| h) Scientific thinking (e.g., ask questions, make predictions, experiment, cause/effect) |  |  |
|  |  |  |
| 1. [*SOCIAL-EMOTIONAL LEARNING*]
 | **Yes** | **No** |
| a) Friendship skills (e.g., sharing, social values, empathy) |  |  |
| b) Feelings/emotions (e.g., recognizing them in oneself and others) |  |  |
| c) Social problem solving |  |  |
| d) Managing strong emotions and regulating behavior |  |  |

1. How engaged were children in activities with individual children during your coaching session?
* Not at all engaged
* Somewhat engaged
* Very engaged
1. Comments on Individual Activities with Children:

|  |
| --- |
|  |

# Section C: Themes

* 1. **Did the lessons observed during your coaching session come from a unit, theme, or focal question?**
* Yes **[GO TO C.2]**
* No **[SKIP TO SECTION D]**
	1. **Please describe the theme(s) or focal question(s):**
	2. **How did the teacher(s) choose the theme(s) or focal question(s)?** Check all that apply.

***NOTE:*** *ASK TEACHER(S) HOW THEY CHOSE THEIR THEME OR FOCAL QUESTION AND SELECT THE BEST REPONSE.*

* Themes or focal questions are provided by [curriculum]
* Based on interests of children in the classroom
* Based on common interests for all children
* Other
	1. **Is the theme(s) or focal question(s) evident during the observation?**
* Yes
* No
	1. **What activities did the teacher(s) use to explore the theme(s) or focal question(s)?**

Check all that apply.

* Choice time/Centers
* Read Aloud
* Whole or Large Group
* Small Group
* Activities with individual children
* Other
	1. **How abstract is the content delivered on this theme/focal question?**
* (5) Theme content is mostly abstract (e.g., What makes someone your friend? What is a game?)
* (4)
* (3) Theme content is somewhat concrete (e.g., Animals and habitats, seeds and plants)
* (2)
* (1) Theme content is very concrete (e.g., worms, pumpkins)
* Not applicable; No discernible theme/focal question
	1. **How rich is the content delivered on the theme/focal question?**
* (5) Theme content promotes students’ conceptual development, including rich content and background knowledge opportunities for most times when theme content is being delivered (e.g., How do living things grow and change)?
* (4)
* (3) Theme content somewhat promotes students’ conceptual development, including less rich content and background knowledge opportunities (e.g., “bakery shop”)
* (2)
* (1) Theme content does not promote students’ conceptual development (e.g., holiday/seasonal themes, like “Fall”, coloring or completing worksheets with thematic ties)
* Not applicable; No discernible theme/focal question
	1. **How much evidence of the theme/focal question did you see in this classroom’s instructional time?**
* (5) Theme evident in at least three classroom instructional components (e.g., story, small groups, center time)
* (4)
* (3) Theme evident in two classroom components
* (2)
* (1) Theme not evident in classroom components
* Not applicable; No discernible theme/focal question

# Section D: Implementation Quality

***[IF INTERVENTION = Creative Curriculum, ASK D.1. IF INTERVENTION = Connect4Learning, DISABLE D.1 AND GO TO D.2.]***

1. **Which of the following Creative Curriculum-related experiences did you see the teacher(s) do? (Check all that apply.)**
* Adds to the web of investigations
* Implements “Wow! Experiences”
* Creates and posts “What do we know?” and “What do we want to find out?” charts
* Posts and discusses a question of the day with the children
* Individualizes instruction by using color-coded teaching sequences on Intentional Teaching Cards
* Uses Mighty Minutes cards to facilitate learning during transitions
1. **Thinking about all the [*CREATIVE CURRICULUM*/*CONNECT4LEARNING*] activities you observed the TEACHER implement during your coaching session, please select the option(s) that best describes what you observed.**

**CHECK ALL THAT APPLY.**

* No changes were made. Teacher(s) followed all activities as written
* Changed activity or wording but in a positive way – activity remained aligned with the original activity’s objective and/or activity was enhanced
* Changed activity or wording but in a negative way – activity was not aligned with the original activity’s objective
* Did curricular activities out of order from what is written in curriculum materials
* Skipped some activities in the curriculum or portions of activities
* Used different materials than what was listed in the curriculum
* Used different instructional formats (e.g., did a small group activity in a large/whole group)
* Substituted with activities that are not from the curriculum
1. **Thinking about all the [*CREATIVE CURRICULUM*/*CONNECT4LEARNING*] activities you observed the ASSISTANT TEACHER implement during your coaching session, please select the option(s) that best describes what you observed.**

**CHECK ALL THAT APPLY.**

* No changes were made. Teacher(s) followed all activities as written
* Changed activity or wording but in a positive way – activity remained aligned with the original activity’s objective and/or activity was enhanced
* Changed activity or wording but in a negative way – activity was not aligned with the original activity’s objective
* Did curricular activities out of order from what is written in curriculum materials
* Skipped some activities in the curriculum or portions of activities
* Used different materials than what was listed in the curriculum
* Used different instructional formats (e.g., did a small group activity in a large/whole group)
* Substituted with activities that are not from the curriculum
1. **To what extent does the following describe this classroom during your classroom observation?** The term “teachers” is meant to be all-inclusive of the lead teacher(s), assistant teacher(s), paraprofessional(s), and aide(s) in the classroom. Choose one in each row.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Centers were physically distinct.
 | * Not much
 | * Somewhat
 | * Very much so
 |
| 1. Areas were arranged so children can easily get around and access materials.
 | * Not much
 | * Somewhat
 | * Very much so
 |
| 1. Classroom was neat and clean.
 | * Not much
 | * Somewhat
 | * Very much so
 |
| 1. Classroom was very noisy.
 | * Not much
 | * Somewhat
 | * Very much so
 |
| 1. Classroom’s materials, furnishings, equipment, and displays were adequate and in good repair.
 | * Not much
 | * Somewhat
 | * Very much so
 |
| 1. Classroom followed their typical routine or schedule.
 | * Not much
 | * Somewhat
 | * Very much so
 |
| 1. Transitions between activities were smooth and relatively short.
 | * Not much
 | * Somewhat
 | * Very much so
 |
| 1. Transitions between activities were used as opportunities to teach skills and concepts
 | * Not much
 | * Somewhat
 | * Very much so
 |
| 1. Transitions between activities were used as a way to get the whole class from one place to another.
 | * Not much
 | * Somewhat
 | * Very much so
 |
| 1. Children knew the routines and expectations in the classroom very well.
 | * Not much
 | * Somewhat
 | * Very much so
 |
| 1. Teachers had positive or pleasant interactions with children in this classroom.
 | * Not much
 | * Somewhat
 | * Very much so
 |
| 1. Teachers had negative interactions with children in this classroom.
 | * Not much
 | * Somewhat
 | * Very much so
 |
| 1. Most children were able to control their behaviors and emotions independently.
 | * Not much
 | * Somewhat
 | * Very much so
 |
| 1. Most interactions children had with their peers could be characterized by positive affect (smiling, laughing), behaviors, and/or language.
 | * Not much
 | * Somewhat
 | * Very much so
 |
| 1. Teachers were flexible in their plans for the day, going along with children’s interest and ideas.
 | * Not much
 | * Somewhat
 | * Very much so
 |
| 1. Teachers had to stop instruction or activities to discipline children.
 | * Not much
 | * Somewhat
 | * Very much so
 |
| 1. Teachers/other adults in the classroom had to raise their voice.
 | * Not much
 | * Somewhat
 | * Very much so
 |
| 1. Children talked to teachers/adults in the classroom about a variety of topics.
 | * Not much
 | * Somewhat
 | * Very much so
 |
| 1. Children talked to one another about a variety of topics.
 | * Not much
 | * Somewhat
 | * Very much so
 |
| 1. Teachers/other adults in the classroom used a language other than English during multiple activities.
 | * Not much
 | * Somewhat
 | * Very much so
 |
| 1. Assistant or aide was an integral part of the classroom, interacting with children and participating in instruction.
 | * Not much
 | * Somewhat
 | * Very much so
 |
| 1. The teaching “team” (i.e., lead teacher and assistant teacher or aide) worked together as a coordinated pair.
 | * Not much
 | * Somewhat
 | * Very much so
 |

1. Which of the following teaching behaviors did you observe the TEACHER exhibit during your classroom observation?

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| 1. Organizing and/or setting up materials and space needed for one or more activities
 |  |  |
| 1. Monitoring children during the activity to address behavior or offer assistance
 |  |  |
| 1. Having multiple back-and-forth exchanges with children focused on a learning topic (such as a literacy, math, science concept or topic)
 |  |  |
| 1. Having multiple back-and-forth exchanges with children focused on a conversational topic (such as what they did over the weekend or their favorite thing to eat)
 |  |  |
| 1. Using and defining advanced vocabulary words (such as words with more than one meaning or words that are not used frequently)
 |  |  |
| 1. Asking children “why” and “how” questions
 |  |  |
| 1. Changing an activity or a portion of an activity based on a child’s (or children’s) interests
 |  |  |
| 1. Changing an activity or a portion of an activity to make it easier for individual children who need more support
 |  |  |
| 1. Changing an activity or a portion of an activity to make it more challenging for individual children who are excelling
 |  |  |
| 1. Relating activities or lessons to a theme or main learning topic
 |  |  |
| 1. Asking children to compare and contrast something
 |  |  |
| 1. Asking children to predict or hypothesize what will happen next (such as in a book or in a science activity)
 |  |  |
| 1. Telling children how an activity or a learning topic being discussed was connected to other things they have learned about or experienced outside the classroom
 |  |  |
| 1. Asking children close-ended questions (e.g., yes or no questions)
 |  |  |
| 1. Asking children to explain how an activity or topic is related to something they experienced outside the classroom
 |  |  |
| 1. Repeating or elaborating on something a child said by providing additional information or vocabulary words
 |  |  |
| 1. Prompting or encouraging children to talk to one another (e.g., used “think-pair-share”)
 |  |  |
| 1. Scaffolding children’s learning by providing “just enough” support (such as providing hints when they struggle to understand something, offering a range of answers to choose from, encouraging children to use additional resources to solve problems)
 |  |  |
| 1. Asking follow-up questions to get children to explain what they are thinking or why they said something
 |  |  |
| 1. Cleaning up the materials and/or space used for activities
 |  |  |

1. Which of the following teaching behaviors did you observe the ASSISTANT TEACHER exhibit during your classroom observation?

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| 1. Organizing and/or setting up materials and space needed for one or more activities
 |  |  |
| 1. Monitoring children during the activity to address behavior or offer assistance
 |  |  |
| 1. Having multiple back-and-forth exchanges with children focused on a learning topic (such as a literacy, math, science concept or topic)
 |  |  |
| 1. Having multiple back-and-forth exchanges with children focused on a conversational topic (such as what they did over the weekend or their favorite thing to eat)
 |  |  |
| 1. Using and defining advanced vocabulary words (such as words with more than one meaning or words that are not used frequently)
 |  |  |
| 1. Asking children “why” and “how” questions
 |  |  |
| 1. Changing an activity or a portion of an activity based on a child’s (or children’s) interests
 |  |  |
| 1. Changing an activity or a portion of an activity to make it easier for individual children who need more support
 |  |  |
| 1. Changing an activity or a portion of an activity to make it more challenging for individual children who are excelling
 |  |  |
| 1. Relating activities or lessons to a theme or main learning topic
 |  |  |
| 1. Asking children to compare and contrast something
 |  |  |
| 1. Asking children to predict or hypothesize what will happen next (such as in a book or in a science activity)
 |  |  |
| 1. Telling children how an activity or a learning topic being discussed was connected to other things they have learned about or experienced outside the classroom
 |  |  |
| 1. Asking children close-ended questions (e.g., yes or no questions)
 |  |  |
| 1. Asking children to explain how an activity or topic is related to something they experienced outside the classroom
 |  |  |
| 1. Repeating or elaborating on something a child said by providing additional information or vocabulary words
 |  |  |
| 1. Prompting or encouraging children to talk to one another (e.g., used “think-pair-share”)
 |  |  |
| 1. Scaffolding children’s learning by providing “just enough” support (such as providing hints when they struggle to understand something, offering a range of answers to choose from, encouraging children to use additional resources to solve problems)
 |  |  |
| 1. Asking follow-up questions to get children to explain what they are thinking or why they said something
 |  |  |
| 1. Cleaning up the materials and/or space used for activities
 |  |  |

1. What languages were spoken in the classroom during the coaching session, and by whom?

**CHOOSE ALL THAT APPLY.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Teacher spoken this language** | **Assistant teacher spoke this language** | **One or more children spoke this language** |
| 1. English
 | □1 | □1 | □1 |
| 1. Spanish
 | □2 | □2 | □2 |
| 1. Haitian Creole
 | □3 | □3 | □3 |
| 1. Mandarin
 | □4 | □4 | □4 |
| 1. Portuguese
 | □5 | □5 | □5 |
| 1. [INSERT ADDITIONAL OPTIONS FOR MOST COMMON LANGUAGES IN LOCALITIES WHERE VIQI WILL BE CONDUCTED]
 | □6 | □6 | □6 |

1. Using a 1 to 5 rating scale, with ‘1’ being easy and ‘5’ being difficult, how difficult was it for this classroom to deliver [curriculum] during your coaching session?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  1 |  2 |  3 |  4 |  5 |
| **Easy** |  |  |  | **Difficult** |

1. Select the response option that best describes this classroom’s activities and teaching practices during your coaching session:

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **More child-directed** **or child-led**(for example, most of the activities were unstructured and children could choose what to do) | **A mix of child- and** **teacher-directed**(for example, some activities were more structured and the teacher guided children through them and some activities were more unstructured and children could choose what to do) | **More teacher-directed** **or teacher-led**(for example, most of the activities were structured and led by the teacher) |

**Respond to the following item thinking about the classroom as a whole:**

1. It is clear when you enter this classroom and look around it is a [*CREATIVE* *CURRICULUM*/ *CONNECT4LEARNING*] classroom.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 |
| **Few or no tangible signs of [*CREATIVE* *CURRICULUM*/*CONNECT4LEARNING*]**, or the classroom has [CURRICULUM] lessons, but they do not capture the “spirit” of [CURRICULUM]*.* |  | Classroom **conducts core [*CREATIVE* *CURRICULUM*/*CONNECT4LEARNING*] activities** (whole group, small group), and there is evidence that centers are in use*.* |  | **“Exemplary” [*CREATIVE* *CURRICULUM*/*CONNECT4LEARNING*] classroom**. Conducts all [CURRICULUM] activities; everyone understands [CURRICULUM] activity rules and expectations; children talk about [CURRICULUM] activities. |

**[SUBMIT BUTTON]**

***Are you sure you are ready to submit this coach log for [reporting period]?***

**[SUBMIT BUTTON]**

***Thank you. The log is complete for the reporting period for this classroom.***

# SUPPLEMENTAL COACH LOG

# Section E: Teacher Readiness

***[PROGRAMMING NOTE: THIS SECTION SHOULD BE COMPLETED TWICE: ONCE TOWARD THE BEGINNING OF THE STUDY (OCTOBER) AND ONCE TOWARD THE END OF THE STUDY (APRIL)]***

**For the next two sets of items, please report on the TEACHER you coach in this classroom.**

1. For each row (across), check one phrase that best completes the following: “When it comes to early care and education practices, this person…”

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1🡪 | Doesn’t plan to make any changes | Thinks about making a change but can’t do it now | Is planning to make a change | Is working to change something right now | Is making sure not to go back to her/his old ways |
|  | ○1 | ○2 | ○3 | ○4 | ○5 |
| 2🡪 | Doesn’t think s/he needs to make any changes | Thinks s/he might need to make a change someday | Knows s/he needs to make some kind of change | Knows what s/he needs to change | Thinks about how to keep up changes s/he has made |
|  | ○1 | ○2 | ○3 | ○4 | ○5 |
| 3🡪 | Doesn’t think s/he needs any new information | Thinks s/he might look for new information in the future | Is interested in learning new information | Is finding new information on her/his own | Often learns a lot about the things s/he wants to change |
|  | ○1 | ○2 | ○3 | ○4 | ○5 |
| 4🡪 | Doesn’t think making a change would help the children | Thinks making a change might help the children | Believes that when s/he makes a change, it will help the children | See how a change that s/he made helped the children | Often makes changes so s/he can help the children |
|  | ○1 | ○2 | ○3 | ○4 | ○5 |
| 5🡪 | Doesn’t think s/he has the power to make any changes | Feels overwhelmed by the thought of changing | Believes s/he can change, even if it isn’t easy | Has made changes before, even though it isn’t always easy | Is confident s/he can keep up the changes s/he’s made |
|  | ○1 | ○2 | ○3 | ○4 | ○5 |
| 6🡪 | Doesn’t have anyone who would support her/him in making a change | Doesn’t know whether anyone would support her/him in making a change | Knows someone who would support her/him in making a change | Knows several people who support her/him in making changes | Is active in a community that supports change |
|  | ○1 | ○2 | ○3 | ○4 | ○5 |
| 7🡪 | Doesn’t think of her/himself as a professional | Might feel more professional if s/he made a change | Is beginning to think of her/himself as a professional | Feels like a professional because of a change s/he have made | Feels like a true professional because s/he often make changes |
|  | ○1 | ○2 | ○3 | ○4 | ○5 |
| *Source: Children’s Institute, Inc., 2009* |

1. **Thinking about the TEACHER in this classroom, how strongly do you agree or disagree with the following statements?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Not at all like this teacher** | **Not like this teacher** | **Somewhat like this teacher** | **Like this teacher** | **A lot like this teacher** |
| 1. This teacher is not overly burned out/stressed out.
 | ○1 | ○2 | ○3 | ○4 | ○5 |
| 1. This teacher has colleagues at this center that he/she can go to for social support.
 | ○1 | ○2 | ○3 | ○4 | ○5 |
| 1. In general, this teacher seems interested in learning new teaching strategies.
 | ○1 | ○2 | ○3 | ○4 | ○5 |
| 1. It seems like this teacher could effectively use any teaching strategy that he/she decided to use.
 | ○1 | ○2 | ○3 | ○4 | ○5 |
| 1. This teacher is generally a strong teacher.
 | ○1 | ○2 | ○3 | ○4 | ○5 |
| 1. This teacher sees him/herself as a professional early childhood educator.
 | ○1 | ○2 | ○3 | ○4 | ○5 |
| *Source: Wanless, 2012* |

**For the next two sets of items, please report on the ASSISTANT TEACHER you coach in this classroom.**

1. For each row (across), check one phrase that best completes the following: “When it comes to early care and education practices, this person…”

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1🡪 | Doesn’t plan to make any changes | Thinks about making a change but can’t do it now | Is planning to make a change | Is working to change something right now | Is making sure not to go back to her/his old ways |
|  | ○1 | ○2 | ○3 | ○4 | ○5 |
| 2🡪 | Doesn’t think s/he needs to make any changes | Thinks s/he might need to make a change someday | Knows s/he needs to make some kind of change | Knows what s/he needs to change | Thinks about how to keep up changes s/he has made |
|  | ○1 | ○2 | ○3 | ○4 | ○5 |
| 3🡪 | Doesn’t think s/he needs any new information | Thinks s/he might look for new information in the future | Is interested in learning new information | Is finding new information on her/his own | Often learns a lot about the things s/he wants to change |
|  | ○1 | ○2 | ○3 | ○4 | ○5 |
| 4🡪 | Doesn’t think making a change would help the children | Thinks making a change might help the children | Believes that when s/he makes a change, it will help the children | See how a change that s/he made helped the children | Often makes changes so s/he can help the children |
|  | ○1 | ○2 | ○3 | ○4 | ○5 |
| 5🡪 | Doesn’t think s/he has the power to make any changes | Feels overwhelmed by the thought of changing | Believes s/he can change, even if it isn’t easy | Has made changes before, even though it isn’t always easy | Is confident s/he can keep up the changes s/he’s made |
|  | ○1 | ○2 | ○3 | ○4 | ○5 |
| 6🡪 | Doesn’t have anyone who would support her/him in making a change | Doesn’t know whether anyone would support her/him in making a change | Knows someone who would support her/him in making a change | Knows several people who support her/him in making changes | Is active in a community that supports change |
|  | ○1 | ○2 | ○3 | ○4 | ○5 |
| 7🡪 | Doesn’t think of her/himself as a professional | Might feel more professional if s/he made a change | Is beginning to think of her/himself as a professional | Feels like a professional because of a change s/he have made | Feels like a true professional because s/he often make changes |
|  | ○1 | ○2 | ○3 | ○4 | ○5 |
| *Source: Children’s Institute, Inc., 2009* |

1. **Thinking about the ASSISTANT TEACHER in this classroom, how strongly do you agree or disagree with the following statements?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Not at all like this teacher** | **Not like this teacher** | **Somewhat like this teacher** | **Like this teacher** | **A lot like this teacher** |
| 1. This teacher is not overly burned out/stressed out.
 | ○1 | ○2 | ○3 | ○4 | ○5 |
| 1. This teacher has colleagues at this center that he/she can go to for social support.
 | ○1 | ○2 | ○3 | ○4 | ○5 |
| 1. In general, this teacher seems interested in learning new teaching strategies.
 | ○1 | ○2 | ○3 | ○4 | ○5 |
| 1. It seems like this teacher could effectively use any teaching strategy that he/she decided to use.
 | ○1 | ○2 | ○3 | ○4 | ○5 |
| 1. This teacher is generally a strong teacher.
 | ○1 | ○2 | ○3 | ○4 | ○5 |
| 1. This teacher sees him/herself as a professional early childhood educator.
 | ○1 | ○2 | ○3 | ○4 | ○5 |
| *Source: Wanless, 2012* |

**[SUBMIT BUTTON]**

***Are you sure you are ready to submit this supplemental coach log for [reporting period]?***

**[SUBMIT BUTTON]**

***Thank you. The supplemental log is complete for the reporting period for this classroom.***