



FOLLOW-UP TEACHER/ASSISTANT TEACHER SURVEY

The purpose of the Follow-up Teacher/Assistant Teacher Self-Report Survey is to collect information on characteristics of teachers and their early care and education centers 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 follow-up survey, and (b) 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.

DRAFT

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 an early care and education center. This information is crucial to helping us understand the impacts of early care and education centers on children. As a thank you, your center will get \$XX for your time completing the survey!

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 other 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 45 minutes or less to complete the survey. 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].

1. Today's Date:

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B. Classroom Characteristics and Resources

Children in the Classroom

2. As of today, how many girls and boys are enrolled in your class?
 CHOOSE ONE ON EACH ROW.

| | | Number of Children | | | | | | | | |
|----|-------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| | | None | 1-2 | 3-4 | 5-6 | 7-8 | 9-10 | 11-12 | 13-14 | 15 or more |
| a) | Girls | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ | <input type="radio"/> ₈ | <input type="radio"/> ₉ |
| b) | Boys | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ | <input type="radio"/> ₈ | <input type="radio"/> ₉ |

3. As of today, how many children enrolled in your class are Hispanic or Latino?

| | | None | 1-2 | 3-4 | 5-6 | 7-8 | 9-10 | 11-12 | 13-14 | 15 or more |
|--------------------|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Number of Children | | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ | <input type="radio"/> ₈ | <input type="radio"/> ₉ |

4. As of today, how many children enrolled in your class belong to each of the following racial groups?
 CHOOSE ONE ON EACH ROW.

| | | Number of Children | | | | | | | | |
|----|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| | | None | 1-2 | 3-4 | 5-6 | 7-8 | 9-10 | 11-12 | 13-14 | 15 or more |
| a) | American Indian or Alaska Native | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ | <input type="radio"/> ₈ | <input type="radio"/> ₉ |
| b) | Asian | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ | <input type="radio"/> ₈ | <input type="radio"/> ₉ |
| c) | Black or African American | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ | <input type="radio"/> ₈ | <input type="radio"/> ₉ |
| d) | Native Hawaiian or Other Pacific Islander | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ | <input type="radio"/> ₈ | <input type="radio"/> ₉ |
| e) | White | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ | <input type="radio"/> ₈ | <input type="radio"/> ₉ |

5. How many children enrolled in your class are considered English Language Learners (ELL) or Dual Language Learners (DLL)? *(This refers to children whose native language is not English and whose skills in listening, speaking, reading, or writing English are such that they have difficulty understanding instructions in English.)*

CHOOSE ONE.

- ₁ None
- ₂ 1-2 children
- ₃ 3-4 children
- ₄ 5-6 children
- ₅ 7-8 children
- ₆ 9-10 children
- ₇ 11-12 children
- ₈ 13-14 children
- ₉ 15 or more children

6. How many children with special needs (with an active IEP or IFSP) are enrolled in your class?

Choose one on each row.

| | Number of Children | | | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| | None | 1-2 | 3-4 | 5-6 | 7-8 | 9-10 | 11-12 | 13-14 | 15 or more |
| a) Active IEP | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ | <input type="radio"/> ₈ | <input type="radio"/> ₉ |
| b) Active IFSP | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ | <input type="radio"/> ₈ | <input type="radio"/> ₉ |
| c) Currently in referral process for IEP or IFSP | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ | <input type="radio"/> ₈ | <input type="radio"/> ₉ |

Classroom Resources

7. Below is a list of curricula that you may or may not be using with the children in your classroom this year. How often are you using each of the following curricula this school year (2021-2022)? By curriculum, we mean a guiding framework that provides learning activities and experiences teachers can use to help children learn and grow.

CHOOSE ONE ON EACH ROW.

| How often do you currently use...? | Never | At least once a week | Daily |
|--|---------------------------------------|---------------------------------------|---------------------------------------|
| a) The Creative Curriculum (Teaching Strategies) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| b) Connect4Learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| c) Building Blocks math curriculum (McGraw-Hill) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| d) Pyramid Model for Supporting Social Emotional Competence | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| e) Preschool Pathways to Science (PrePS) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| f) Teacher- or center-created curriculum | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| g) Another published curriculum. Specify: | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| | | | |

If you use Creative Curriculum, please answer 7a.

7a. Which edition do you use?

CHOOSE ONE.

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

h) I don't know what curriculum I use, or I don't know if I use a curriculum ₁

[ADD IN OTHER POPULAR CURRICULA LEARNED ABOUT DURING LANDSCAPING]

If you use Creative Curriculum, please answer 7b.

7b. Which Creative Curriculum resources do 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

8. 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 (6th edition) | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ |
| b) The Creative Curriculum (5th edition) | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ |
| c) The Creative Curriculum (1 st , 2 nd , 3 rd , or 4 th editions) | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ |
| d) Building Blocks | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ |
| e) Connect4Learning | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ |
| f) Preschool Pathways to Science (PrePS) | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ |
| g) Pyramid Model for Supporting Social Emotional Competence | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ |

9. Do you use any of the following to assess the children in your class?

CHOOSE ALL THAT APPLY.

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

10. How often do you use the results from any of the above child assessments to complete each of the following tasks?

| I use results from child assessments to... | Never | Three times a year | One or two times a month | Once a week | Multiple times a week |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| a) Group children into different small groups | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| b) Plan lessons based on how children did on the assessments | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| c) Find activities that address the needs of specific children | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| d) Find particular content areas to work on building my knowledge or teaching practice | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |

11. In a typical week, 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="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| b) Teacher-directed read aloud | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| c) Teacher-directed small group activities (about 2-8 children depending on class size) | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| d) Teacher-directed activities with individual children | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| e) Choice time or center activities | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |

12. In a typical day, 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 (do not include read aloud) | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| b) Teacher-directed read aloud | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| c) Teacher-directed small group activities (about 2-8 children depending on class size) | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| d) Teacher-directed activities with individual children | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| e) Choice time or center activities | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |

13. In a typical week, 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="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| b) Mathematics | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| c) Social studies | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| d) Science | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| e) Music | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| f) Art | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| g) Dance/creative movement | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |

14. In a typical day, 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="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| b) Mathematics | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| c) Social studies | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| d) Science | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| e) Music | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| f) Art | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| g) Dance/creative movement | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |

15. In a typical week, how often do you do activities with children in small groups (that is, about 2 to 8 children in a group) for the following content areas?

CHOOSE ONE ON EACH ROW.

| | Never | Less than once a week | 1 day a week | 2 days a week | 3 days a week | 4 days a week | 5 days a week |
|---------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| a) Literacy/Reading | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ |
| b) Mathematics | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ |
| c) Science | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ |
| d) Social-emotional | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ |

16. 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?

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

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

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

**18. This past year (2021-2022) has your classroom been subject to Head Start standards and regulations?
CHOOSE ONE.**

- ₁ Yes
- ₂ No
- ₃ Don't know

**19. This year (2021-2022) about how many children in your classroom received some Head Start funding?
CHOOSE ONE.**

- ₁ Most children (75% or more)
- ₂ About half of the children (~50%)
- ₃ Some children (25% or less)
- ₄ No children (0%)
- ₅ Don't know

**20. This year (2021-2022) about how many children in your classroom receive some Pre-K funding?
CHOOSE ONE.**

- ₁ Most children (75% or more)
- ₂ About half of the children (~50%)
- ₃ Some children (25% or less)
- ₄ No children (0%)
- ₅ Don't know

C. Professional Support and Training

21. The following questions ask you about the time you have received for the different professional support opportunities as part of your work day schedule this school year (2021-2022).

CHOOSE ONE ON EACH ROW.

| <i>During your workday, how often have you received time to...</i> | Did not happen | Once or twice this year | Every other month | Once a month | Twice a month | Once a week | More than once a week |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| a) Plan or prepare for teaching/your classroom on your own | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ |
| b) Plan or prepare for teaching/your classroom with your teacher, co-teacher and/or or assistant teacher | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ |
| c) Meet with other teachers to collaborate and plan (e.g., as part of common planning time or a professional learning community) | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ |
| d) Observe other teachers in their classroom while your class is covered | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ |
| e) Participate in peer mentoring as part of a formal arrangement that is recognized or supported by your center | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ |
| f) Receive mentorship from a master teacher in your center | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ |

22. 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 this year (2021-2022) 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 at your center | <input type="radio"/> ₂ | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| b) Staff from the grantee agency, school district, or state or local resource and referral agency | <input type="radio"/> ₂ | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| c) A college or university supporting staff at your center | <input type="radio"/> ₂ | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| d) External institution or other training organization (e.g., professional association, resource and referral agency) supporting staff at your center | <input type="radio"/> ₂ | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| e) Curriculum author or publisher supporting staff at your center | <input type="radio"/> ₂ | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| f) VIQI project | <input type="radio"/> ₂ | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |

g) Other

O₂

O₁

O₂

O₃

O₄

O₅

23. Which of the following topics 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

24. How many times did you attend a training in the past year (2021-2022) with at least one other teacher or assistant teacher from *your classroom*?

- ₁ Never
- ₂ Sometimes
- ₃ Often

D. Coaching

[TEACHERS IN CLASSROOMS ASSIGNED TO AN INTERVENTION GROUP START WITH ITEM 25; TEACHERS IN CLASSROOMS ASSIGNED TO THE CONTROL GROUP, START WITH ITEM 30]

The questions that follow ask about your experiences working with a VIQI coach: the coach assigned to your classroom this year (2021-2022) as part of the VIQI project. Please only report on the experiences you've had with a VIQI coach when responding to the following questions.

25. How often has your VIQI coach visited your classroom so far this year (2021-2022)?

CHOOSE ONE.

- ₁ Did not happen → SKIP TO 30
- ₂ Once or twice
- ₃ Three to five times
- ₄ Once a month
- ₅ Twice a month
- ₆ Three or more times a month

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

SELECT UP TO FIVE RESPONSE OPTIONS THAT APPLY TO THE 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

27. How often have you participated in the following activities with your VIQI coach during this year (2021-2022)?

CHOOSE ONE ON EACH ROW.

| | This did not happen | During some coaching sessions | During most coaching sessions |
|---|--------------------------------------|--------------------------------------|--------------------------------------|
| a) I watched while my VIQI coach modeled or demonstrated a teaching strategy | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ |
| b) I worked with my VIQI coach to interpret data about child learning in my classroom | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ |
| c) I received feedback from my VIQI coach in-person after he/she observed my classroom | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ |
| d) I received feedback from my VIQI coach via email or phone after he/she observed my classroom | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ |
| e) I worked with my VIQI coach to improve classroom quality based on a classroom quality assessment tool (e.g., CLASS or ECERS) | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ |
| f) I had an in-person meeting with my VIQI coach | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ |

28. What do your in-person meetings with your VIQI coach typically look like?

CHOOSE ONE.

- O₁ I meet with my VIQI coach one-on-one
- O₂ My co-teacher and/or assistant teacher and I meet with my VIQI coach together
- O₃ I meet with my VIQI coach in a group setting with other teachers/staff (e.g., during Common Planning Time)

29. For how long do you typically meet with your VIQI coach in-person?

Do NOT include time when the coach is observing in your classroom.

CHOOSE ONE.

- O₁ Less than 15 minutes
- O₂ 16-30 minutes
- O₃ 31-45 minutes
- O₄ An hour
- O₅ Two hours
- O₆ More than two hours

You may have received coaching from other professionals not associated with the VIQI project during this year (2021-2022). Please only report on the experiences you've had with a non-VIQI coach when responding to the following questions.

30. Did you receive coaching from anyone other than the VIQI coach this year (2021-2022)?

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 or other center administrator or supervisor, or master teacher

- ₁ Yes
₂ No → SKIP TO 38

If you responded “yes” to receiving coaching from someone other than your VIQI coach this year, answer questions #31-37. We will refer to this person as the “non-VIQI coach.” If you responded “no,” skip to #38.

31. How often has a non-VIQI coach visited your classroom so far this year (2021-2022)?

CHOOSE ONE.

- ₁ Once or twice
₂ Three to five times
₃ Once a month
₄ Twice a month
₅ Three or more times a month

32. What is the focus of the coaching you received by a non-VIQI coach?

SELECT UP TO FIVE RESPONSE OPTIONS THAT APPLY TO THE 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

33. How often have you participated in the following activities with a non-VIQI coach during this year (2021-2022)?

CHOOSE ONE ON EACH ROW.

| | This did not happen | During some coaching sessions | During most coaching sessions |
|---|------------------------------------|------------------------------------|------------------------------------|
| a) I watched while a non-VIQI coach modeled or demonstrated a teaching strategy | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ |
| b) I worked with a non-VIQI coach to interpret data about child learning in my classroom | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ |
| c) I received feedback from a non-VIQI coach in-person after he/she observed my classroom | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ |
| d) I received feedback from a non-VIQI coach via email or phone after he/she observed my classroom | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ |
| e) I worked with a non-VIQI coach to improve classroom quality based on a classroom quality assessment tool (e.g. CLASS or ECERS) | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ |
| f) I had an in-person meeting with a non-VIQI coach | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ |

34. What do your in-person meetings with a non-VIQI coach typically look like?

CHOOSE ONE.

- ₁ I never had an in-person meeting with a non-VIQI coach
- ₂ I meet with a non-VIQI coach one-on-one
- ₃ My co-teacher and/or assistant teacher and I meet with a non-VIQI coach together
- ₄ I meet with a non-VIQI coach in a group setting with other teachers/staff (e.g., during Common Planning Time)

35. For how long do you typically meet with a non-VIQI coach in-person? (Do NOT include time when the coach is observing in your classroom.)

CHOOSE ONE.

- ₁ I never had an in-person meeting with a non-VIQI coach
- ₂ Less than 15 minutes
- ₃ 16-30 minutes

- 5 31-45 minutes
- 6 An hour
- 7 Two hours
- 8 More than two hours

36. Which organization(s) provided the non-VIQI coach who worked with you this [year]?

CHECK ALL THAT APPLY.

- 1 My center
- 2 Head Start Grantee agency or
- 3 School district
- 4 Child care umbrella organization
- 5 State or local resource and referral agency
- 6 State or local QRIS agency
- 7 A college or university
- 8 External institution (e.g., professional association; non-profit education organization)
- 9 Curriculum author or publisher
- 10

| | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

Other:
- 11 Don't know

37. To what degree did you receive conflicting guidance from your VIQI coach and others, such as your supervisors, education coordinators, or a non-VIQI coach this [year]?

CHOOSE ONE.

- 1 Not at all conflicting
- 2 Slightly conflicting
- 3 Somewhat conflicting
- 4 Completely conflicting

E. Curriculum Implementation [For teachers in intervention centers ONLY]

The questions in this section are about your experience with the VIQI intervention - meaning the curriculum, training, and coaching you received from the VIQI project.

If you are implementing Creative Curriculum as part of the VIQI project, go to QUESTION #40. If you are implementing Connect4Learning as part of the VIQI project, go to QUESTION #41.

38. FOR CREATIVE CURRICULUM TEACHERS: In a typical week, how often does your classroom do the following Creative Curriculum activities?

| | 1 day a week | 2 days a week | 3 days a week | 4 days a week | Daily |
|--|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| a) Question of the day/Discussion of a Creative Curriculum Study topic | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| b) Shared writing | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| c) Mighty Minutes | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| d) An activity from an intentional teaching card | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| e) A read aloud activity from Creative Curriculum | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| f) Choice time activities | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |

39. FOR CONNECT4LEARNING TEACHERS: In a typical week, how often does your classroom do the following Connect4learning activities?

| | 1 day a week | 2 days a week | 3 days a week | 4 days a week | Daily |
|--|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| g) Fast Focus | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| h) Connect Lessons | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| i) Connect4Learning small group activity | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| j) A read aloud activity from Connect4Learning | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| k) Choice time activities | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |

40. To what extent do you agree or disagree with the following statements? CHOOSE ONE ON EACH ROW.

| | Strongly disagree | Disagree | Neither agree or disagree | Agree | Strongly agree |
|---|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| a) I like working with my VIQI coach. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| b) My VIQI coach challenges or pushes me to perform better at my job. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| c) The VIQI intervention matches the priorities of my center. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |

For the following three items, please select the response that best fills in the blank based on your experience with the VIQI intervention. Then, please write down why you chose that response.

41. The VIQI curriculum, training and coaching are _____ for my skills and teaching practice.

- O₁ O₂ O₃ O₄ O₅

| Not at all beneficial | Slightly beneficial | Somewhat beneficial | Very beneficial | Extremely beneficial |
|-----------------------|---------------------|---------------------|-----------------|----------------------|
| Why? | | | | |

42. The VIQI curriculum is _____ for the children in my classroom.

- ₁ Not at all beneficial ₂ Slightly beneficial ₃ Somewhat beneficial ₄ Very beneficial ₅ Extremely beneficial

| |
|-------------|
| Why? |
|-------------|

43. The VIQI curriculum is _____ for me to implement in my classroom.

- ₁ Very difficult ₂ Difficult ₃ Neither easy or hard ₄ Easy ₅ Very easy

| |
|-------------|
| Why? |
|-------------|

F. Teaching and Learning

44. 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 for children ages 3 to 4. (1 = Strongly disagree; 5 = Strongly agree)

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

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

45. 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 the classroom, such as their...

CHOOSE ONE ON EACH ROW.

| | Not at all | Not | Neutral | Somewhat |
|-------|------------|-----|---------|----------|
| _____ | | | | |

| | | really | | | Completely |
|---------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| a) Self-concept and Self-efficacy | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| b) Self-regulation | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| c) Social and emotional understanding | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| d) Empathy and caring | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| e) Relationships with others | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| f) Cooperation and responsibility | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> 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="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| h) Letter knowledge | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| i) Print and text concepts | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| j) Phonological awareness (individual speech sounds) | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| k) Drawing or writing | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| l) Listening or reading comprehension | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> 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="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| n) Number writing and recognition | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| o) Addition and subtraction | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| p) Making, copying or extending patterns | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| q) Measuring | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| r) Identifying, drawing, or constructing shapes | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| s) Comparing, contrasting or sorting objects by attributes or a rule | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> 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="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| u) Earth and space | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| v) Living things | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| w) Physical properties | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |

Source: Internal

[PLACEHOLDER - THE FOLLOWING SET OF ITEMS (#46-48) 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.]

46. 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="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| b) I plan many activities to celebrate diverse cultural practices in my classroom. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| c) I plan school/center events to increase students' knowledge about cultural experiences of various racial and ethnic groups | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> 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="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| e) I consult regularly with other teachers or administrators to help me understand multicultural issues related to instruction | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| f) I rarely examine the instructional materials I use in the classroom for racial and ethnic bias | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| g) I often include examples of the experiences and perspectives of racial and ethnic groups during my classroom lessons | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| h) I often promote diversity by the behaviors I exhibit | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |

| | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| i) I establish strong, supportive relationships with racial and ethnic minority parents | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| j) I am knowledgeable about particular teaching strategies that affirm the racial and ethnic identities of all children | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| k) I have a clear understanding of culturally responsive pedagogy | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| l) I am knowledgeable about racial and ethnic identity theories | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| m) I am knowledgeable of how historical experiences of various racial and ethnic minority groups may affect children's learning | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| n) I understand the various communication styles among different racial and ethnic minority children in my classroom | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| o) I am knowledgeable about the various community resources within the city that I teach | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |

Spanierman et al., 2011

47. 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.]

Source: Gilliam et al., 2016

48. Please read the following vignette, pretending this is a child in your classroom, and respond to 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="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| | Strongly disagree | Somewhat disagree | Neither agree nor disagree | Somewhat agree | Strongly agree |
| b) This child's classroom behaviors are not likely to improve significantly. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| c) There is little that I or anyone else can do to significantly improve this child's classroom behavior. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| d) This child's parents will not be much help in improving this child's behavior. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| | Extremely unlikely | Unlikely | Neutral | Likely | Extremely Likely |
| e) How likely are you to recommend that this child be suspended or expelled? | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

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

- 1 Never considered to expel or suspend the child
- 2 ½ to 2 days
- 3 3-5 days
- 4 More than 5 days

G. Work Environment

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

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

- ₁ I am working remotely
- ₂ I am working physically at my center

**50. As of today, which of the following learning opportunities are you providing to your class?
 Select all that apply.**

- ₁ In-person learning
- ₂ Remote/virtual/online learning
- ₃ Distributing worksheets or packets of lessons/activities for parents to conduct with children
- ₄ Other - please specify: _____

[PLACEHOLDER - THE FOLLOWING SET OF ITEMS (#50) IS A PLACEHOLDER FOR A SCALE FOCUSED ON TEACHER REPORT OF THEIR CENTER AND INDIVIDUAL READINESS TO IMPLEMENT]

51. 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="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> 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="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| h) This center collects and uses information to figure out what children need to learn best. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| i) I think I have enough understanding or knowledge to work with my children on [math] activities. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| j) I think I have enough understanding or knowledge to work with my children on [language and literacy] activities. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| k) I seek out information about new teaching strategies that might help children in my classroom. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> 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="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| m) In general, teachers in this center feel like their director is "on their side." | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| n) Teachers in this center feel like the amount of stress in their job is | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |

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| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Don't Know |
|--|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| manageable. | | | | | | |
| o) If I learned about an exciting new teaching practice, I feel confident that I could use it effectively in my own classroom. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ |
| p) When I was searching for this job, I only applied for teaching and teaching-related positions, not other types of jobs. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ |
| q) This center has strong relationships with other local organizations such as churches, nonprofits, etc. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ |
| r) Teachers in this center talk to each other for advice/support when faced with a difficult teaching situation. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O 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="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ |
| t) People who observe me teaching would say I enjoy working with and teaching children. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O 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="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O 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="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ |
| w) Teachers at this center have positive memories of trying to learn a new teaching strategy or curriculum in the past. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ |
| x) People in this center decide how to improve their teaching based on what is going on in their classroom. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ |
| y) When I face a challenging situation in the classroom, I can usually figure out how to best deal with it. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ |
| z) This center provides support for teachers when they begin to feel overwhelmed. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ |
| aa) In the past, the director in this center has effectively helped teachers improve their teaching. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ |
| bb) I work hard at my job because it has a major impact on children's development. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ |
| cc) The schedule here allows time for teachers to talk to one another and exchange ideas. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ |
| dd) Teachers in this center could name at least one teaching strategy or curriculum that was added in the past five years <u>and</u> is still being used well. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ |

Source: Wanless, 2014

[INTERVENTION TEACHERS RECEIVE ITEM #51 WHILE CONTROL GROUP TEACHERS RECEIVE ITEM #52]

52. Thinking about the VIQI curriculum, to what extent do you agree or disagree with the following statements?

CHOOSE ONE ON EACH ROW.

| | Strongly disagree | | | | | | Strongly agree |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| a) Our leadership is committed to the new curriculum. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ |
| b) Leaders ensure teachers have the materials they need to successfully implement the new curriculum. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ |
| c) Leaders ensure teachers receive the professional development needed to successfully implement the new curriculum. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ |
| d) Our leadership encouraged all teaching staff to embrace the new curriculum. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ |
| e) Leaders at this center have not been personally involved with the implementation of the new curriculum. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ |
| f) Leaders at this center believe this new curriculum is important. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ |
| g) Leaders at this center are open to feedback and concerns about the new curriculum. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ |
| h) I don't think the leaders at this center really even want the new curriculum implemented. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ |
| i) Our leadership has put all their support behind this change in curriculum. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ |

53. To what extent do you agree or disagree with the following statements about the curriculum you are using this year (2020-2021)?

| | Strongly disagree | | | | | | Strongly agree |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| j) Our leadership is committed to the curriculum. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ |
| k) Leaders ensure teachers have the materials they need to successfully implement the curriculum. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ |
| l) Leaders ensure teachers receive the professional development needed to successfully implement the curriculum. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ |
| m) Our leadership encouraged all teaching staff to embrace the curriculum. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ |

| | | | | | | | |
|--|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| n) Leaders at this center have not been personally involved with the implementation of the curriculum. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ | <input type="radio"/> O ₇ |
| o) Leaders at this center believe this curriculum is important. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ | <input type="radio"/> O ₇ |
| p) Leaders at this center are open to feedback and concerns about the curriculum. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ | <input type="radio"/> O ₇ |
| q) I don't think the leaders at this center really even want the curriculum implemented. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ | <input type="radio"/> O ₇ |
| r) Our leadership has put all their support behind this curriculum. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ | <input type="radio"/> O ₇ |

JOB EXPERIENCES

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

CHOOSE ONE ON EACH ROW.

| | Never | A few times a year or less | Once a month or less | A few times a month | Once a week | A few times a week | Every day |
|--|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| a) I feel emotionally drained from my work. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ | <input type="radio"/> O ₇ |
| b) I feel used up at the end of the workday. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ | <input type="radio"/> O ₇ |
| c) I feel fatigued when I get up in the morning and have to face another day on the job. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ | <input type="radio"/> O ₇ |
| d) Working with people all day is really a strain for me. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ | <input type="radio"/> O ₇ |
| e) I feel burned out from my work. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ | <input type="radio"/> O ₇ |
| f) I feel frustrated by my job. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ | <input type="radio"/> O ₇ |
| g) I feel I'm working too hard on my job. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ | <input type="radio"/> O ₇ |
| h) Working with people directly puts too much stress on me. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ | <input type="radio"/> O ₇ |
| i) I feel like I'm at the end of my rope. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ | <input type="radio"/> O ₇ |

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55. How long do you plan to remain in teaching?

- ₁ As long as I'm able
- ₂ Until I am eligible for retirement benefits from this job
- ₃ Until I am eligible for retirement benefits from another job
- ₄ Until I am eligible for Social Security benefits
- ₅ Until a specific life event occurs (e.g., parenthood, marriage)
- ₆ Until a more desirable job opportunity comes along
- ₇ Definitely plan to leave as soon as I can
- ₈ Undecided at this time

Source: National Center for Education Statistics, 2011-2012

DRAFT

H. Teaching Domain-Specific Content

The items included in this section ask about your knowledge of teaching practices within the domains of: language and literacy, science, and math. 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.

56. 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) **Each of the following is an effective way to foster language development EXCEPT:**
- 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.

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

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

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

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

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?

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

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

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

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

- ₁ Encouraging correct spelling.
- ₂ Taking dictation for children unwilling to write.
- ₃ Displaying children's writing around the room.
- ₄ Having a designated writing area equipped with crayons, pencils, stencils, and several types of paper.

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?**

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

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 and beliefs.

57. 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.

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

CHOOSE ALL THAT APPLY

- | | | |
|--|---|---|
| <input type="checkbox"/> ₁ States of matter | <input type="checkbox"/> ₇ Making observations | <input type="checkbox"/> ₁₃ Cause and effect |
| <input type="checkbox"/> ₂ Asking questions | <input type="checkbox"/> ₈ Patterns | <input type="checkbox"/> ₁₄ Earth's features |

- | | | |
|---|--|---|
| <input type="checkbox"/> ₃ Constructing explanations | <input type="checkbox"/> ₉ Life science | <input type="checkbox"/> ₁₅ Stability and change |
| <input type="checkbox"/> ₄ Predicting | <input type="checkbox"/> ₁₀ Experimenting | <input type="checkbox"/> ₁₆ Ecosystems |
| <input type="checkbox"/> ₅ Interpreting data | <input type="checkbox"/> ₁₁ Scale, proportion, and quantity | <input type="checkbox"/> ₁₇ Structure and function |
| <input type="checkbox"/> ₆ Using math | <input type="checkbox"/> ₁₂ Systems | <input type="checkbox"/> ₁₈ Engineering |
| | | <input type="checkbox"/> ₁₉ Physical characteristics |

58. 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?

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

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

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

59. 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

60. 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
 - ₂ Structure and function
 - ₃ Systems
 - ₄ Cause and effect

61. 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?**
- ₁ What do you notice about the weight of the rocks?
 - ₂ Can we measure how far the rock went?
 - ₃ Why do you think the big rock is heavier than the little one?
 - ₄ I see you experimenting with the rocks. What happens when you go down the slide?
- b) **What can the teacher add to the classroom to provoke children to think about the structure and function of different materials?**
- ₁ Adding an umbrella to dramatic play
 - ₂ Adding rubber gloves and mittens to the water table
 - ₃ Adding sponges to the science center
 - ₄ Adding seeds and a magnifying glass to the science center

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?

- ₁ Cut open different kinds of fruits to find seeds
- ₂ Read an informational book about plants
- ₃ Cut open different seeds and observe what is inside
- ₄ Compare and sort different seeds

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?

- ₁ The teacher can add more flour to Charlie's dough and help him mix it.
- ₂ 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."
- ₃ 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?"
- ₄ The teacher can ask Maria to help Charlie "fix" his dough.

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?

- ₁ Taking a field trip to the zoo to observe elephants flapping their ears
- ₂ 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?"
- ₃ Using different sized paper plates as fans
- ₄ Building elephant ears out of paper plates and a headband to allow the children to pretend to be elephants

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"?

- ₁ I notice you have two piles. Should we put the natural things back on the playground and the plastic things in the garbage?
- ₂ You have collected a lot of garbage. What do you think will happen to the garbage?

- ₃ I notice you have two piles. Can we make a third pile using playground toys?
- ₄ I notice you have a pile of plastic things and a pile of natural things. On the playground, which is there more of...plastic things or natural things?

Source: Alexander, 2017

DRAFT

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.

62. 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."

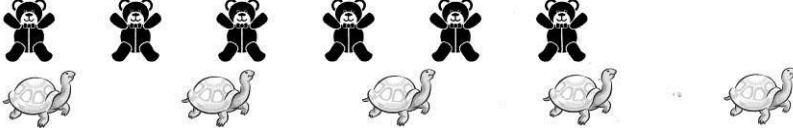

a)

- ₁ Jamie says the counting words in order from 1 to 10 (i.e., "1, 2, 3, 4, 5, 6, 7, 8, 9, 10").
- ₂ 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").
- ₃ Same.
- ₄ Do not know.

b)

- ₁ Pauli counts a group of seven buttons without touching them.
- ₂ Pauli counts a touchable group of seven buttons.
- ₃ Same.
- ₄ Do not know.

c)

- ₁ Ali correctly answers the question, "Are there more teddy bears or more turtles?"

- ₂ Ali correctly counts a row of eight teddy bears.

- 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."

d)

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

e)

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

f)

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

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)

O_1 In a line of five toy sheep facing the same direction, Indigo answers the question, "Point to the second sheep in line."



O_2 In a line of five toy sheep facing the same direction, Indigo answers the question, "Point to the first sheep in line."

O_3 Same.

O_4 Do not know.

j)

O_1 Daevon recognizes one-digit numerals (for instance, can point out a "4" in a group of printed numbers.)

O_2 Daevon reads single digit number words (for instance, can read the word "four").

O_3 Same.

O_4 Do not know.

Source: Platas, 2008

If you completed a VIQI teacher survey this fall, then you have reached the end of the survey. Thank you very much!

If this is YOUR FIRST TIME completing a VIQI teacher survey, please continue and finish the last few questions.

63. In what year were you born?

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Y Y Y Y

64. What is your sex?

- ₁ Female
₂ Male

65. What is your Ethnicity?

SELECT ONE.

- ₁ Hispanic or Latino
₂ Not Hispanic or Latino

66. 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

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

CHOOSE ALL THAT APPLY IN BOTH COLUMNS.

| | I speak fluently | I regularly speak this language in my classroom |
|-------------------|--|---|
| c) English | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₁ |
| d) Spanish | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₂ |
| e) Haitian Creole | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₃ |
| f) Mandarin | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₄ |
| g) Portuguese | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₅ |
| h) French | <input type="checkbox"/> ₆ | <input type="checkbox"/> ₆ |
| i) Chinese | <input type="checkbox"/> ₇ | <input type="checkbox"/> ₇ |
| j) Russian | <input type="checkbox"/> ₈ | <input type="checkbox"/> ₈ |
| k) Armenian | <input type="checkbox"/> ₉ | <input type="checkbox"/> ₉ |
| l) Serbocroatian | <input type="checkbox"/> ₁₀ | <input type="checkbox"/> ₁₀ |

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

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

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

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

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

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

CHOOSE ONE.

- ₁ Less than a High School Diploma/GED → SKIP TO 70
- ₂ High School Diploma/GED → SKIP TO 70
- ₃ Vocational or Technical Diploma after High School → SKIP TO 70
- ₄ Some College but no Degree → SKIP TO 70
- 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

70. 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 | |

71. 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

This is the end of the survey.

Thank you!

Communication to Participants Regarding Survey and Honorarium

Overview: The follow-up 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 follow-up:

- Brief reminder about the study 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 their center or them as a thank you for their time
- [if necessary] Reminder about future data collections