



## 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

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### 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

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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.*

2. 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.*

**3. 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.]*

**4. 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.]*

**5. 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.]*

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

- <sub>1</sub> Yes [SKIP TO 8]
- <sub>2</sub> No [GO TO 7 AND END LOG]

**7. Why wasn't your coaching session completed with this classroom?**

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

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

**8. 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

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**1. What was done during this coaching session?**

**CHOOSE ALL THAT APPLY.**

- <sub>1</sub> Coach-teacher meeting [IF CHECKED ASK A.2]  
<sub>2</sub> Classroom observation [IF CHECKED ASK A.3]

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

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

**CHOOSE ONE.**

- |  |   |
|--|---|
| <input type="radio"/> <sub>1</sub> ~15 minutes or less | <input type="radio"/> <sub>5</sub> ~50 minutes                  |
| <input type="radio"/> <sub>2</sub> ~20 minutes         | <input type="radio"/> <sub>6</sub> ~60 minutes (an hour)        |
| <input type="radio"/> <sub>3</sub> ~30 minutes         | <input type="radio"/> <sub>7</sub> ~An hour and a half          |
| <input type="radio"/> <sub>4</sub> ~40 minutes         | <input type="radio"/> <sub>8</sub> More than an hour and a half |

**3. For about how long did you observe this classroom?**

**CHOOSE ONE.**

- |   |  |
|---|--|
| <input type="radio"/> <sub>1</sub> ~30 minutes or less    | <input type="radio"/> <sub>5</sub> ~An hour and a half     |
| <input type="radio"/> <sub>2</sub> ~45 minutes            | <input type="radio"/> <sub>6</sub> ~An hour and 45 minutes |
| <input type="radio"/> <sub>3</sub> ~60 minutes (an hour)  | <input type="radio"/> <sub>7</sub> ~Two hours              |
| <input type="radio"/> <sub>4</sub> ~1 hour and 15 minutes | <input type="radio"/> <sub>8</sub> More than two hours     |

**4. 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
a) I modeled or demonstrated an instructional strategy	<input type="checkbox"/> <sub>1</sub>	<input type="radio"/> <sub>1</sub>
b) I worked with teachers to interpret data about child learning in the classroom	<input type="checkbox"/> <sub>2</sub>	<input type="radio"/> <sub>2</sub>
c) I provided feedback to teachers in-person after observing the classroom	<input type="checkbox"/> <sub>3</sub>	<input type="radio"/> <sub>3</sub>
d) I provided feedback via email or phone after I observed the classroom	<input type="checkbox"/> <sub>4</sub>	<input type="radio"/> <sub>4</sub>
e) I provided praise	<input type="checkbox"/> <sub>5</sub>	<input type="radio"/> <sub>5</sub>
f) I provided constructive feedback (such as feedback that is specific, issue-focused, and based on observations)	<input type="checkbox"/> <sub>6</sub>	<input type="radio"/> <sub>6</sub>
g) I set goals with the teachers	<input type="checkbox"/> <sub>7</sub>	<input type="radio"/> <sub>7</sub>
h) I reviewed progress on goals with the teachers	<input type="checkbox"/> <sub>8</sub>	<input type="radio"/> <sub>8</sub>
i) I arranged for teachers to observe peers	<input type="checkbox"/> <sub>9</sub>	<input type="radio"/> <sub>9</sub>
j) I introduced new skills, practices, or strategies	<input type="checkbox"/> <sub>10</sub>	<input type="radio"/> <sub>10</sub>
k) I helped teachers to reflect on skills, practices, or strategies	<input type="checkbox"/> <sub>11</sub>	<input type="radio"/> <sub>11</sub>
l) I had teachers share mistakes/challenges in their work	<input type="checkbox"/> <sub>12</sub>	<input type="radio"/> <sub>12</sub>
m) I worked with teachers to role-play a skill or strategy	<input type="checkbox"/> <sub>13</sub>	<input type="radio"/> <sub>13</sub>

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

**CHOOSE ALL THAT APPLY.**

- <sub>1</sub> Problem solved with teachers on a personal issue
- <sub>2</sub> Provided emotional support
- <sub>3</sub> Worked on stress reduction
- <sub>4</sub> Shared materials and resources
- <sub>5</sub> Conducted/arranged an on-site workshop or training
- <sub>6</sub> Helped with preparation, administration, scheduling

- <sub>7</sub> Worked as an assistant in classroom (such as help manage a child)

**6. Who attended the coach-teacher meeting?**

**CHOOSE ONE.**

- <sub>1</sub> I met with the teacher one-on-one  
<sub>2</sub> I met with the teacher and assistant teacher together  
<sub>3</sub> I met with the assistant teacher one-on-one

**7. 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
a) Implementing components of VIQI Intervention	<input type="checkbox"/> <sub>1</sub>	<input type="radio"/> <sub>1</sub>
b) How to introduce centers in an intentional way	<input type="checkbox"/> <sub>2</sub>	<input type="radio"/> <sub>2</sub>
c) Conducting small group activities	<input type="checkbox"/> <sub>3</sub>	<input type="radio"/> <sub>3</sub>
d) Implementing other curricular models or teaching and learning activities used in this classroom	<input type="checkbox"/> <sub>4</sub>	<input type="radio"/> <sub>4</sub>
e) Understanding of or activities about children's language or literacy/reading development	<input type="checkbox"/> <sub>5</sub>	<input type="radio"/> <sub>5</sub>
f) Understanding of or activities about children's mathematics development	<input type="checkbox"/> <sub>6</sub>	<input type="radio"/> <sub>6</sub>
g) Understanding of or activities about children's scientific knowledge development	<input type="checkbox"/> <sub>7</sub>	<input type="radio"/> <sub>7</sub>
h) Teaching practices like asking children reflective, "higher order" questions; extending children's responses and learning	<input type="checkbox"/> <sub>8</sub>	<input type="radio"/> <sub>8</sub>
i) Differentiating teaching or learning activities for individual children	<input type="checkbox"/> <sub>9</sub>	<input type="radio"/> <sub>9</sub>
j) Planning for VIQI Intervention activities	<input type="checkbox"/> <sub>10</sub>	<input type="radio"/> <sub>10</sub>
k) Organization and management (e.g., classroom routines and schedules)	<input type="checkbox"/> <sub>11</sub>	<input type="radio"/> <sub>11</sub>
l) Classroom set up and physical environment	<input type="checkbox"/> <sub>12</sub>	<input type="radio"/> <sub>12</sub>
m) Being emotionally responsive and sensitive to children	<input type="checkbox"/> <sub>13</sub>	<input type="radio"/> <sub>13</sub>
n) Other. Specify: _____	<input type="checkbox"/> <sub>14</sub>	<input type="radio"/> <sub>14</sub>

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

**CHOOSE ALL THAT APPLY.**

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

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

**CHOOSE ALL THAT APPLY.**

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

## Section B: Curriculum Adherence

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### 10. 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
- Foundations
- 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.]*

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



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

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

CHOOSE ONE PER ROW.

	Observed	Not observed but classroom implements this	Not observed <u>and</u> classroom does NOT implement this
a) Choice time/Centers	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
b) Large/Whole group	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
c) Small group	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
d) Read Aloud	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
e) Activities with individual children	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>

[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.]

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

Minutes

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

CHOOSE ONE.

- None
- A few
- About half
- Most
- All

**15. 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...]		
<b>You said a focus of choice time or centers was [CONTENT AREA]. Which of the following specific skills were focused on?</b>		
<b>16. [LANGUAGE AND LITERACY]</b>	<b>Yes</b>	<b>No</b>
a) Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>
b) Oral language	<input type="checkbox"/>	<input type="checkbox"/>
c) Print and text concepts	<input type="checkbox"/>	<input type="checkbox"/>
d) Identifying letters, words, sentences; letter-sound correspondence	<input type="checkbox"/>	<input type="checkbox"/>
e) Phonological awareness (individual speech sounds)	<input type="checkbox"/>	<input type="checkbox"/>
f) Listening or reading comprehension	<input type="checkbox"/>	<input type="checkbox"/>
g) Reading books	<input type="checkbox"/>	<input type="checkbox"/>
h) Story telling	<input type="checkbox"/>	<input type="checkbox"/>
i) Drawing or writing	<input type="checkbox"/>	<input type="checkbox"/>
<b>17. [MATHEMATICS]</b>	<b>Yes</b>	<b>No</b>
a) Number sense and concepts (e.g., counting objects, counting verbally)	<input type="checkbox"/>	<input type="checkbox"/>
b) Writing numbers and identifying numerals	<input type="checkbox"/>	<input type="checkbox"/>
c) Addition	<input type="checkbox"/>	<input type="checkbox"/>
d) Subtraction	<input type="checkbox"/>	<input type="checkbox"/>
e) Multiplication or division	<input type="checkbox"/>	<input type="checkbox"/>
f) Making, copying, or extending patterns	<input type="checkbox"/>	<input type="checkbox"/>
g) Comparing numbers and quantities (e.g., more, less)	<input type="checkbox"/>	<input type="checkbox"/>
h) Measurement (standard, non-standard units)	<input type="checkbox"/>	<input type="checkbox"/>
i) Sorting or ordering by attributes or a rule	<input type="checkbox"/>	<input type="checkbox"/>
j) Identifying, describing, defining, comparing <u>familiar</u> shapes	<input type="checkbox"/>	<input type="checkbox"/>

k) Identifying, describing, defining, comparing <u>less familiar</u> shapes	<input type="checkbox"/>	<input type="checkbox"/>
l) Drawing or constructing shapes	<input type="checkbox"/>	<input type="checkbox"/>
<b>18. [SCIENCE]</b>	<b>Yes</b>	<b>No</b>
a) Living things (e.g., people, animals, plants; habitats; life cycles; growth)	<input type="checkbox"/>	<input type="checkbox"/>
b) Earth and space (e.g., earth's materials, weather, day/night, seasons)	<input type="checkbox"/>	<input type="checkbox"/>
c) Physical properties (e.g., properties of objects, structures, function, motion, sound, light)	<input type="checkbox"/>	<input type="checkbox"/>
d) Health (e.g., body parts and what they do, body processes, food pyramid)	<input type="checkbox"/>	<input type="checkbox"/>
e) Tools and technology (e.g., scale, magnifying glass, magnets, computers)	<input type="checkbox"/>	<input type="checkbox"/>
f) Engineering	<input type="checkbox"/>	<input type="checkbox"/>
g) Environmentally friendly practices; recycling	<input type="checkbox"/>	<input type="checkbox"/>
h) Scientific thinking (e.g., ask questions, make predictions, experiment, cause/effect)	<input type="checkbox"/>	<input type="checkbox"/>
<b>19. [SOCIAL-EMOTIONAL LEARNING]</b>	<b>Yes</b>	<b>No</b>
a) Friendship skills (e.g., sharing, social values, empathy)	<input type="checkbox"/>	<input type="checkbox"/>
b) Feelings/emotions (e.g., recognizing them in oneself and others)	<input type="checkbox"/>	<input type="checkbox"/>
c) Social problem solving	<input type="checkbox"/>	<input type="checkbox"/>
d) Managing strong emotions and regulating behavior	<input type="checkbox"/>	<input type="checkbox"/>

**20. 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

**21. Who helped facilitate choice time or centers?**

- Mostly lead teacher
- Mostly assistant teacher
- Both lead and assistant teachers
- Other

22. 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.]*

23. 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.]*

24. 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.]*

25. 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

**26. 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.]*

**27. 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.]*

**28. 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

**29. 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.]*

**30. 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.]*

**31. 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

**32. 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.]*

**33. 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.]*

**34. 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

**35. 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.]*

**36. 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.]*

**37. 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.]*

**38. 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.]*

**39. 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

**40. 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.]*

**41. 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.]*

**42. 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

**43. 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.]*

**44. 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.]*

**45. 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

**46. 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.]

47. 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.]

48. 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
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49. 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?

50. [LANGUAGE AND LITERACY]	Yes	No
a) Vocabulary or oral language	<input type="checkbox"/>	<input type="checkbox"/>
b) Oral language	<input type="checkbox"/>	<input type="checkbox"/>

c) Print and text concepts	<input type="checkbox"/>	<input type="checkbox"/>
d) Identifying letters, words, sentences; letter-sound correspondence	<input type="checkbox"/>	<input type="checkbox"/>
e) Phonological awareness (individual speech sounds)	<input type="checkbox"/>	<input type="checkbox"/>
f) Listening or reading comprehension	<input type="checkbox"/>	<input type="checkbox"/>
g) Reading books	<input type="checkbox"/>	<input type="checkbox"/>
h) Story telling	<input type="checkbox"/>	<input type="checkbox"/>
i) Drawing or writing	<input type="checkbox"/>	<input type="checkbox"/>
<b>51. [MATHEMATICS]</b>	<b>Yes</b>	<b>No</b>
a) Number sense and concepts (e.g., counting objects, counting verbally)	<input type="checkbox"/>	<input type="checkbox"/>
b) Writing numbers and identifying numerals	<input type="checkbox"/>	<input type="checkbox"/>
c) Addition	<input type="checkbox"/>	<input type="checkbox"/>
d) Subtraction	<input type="checkbox"/>	<input type="checkbox"/>
e) Multiplication or division	<input type="checkbox"/>	<input type="checkbox"/>
f) Making, copying, or extending patterns	<input type="checkbox"/>	<input type="checkbox"/>
g) Comparing numbers and quantities (e.g., more, less)	<input type="checkbox"/>	<input type="checkbox"/>
h) Measurement (standard, non-standard units)	<input type="checkbox"/>	<input type="checkbox"/>
i) Sorting or ordering by attributes or a rule	<input type="checkbox"/>	<input type="checkbox"/>
j) Identifying, describing, defining, comparing familiar shapes	<input type="checkbox"/>	<input type="checkbox"/>
k) Identifying, describing, defining, comparing less familiar shapes	<input type="checkbox"/>	<input type="checkbox"/>
l) Drawing or constructing shapes	<input type="checkbox"/>	<input type="checkbox"/>
m) Creating charts or analyzing data	<input type="checkbox"/>	<input type="checkbox"/>
<b>52. [SCIENCE]</b>	<b>Yes</b>	<b>No</b>
a) Living things (e.g., people, animals, plants; habitats; life cycles; growth)	<input type="checkbox"/>	<input type="checkbox"/>
b) Earth and space (e.g., earth's materials, weather, day/night, seasons)	<input type="checkbox"/>	<input type="checkbox"/>
c) Physical properties (e.g., properties of objects, structures, function, motion, sound, light)	<input type="checkbox"/>	<input type="checkbox"/>
d) Health (e.g., body parts and what they do, body processes, food pyramid)	<input type="checkbox"/>	<input type="checkbox"/>
e) Tools and technology (e.g., scale, magnifying glass, magnets, computers)	<input type="checkbox"/>	<input type="checkbox"/>
f) Engineering	<input type="checkbox"/>	<input type="checkbox"/>
g) Environmentally friendly practices; recycling	<input type="checkbox"/>	<input type="checkbox"/>
h) Scientific thinking (e.g., ask questions, make predictions, experiment, cause/effect)	<input type="checkbox"/>	<input type="checkbox"/>
<b>53. [SOCIAL-EMOTIONAL LEARNING]</b>	<b>Yes</b>	<b>No</b>
a) Friendship skills (e.g., sharing, social values, empathy)	<input type="checkbox"/>	<input type="checkbox"/>
b) Feelings/emotions (e.g., recognizing them in oneself and others)	<input type="checkbox"/>	<input type="checkbox"/>

c) Social problem solving	<input type="checkbox"/>	<input type="checkbox"/>
d) Managing strong emotions and regulating behavior	<input type="checkbox"/>	<input type="checkbox"/>

**54. 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

**55. 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.]*

**56. 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.]*

**57. 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.]*

**58. 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

**59. 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.]*

**60. 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.]*

**61. 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

**62. 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.]*

**63. 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.]*

**64. 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

**65. 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.]*

**66. 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.]*

**67. 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.]*

**68. 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

**69. 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.]*

**70. 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.]*

**71. 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

**72. 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.]*

**73. 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.]*

**74. 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

**75. 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.]*

**76. 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.]*

**77. 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

**78. 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.]*

**79. 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.]*

**80. 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

**81. 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.]*

**82. 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
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**83. 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

<b>[IF THE FIRST FOUR AREAS WERE SELECTED, ASK THE RELEVANT PORTIONS OF THE FOLLOWING...]</b>		
<b>You said a focus of small group was [CONTENT AREA]. Which of the following specific skills were focused on?</b>		
<b>84. [LANGUAGE AND LITERACY]</b>	<b>Yes</b>	<b>No</b>
a) Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>
b) Oral language	<input type="checkbox"/>	<input type="checkbox"/>
c) Print and text concepts	<input type="checkbox"/>	<input type="checkbox"/>
d) Identifying letters, words, sentences; letter-sound correspondence	<input type="checkbox"/>	<input type="checkbox"/>
e) Phonological awareness (individual speech sounds)	<input type="checkbox"/>	<input type="checkbox"/>
f) Listening or reading comprehension	<input type="checkbox"/>	<input type="checkbox"/>
g) Reading books	<input type="checkbox"/>	<input type="checkbox"/>
h) Story telling	<input type="checkbox"/>	<input type="checkbox"/>
i) Drawing or writing	<input type="checkbox"/>	<input type="checkbox"/>
<b>85. [MATHEMATICS]</b>	<b>Yes</b>	<b>No</b>
a) Number sense and concepts (e.g., counting objects, counting verbally)	<input type="checkbox"/>	<input type="checkbox"/>
b) Writing numbers and identifying numerals	<input type="checkbox"/>	<input type="checkbox"/>
c) Addition	<input type="checkbox"/>	<input type="checkbox"/>
d) Subtraction	<input type="checkbox"/>	<input type="checkbox"/>
e) Multiplication or division	<input type="checkbox"/>	<input type="checkbox"/>
f) Making, copying, or extending patterns	<input type="checkbox"/>	<input type="checkbox"/>
g) Comparing numbers and quantities (e.g., more, less)	<input type="checkbox"/>	<input type="checkbox"/>
h) Measurement (standard, non-standard units)	<input type="checkbox"/>	<input type="checkbox"/>
i) Sorting or ordering by attributes or a rule	<input type="checkbox"/>	<input type="checkbox"/>
j) Identifying, describing, defining, comparing familiar shapes	<input type="checkbox"/>	<input type="checkbox"/>
k) Identifying, describing, defining, comparing less familiar shapes	<input type="checkbox"/>	<input type="checkbox"/>
l) Drawing or constructing shapes	<input type="checkbox"/>	<input type="checkbox"/>
m) Creating charts or analyzing data	<input type="checkbox"/>	<input type="checkbox"/>
<b>86. [SCIENCE]</b>	<b>Yes</b>	<b>No</b>
a) Living things (e.g., people, animals, plants; habitats; life cycles; growth)	<input type="checkbox"/>	<input type="checkbox"/>
b) Earth and space (e.g., earth's materials, weather, day/night, seasons)	<input type="checkbox"/>	<input type="checkbox"/>
c) Physical properties (e.g., properties of objects, structures, function, motion, sound, light)	<input type="checkbox"/>	<input type="checkbox"/>
d) Health (e.g., body parts and what they do, body processes, food pyramid)	<input type="checkbox"/>	<input type="checkbox"/>
e) Tools and technology (e.g., scale, magnifying glass, magnets, computers)	<input type="checkbox"/>	<input type="checkbox"/>
f) Engineering	<input type="checkbox"/>	<input type="checkbox"/>
g) Environmentally friendly practices; recycling	<input type="checkbox"/>	<input type="checkbox"/>

h) Scientific thinking (e.g., ask questions, make predictions, experiment, cause/effect)	<input type="checkbox"/>	<input type="checkbox"/>
<b>87. [SOCIAL-EMOTIONAL LEARNING]</b>	<b>Yes</b>	<b>No</b>
a) Friendship skills (e.g., sharing, social values, empathy)	<input type="checkbox"/>	<input type="checkbox"/>
b) Feelings/emotions (e.g., recognizing them in oneself and others)	<input type="checkbox"/>	<input type="checkbox"/>
c) Social problem solving	<input type="checkbox"/>	<input type="checkbox"/>
d) Managing strong emotions and regulating behavior	<input type="checkbox"/>	<input type="checkbox"/>

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

**88. 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.]*

**89. 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.]*

**90. 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.]*

**91. 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.]*

**92. 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

**93. How engaged were children in small group activities?**

- Not at all engaged
- Somewhat engaged
- Very engaged

**94. 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.]*

**95. How many different Read Alouds did you observe?**

*[RANGE = 1 TO 10, WHOLE NUMBERS ONLY]*

 Read Alouds

96. Approximately how much time did a Read Aloud last, on average?

[RANGE = 1 TO 60, WHOLE NUMBERS ONLY]

	Minutes
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97. 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]

98. Was the Read Aloud delivered as written or described in the curriculum?

- Major changes
- Minor changes
- As written

99. How engaged were children in the Read Aloud?

- Not at all engaged
- Somewhat engaged
- Very engaged

100. Comments on Read Aloud:

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## 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.]

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

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

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

	Children
--	----------

[RANGE = 1 TO 50, WHOLE NUMBERS ONLY]

103. Which content areas were focused on during individual activities with children? Check all that apply.

- <sub>1</sub> Language and literacy
- <sub>2</sub> Mathematics
- <sub>3</sub> Science
- <sub>4</sub> Social-emotional learning
- <sub>5</sub> Art or music
- <sub>6</sub> Gross or fine motor
- <sub>7</sub> Progress monitoring/assessment
- <sub>8</sub> Story telling

[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?

	Yes	No
104. [LANGUAGE AND LITERACY]		

a) Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>
b) Oral language	<input type="checkbox"/>	<input type="checkbox"/>
c) Print and text concepts	<input type="checkbox"/>	<input type="checkbox"/>
d) Identifying letters, words, sentences; letter-sound correspondence	<input type="checkbox"/>	<input type="checkbox"/>
e) Phonological awareness (individual speech sounds)	<input type="checkbox"/>	<input type="checkbox"/>
f) Listening or reading comprehension	<input type="checkbox"/>	<input type="checkbox"/>
g) Reading books	<input type="checkbox"/>	<input type="checkbox"/>
h) Story telling	<input type="checkbox"/>	<input type="checkbox"/>
i) Drawing or writing	<input type="checkbox"/>	<input type="checkbox"/>
<b>105. [MATHEMATICS]</b>	<b>Yes</b>	<b>No</b>
a) Number sense and concepts (e.g., counting objects, counting verbally)	<input type="checkbox"/>	<input type="checkbox"/>
b) Writing numbers and identifying numerals	<input type="checkbox"/>	<input type="checkbox"/>
c) Addition	<input type="checkbox"/>	<input type="checkbox"/>
d) Subtraction	<input type="checkbox"/>	<input type="checkbox"/>
e) Multiplication or division	<input type="checkbox"/>	<input type="checkbox"/>
f) Making, copying, or extending patterns	<input type="checkbox"/>	<input type="checkbox"/>
g) Comparing numbers and quantities (e.g., more, less)	<input type="checkbox"/>	<input type="checkbox"/>
h) Measurement (standard, non-standard units)	<input type="checkbox"/>	<input type="checkbox"/>
i) Sorting or ordering by attributes or a rule	<input type="checkbox"/>	<input type="checkbox"/>
j) Identifying, describing, defining, comparing <u>familiar</u> shapes	<input type="checkbox"/>	<input type="checkbox"/>
k) Identifying, describing, defining, comparing less <u>familiar</u> shapes	<input type="checkbox"/>	<input type="checkbox"/>
l) Drawing or constructing shapes	<input type="checkbox"/>	<input type="checkbox"/>
m) Creating charts or analyzing data	<input type="checkbox"/>	<input type="checkbox"/>
<b>106. [SCIENCE]</b>	<b>Yes</b>	<b>No</b>
a) Living things (e.g., people, animals, plants; habitats; life cycles; growth)	<input type="checkbox"/>	<input type="checkbox"/>
b) Earth and space (e.g., earth's materials, weather, day/night, seasons)	<input type="checkbox"/>	<input type="checkbox"/>
c) Physical properties (e.g., properties of objects, structures, function, motion, sound, light)	<input type="checkbox"/>	<input type="checkbox"/>
d) Health (e.g., body parts and what they do, body processes, food pyramid)	<input type="checkbox"/>	<input type="checkbox"/>
e) Tools and technology (e.g., scale, magnifying glass, magnets, computers)	<input type="checkbox"/>	<input type="checkbox"/>
f) Engineering	<input type="checkbox"/>	<input type="checkbox"/>
g) Environmentally friendly practices; recycling	<input type="checkbox"/>	<input type="checkbox"/>
h) Scientific thinking (e.g., ask questions, make predictions, experiment, cause/effect)	<input type="checkbox"/>	<input type="checkbox"/>
<b>107. [SOCIAL-EMOTIONAL LEARNING]</b>	<b>Yes</b>	<b>No</b>



a) Friendship skills (e.g., sharing, social values, empathy)	<input type="checkbox"/>	<input type="checkbox"/>
b) Feelings/emotions (e.g., recognizing them in oneself and others)	<input type="checkbox"/>	<input type="checkbox"/>
c) Social problem solving	<input type="checkbox"/>	<input type="checkbox"/>
d) Managing strong emotions and regulating behavior	<input type="checkbox"/>	<input type="checkbox"/>

**108. How engaged were children in activities with individual children during your coaching session?**

- Not at all engaged
- Somewhat engaged
- Very engaged

**109. Comments on Individual Activities with Children:**

## Section C: Themes

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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]

2. Please describe the theme(s) or focal question(s):

3. 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 REPNSE.

Themes or focal questions are provided by [curriculum]

Based on interests of children in the classroom

Based on common interests for all children

Other

4. Is the theme(s) or focal question(s) evident during the observation?

Yes

No

5. 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

**6. 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

**7. 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

**8. 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

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[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

2. 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

3. 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

4. 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.

a) Centers were physically distinct.	<input type="checkbox"/> Not much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very much so
b) Areas were arranged so children can easily get around and access materials.	<input type="checkbox"/> Not much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very much so
c) Classroom was neat and clean.	<input type="checkbox"/> Not much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very much so
d) Classroom was very noisy.	<input type="checkbox"/> Not much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very much so
e) Classroom’s materials, furnishings, equipment, and displays were adequate and in good repair.	<input type="checkbox"/> Not much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very much so
f) Classroom followed their typical routine or schedule.	<input type="checkbox"/> Not much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very much so
g) Transitions between activities were smooth and relatively short.	<input type="checkbox"/> Not much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very much so
h) Transitions between activities were used as opportunities to teach skills and concepts	<input type="checkbox"/> Not much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very much so
i) Transitions between activities were used as a way to get the whole class from one place to another.	<input type="checkbox"/> Not much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very much so
j) Children knew the routines and expectations in the classroom very well.	<input type="checkbox"/> Not much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very much so

k) Teachers had positive or pleasant interactions with children in this classroom.	<input type="checkbox"/> Not much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very much so
l) Teachers had negative interactions with children in this classroom.	<input type="checkbox"/> Not much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very much so
m) Most children were able to control their behaviors and emotions independently.	<input type="checkbox"/> Not much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very much so
n) Most interactions children had with their peers could be characterized by positive affect (smiling, laughing), behaviors, and/or language.	<input type="checkbox"/> Not much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very much so
o) Teachers were flexible in their plans for the day, going along with children's interest and ideas.	<input type="checkbox"/> Not much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very much so
p) Teachers had to stop instruction or activities to discipline children.	<input type="checkbox"/> Not much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very much so
q) Teachers/other adults in the classroom had to raise their voice.	<input type="checkbox"/> Not much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very much so
r) Children talked to teachers/adults in the classroom about a variety of topics.	<input type="checkbox"/> Not much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very much so
s) Children talked to one another about a variety of topics.	<input type="checkbox"/> Not much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very much so
t) Teachers/other adults in the classroom used a language other than English during multiple activities.	<input type="checkbox"/> Not much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very much so
u) Assistant or aide was an integral part of the classroom, interacting with children and participating in instruction.	<input type="checkbox"/> Not much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very much so
v) The teaching "team" (i.e., lead teacher and assistant teacher or aide) worked together as a coordinated pair.	<input type="checkbox"/> Not much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very much so

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

	Yes	No
a) Organizing and/or setting up materials and space needed for one or more activities	<input type="checkbox"/>	<input type="checkbox"/>
b) Monitoring children during the activity to address behavior or offer assistance	<input type="checkbox"/>	<input type="checkbox"/>
c) Having multiple back-and-forth exchanges with children focused on a learning topic (such as a literacy, math, science concept or topic)	<input type="checkbox"/>	<input type="checkbox"/>
d) 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)	<input type="checkbox"/>	<input type="checkbox"/>
e) Using and defining <u>advanced</u> vocabulary words (such as words with more than one meaning or words that are not used frequently)	<input type="checkbox"/>	<input type="checkbox"/>
f) Asking children "why" and "how" questions	<input type="checkbox"/>	<input type="checkbox"/>

g) Changing an activity or a portion of an activity based on a child's (or children's) interests	<input type="checkbox"/>	<input type="checkbox"/>
h) Changing an activity or a portion of an activity to make it easier for individual children who need more support	<input type="checkbox"/>	<input type="checkbox"/>
i) Changing an activity or a portion of an activity to make it more challenging for individual children who are excelling	<input type="checkbox"/>	<input type="checkbox"/>
j) Relating activities or lessons to a theme or main learning topic	<input type="checkbox"/>	<input type="checkbox"/>
k) Asking children to compare and contrast something	<input type="checkbox"/>	<input type="checkbox"/>
l) Asking children to predict or hypothesize what will happen next (such as in a book or in a science activity)	<input type="checkbox"/>	<input type="checkbox"/>
m) 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	<input type="checkbox"/>	<input type="checkbox"/>
n) Asking children close-ended questions (e.g., yes or no questions)	<input type="checkbox"/>	<input type="checkbox"/>
o) Asking children to explain how an activity or topic is related to something they experienced outside the classroom	<input type="checkbox"/>	<input type="checkbox"/>
p) Repeating or elaborating on something a child said by providing additional information or vocabulary words	<input type="checkbox"/>	<input type="checkbox"/>
q) Prompting or encouraging children to talk to one another (e.g., used "think-pair-share")	<input type="checkbox"/>	<input type="checkbox"/>
r) 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)	<input type="checkbox"/>	<input type="checkbox"/>
s) Asking follow-up questions to get children to explain what they are thinking or why they said something	<input type="checkbox"/>	<input type="checkbox"/>
t) Cleaning up the materials and/or space used for activities	<input type="checkbox"/>	<input type="checkbox"/>

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

	<b>Yes</b>	<b>No</b>
a) Organizing and/or setting up materials and space needed for one or more activities	<input type="checkbox"/>	<input type="checkbox"/>
b) Monitoring children during the activity to address behavior or offer assistance	<input type="checkbox"/>	<input type="checkbox"/>
c) Having multiple back-and-forth exchanges with children focused on a learning topic (such as a literacy, math, science concept or topic)	<input type="checkbox"/>	<input type="checkbox"/>
d) 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)	<input type="checkbox"/>	<input type="checkbox"/>
e) Using and defining <u>advanced</u> vocabulary words (such as words with more than one meaning or words that are not used frequently)	<input type="checkbox"/>	<input type="checkbox"/>
f) Asking children "why" and "how" questions	<input type="checkbox"/>	<input type="checkbox"/>
g) Changing an activity or a portion of an activity based on a child's (or children's) interests	<input type="checkbox"/>	<input type="checkbox"/>

h) Changing an activity or a portion of an activity to make it easier for individual children who need more support	<input type="checkbox"/>	<input type="checkbox"/>
i) Changing an activity or a portion of an activity to make it more challenging for individual children who are excelling	<input type="checkbox"/>	<input type="checkbox"/>
j) Relating activities or lessons to a theme or main learning topic	<input type="checkbox"/>	<input type="checkbox"/>
k) Asking children to compare and contrast something	<input type="checkbox"/>	<input type="checkbox"/>
l) Asking children to predict or hypothesize what will happen next (such as in a book or in a science activity)	<input type="checkbox"/>	<input type="checkbox"/>
m) 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	<input type="checkbox"/>	<input type="checkbox"/>
n) Asking children close-ended questions (e.g., yes or no questions)	<input type="checkbox"/>	<input type="checkbox"/>
o) Asking children to explain how an activity or topic is related to something they experienced outside the classroom	<input type="checkbox"/>	<input type="checkbox"/>
p) Repeating or elaborating on something a child said by providing additional information or vocabulary words	<input type="checkbox"/>	<input type="checkbox"/>
q) Prompting or encouraging children to talk to one another (e.g., used “think-pair-share”)	<input type="checkbox"/>	<input type="checkbox"/>
r) 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)	<input type="checkbox"/>	<input type="checkbox"/>
s) Asking follow-up questions to get children to explain what they are thinking or why they said something	<input type="checkbox"/>	<input type="checkbox"/>
t) Cleaning up the materials and/or space used for activities	<input type="checkbox"/>	<input type="checkbox"/>

**7. 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
a) English	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
b) Spanish	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>2</sub>
c) Haitian Creole	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>3</sub>
d) Mandarin	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>4</sub>
e) Portuguese	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>5</sub>
f) [INSERT ADDITIONAL OPTIONS FOR MOST COMMON LANGUAGES IN LOCALITIES WHERE VIQI WILL BE CONDUCTED]	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>6</sub>



8. 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?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5
Easy			Difficult	

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

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>More child-directed or child-led</b> (for example, most of the activities were unstructured and children could choose what to do)	<b>A mix of child- and teacher-directed</b> (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)	<b>More teacher-directed or teacher-led</b> (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:

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

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5
<b><u>Few or no tangible signs of [CREATIVE CURRICULUM/CONNECT4LEARNING],</u></b> or the classroom has [CURRICULUM] lessons, but they do not capture the "spirit" of [CURRICULUM].	Classroom <b><u>conducts core [CREATIVE CURRICULUM/CONNECT4LEARNING] activities</u></b> (whole group, small group), and there is evidence that centers are in use.	<b><u>"Exemplary" [CREATIVE CURRICULUM/CONNECT4LEARNING] classroom.</u></b> Conducts all [CURRICULUM] activities; everyone understands [CURRICULUM] activity rules and expectations; children talk		

[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.

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

Source: Children's Institute, Inc., 2009

2. 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
a) This teacher is not overly burned out/stressed out.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
b) This teacher has colleagues at this center that he/she can go to for social support.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
c) In general, this teacher seems interested in learning new teaching strategies.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
d) It seems like this teacher could effectively use any teaching strategy that he/she decided to use.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
e) This teacher is generally a strong teacher.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
f) This teacher sees him/herself as a professional early childhood educator.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>

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

Source: Children's Institute, Inc., 2009

3. 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
g) This teacher is not overly burned out/stressed out.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
h) This teacher has colleagues at this center that he/she can go to for social support.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
i) In general, this teacher seems interested in learning new teaching strategies.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
j) It seems like this teacher could effectively use any teaching strategy that he/she decided to use.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
k) This teacher is generally a strong teacher.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
l) This teacher sees him/herself as a professional early childhood educator.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>

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.*