



BASELINE TEACHER/ASSISTANT TEACHER SURVEY

The purpose of the Baseline Teacher/Assistant Teacher Self-Survey is to collect information on teacher demographics and background as well as characteristics of teachers that are theorized to: 1) affect implementation; and 2) moderate the impacts of the interventions, or the effects of quality on child outcomes, as indicated in the VIQI conceptual model. This attachment includes the following: (a) the baseline survey; (b) the consent form that will accompany this survey and be completed prior; and (c) communication to teachers regarding this survey and related honorarium.

NOTE: MANY OF THESE ITEMS ARE DRAWN FROM SURVEYS OF EARLY CHILDHOOD TEACHERS PREVIOUSLY USED IN STUDIES OF CURRICULUM-BASED INTERVENTIONS. THE SURVEY INCLUDES MULTIPLE ITEMS AND SCALES FOR CERTAIN CONSTRUCTS. ONCE PRE-TESTING IS COMPLETED, DUPLICATES WILL BE REMOVED AND SCALES WILL BE ADJUSTED.

A. Introduction

Thank you for participating in the Variations in Implementation of Quality Interventions (VIQI) Project! As part of this study, we would like you to answer some questions about yourself and your experiences as a teacher in early care and education centers. This information is crucial to helping us understand the impacts of early care and education centers on children.

Your participation is completely voluntary, and you may skip any questions you do not wish to answer. You may stop the survey at any time. Your responses to these questions will be kept private to the extent permitted by law and will not be shared with your supervisor or other staff. There are no direct benefits to you for participating. Participation does not involve any risks other than what you would encounter in daily life. There is a small risk that your information could be lost, stolen, or misused, even though we follow strict rules to protect your information. The study team will follow strict procedures to protect your responses, and your responses will only be used for research and program improvement purposes. Your responses will be stored in password protected computer files and in locked research facilities. The data will be used only by the research team and other researchers bound by the same security requirements described here. We also may share de-identified responses with researchers looking at other education research topics who agree that they will protect your information.

Please complete this questionnaire within the next [X] days. Once complete, please send it back to [CONTACT INFO]. It will take approximately 36 minutes in total to complete. If you have any questions, please contact your project liaison at [PHONE] or [email].

Thank you!

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 0970-0508 and the expiration date is XX/XX/XXXX. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to [Contractor Contact Name]; [Contractor Contact Address].

B. Demographic Information

/ / 2021
M M D D

1. Today's Date:

2. In what year were you born?

Y Y Y Y

3. What is your sex?

Female

1

Male

2

4. What is your Ethnicity?

SELECT ONE.

Hispanic or Latino

1

Not Hispanic or Latino

2

5. What is your Race?

SELECT ONE OR MORE.

₁ American Indian or Alaska Native

₂ Asian

₃ Black or African American

₄ Native Hawaiian or Other Pacific Islander

₅ White

6. What languages do you speak fluently and what languages do you regularly speak in your classroom?

CHOOSE ALL THAT APPLY.

	I speak fluently	I regularly speak this language in my classroom
a) English	£ ₁	£ ₇
b) Spanish	£ ₂	£ ₈
c) Haitian Creole	£ ₃	£ ₉
d) Mandarin	£ ₄	£ ₁₀
e) Portuguese	£ ₅	£ ₁₁
f) [INSERT ADDITIONAL OPTIONS FOR MOST COMMON LANGUAGES IN LOCALITIES WHERE VIQI WILL BE CONDUCTED]	£ ₆	£ ₁₂

C. PROFESSIONAL EXPERIENCE

7. What is your current position at your center?

SELECT ONE RESPONSE OPTION THAT BEST DESCRIBES YOUR CURRENT POSITION.

- 1 Teacher (a position that has primary responsibility of providing instruction and supervision of children in a classroom)
- 2 Assistant teacher (assistant teacher, paraprofessional, or aide that works under the supervision of a teacher to give additional attention, support and instruction to children in a classroom)
- 3 Other

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

a) How many years have you been a teacher?	
<input type="checkbox"/> ₁ This is my first year	<input type="checkbox"/> ₅ 11 to 15 years
<input type="checkbox"/> ₂ 1 to 2 years	<input type="checkbox"/> ₆ 16 to 20 years
<input type="checkbox"/> ₃ 3 to 5 years	<input type="checkbox"/> ₇ More than 20 years
<input type="checkbox"/> ₄ 6 to 10 years	

b) How many years have you been a teacher for 3- and 4-year-olds?

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

c) How many years have you been a teacher at your current center?

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

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

CHOOSE ONE.

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

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

CHOOSE ALL THAT APPLY.

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

11. What teaching credentials and licenses do you currently hold?

CHOOSE ALL THAT APPLY.

- ₁ Child Development Associate (CDA) credential
- ₂ State-awarded Preschool Certificate
- ₃ State Department of Education Teaching License or Certificate in Early Childhood Education
- ₄ State Department of Education Teaching License or Certificate in Elementary Education
- ₅ State Department of Education Teaching License or Certificate in Another Area
- ₆ None

12. Are you a salaried worker?

- ₁ Yes à GO TO 14, THEN 15
- ₂ No à GO TO 13, THEN 15

13. What is your hourly wage?

CHOOSE ONE.

- ₁ \$8.99 or less an hour
- ₂ \$9.00 – \$12.99 an hour
- ₃ \$13.00 – \$16.99 an hour
- ₄ \$17.00 – \$20.99 an hour
- ₅ \$21.00 or more an hour

14. What is your annual salary (before taxes) as a teacher for this [year], not including bonuses?

CHOOSE ONE.

- ₁ Less than \$20,000
- ₂ \$20,001-\$30,000
- ₃ \$30,001-\$40,000
- ₆ \$60,001-\$70,000
- ₇ \$70,001-\$80,000
- ₈ \$80,001-\$90,000

- \$40,001-\$50,000 ₉ \$90,001-\$100,000
4
- \$50,001-\$60,000 ₁₀ More than \$100,000
5

15. Do you get overtime pay for your current position as a teacher?

- Yes
1
- No
2

16. How many hours are you regularly scheduled to work per week as a teacher for this [year]?

CHOOSE ONE.

- Less than 10 hours ₇ 36-40 hours
1
- 10-15 hours ₈ 41-45 hours
2
- 16-20 hours ₉ 46-50 hours
3
- 21-25 hours ₁₀ 51-55 hours
4
- 26-30 hours ₁₁ 56-60 hours
5
- 31-35 hours ₁₂ More than 60 hours
6

17. Which option best describes how many days you are regularly scheduled to work this year (2021-2022) as a teacher?

CHOOSE ONE.

- I work as a teacher year-round (January through December)
1
- I work as a teacher during the "school year" only*
2

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

D. Your Classroom

18. Below is a list of curricula that you may or may not have used with the children in your classroom last year. How often did you use each of the following curricula last school year (2020-2021)?

By curriculum, we mean a guiding framework that provides learning activities and experiences teachers can use to help children learn and grow.

CHOOSE ALL THAT APPLY.

Which of the following did you use last year...?

	Never	At least once a week	Daily
a) The Creative Curriculum (<i>Teaching Strategies</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) High/Scope	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Connect4Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Building Blocks math curriculum (<i>McGraw-Hill</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) DLM Early Childhood Express (<i>McGraw-Hill</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Everyday Mathematics (<i>McGraw-Hill</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Frog Street	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Foundations (<i>Wilson Language Training</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Handwriting without Tears	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Let's Begin with the Letter People (<i>Abrams Learning Trends</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Number Worlds (<i>McGraw-Hill</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Open Circle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Opening the World of Learning (OWL) (<i>Pearson</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Preschool PATHS (Promoting Alternative Thinking Strategies) (<i>Channing Bete Company</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Pyramid Model for Supporting Social Emotional Competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Second Step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Tools of the Mind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) Teacher- or center-created curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s) Another published curriculum. Specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
t) I don't know what curriculum I used last year, or I don't know if I used a curriculum	<input type="checkbox"/>		

19. Did you use Creative Curriculum last year?

- Yes No → SKIP TO 22

20. Which edition did you use?

CHOOSE ONE.

- ₁ 6th Edition
- ₂ 5th Edition
- ₃ 1st, 2nd, 3rd, or 4th Edition
- ₄ Don't know

21. Which Creative Curriculum resources did you use?

CHOOSE ALL THAT APPLY.

- £₁ Volumes (e.g., The Foundation, Interest Areas, Literacy, Mathematics)
- £₂ Daily Resources (e.g., Teaching Guides, Intentional Teaching Cards, Book Discussion Cards, Mighty Minutes)
- £₃ Expanded Daily Resources (e.g., Simple Machines, Insects, Tubes and Tunnels)
- £₄ Don't know

22. How much training have you received on the following curricula, whether it was through workshops, coaching, or other professional development?

CHOOSE ONE ON EACH ROW.

	No training	Some training	A great deal of training
a) The Creative Curriculum (6 th edition)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) The Creative Curriculum (5 th edition)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) The Creative Curriculum (1 st , 2 nd , 3 rd , or 4 th editions)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Building Blocks math curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Connect4Learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Preschool Pathways to Science (PrePS)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g) Pyramid Model for Supporting Social Emotional Competence	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

23. Think about what a typical week in your classroom looks like, around the middle of a programming year – a time when most of your children are used to being in your classroom and generally know what to do. How often do children in your classroom spend time in the following activities? Do not include meals, snacks, or outdoor time.

	Never	Less than once a week	1-2 times a week	3-4 times a week	Daily
a) Teacher-directed whole class activities (do not include read aloud)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Teacher-directed read aloud	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Teacher-directed small group activities (about 2-8 children depending on class size)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Teacher-directed activities with individual children	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Choice time or center activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

24. Think about what a typical day in your classroom looks like, around the middle of a programming year – a time when most of your children are used to being in your classroom and generally know what to do. How much time do children in your classroom spend in the following activities? Do not include meals, snacks, or outdoor time.

	No time	1-15 minutes a day	16-30 minutes a day	31-60 minutes a day	About two hours a day	Three hours or more a day
a) Teacher-directed whole class activities (not including read aloud)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
b) Teacher-directed read aloud	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
c) Teacher-directed small group activities (about 2-8 children depending on class size)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
d) Teacher-directed activities with individual children	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
e) Choice time or center activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

25. Think about what a typical week in your classroom looks like, around the middle of a programming year – a time when most of your children are used to being in your classroom and generally know what to do. How often do children in your classroom usually work on lessons, activities, or projects in the following general topic areas, whether as a whole class, in small groups, or in individualized arrangements?

	Never	Less than once a week	1-2 times a week	3-4 times a week	Daily
a) Language and literacy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Social studies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Music	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) Art	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) Dance/creative movement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

26. Think about what a typical day in your classroom looks like, around the middle of a programming year - a time when most of your children are used to being in your classroom and generally know what do do. How much time do children in your classroom spend in the following activities? Do not include meals, snacks, or outdoor time.

	No time	1-15 minutes a day	16-30 minutes a day	31-60 minutes a day	61-90 minutes a day	More than 90 minutes a day
a) Language and literacy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
b) Mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
c) Social studies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
d) Science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
e) Music	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
f) Art	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
g) Dance/creative movement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

27. Think about a typical day in your classroom CURRENTLY. On average, what percentage of your children do you feel are actively engaged in (on-task, participating in) the learning activities and instruction you provide?

- 76-100%
- 1
- 51-75%
- 2
- 26-50%
- 3
- 0-25%
- 4

28. At this point in the school year, how would you rate the behavior of the children in your classroom?

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

29. In general, how often are the following resources available in sufficient amounts and/or in good working order when you need it for your classroom?

CHOOSE ONE ON EACH ROW.

	Never	Sometimes	Often	I don't use this	Don't know
a) Children's books, basal reader books (leveled books)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Manipulatives (e.g. blocks, puzzles)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Audiovisual equipment (e.g., DVD player, TV) and DVDs, videotapes or films	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Computer equipment (e.g., computers, tablets)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Computer software (e.g., educational games)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) Internet	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) Photocopier	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h) Art materials, paints, clay	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
i) Science materials (e.g., magnifying glass, scales, thermometers)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
j) Musical instruments and musical recordings	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
k) Materials for teaching DLL/ELL children	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
l) Materials for teaching children with disabilities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
m) Heating and air conditioning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
n) Classroom space	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
o) Outdoor space	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

E. Professional Support and Training

30. How many days of formal training (such as workshops; in-service training; or seminars, classes and coursework taken to fulfill continuing education requirements or to pursue a degree or credential) did you attend last year (2020-2021) from the following providers?

Provider Type	No training	Less than half a day	One full day	Two full days	Three full days	More than three days
a) Staff <u>at your center</u>	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇

b) Staff from the grantee agency, school district, or state or local resource and referral agency	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
c) A college or university supporting staff at your center	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
d) External institution or other training organization (e.g., professional association, resource and referral agency) supporting staff at your center	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
e) Curriculum author or publisher supporting staff at your center	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
f) Other	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

31. Which of the following topics covered were covered in any of your formal training(s) you reported above? (Do not include any coaching you may have received.)

CHOOSE ALL THAT APPLY.

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

32. How many times did you attend a training in the past year (2020-2021) with at least one other teacher or assistant teacher *from your classroom*?

- 1 Never

- £₂ Sometimes
£₃ Often

F. Coaching

33. How often did a coach visit your classroom last year (2020-2021)?

A coach is a professional who provides you with feedback and support to help improve what you do in your classroom. Do **NOT** include observations completed by your center director, other center administrator or supervisor, or master teacher.

CHOOSE ONE.

- Did not happen à SKIP TO 35
- 1
 Once or twice
- 2
 Three to five times
- 3
 Once a month
- 4
 Twice a month
- 5
 Three or more times a month
- 6

34. What were the primary areas of focus of the coaching you received?

SELECT UP TO FIVE RESPONSE OPTIONS THAT APPLY TO PRIMARY FOCUS AREAS.

- £₁ Implementing lessons or activities from a curriculum
- £₂ Children's language or literacy/reading development
- £₃ Children's mathematics development
- £₄ Children's scientific knowledge development
- £₅ Teaching practices and/or classroom quality
- £₆ Professional, state and national standards (e.g., Early Learning Guidelines; NAEYC; Curriculum Frameworks; Common Core; QRIS)
- £₇ Using quality observational tools to improve classroom quality (e.g. CLASS or ECERS)
- £₈ Conducting child assessments through observation, screening, and/or formal instruments
- £₉ Supporting or fostering children's social/emotional development

- £₁₀ Behavior management
- £₁₁ Family engagement
- £₁₂ Supporting children with special needs in the classroom
- £₁₃ Supporting English Language Learners (ELLs) or Dual Language Learners (DLLs)
- £₁₄ Cultural competence for working with diverse populations
- £₁₅ Organization and management (e.g. classroom routines and schedules)
- £₁₆ Classroom set up and physical environment
- £₁₇ Health and safety
- £₁₈ None of the above

G. Teaching and Learning

35. How confident or comfortable are you in your ability to promote the following?

How confident are you in your ability to promote the social-emotional development of the three- and four-year olds in your classroom, such as their...

Choose ONE on each row.

	Not at all	Not really	Neutral	Somewhat	Completely
a) Self-concept and Self-efficacy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Self-regulation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Social and emotional understanding	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Empathy and caring	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Relationships with others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) Cooperation and responsibility	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

How confident are you in your ability to promote the language and literacy learning of the three- and four-year-olds in your classroom and teach...

	Not at all	Not really	Neutral	Somewhat	Completely
g) Vocabulary and oral language	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h) Letter knowledge	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
i) Print and text concepts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
j) Phonological awareness (individual speech sounds)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

k) Drawing or writing	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
l) Listening or reading comprehension	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

How confident are you in your ability to promote the math learning of the three- and four-year-olds in your classroom and teach...

	Not at all	Not really	Neutral	Somewhat	Completely
m) Number sense & concepts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
n) Number writing and recognition	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
o) Addition and subtraction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
p) Making, copying or extending patterns	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
q) Measuring	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
r) Identifying, drawing, or constructing shapes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
s) Comparing, contrasting or sorting objects by attributes or a rule	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

How confident are you in your ability to promote the scientific knowledge of the three- and four-year-olds in your classroom and teach...

	Not at all	Not really	Neutral	Somewhat	Completely
t) Scientific thinking/scientific method	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
u) Earth and space	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
v) Living things	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
w) Physical properties	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

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

Please select the number that most nearly represents YOUR BELIEFS about each item's importance for ECE centers and for children ages 3 to 4. (1 = Strongly disagree; 5 = Strongly agree)

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

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

[PLACEHOLDER - THE FOLLOWING SET OF ITEMS (#37-39) IS A PLACEHOLDER FOR ITEMS FOCUSED ON TEACHER REPORTS OF THEIR (1) BELIEFS ABOUT AND USE OF DIFFERENT CLASSROOM PRACTICES AND MATERIALS FOR CHILDREN FROM DIVERSE BACKGROUNDS AND (2) BELIEFS ABOUT THE POTENTIAL BEHAVIOR OF CHILDREN FROM DIVERSE BACKGROUNDS. THIS WILL HELP US TO UNDERSTAND VARIATION IN THE TYPES OF CLASSROOM EXPERIENCES TEACHERS PROVIDE TO CHILDREN, HOW

TEACHERS RESPOND TO DIFFERENT CHILDREN IN THEIR CLASSROOM, AND HOW THESE CLASSROOM EXPERIENCES MAY RELATE TO CURRICULUM IMPLEMENTATION AND INTERVENTION EFFECTS.]

37. Please select the number that most nearly represents your agreement with each item. (1 = Strongly disagree; 6 = Strongly agree)

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
a) I integrate the cultural values and lifestyles of racial and ethnic minority groups into my teaching.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
b) I plan many activities to celebrate diverse cultural practices in my classroom.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
c) I plan school/center events to increase students' knowledge about cultural experiences of various racial and ethnic groups	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
d) I make changes within the general school/center environment so that racial and ethnic minority students will have an equal opportunity for success	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
e) I consult regularly with other teachers or administrators to help me understand multicultural issues related to instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
f) I rarely examine the instructional materials I use in the classroom for racial and ethnic bias	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
g) I often include examples of the experiences and perspectives of racial and ethnic groups during my classroom lessons	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
h) I often promote diversity by the behaviors I exhibit	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
i) I establish strong, supportive relationships with racial and ethnic minority parents	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
j) I am knowledgeable about particular teaching strategies that affirm the racial and ethnic identities of all children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
k) I have a clear understanding of culturally responsive pedagogy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
l) I am knowledgeable about racial and ethnic identity theories	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
m) I am knowledgeable of how historical experiences of various racial and ethnic minority groups may affect children's learning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
n) I understand the various communication styles among different racial and ethnic minority children in my classroom	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
o) I am knowledgeable about the various community resources within the city that I teach	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Spanierman et al., 2011

38. Which of the following do you have or do you do in your classroom? Select all that apply.

- ₁ Child activities such as murals, puppet shows, letter writing, graphic organizers, story boards, hands-on activities, etc.
- ₂ Diverse, non-stereotypical books
- ₃ Engagement of racially diverse family members
- ₄ Engagement of racially diverse community members
- ₅ Primary language support in the form of displays, posters, charts, bulletin boards
- ₆ Evidence of multicultural awareness or pride through pictures, posters, books, magazines, color schemes or maps
- ₇ Use instructional strategies that do not conflict with the values, beliefs, or cultural practices of any children and their families
- ₈ Encouragement of children to talk about differences without making judgments

[WITH THE FOLLOWING ITEM, TEACHERS WOULD RECEIVE THE FOLLOWING VIGNETTE AND SUBSEQUENT QUESTIONS. TEACHERS WOULD BE RANDOMLY ASSIGNED TO RECEIVE A VIGNETTE WITH ONE COMBINATION OF CHILD SEX AND RACE, WITH OR WITHOUT THE BACKGROUND INFORMATION. 1. Source: Gilliam et al., 2016

39. Please read the following vignette, pretending this is a child in your classroom, and respond to the questions 39a-f.

[CHILD] (DeShawn, Jake, Latoya or Emily) is a four-year-old in your classroom with unpredictable and challenging behaviors. He/she has daily difficulties napping, following instructions and waiting his/her turn, and his/her challenging behaviors escalate quickly. When other children are playing with toys he/she is interested in, he/she yanks the toys away from them. When asked to return the toy and wait his/her turn, he/she often pushes and hits either you or the other child. During circle time activities, [CHILD] blurts out answers before questions have been asked, does not respond to redirection, and taunts other children whose turn it is to speak, calling them inappropriate names. When you attempt to provide other children with one-on-one attention, [CHILD] often disrupts the classroom by throwing objects and/or bursting into loud laughter. On the playground, [CHILD] interacts roughly with other children, sometimes leaving visible scratches on their arms, and ignores the rules for safe use of equipment. When staff members try to intervene, he/she screams and runs away.

[CHILD] lives with his/her mother, his/her 8- and 6-year old sisters, and his/her 10-month-old baby brother. His/her home life is turbulent, between having a father who has never been a constant figure in his/ her life, and a mother who struggles with depression but doesn't have the resources available to seek help. During the rare times when his/ her parents are together, loud and sometimes violent disputes occur between them. In order to make ends meet, [CHILD's] mother has taken on three different jobs, and is in a constant state of exhaustion.

	Not at all severe			Very severe	
a) How severe is this child's behavior?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
	Strongly	Somewhat	Neither	Somewhat	Strongly

	Not at all severe				Very severe
	disagree	disagree	agree nor disagree	agree	agree
b) This child's classroom behaviors are not likely to improve significantly.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c) There is little that I or anyone else can do to significantly improve this child's classroom behavior.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d) This child's parents will not be much help in improving this child's behavior.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	Extremely unlikely	Unlikely	Neutral	Likely	Extremely Likely
e) How likely are you to recommend that this child be suspended or expelled?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

f) If you were to recommend suspension or expulsion for this child, how many days do you believe would be appropriate disciplinary action?

Never considered to expel or suspend the child

1

½ to 2 days

2

3-5 days

3

More than 5 days

4

H. Work Environment

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

40. Which describes your personal current work situation? (select all that apply)

I am working remotely

1

I am working physically at my center

2

41. As of today, which of the following learning opportunities are you providing to your class?

Select all that apply.

In-person learning

1

Remote/virtual/online learning

- 2
 Distributing worksheets or packets of lessons/activities for parents to conduct with children
- 3
 Other – please specify: _____
- 4

ORGANIZATIONAL CLIMATE

[PLACEHOLDER - THE FOLLOWING SET OF ITEMS (#41) IS A PLACEHOLDER FOR A SCALE FOCUSED ON TEACHER REPORT OF THEIR CENTER AND INDIVIDUAL READINESS TO IMPLEMENT]

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

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
f) This center has worked with at least a few other local organizations (related non-profit organizations, other schools, universities, etc.) in the past.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
g) Teachers/staff in this center generally believe that their director genuinely believes in the critical importance of the topics of the VIQI project (math, language/literacy, etc.).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
h) This center collects and uses information to figure out what children need to learn best.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
i) I think I have enough understanding or knowledge to work with my children on [math] activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
j) I think I have enough understanding or knowledge to work with my children on [language and literacy] activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
k) I seek out information about new teaching strategies that might help children in my classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
l) In this community, there are currently new initiatives, funding opportunities, and/or professional development experiences being offered on the topics of the VIQI project (quality improvement, math, language/literacy, social-emotional learning, science).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
m) In general, teachers in this center feel like their director is “on their side.”	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
n) Teachers in this center feel like the amount of stress in their job is manageable.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
o) If I learned about an exciting new teaching practice, I feel confident that I could use it	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

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	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
effectively in my own classroom.						
p) When I was searching for this job, I only applied for teaching and teaching-related positions, not other types of jobs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
q) This center has strong relationships with other local organizations such as churches, nonprofits, etc.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
r) Teachers in this center talk to each other for advice/support when faced with a difficult teaching situation.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
s) If someone told me they had a new idea that might improve my teaching, I would ask them to tell me more about it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
t) People who observe me teaching would say I enjoy working with and teaching children.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
u) Teachers in this center would say the director has a history of making decisions that are in the best interest of the children.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
v) Teachers at this center are trying to meet specific goals for children's development in the topics of the VIQI project (math, language/literacy, social-emotional learning, science).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
w) Teachers at this center have positive memories of trying to learn a new teaching strategy or curriculum in the past.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
x) People in this center decide how to improve their teaching based on what is going on in their classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
y) When I face a challenging situation in the classroom, I can usually figure out how to best deal with it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
z) This center provides support for teachers when they begin to feel overwhelmed.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
aa) In the past, the director in this center has effectively helped teachers improve their teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
bb) I work hard at my job because it has a major impact on children's development.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
cc) The schedule here allows time for teachers to talk to one another and exchange ideas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
dd) Teachers in this center could name at least one teaching strategy or curriculum that was added in the past five years and is still being used well.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

Source: Wanless, 2014

43. To what extent do you agree or disagree with the following statements?

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	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Don't Know
a) The administration's behavior toward the staff is supportive and encouraging.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) I am satisfied with my teaching salary.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) The level of misbehavior in this center interferes with my teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) I receive a great deal of support from parents for the work I do.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Necessary materials such as books, supplies, and copy machines are available as needed by the staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) Routine duties and paperwork interfere with my job of teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) My director enforces rules for behavior and conduct and backs me up when I need it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h) Rules for behavior are consistently enforced by teachers in this center, even for children who are not in their classes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
i) Most of my colleagues share my beliefs and values about what the central mission of the center should be.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
j) The director knows what kind of center he or she wants and has communicated it to the staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
k) There is a great deal of cooperative effort among the staff members.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
l) In this center, staff members are recognized for a job well done.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
m) I worry about the security of my job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
n) State or national standards have had positive influence on my satisfaction with teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
o) I am given the support I need to teach children with special needs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
p) The amount of child absences or tardiness in this center interferes with my teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
q) I am generally satisfied with being a teacher at this center.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
r) I make a conscious effort to coordinate what I teach and do in my classroom with that of other teachers at this center.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Source: National Center for Education Statistics 2011-2012

44. Your center director or other center administrator...

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Don't know
a) Makes clear to the staff the leadership's expectations for meeting instructional goals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Communicates a clear vision for your center	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Presses teachers to implement what they have learned in professional development	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Knows what's going on in your classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Provides you with useful feedback to improve your teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) Has provided you with the support you need to improve your teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) Sets high standards for children's learning and development	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Source: Chicago Consortium for School Research Teacher Survey

I. Teaching Domain-Specific Content

The items included in this section ask about your knowledge of teaching practices within the domains of: language and literacy, math, social-emotional, and science. You may not be familiar with all of the content in these sections. Answer the questions as best you can based on your knowledge and beliefs.

TEACHING LANGUAGE AND LITERACY

The next set of questions focus on knowledge and teacher practices in the area of language and literacy. You may not be familiar with all of the content in this section. We expect people will have different levels of familiarity with the questions being asked. We would like for you to answer the questions as best you can based on your knowledge and beliefs.

45. Carefully read each of the following multiple-choice questions. Choose only one answer from the choices provided to you for each question. If you are unsure of the right answer, please make your best guess.

a) During group time, Ms. Betty is about to read a book to her 5-year-olds. As she reads, she runs her finger along underneath the text. Why does she do this?

- ₁ To help children connect sounds and letters.
- ₂ To keep children's attention.
- ₃ To help children understand how print works.
- ₄ To improve children's letter knowledge.

b) Which of the following practices might best help children learn how letters are related to their letter names?

- 1 Matching pictures and beginning sounds.
- 2 Singing the alphabet song slowly and pointing to each letter.
- 3 Asking children to spell the letters of their name.
- 4 Saying the letters of the alphabet out of order.

c) All of the following instructional activities improve children's understanding of how we use print in daily activity EXCEPT:

- 1 Creating a print-rich environment.
- 2 Copying simple words.
- 3 Writing a menu.
- 4 Reading a recipe.

d) Which of the following practices might best help children learn how letters are related to their letter names?

- 1 Asking children to plan, do, and review their free-choice activities.
- 2 Expanding children's responses, such as "You'd like to play in the kitchen and make pizza? And what kind of pizza would you like to make today?"
- 3 Re-reading a favorite book.
- 4 Encouraging children to respond to questions in complete sentences.

TEACHING LANGUAGE AND LITERACY CONTINUED

Carefully read each of the following multiple-choice questions. Choose only one answer from the choices provided to you for each question. If you are unsure of the right answer, please make your best guess.

e) Someone who engages children every day in play, discussions, conversations, and singing songs is likely to be providing which of the following?

- 1 Opportunities for recognizing the relationship between sounds and letters.
- 2 Experiences for children to learn and use new language rules.
- 3 Opportunities for oral language development.
- 4 Kinesthetic tactile experiences, such as physical activities.

4

f) Each of the following activities is helpful for promoting oral language development EXCEPT:

- Naming letters.
1
- Outdoor play.
2
- Singing.
3
- Free-choice time.
4

g) Which of the following activities best promotes vocabulary development?

- Reading a story.
1
- Writing.
2
- Talking.
3
- Watching television.
4

h) Which of the following best explains why developing phonemic awareness in English may be especially challenging for a child for whom English is a second language?

- The sound system of the child's first language may not use an alphabet.
1
- Some languages may require attention only to whole words, not sounds in words.
2
- Sometimes teachers may not articulate sounds clearly.
3
- The sound structure of the child's first language may be different from English.
4

i) Which of the following practices best help preschoolers blend sounds in words?

- Identifying words that begin with the same sound.
1
- Distinguishing sounds in words.
2
- Stretching the sounds out in a word and putting them together.
3
- Hearing different sounds, and identifying the letters that correspond to those sounds.
4

j) All of the following are important ways to encourage preschooler's early writing EXCEPT:

- Encouraging correct spelling.
1
- Taking dictation for children unwilling to write.
2
- Displaying children's writing around the room.

- 3
 Having a designated writing area equipped with crayons, pencils, stencils, and several types of paper
4

k) **Kyesha is a 4-year old preschooler with reading skills at the kindergarten level. What is the best approach to take with Kyesha to create a supportive learning environment for her?**

- Keep her involved in all group activities so her peers do not notice the difference in her ability.
1
 Encourage her parents to enroll her in kindergarten immediately.
2
 Make sure she has plenty of opportunities to interact with books on her own.
3
 Have her act as a tutor to other children who may show little interest in reading.
4

Source: Neumann, 2007

TEACHING SCIENCE

The next set of questions focus on the area of young children's science education. We would like for you to answer the questions as best you can based on your knowledge.

46. Read the scenario below. As you read, think about the science you "see" happening in the scenario.

The class is outside on the playground. Sasha is still finishing her popsicle. "It's so sticky!" says Sasha as her popsicle melts down her hand. "It's too hot out here! The sun's making my popsicle melt!" she says. Before Sasha can eat it, the final piece of popsicle falls to the floor. She squats down to look at it and watch it melt. "It's makin' a lake," she says. Ben comes to see what's going on.

"No, it's making a river, see" he points to a line of red syrup that's running down the sidewalk.

"Rivers are big. That's too small" says Sasha, pointing at the melted popsicle.

A line of ants crawls towards the melting popsicle.

"Look! The ants want to eat my popsicle!" Sasha says. "You can't eat popsicles. That's people food. You eat leaves," she says to the ants.

"Maybe they like popsicles better" says Ben. "Let's find out." Ben pulls a leaf off of a nearby bush and places it next to the puddle of melted popsicle. "I think they are going to like the popsicle better," he says. The children watch the ants. Some of them move toward the melted popsicle.

"Look!" Says Sasha, "one, two, three. Three ants are eating my popsicle. Nobody is eating the leaf!"

"I guess they like popsicles better," says Ben.

Thunder rumbles in the distance. "Oh no! It's going to rain!" says Ben, "maybe the ants can hide under the leaf to stay dry" he says as their teacher calls them to go inside.

£ ₁	States of matter	£ ₇	Making observations	£ ₁₃	Cause and effect
£ ₂	Asking questions	£ ₈	Patterns	£ ₁₄	Earth's features
£ ₃	Constructing explanations	£ ₉	Life science	£ ₁₅	Stability and change
£ ₄	Predicting	£ ₁₀	Experimenting	£ ₁₆	Ecosystems
£ ₅	Interpreting data	£ ₁₁	Scale, proportion, and quantity	£ ₁₇	Structure and function
£ ₆	Using math	£ ₁₂	Systems	£ ₁₈	Engineering
				£ ₁₉	Physical characteristics

Here is a list of science concepts. Choose all of the science concepts that you can "see" in the scenario.

CHOOSE ALL THAT APPLY.

47. Read the following scenario. Refer to it to help you answer this group of questions. Choose the one option that best applies.

Mark uses a paper towel to clean up some water that spilled. "Look!" he says, "the paper is changing colors! It's drinking the water!"

a) Which science practice can you identify in the scenario?

- Making observations
1
- Making predictions
2
- Experimenting
3
- Asking questions
4

b) Which science discipline can you identify in the scenario?

- Life science
1
- Physical science
2
- Earth and Space science
3
- Engineering
4

48. Read the following scenario. Refer to it to answer this group of questions. Choose the one option that best applies.

Mark's teacher wants to provoke him to engage in a scientific practice so that he can understand a specific crosscutting concept. Mark's teacher says, "I wonder if the plastic bag will change color too. What can you do to find out?"

a) What science practice is she trying to provoke Mark to engage in?

- 1 Making observations
- 2 Making predictions
- 3 Experimenting
- 4 Interpreting data

b) What crosscutting concept is she trying to get Mark to think about?

- 1 Patterns
- 2 Structure and function
- 3 Systems
- 4 Cause and effect

49. Read the following scenario. Refer to it to answer this group of questions. Choose the one option that best applies.

Amelia is in the block center. She is rolling marbles into a stack of blocks and watching them fall down. "I think this car will knock the block down too!" she says.

a) Which science practice can you identify in the scenario?

- 1 Asking questions
- 2 Making predictions
- 3 Experimenting
- 4 Interpreting data

b) Which crosscutting concept can you identify in the scenario?

- 1 Patterns

- Structure and function
2
- Systems
3
- Cause and effect
4

50. Read each scenario and answer the questions that follow. Choose the one option that best applies.

Santana drops two rocks down the slide. One is big and white, the other is smaller and dark grey. He does this several times. The large white rock always flies off the end of the slide and tumbles all the way to the playground gate. The smaller grey rock drops off the end of the slide and doesn't go any further. "The white rock always wins!" he says.

a) Which of the following could the teacher say to best help Santana understand the cause and effect relationship between the weight of the rock and the distance it travels?

- What do you notice about the weight of the rocks?
1
- Can we measure how far the rock went?
2
- Why do you think the big rock is heavier than the little one?
3
- I see you experimenting with the rocks. What happens when you go down the slide?
4

b) What can the teacher add to the classroom to provoke children to think about the structure and function of different materials?

- Adding an umbrella to dramatic play
1
- Adding rubber gloves and mittens to the water table
2
- Adding sponges to the science center
3
- Adding seeds and a magnifying glass to the science center
4

Camille notices a seed in her watermelon during snack time.

c) What is the best way for the teacher to help her understand that seeds are part of a system?

- Cut open different kinds of fruits to find seeds
1
- Read an informational book about plants
2
- Cut open different seeds and observe what is inside

- 3
 Compare and sort different seeds
 4

A teacher is guiding a small group of children in making dough by mixing flour and water. Charlie's dough is sticky and won't hold a shape. He looks at Maria's dough that she has rolled into a tight ball. Then he looks at his teacher and shows her his sticky fingers.

d) What can the teacher do to help Charlie experiment with the materials at the table and "fix" his dough?

- The teacher can add more flour to Charlie's dough and help him mix it.
 1
 The teacher can give Charlie a cup of water and a cup of flour and say, "Do you think we should add more water or flour? Let's choose one and see what happens."
 2
 The teacher can say, "Uh-oh, Charlie! Your dough is too wet. Let's add more flour. What do you predict will happen if we put more flour in the dough?"
 3
 The teacher can ask Maria to help Charlie "fix" his dough.
 4

The children are interested in elephants. The teacher wants to help the children understand that elephants move their big ears to help them stay cool.

e) Which of the following would be the best way for children to explore the structure and function of the elephants' ears?

- Taking a field trip to the zoo to observe elephants flapping their ears
 1
 Watching videos of elephants in the wild flapping their ears and pausing the video to ask children questions like, "Why is the elephant flapping his ears? How do you think he feels?"
 2
 Using different sized paper plates as fans
 ^
 Building elephant ears out of paper plates and a headband to allow the children to pretend to be elephants
 4

The children are cleaning up the playground. They have a pile of rocks, sticks, and leaves, and a pile of plastic bottle caps and juice box straws. These two piles can serve as data.

f) Which of the following is the best way to get the children to interpret their "data"?

- I notice you have two piles. Should we put the natural things back on the playground and the plastic things in the garbage?
 1
 You have collected a lot of garbage. What do you think will happen to the garbage?
 ^
 I notice you have two piles. Can we make a third pile using playground toys?
 ^
 I notice you have a pile of plastic things and a pile of natural things. On the playground,

4 which is there more of...plastic things or natural things?

Source: Alexander, 2017

TEACHING MATHEMATICS

The next set of questions focus on knowledge and teacher practices in the area of mathematics. You may not be familiar with all of the content in this section. We expect people will have different levels of familiarity with the questions being asked. We would like for you to answer the questions as best you can based on your knowledge and beliefs.

51. Each item below has two different statements about a child showing a skill in the area of mathematics. For each item, choose the one statement that describes the math skill that a child is likely to learn first. If both skills are equally easy for a young child, choose the circle next to "Same." If you do not know the answer, choose "Do not know."

a)

Jamie says the counting words in order from 1 to 10 (i.e., "1, 2, 3, 4, 5, 6, 7, 8, 9, 10").

1

Jamie says the counting words in order from 6 to 10 (i.e., responds to teacher request, "Can you count starting with the number 6? Six..." by saying: "...7, 8, 9, 10").

2

Same.

3

Do not know.

4

b)

Pauli counts a group of seven buttons without touching them.

1

Pauli counts a touchable group of seven buttons.

2

Same.

3

Do not know.

4

c)

Ali correctly answers the question, "Are there more teddy bears or more turtles?"

1



Ali correctly counts a row of eight teddy bears.

2



Same.

- 3
 Do not know.
4

TEACHING MATHEMATICS CONTINUED

Each item below has two different statements about a child showing a skill in the area of mathematics. For each item, choose the one statement that describes the math skill that a child is likely to learn first. If both skills are equally easy for a young child, choose the circle next to “Same.” If you do not know the answer, choose “Do not know.”


d)

- Shea correctly answers the question “Here are two groups of teddy bears. How many altogether?” when presented with two groups of two teddy bears.
1
 Shea correctly answers the question, “What is two plus two?”
2
 Same.
3
 Do not know.
4

e)

- Jaiden answers, “How many buttons” after counting a set of six buttons.
1
 Jaiden counts a row of six buttons (i.e., “1, 2, 3, 4, 5, 6”).
2
 Same.
3
 Do not know.
4


f)

- Cimarron says the counting words in order from 1 to 10 (i.e., “1, 2, 3, 4, ...”).
1
 Cimarron counts a row of ten buttons. 
2
 Same.
3
 Do not know.
4

g)

- 1 Pilar counts a circle of seven buttons.
- 2 Pilar counts a row of seven buttons.
- 3 Same.
- 4 Do not know.


h)

- 1 Amari is presented with two groups of buttons, one with five buttons and one with two buttons. When asked "How many altogether?" in the two groups, Amari counts all of the buttons beginning with the group of five buttons ("1, 2, 3, 4, 5, 6, 7") to get to the answer.
 - 2 Amari is presented with two groups of buttons, one with five buttons and one with two buttons. "How many altogether?" In the two groups, Amari counts on from the first set ("5, 6, 7,") to get to the answer.
- 
- 3 Same.
 - 4 Do not know.

TEACHING MATHEMATICS CONTINUED

Each item below has two different statements about a child showing a skill in the area of mathematics. For each item, choose the one statement that describes the math skill that a child is likely to learn first. If both skills are equally easy for a young child, choose the circle next to "Same." If you do not know the answer, choose "Do not know."

i)

- 1 In a line of five toy sheep facing the same direction, Indigo answers the question, "Point to the second sheep in line."
 - 2 In a line of five toy sheep facing the same direction, Indigo answers the question, "Point to the first sheep in line."
 - 3 Same.
 - 4 Do not know.
- 

j)

- 1 Daevon recognizes one-digit numerals (for instance, can point out a "4" in a group of printed numbers.)
- 2 Daevon reads single digit number words (for instance, can read the word "four").
- 3 Same.
- 4 Do not know.

4

Source: *Platas, 2008*

This is the end of the survey. Thank you!



Agreement to Take Part in VIQI

Dear Teacher,

[Date]

This year, your early care and education center is participating in Variations in Implementation of Quality Interventions (VIQI), an important national study about children’s experiences in early care and education across the country to learn how centers can best support young children’s learning and growth. Your participation will help us learn how to improve the quality of early care and education programs. This project is funded by the U.S. Department of Health and Human Services and is being conducted by a research team of staff from MDRC, Abt Associates, RTI International, and MEF Associates.

As part of VIQI, your center has given us permission to visit your classroom a few times during the year, where trained staff will watch the classroom “in action” during a typical day. Watching daily classroom life in many classrooms will help us understand the early care and education environment and the kinds of things children do in a typical day.

As a teacher in an early care and education center in VIQI, we invite you to participate in the study, starting _____ and continuing through _____.

What does it mean to be in the VIQI study?

If you agree, we may ask you to do the following:

- **Complete a survey.** The survey will be given out at the beginning and the end of the study. It should take about 30 - 45 minutes to complete. The survey asks questions about your background, your experiences as a teacher, classroom activities, and professional development you might have received. You or your center will receive a \$XX honorarium when you complete the survey at the beginning of the study and a \$XX honorarium when you complete the survey at the end of the study.
- **Complete short logs each week on your classroom activities.** The log should take approximately 15 minutes to complete each time. The log asks questions about your teaching practices, classroom activities, and how often you participated in professional development. You or your center will receive up to \$XX in honoraria, if you complete the logs.
- **Complete questions about some children in your classroom.** Some teachers will be asked questions about children in their classroom at one or two time points. These questions ask about children’s skills and will take about 10 minutes to complete for each child. We will only ask you questions about children whose parents have agreed to take part in the study. You or your center will receive a \$4 honorarium for each child.

This study may be extended. If this happens, we would like to be able to contact you about participating in

additional research activities. The contact information you provide will be used by the research team to contact you during this study and to send you invitations for any future research activities. You will have the choice of whether you would like to take part in any of those activities.

Benefits and risks of your participation in this study

By taking part in this study, you will provide information that may help improve early childhood and education programming in the future. There are no direct benefits to you. There are very few risks for being in this study. Some of the questions may involve sensitive topics and may be stressful to answer. The study team will follow strict rules to protect the information that you share. However, there is a small risk that your information will be seen outside of the study team, even though we take great care to protect it.

Participating in this study is your choice

For the project to be successful, we hope as many teachers as possible will agree to participate in the research activities. However, you do not have to participate in the research activities if you do not want to. You may refuse to answer any questions we ask.

Protecting your information

The study team follows strict rules to protect your information. All paper data will be kept locked up, and any information on a computer will be password-protected. No reports will include your name or other identifying information. The information you share with the study team may be combined with other data collected as part of this study. However, the information collected will not be used to evaluate you, your children, or your center. If answers that you share would put someone in serious danger, we will have to tell the appropriate agencies to protect the person.

At the end of the study, your information will be de-identified. This process will make it difficult for non-research team members to link any data or information to your name. These de-identified data will be stored in a secure location and will be made available to other researchers under strict security. If the study is extended, the study team might share your information with other researchers who may contact you to gather more information. Only the study team and those researchers who pass strict security requirements and agree to protect your information will have access to your data or information.

This study has a Certificate of Confidentiality from the U.S. Department of Health and Human Services. This certificate states that we do not have to identify you even under a court order or subpoena. We will use the Certificate to resist any demands for information that would identify you.

Do you have any questions? Please ask!

If you have any questions about your participation in this project, please call or email _____.
We hope that you will agree to participate in this important study!

To participate, please complete the next page and send back to us. We'll be in touch very soon!

Thank you,

Dr. JoAnn Hsueh

Principal Investigator of the VIQI project

Communication to Participants Regarding Survey and Honorarium

Overview: The informed consent form and baseline survey that will be administered to consented teachers/assistant teachers will be accompanied by a letter or email that introduces the survey. If a survey is not received, a follow-up reminder letter or email(s) may be sent.

SURVEY LETTERS/EMAILS

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

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

THANK YOU LETTERS/EMAILS

Teachers/Assistant teachers who submit a survey will receive a thank you letter or email. The note will thank them for completing the survey and encourage future participation. The following items will be addressed in thank you notes:

- Thank you for participation
- Study importance
- Acknowledgement of the honorarium to the center or them as a thank you for their time
- Reminder about future data collections