VIQI
Variations in Implementation
of Quality Interventions

COACH LOG

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

CONNECT4LEARNING VERSION

COACH LOG OVERVIEW

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 the teaching staff you coach, including their implementation of the VIQI intervention and your coaching process. This information is crucial to helping us understand the effects of coaching on teaching practices that support children's developmental outcomes.

Your responses to these questions will be kept private to the extent permitted by law. 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 to items are voluntary. Your responses will be stored in password protected computer files and in locked research facilities. The data will be used only by the research team and other researchers bound by the same security requirements described here. We also may share de-identified responses with researchers looking at other education research topics who agree that they will protect your information.

The coach log will take approximately 15 minutes to complete.

If you have any questions, please contact Michelle at Michelle.Maier@mdrc.org. 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].

INSTRUCTIONS FOR COMPLETING ONLINE LOG

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

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

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

☐   Yes [SKIP TO 3]

☐   No [GO TO 2 AND THEN END LOG]

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

☐ Building closed for planned holiday

☐ Building or classroom closed due to COVID-19

☐ Building closed for reason other than holiday or COVID-19 *(e.g. inclement weather)*

☐ Professional development day (no teachers in attendance)

☐ All classroom teachers absent for reason other than professional development day (e.g., sick; on personal leave)

☐ Special on- or off-site event

☐ Coach absence

☐ Not a planned coaching week

☐ Technical difficulties (e.g. poor connection, audio or video equipment malfunction)

☐ Other: specify _____

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

3. Which components of the coaching session did you complete?

SELECT ALL THAT APPLY.

£₁ Coach-teacher meeting

£₂ Classroom observation

ROUTING OVERVIEW:
IF ONLY A MEETING TOOK PLACE, ADMINISTER SECTIONS A AND B.
IF ONLY AN OBSERVATION TOOK PLACE, ADMINISTER SECTIONS C THRU G.
IF BOTH TOOK PLACE, ADMINISTER SECTIONS A THRU G.

SECTION H IS ADMINISTERED ONCE PER CLASSROOM IN THE FALL AND ONCE IN THE SPRING, NOT CONNECTED TO A SPECIFIC COACHING SESSION.

Section A: Coach-Teacher Meeting Basics

1. What was the date of the coaching meeting ?

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

2. Was the meeting in person or virtual?

£$_1$ In person
£$_2$ Virtual

3. For about how long did you meet with this classroom's teacher(s)?
Do NOT include time when you were observing in this classroom.

SELECT ONE.

☐$_1$ ~15 minutes or less   ☐ ~50 minutes
                                      5

☐$_2$ ~20 minutes   ☐ ~60 minutes (an hour)
                                      6

☐$_3$ ~30 minutes   ☐ ~An hour and a half
                                      7

☐$_4$ ~40 minutes   ☐ More than an hour and a half
                                      8

4. Who attended the coach-teacher meeting?

SELECT ONE.

☐   Lead teacher only
1

☐   Assistant teacher only
2

☐   Lead and assistant teachers together
3

☐   Lead and assistant teachers separately
4

5. How was this classroom operating <u>last week</u>? Select all that apply.

£$_1$ Classroom conducted in-person instruction
£$_2$ Classroom conducted virtual instruction

£$_3$ Classroom closed due to COVID-related issue

£$_4$ Classroom closed due to other issue

£$_5$ Not sure

Section B: Coach-Teacher Meeting Activities and Topics

1. In this coach-teacher meeting, which activities did you engage in?

SELECT ALL THAT APPLY.

a)	I modeled or demonstrated an instructional strategy	£$_1$
b)	I worked with teachers to interpret data about child learning in the classroom	£$_2$
c)	I provided feedback to teachers in-person after observing the classroom	£$_3$
d)	I followed up with the classroom by email or phone	£$_4$
e)	I provided constructive feedback that is specific, issue-focused, and based on observations	£$_5$
f)	I set goals and/or reviewed progress on goals with the teachers	£$_6$
g)	I introduced new skills, practices, or strategies related to the curriculum	£$_7$
h)	I helped teachers to reflect on skills, practices, or strategies	£$_8$
i)	I worked with teachers to role-play a skill or strategy	£$_9$
j)	I worked with teachers to problem-solve a personal issue, provide emotional support, or work on stress reduction	£$_{10}$
k)	I shared materials and resources	£$_{11}$
l)	I conducted/arranged an on-site workshop or training	£$_{12}$
m)	I helped with preparation, administration, scheduling	£$_{13}$
n)	I worked as an assistant in classroom (such as help manage a child)	£$_{14}$
o)	I worked through technology problems or helped teachers learn how to use technology	£$_{15}$
p)	Other. Specify: _____	£$_{16}$

2. What was discussed during the meeting?
SELECT ALL THAT APPLY.

a)	Planning for or implementing whole group activities from C4L	£$_1$
b)	Planning for or implementing small group activities from C4L	£$_2$
c)	Planning for or implementing read aloud activities from C4L	£$_3$
d)	Planning for or implementing choice time activities from C4L	£$_4$
e)	Implementing other curricular models or teaching and learning activities used in this classroom	£$_5$
f)	Children's language or literacy/reading development	£$_6$
g)	Children's mathematics development	£$_7$
h)	Children's scientific knowledge development	£$_8$
i)	Intentional teaching practices like asking children reflective, "higher order" questions; extending children's responses and learning	£$_9$
j)	Differentiating teaching or learning activities for individual children	£$_{10}$
k)	Organization and management (e.g., classroom routines and schedules)	£$_{11}$
l)	Classroom set up and physical environment	£$_{12}$
m)	Being emotionally responsive and sensitive to children	£$_{13}$
n)	Curriculum/training with a new teacher	£$_{14}$
o)	Other. Specify: _____	£$_{15}$

3. Was any of the following discussed during this coach-teacher meeting?

SELECT ALL THAT APPLY.

a)	Professional, state and national standards (e.g., NAEYC; Curriculum Frameworks; Common Core; QRIS)	£$_1$
b)	Quality observational tools, like the CLASS or ECERS	£$_2$
c)	Conducting or interpreting child assessments through observation, screening, and/or formal instruments (e.g., EVT, PALS)	£$_3$
d)	Children's developmental progression and/or learning in different domains	£$_4$
e)	Supporting or fostering children's social/emotional development	£$_5$
f)	Individual children's behavior management	£$_6$
g)	Family engagement	£$_7$
h)	Supporting children with special needs in the classroom	£$_8$
i)	Supporting English Language Learners (ELLs) or Dual Language Learners (DLLs)	£$_9$
j)	Cultural competence for working with diverse populations	£$_{10}$
k)	None of the above	£$_{11}$

ROUTING: IF NO OBSERVATION TOOK PLACE, END LOG.

Section C: Coaching Observation Basics

1. What was the date of the coaching observation?

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

2. Was the observation in person or virtual?

£$_1$ In person (*go to C.5*)

£$_2$ Virtual (*ask C.3 and C4*)

3. How was this virtual observation conducted?

£$_1$ Via livestream

£$_2$ Via recording

4. Rate the quality of the livestream/recorded video and sound.

Video quality		Sound quality	
£$_1$	Poor	£$_1$	Poor
£$_2$	Fair	£$_2$	Fair
£$_3$	Good	£$_3$	Good
£$_4$	Excellent	£$_4$	Excellent

5. For about how long did you observe this classroom?
SELECT ONE.

☐$_1$ ~30 minutes or less   ☐$_5$ ~An hour and a half

☐$_2$ ~45 minutes   ☐$_6$ ~An hour and 45 minutes

☐$_3$ ~60 minutes (an hour)   ☐$_7$ ~Two hours

☐$_4$ ~1 hour and 15
      minutes   ☐$_8$ More than two hours

6. Who was present during the observation? Count a teacher as present if they were in the room more than half the time.

SELECT ONE.

☐
      Lead teacher only

1

☐
      Assistant teacher only

2

☐
      Lead and assistant teachers together

3

☐
4   Lead and assistant teachers separately

PROGRAMMER: THIS ITEM IS ASKED IN SECTION A. ONLY ASK HERE IF A.5 IS BLANK.

7. How was this classroom operating <u>last week</u>? Select all that apply.

£$_1$ Classroom conducted in-person instruction

£$_2$ Classroom conducted virtual instruction

£$_3$ Classroom closed due to COVID-related issue

£$_4$ Classroom closed due to other issue

£$_5$ Not sure

Section D: Curriculum Adherence

1. What curricula other than Connect4Learning did you observe the teachers using during today's classroom observation?

SELECT ALL THAT APPLY.

£₁   Creative Curriculum

£₂   Building Blocks

£₃   Preschool Pathways to Science

£₄   Pyramid Model for Supporting Social Emotional Competence

£₅   High/Scope

£₆   Frog Street

£₇   Handwriting without Tears

£₈   Fundations

£₉ Let's Begin with the Letter People

£₁₀ Opening the World of Learning (OWL)

£₁₁ Preschool PATHS

£₁₂ Tools of the Mind

£₁₃ Open Circle

£₁₄ Second Step

£₁₅ Everyday Mathematics

£₁₆ Number Worlds

£₁₇ Other (please specify: _____)

2. What unit and week of Connect4Learning did the teachers implement?
Unit: *[Select **UNIT** from drop-down list]*
Week: *[Select **WEEK** from drop-down list]*

3.   Report on what you observed during your coaching session:
SELECT ONE PER ROW.

	Observed	Not observed
a) Centers	☐₁	☐₂
b) Large/Whole group	☐₁	☐₂
c) Small group	☐₁	☐₂
d) Read Aloud	☐₁	☐₂
e) Activities with individual children	☐₁	☐₂

f)	Recess/outside time	$\square_1$	$\square_2$
g)	Meals/snacks	$\square_1$	$\square_2$
h)	Specials (e.g., non-classroom teacher conducting a special lesson/activity)	$\square_1$	$\square_2$
i)	Routines like bathroom, teethbrushing, transitions, classroom management	$\square_1$	$\square_2$
j)	Other (specify: _____)	$\square_1$	$\square_2$

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

CENTERS

[PROGRAMMING NOTES: IF 'OBSERVED' IS SELECTED FOR CENTERS IN ITEM D.3a, ASK ITEMS D.4 to D.9. IF NOT, SKIP D.4-D.9.]

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

   | | **Minutes**

5. Was there any evidence of C4L in the center activities (e.g., use of suggested center activities at front of unit guide)?

SELECT ONE.
   $\square_1$ None
   $\square_2$ Some
   $\square_3$ A lot

6. Which content areas were focused on in centers during your coaching session?
   Select all that apply.
   £$_1$ Language and literacy
   £$_2$ Mathematics
   £$_3$ Science
   £$_4$ Social-emotional learning
   £$_5$ Art or music
   £$_6$ Gross or fine motor

7. How engaged were most children in centers?
   Consider the degree to which most children were actively working independently or with peers and not wandering unengaged or off-task in centers.

☐₁   Not at all engaged

☐₂   Somewhat engaged

☐₃   Very engaged

8. Who helped actively facilitate centers (e.g., walked around to monitor, ask questions, talk with children about the activities)?

☐₁   Mostly lead teacher

☐₂   Mostly assistant teacher

☐₃   Both lead and assistant teachers about equally

☐₄   Other

9. Comments on Centers:

_____

LARGE/WHOLE GROUP ACTIVITIES

[PROGRAMMING NOTES: IF 'OBSERVED' IS SELECTED FOR LARGE/WHOLE GROUP IN ITEM D.3b, ASK ITEMS D.10 to D.24. IF NOT, SKIP D.10-D.24.]

10. Which of the following Connect4Learning activities did you observe <u>implemented as a large/whole group</u> during your coaching session?

Check all that apply.

£₁   Connect Lessons

£₂   Fast Focus

£₃   Another Connect4Learning activity designed for small group or centers

£₄   A whole group activity <u>not</u> from Connect4Learning

[If the only selected response option for Question D.10 is (4) "A whole group activity not from Connect4Learning" then skip D.11-D.23.]

11. Who did you observe delivering any Connect4Learning activity in a large/whole group format during your coaching session? Check all that apply.

£₁   Lead teacher

£₂   Assistant teacher

£₃   Other staff

12. Was the C4L Large/Whole Group activity(ies) delivered as written or described in the curriculum?

☐₁   All or most were conducted as written/described in the curriculum

☐₂   Some were conducted as written/described in the curriculum but some were not

☐₃   Most or all were <u>not</u> conducted as written/described in the curriculum

[IF OPTION 2 OR 3 SELECTED IN D.12, ASK D.13. OTHERWISE, SKIP TO D.14.]

13. Which C4L Large/Whole Group activity(ies) were not conducted as written/described in the curriculum? Check all that apply.

£₁   Connect Lesson

£₂   Fast Focus

£₃   Another C4L activity designed for small group or centers

14. Was the C4L Large/Whole Group activity(ies) conducted in a way that was aligned with the learning objective and intent of the curriculum (e.g., teacher achieved the main goal(s) of the activity regardless of whether they delivered it as written or described in the curriculum)?

☐₁   All or most activities conducted were aligned with the learning objective(s) and intent of the curriculum.

☐₂   Some activities conducted were aligned with the learning objective(s) and intent of the curriculum, but some were not.

☐₃   Most or all of the mechanics of the activities missed the learning objective(s) and intent of the curriculum.

[IF OPTION 2 OR 3 SELECTED IN D.14, ASK D.15. OTHERWISE, SKIP TO D.16.]

15. Which C4L Large/Whole Group activity(ies) were <u>not</u> conducted in a way that was aligned with the learning objective and intent of the curriculum (e.g., teacher did not achieve the main goal(s) of the activity irrespective of whether they delivered it as written or described in the curriculum)? Check all that apply.

£₁   Connect Lesson

£₂   Fast Focus

£₃   Another C4L activity designed for small group or centers

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

(Do not count Read Aloud.)

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┌──────────┐
│          │
│          │
└──────────┘
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Minutes

17. Which content areas were the <u>main</u> focus during large or whole group activities? Check all that apply.
□₁ Language and literacy
□₂ Mathematics
□₃ Science
□₄ Social-emotional learning
□₅ Art or music
□₆ Gross or fine motor
18. What other content areas were addressed during large/whole group activities? Check all that apply.
□₁ Language and literacy
□₂ Mathematics
□₃ Science
□₄ Social-emotional learning
□₅ Art or music
□₆ Gross or fine motor

[IF "Language and literacy" is selected in D.17, ask B.19. Otherwise skip D.19.]		
19. You said a main focus of large or whole group was language and literacy. Which of the following specific skills were focused on? Select all that apply.	**Yes**	**No**
a) Vocabulary	□₁	□₀
b) Oral language	□₁	□₀
c) Print and text concepts (e.g., discussing how print conveys a message or print is written and read left to right, drawing attention to punctuation marks)	□₁	□₀
d) Identifying letters, words, sentences; letter-sound correspondence	□₁	□₀
e) Phonological awareness (individual speech sounds)	□₁	□₀
f) Listening or reading comprehension	□₁	□₀
g) Reading books (e.g., read aloud conducted by teacher, children 'reading' books)	□₁	□₀
h) Story telling	□₁	□₀
i) Drawing or writing	□₁	□₀
[IF "Mathematics" is selected in D.17, ask D.20. Otherwise skip D.20.]		
20. You said a main focus of large or whole group was mathematics. Which of	**Yes**	**No**

the following specific skills were focused on? Select all that apply.		
a) Number sense and concepts (e.g., counting objects, counting verbally)	☐ 1	☐ 0
b) Writing and identifying numerals	☐ 1	☐ 0
c) Addition	☐ 1	☐ 0
d) Subtraction	☐ 1	☐ 0
e) Multiplication or division	☐ 1	☐ 0
f) Making, copying, or extending patterns	☐ 1	☐ 0
g) Comparing numbers and quantities (e.g., more, less)	☐ 1	☐ 0
h) Measurement (standard, non-standard units)	☐ 1	☐ 0
i) Sorting or ordering by attributes or a rule	☐ 1	☐ 0
j) Identifying, describing, defining, comparing familiar shapes (e.g., circle, square, rectangle, triangle, diamond, star)	☐ 1	☐ 0
k) Identifying, describing, defining, comparing less familiar shapes (e.g., trapezoid, octagon, hexagon, oval, rhombus, deltoid, less familiar triangles such as right, equilateral, isosceles)	☐ 1	☐ 0
l) Drawing or constructing shapes	☐ 1	☐ 0
m) Creating charts or analyzing data	☐ 1	☐ 0

[IF "Science" is selected in D.17, ask D.21. Otherwise skip D.21.]

21. You said a main focus of large or whole group was science. Which of the following specific skills were focused on? Select all that apply.	**Yes**	**No**
a) Living things (e.g., people, animals, plants; habitats; life cycles; growth)	☐ 1	☐ 0
b) Earth and space (e.g., earth's materials, weather, day/night, seasons)	☐ 1	☐ 0
c) Physical properties (e.g., properties of objects, structures, function, motion, sound, light)	☐ 1	☐ 0
d) Health (e.g., body parts and what they do, body processes, food pyramid)	☐ 1	☐ 0
e) Tools and technology (e.g., scale, magnifying glass, magnets, computers)	☐ 1	☐ 0
f) Engineering	☐ 1	☐ 0
g) Environmentally friendly practices; recycling	☐ 1	☐ 0
h) Scientific thinking (e.g., ask questions, make predictions, experiment, cause/effect)	☐ 1	☐ 0

[IF "Social-emotional learning" is selected in D.17, ask D.22. Otherwise skip D.22.]

22. You said a main focus of large or whole group was social-emotional learning. Which of the following specific skills were focused on? Select all that apply.	**Yes**	**No**
a) Friendship skills (e.g., sharing, social values, empathy)	☐ 1	☐ 0
b) Feelings/emotions (e.g., recognizing them in oneself and others)	☐ 1	☐ 0
c) Social problem solving	☐ 1	☐ 0
d) Managing strong emotions and regulating behavior	☐ 1	☐ 0

23. How engaged were most children in large/whole group?

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

☐₁ Not at all engaged

☐₂ Somewhat engaged

☐₃ Very engaged

24. Comments on Large/Whole Group activities:

<div align="center">

SMALL GROUP ACTIVITIES

</div>

[PROGRAMMING NOTES: IF 'OBSERVED' IS SELECTED FOR SMALL GROUP IN ITEM D.3c, ASK ITEMS D.25 to D.44. IF NOT, SKIP D.25-D.44.]

25. Which Connect4Learning small group activities did you observe? Select all that apply.

£₁ Language/literacy

£₂ Math

£₃ Science

£₄ Social-emotional

£₅ Another Connect4Learning activity designed for large group or centers

£₆ A small group activity not from Connect4learning

[If only response to Question D.25 is (6) "small group activity not from C4L" then skip D.26 to D.43.]

26. Who did you observe delivering Connect4Learning activities in a small group during your coaching session? Check all that apply.

£**₁** Lead teacher

£**₂** Assistant teacher

£**₃** Other staff

27. Was the C4L activity(ies) in small group delivered as written or described in the curriculum?

☐₁ All or most conducted as written/described in the curriculum

☐₂ Some were conducted as written/described in the curriculum but some were not

☐₃ Most or all were not conducted as written/described in the curriculum

[IF OPTION 2 OR 3 SELECTED IN D.27, ASK D.28. OTHERWISE, SKIP TO D.29.]

28. Which C4L activity(ies) in small group were not conducted as written/described in the curriculum? Check all that apply.

£₁ Language/literacy

£₂ Math

£₃ Science

£₄ Social-emotional

£₅ Another Connect4Learning activity designed for large group or centers

29. Was the C4L small group activity(ies) conducted in a way that was aligned with the learning objective and intent of the curriculum (e.g., teacher achieved the main goal(s) of the activity regardless of whether they delivered it as written or described in the curriculum)?

☐₁ All or most activities conducted were aligned with the learning objective(s) and intent of the curriculum.

☐₂ Some activities conducted were aligned with the learning objective(s) and intent of the curriculum, but some were not.

☐₃ Most or all of the mechanics of the activities missed the learning objective(s) and intent of the curriculum.

[IF OPTION 2 OR 3 SELECTED IN D.29, ASK D.30. OTHERWISE, SKIP TO D.31.]

30. Which C4L activity(ies) in small group was <u>not</u> conducted in a way that was aligned with the learning objective and intent of the curriculum? Check all that apply.

£₁ Language/literacy

£₂ Math

£₃ Science

£₄ Social-emotional

£₅ Another Connect4Learning activity designed for large group or centers

31. Approximately how much time did the class spend in small group activities in total? Round to the nearest minute.

[RANGE = 1 TO 240, WHOLE NUMBERS ONLY]

	Minutes

32. For each small group observed, what was the <u>main</u> focus? Select all that apply.

£₁ Language and literacy

£₂ Mathematics

£$_3$ Science

£$_4$ Social-emotional learning

£$_5$ Art or music

£$_6$ Gross or fine motor

33. What other content areas were addressed during small group activities?

Select all that apply.

£$_1$ Language and literacy

£$_2$ Mathematics

£$_3$ Science

£$_4$ Social-emotional learning

£$_5$ Art or music

£$_6$ Gross or fine motor

IF "Language and literacy" is selected in D.32, ask D.34. Otherwise skip D.34.]		
34. You said a main focus of small group was language and literacy. Which of the following specific skills were focused on? Select all that apply.	**Yes**	**No**
a) Vocabulary	☐$_1$	☐$_0$
b) Oral language	☐$_1$	☐$_0$
c) Print and text concepts (e.g., discussing how print conveys a message or print written and read left to right, drawing attention to punctuation marks)	☐$_1$	☐$_0$
d) Identifying letters, words, sentences; letter-sound correspondence	☐$_1$	☐$_0$
e) Phonological awareness (individual speech sounds)	☐$_1$	☐$_0$
f) Listening or reading comprehension	☐$_1$	☐$_0$
g) Reading books (e.g., read aloud conducted by teacher, children 'reading' books)	☐$_1$	☐$_0$
h) Story telling	☐$_1$	☐$_0$
i) Drawing or writing	☐$_1$	☐$_0$
[IF "Mathematics" is selected in D.32, ask D.35. Otherwise skip D.35.]		
35. You said a main focus of small group was mathematics. Which of the following specific skills were focused on? Select all that apply.	**Yes**	**No**
a) Number sense and concepts (e.g., counting objects, counting verbally)	☐$_1$	☐$_0$
b) Writing and identifying numerals	☐$_1$	☐$_0$
c) Addition	☐$_1$	☐$_0$
d) Subtraction	☐$_1$	☐$_0$
e) Multiplication or division	☐$_1$	☐$_0$
f) Making, copying, or extending patterns	☐$_1$	☐$_0$
g) Comparing numbers and quantities (e.g., more, less)	☐$_1$	☐$_0$
h) Measurement (standard, non-standard units)	☐$_1$	☐$_0$

i) Sorting or ordering by attributes or a rule	□1	□0
j) Identifying, describing, defining, comparing familiar shapes (e.g., circle, square, rectangle, triangle, diamond, star)	□1	□0
k) Identifying, describing, defining, comparing less familiar shapes (e.g., trapezoid, octagon, hexagon, oval, rhombus, deltoid, less familiar triangles such as right, equilateral, isosceles)	□1	□0
l) Drawing or constructing shapes	□1	□0
m) Creating charts or analyzing data	□1	□0
[IF "Science" is selected in D.32, ask D.36. Otherwise skip D.36.]		
36. You said a main focus of small group was science. Which of the following specific skills were focused on? Select all that apply.	**Yes**	**No**
a) Living things (e.g., people, animals, plants; habitats; life cycles; growth)	□1	□0
b) Earth and space (e.g., earth's materials, weather, day/night, seasons)	□1	□0
c) Physical properties (e.g., properties of objects, structures, function, motion, sound, light)	□1	□0
d) Health (e.g., body parts and what they do, body processes, food pyramid)	□1	□0
e) Tools and technology (e.g., scale, magnifying glass, magnets, computers)	□1	□0
f) Engineering	□1	□0
g) Environmentally friendly practices; recycling	□1	□0
h) Scientific thinking (e.g., ask questions, make predictions, experiment, cause/effect)	□1	□0
[IF "social-emotional learning" is selected in D.32, ask D.37. Otherwise skip D.37.]		
37. You said a main focus of small group was social-emotional learning. Which of the following specific skills were focused on? Select all that apply.	**Yes**	**No**
a) Friendship skills (e.g., sharing, social values, empathy)	□1	□0
b) Feelings/emotions (e.g., recognizing them in oneself and others)	□1	□0
c) Social problem solving	□1	□0
d) Managing strong emotions and regulating behavior	□1	□0

[IF D.32 response is (1) Language and Literacy, ask D.38. Otherwise skip D.38.]

38. Of those present during your observation, how many children participated in <u>language and literacy</u> small group activities?

    □1 All children (100%)

    □2 Most children (~75%)

    □3 About half (50%)

    □4 25% or fewer

[IF D.32 response is (2) Mathematics, ask D.39. Otherwise skip D.39.]

39. Of those present during your observation, how many children participated in <u>mathematics</u> small group activities?

    □1 76-100%

    □2 51-75%

☐₃ 26-50%

☐₄ 0-25%

[IF D.32 response is (3) Science, ask D.40. Otherwise skip D.40.]

40. Of those present during your observation, how many children participated in <u>science</u> small group activities?

☐₁ 76-100%

☐₂ 51-75%

☐₃ 26-50%

☐₄ 0-25%

[IF D.32 response is (4) Social-emotional learning, ask D.41 Otherwise skip D.41.]

41. Of those present during your observation, how many children participated in <u>social-emotional</u> small group activities?

☐₁ 76-100%

☐₂ 51-75%

☐₃ 26-50%

☐₄ 0-25%

[IF D.32 response is (5) Art or music OR (6) gross or fine motor, ask D.42. Otherwise skip D.42.]

42. Of those present during your observation, how many children participated in <u>art or music</u> AND/OR <u>gross or fine motor</u> small group activities?

☐₁ 76-100%

☐₂ 51-75%

☐₃ 26-50%

☐₄ 0-25%

43. How engaged were most children in small group activity(ies)?

☐₁ Not at all engaged

☐₂ Somewhat engaged

☐₃ Very engaged

44. Comments on Small Group Activities

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READ ALOUD

[PROGRAMMING NOTES: IF 'OBSERVED' IS SELECTED FOR READ ALOUD IN ITEM D.3d, ASK ITEMS D.45-D.53. IF NOT, SKIP D.45-D.53.]

45. Approximately how much time did the class spend in Read Aloud?
    [RANGE = 1 TO 60, WHOLE NUMBERS ONLY]

    [   ] Minutes

46. Select the option that best represents what book(s) was read.
    Select all that apply.

    £₁   A curriculum book listed in the current weekly planner **[GO TO 47]**

    £₂   A curriculum book but not listed in the current weekly planner **[GO TO 47]**

    £₃   A book not from the curriculum but related to the theme or unit **[GO TO 53]**

    £₄   A book not from the curriculum and unrelated to the theme or unit **[GO TO 53]**

47. Who did you observe delivering Read Aloud during your coaching session? Check all that apply.

    £**₁**   Lead Teacher
    £**₂**   Assistant teacher
    £**₃**   Other staff

48. Was the Read Aloud delivered <u>as written</u> or described in the curriculum?
    ☐₁   All or most were conducted as written/described in the curriculum

    ☐₂   Some activities were conducted as written/described in the curriculum, but some were not

    ☐₃   <u>Most or all were not</u> conducted as written/described in the curriculum

[IF OPTION 2 OR 3 SELECTED IN D.48, ASK D.49. OTHERWISE, SKIP TO D.50.]

49. Which Read Aloud was <u>not</u> conducted as written/described in the curriculum? Check all that apply.
    £₁   A curriculum book listed in the current weekly planner
    £₂   A curriculum book but not listed in the current weekly planner

50. Was the C4L <u>Read Aloud</u> conducted in a way that was aligned with the learning objective and intent of the curriculum (e.g., teacher achieved the main goal(s) of the activity regardless of whether they delivered it as written or described in the curriculum)?
    ☐₁   All or most activities conducted were aligned with the learning objective(s) and intent of the curriculum.

☐2 Some activities conducted were aligned with the learning objective(s) and intent of the curriculum, but some were not.

☐3 Most or all of the mechanics of the activities missed the learning objective(s) or intent of the curriculum.

[IF OPTION 2 OR 3 SELECTED IN D.50, ASK D.50. OTHERWISE, SKIP TO D.52.]

51. Which Read Aloud was not conducted in a way that was aligned with the learning objective and intent of the curriculum? Check all that apply.

£1 A curriculum book listed in the current weekly planner

£2 A curriculum book but not listed in the current weekly planner

52. How engaged were most children in the Read Aloud?
Consider the degree to which most children were paying attention/listening or actively participating (e.g., responding to questions).

☐1 Not at all engaged

☐2 Somewhat engaged

☐3 Very engaged

53. Comments on Read Aloud:

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ACTIVITIES WITH INDIVIDUAL CHILDREN

[PROGRAMMING NOTES: IF 'OBSERVED' IS SELECTED FOR ACTIVITIES WITH INDIVIDUAL CHILDREN IN ITEM D.3e, ASK THE FOLLOWING ITEMS. IF NOT, GO TO SECTION E.]

54. How many children <u>in total</u> participated in an individual activity with a teacher?

☐ Children

[RANGE = 1 TO 50, WHOLE NUMBERS ONLY]

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

£1 Language and literacy

£2 Mathematics

£3 Science

£4 Social-emotional learning

£5 Art or music

£$_6$ Gross or fine motor

£$_7$ Progress monitoring/assessment

£$_8$ Story telling

56. Comments on Individual Activities with Children:

Section E: Coaching Session Activities and Topics

1. In this observation, which activities did you engage in?

SELECT ALL THAT APPLY.

a)	I modeled or demonstrated an instructional strategy	☐₁
b)	I worked with teachers to interpret data about child learning in the classroom	☐₂
c)	I provided feedback to teachers in-person after observing the classroom	☐₃
d)	I followed up with the classroom by email or phone	☐₄
e)	I provided constructive feedback that is specific, issue-focused, and based on observations	☐₅
f)	I set goals and/or reviewed progress on goals with the teachers	☐₆
g)	I introduced new skills, practices, or strategies related to the curriculum	☐₇
h)	I helped teachers to reflect on skills, practices, or strategies	☐₈
i)	I worked with teachers to role-play a skill or strategy	☐₉
j)	I worked with teachers to problem-solve a personal issue, provide emotional support, or work on stress reduction	☐₁₀
k)	I shared materials and resources	☐₁₁
l)	I conducted/arranged an on-site workshop or training	☐₁₂
m)	I helped with preparation, administration, scheduling	☐₁₃
n)	I worked as an assistant in classroom (such as help manage a child)	☐₁₄
o)	I worked through technology problems or helped teachers learn how to use technology	☐₁₅
p)	Other. Specify: _____	☐₁₆

2. What was discussed during the observation?
SELECT ALL THAT APPLY.

a)	Planning for or implementing whole group activities from C4L	£$_1$
b)	Planning for or implementing small group activities from C4L	£$_2$
c)	Planning for or implementing read aloud activities from C4L	£$_3$
d)	Planning for or implementing choice time activities from C4L	£$_4$
e)	Implementing other curricular models or teaching and learning activities used in this classroom	£$_5$
f)	Children's language or literacy/reading development	£$_6$
g)	Children's mathematics development	£$_7$
h)	Children's scientific knowledge development	£$_8$
i)	Intentional teaching practices like asking children reflective, "higher order" questions; extending children's responses and learning	£$_9$
j)	Differentiating teaching or learning activities for individual children	£$_{10}$
k)	Organization and management (e.g., classroom routines and schedules)	£$_{11}$
l)	Classroom set up and physical environment	£$_{12}$
m)	Being emotionally responsive and sensitive to children	£$_{13}$
n)	Curriculum/training with a new teacher	£$_{14}$
o)	Other. Specify: _____	£$_{15}$

3. Was any of the following discussed during this observation?

SELECT ALL THAT APPLY.

a)	Professional, state and national standards (e.g., NAEYC; Curriculum Frameworks; Common Core; QRIS)	£$_1$
b)	Quality observational tools, like the CLASS or ECERS	£$_2$
c)	Conducting or interpreting child assessments through observation, screening, and/or formal instruments (e.g., EVT, PALS)	£$_3$
d)	Children's developmental progression and/or learning in different domains	£$_4$
e)	Supporting or fostering children's social/emotional development	£$_5$
f)	Individual children's behavior management	£$_6$
g)	Family engagement	£$_7$
h)	Supporting children with special needs in the classroom	£$_8$
i)	Supporting English Language Learners (ELLs) or Dual Language Learners (DLLs)	£$_9$
j)	Cultural competence for working with diverse populations	£$_{10}$
k)	None of the above	£$_{11}$

Section F: Themes

1. **Did the lessons observed during today's classroom observation come from a unit, theme, or focal question?**

   ☐₁ Yes **[GO TO F.2]**

   ☐₀ No **[SKIP TO SECTION G]**

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

   ┌───┐
   │   │
   │   │
   │   │
   └───┘

3. **How did the teacher(s) choose the theme(s) or focal question(s)?** Check all that apply.
   NOTE: YOU MAY NEED TO ASK TEACHER(S) HOW THEY CHOSE THEIR THEME OR FOCAL QUESTION AND SELECT THE BEST RESPONSE.

   £₁ Themes or focal questions are provided by curriculum

   £₂ Based on interests of children in the classroom

   £₃ Based on common interests for all children

   £₄ Other

4. **What activities did the teacher(s) use to explore the theme(s) or focal question(s)?**
   Check all that apply.

   £₁ Centers

   £₂ Read Aloud

   £₃ Whole or Large Group

   £₄ Small Group

   £₅ Activities with individual children

   £₆ Other

5. **How rich was the content delivered on the theme/focal question?**

☐₅ (5) Theme content promoted students' conceptual development, including rich content and background knowledge opportunities for most times when theme content was being delivered (e.g., How do living things grow and change)?

☐₄ (4)

☐₃ (3) Theme content somewhat promoted students' conceptual development, including less rich content and background knowledge opportunities (e.g., "bakery shop")

☐₂ (2)

☐₁ (1) Theme content did not promote students' conceptual development (e.g., holiday/seasonal themes, like "Fall", coloring or completing worksheets with thematic ties)

☐₀ Not applicable; no discernible theme/focal question

Section G: Implementation Quality

1. **Which of the following C4L-related experiences did you see the teacher(s) or child(ren) do during today's classroom observation? SELECT ALL THAT APPLY.**

   £₁ Added questions to the Read Aloud

   £₂ Referred to the Visual Schedule throughout the day

   £₃ Used Solution Suitcase to resolve issues

   £₄ Posted C4L vocabulary words for the day

   £₅ Used or referred to the Formative Assessments during small group

   £₆ Used a Fast Focus to facilitate learning <u>during transitions</u>

   ☐₇ Referred to content or materials used in previous days and related it to current activities

   ☐₈ None of the above

2. **Thinking about all the CONNECT4LEARNING activities you observed the <u>Lead Teacher</u> implement during today's classroom observation, please select the option(s) that best describes what you observed.**
   SELECT ALL THAT APPLY.

   £₁ Implemented activities as written

   £₂ Changed activity or wording but in a positive way – activity remained aligned with the original activity's objective and/or activity was enhanced

   £₃ Changed activity or wording so that activity was not aligned with the original activity's objective

   £₄ Implemented curricular activities out of order from what is written in curriculum materials

   £₅ Skipped some activities in the curriculum or portions of activities

   £₆ Used different materials than what was listed in the curriculum

   £₇ Used different instructional formats (e.g., did a small group activity in a large/whole group)

   £₈ Substituted with activities that are <u>not</u> from the curriculum

   ☐₉ Did not implement any curricular activities

   £₁₀ No Lead Teacher present for this observation *[IF CHOSEN, SKIP G.5.]*

3. **Thinking about all the CONNECT4LEARNING activities you observed the <u>Assistant Teacher</u> implement during today's classroom observation, please select the option(s) that best describes what you observed.**

SELECT ALL THAT APPLY.

£₁   Implemented activities as written

£₂   Changed activity or wording but in a positive way – activity remained aligned with the
     original activity's objective and/or activity was enhanced

£₃   Changed activity or wordingso that activity was not aligned with the
     original activity's objective

£₄   Implemented curricular activities out of order from what is written in curriculum materials

£₅   Skipped some activities in the curriculum or portions of activities

£₆   Used different materials than what was listed in the curriculum

£₇   Used different instructional formats (e.g., did a small group activity in a large/whole
     group)

£₈   Substituted with activities that are <u>not</u> from the curriculum

£₉   Did not implement any curricular activities

£₁₀   No Assistant Teacher present for this observation *[SKIP G.6.]*

4. **To what extent is each of the following <u>characteristic</u> of this classroom during today's classroom observation?** The term "teachers" includes lead teacher(s), assistant teacher(s), paraprofessional(s), and aide(s) in the classroom. Select one in each row.

a)	Centers were physically distinct.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
b)	Areas were arranged so children can easily get around and access materials.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
c)	Classroom was neat and clean.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
d)	Classroom was very noisy.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
e)	Classroom's materials, furnishings, equipment, and displays were adequate and in good repair.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
f)	Classroom followed their typical routine or schedule.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
g)	Transitions between activities were smooth and relatively short.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe

h)	Transitions between activities were used as opportunities to teach skills and concepts	☐1 No	☐2 Some	☐3 Very much so	☐4 Could not observe
i)	Transitions between activities were used as a way to get the whole class from one place to another.	☐1 No	☐2 Some	☐3 Very much so	☐4 Could not observe
j)	Children knew the routines and expectations in the classroom very well.	☐1 No	☐2 Some	☐3 Very much so	☐4 Could not observe
k)	Teachers had positive or pleasant interactions with children in this classroom.	☐1 No	☐2 Some	☐3 Very much so	☐4 Could not observe
l)	Most interactions children had with their peers could be characterized by positive affect (smiling, laughing), behaviors, and/or language.	☐1 No	☐2 Some	☐3 Very much so	☐4 Could not observe
m)	Teachers were flexible in their plans for the day, going along with children's interest and ideas.	☐1 No	☐2 Some	☐3 Very much so	☐4 Could not observe
n)	Teachers had to stop instruction or activities to discipline children.	☐1 No	☐2 Some	☐3 Very much so	☐4 Could not observe
o)	Teachers/other adults in the classroom had to raise their voice.	☐1 No	☐2 Some	☐3 Very much so	☐4 Could not observe
p)	Children talked to teachers/adults in the classroom about a variety of topics.	☐1 No	☐2 Some	☐3 Very much so	☐4 Could not observe
q)	Children talked to one another about a variety of topics.	☐1 No	☐2 Some	☐3 Very much so	☐4 Could not observe
r)	Teachers had negative interactions with children in this classroom.	☐1 No	☐2 Some	☐3 Very much so	☐4 Could not observe
s)	Teachers/other adults in the classroom used a language other than English during multiple activities.	☐1 No	☐2 Some	☐3 Very much so	☐4 Could not observe

t)	Assistant or aide was an integral part of the classroom, interacting with children and participating in instruction.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Only one teacher present or could not observe
u)	The teaching "team" (i.e., lead teacher and assistant teacher or aide that are present) worked together as a coordinated pair.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Only one teacher present or could not observe

5. To what extent is each of the following teaching behaviors <u>characteristic</u> of the <u>LEAD TEACHER</u> during today's classroom observation?

a)	Organizing and/or setting up materials and space needed for one or more activities	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
b)	Monitoring children during the activity to address behavior or offer assistance	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
c)	Having multiple back-and-forth exchanges with children focused on a learning topic (such as a literacy, math, science concept or topic)	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
d)	Having multiple back-and-forth exchanges with children focused on a conversational topic (such as what they did over the weekend or their favorite thing to eat)	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
e)	Using and defining <u>advanced</u> vocabulary words (such as words with more than one meaning or words that are not used frequently)	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
f)	Asking children "why" and "how" questions	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
g)	Changing an activity or a portion of an activity based on a child's (or children's) interests	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
h)	Changing an activity or a portion of an activity to make it easier for individual children who need more support	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe

i)	Changing an activity or a portion of an activity to make it more challenging for individual children who are excelling	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
j)	Relating activities or lessons to a theme or main learning topic	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
k)	Asking children to compare and contrast something	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
l)	Asking children to predict or hypothesize what will happen next (such as in a book or in a science activity)	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
m)	Telling children how an activity or a learning topic being discussed was connected to other things they have learned about or experienced outside the classroom	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
n)	Asking children close-ended questions (e.g., yes or no questions)	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
o)	Asking children to explain how an activity or topic is related to something they experienced outside the classroom	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
p)	Repeating or elaborating on something a child said by providing additional information or vocabulary words	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
q)	Prompting or encouraging children to talk to one another (e.g., used "think-pair-share")	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
r)	Scaffolding children's learning by providing "just enough" support (such as providing hints when they struggle to understand something, offering a range of answers to choose from, encouraging children to use additional resources to solve problems)	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
s)	Asking follow-up questions to get children to explain what they are thinking or why they said something	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe

t) Cleaning up the materials and/or space used for activities	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe

6. To what extent is each of the following teaching behaviors <u>characteristic</u> of the <u>ASSISTANT TEACHER</u> during today's classroom observation?

a) Organizing and/or setting up materials and space needed for one or more activities	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
b) Monitoring children during the activity to address behavior or offer assistance	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
c) Having multiple back-and-forth exchanges with children focused on a learning topic (such as a literacy, math, science concept or topic)	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
d) Having multiple back-and-forth exchanges with children focused on a conversational topic (such as what they did over the weekend or their favorite thing to eat)	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
e) Using and defining <u>advanced</u> vocabulary words (such as words with more than one meaning or words that are not used frequently)	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
f) Asking children "why" and "how" questions	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
g) Changing an activity or a portion of an activity based on a child's (or children's) interests	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
h) Changing an activity or a portion of an activity to make it easier for individual children who need more support	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
i) Changing an activity or a portion of an activity to make it more challenging for individual children who are excelling	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
j) Relating activities or lessons to a theme or main learning topic	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
k) Asking children to compare and contrast something	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe

l)	Asking children to predict or hypothesize what will happen next (such as in a book or in a science activity)	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
m)	Telling children how an activity or a learning topic being discussed was connected to other things they have learned about or experienced outside the classroom	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
n)	Asking children close-ended questions (e.g., yes or no questions)	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
o)	Asking children to explain how an activity or topic is related to something they experienced outside the classroom	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
p)	Repeating or elaborating on something a child said by providing additional information or vocabulary words	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
q)	Prompting or encouraging children to talk to one another (e.g., used "think-pair-share")	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
r)	Scaffolding children's learning by providing "just enough" support (such as providing hints when they struggle to understand something, offering a range of answers to choose from, encouraging children to use additional resources to solve problems)	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
s)	Asking follow-up questions to get children to explain what they are thinking or why they said something	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
t)	Cleaning up the materials and/or space used for activities	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe

7. **Using a 1 to 5 rating scale, with '1' being easy and '5' being difficult, how difficult was it for this classroom to deliver CONNECT4LEARNING during today's classroom observation?**

O	O	O	O	O
1	2	3	4	5
Easy				**Difficult**

8. **Select the response option that best describes this classroom's activities and teaching practices during today's classroom observation:**

☐₁	☐₂	☐₃
More child-directed or child-led (for example, most of the activities were unstructured and children could choose what to do)	**A mix of child- and teacher-directed** (for example, some activities were more structured and the teacher guided children through them and some activities were more unstructured and children could choose what to do)	**More teacher-directed or teacher-led** (for example, most of the activities were structured and led by the teacher)

Respond to the following two items thinking about the <u>classroom as a whole</u>:

9. **Report on how much of Connect4Learning was implemented during today's classroom observation.**

◯ 1	◯ 2	◯ 3	◯ 4	◯ 5
None of the activities observed were from C4L.		**Some C4L activities were observed.** At least two C4L activities were observed.		**All or almost all C4L activities were observed.** Classroom implemented at least 4 C4L activities.

10. **It is clear when you enter this classroom and look around it is a CONNECT4LEARNING classroom.**

◯ 1	◯ 2	◯ 3	◯ 4	◯ 5
C4L activities are <u>not implemented as written or do not capture the "spirit"</u> of the curriculum or the learning objectives of the activities. Teachers appear to be only "going through the motions"; OR C4L is <u>not</u> being implemented.		Classroom implements <u>many C4L activities as written, but does not consistently capture the "spirit"</u> or meet the learning objectives of C4L.		<u>**"Exemplary" classroom**</u>. All or almost all C4L activities are conducted at a high level of quality and in a way that fully captures the "spirit" and objectives of the curriculum.

11. General comments:

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┌─────────────────────────────────────────────────────────────┐
│                                                             │
│                                                             │
│                                                             │
└─────────────────────────────────────────────────────────────┘
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[SUBMIT BUTTON]

Thank you. The Weekly Coach Log is complete for the Weekly Coach Log Period (XX/XX/XXXX to XX/XX/XXXX) for [XX] classroom.

SUPPLEMENTAL COACH LOG
Section H. Teacher Readiness Log

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

Report on this classroom's current staffing:
(CHECK ALL THAT APPLY.)

£₁   There is a lead teacher in this classroom *[GO TO H.1 AND H.2]*

£₂   There is a lead teacher in this classroom, but they are brand new and I have been unable to observe them yet *[SKIP H.1 AND H.2]*

£₃   There is an assistant teacher in this classroom *[GO TO H.3 AND H.4]*

£₄   There is an assistant teacher in this classroom, but they are brand new and I have been unable to observe them yet *[SKIP H.3 AND H.4]*

For the next two sets of items, please report on the LEAD <u>TEACHER</u> you coach in this classroom.

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

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

				supports change ☐5
would support her/him in making a change ☐1	would support her/him in making a change ☐2	support her/him in making a change ☐3	support her/him in making changes ☐4	
7à Doesn't think of her/himself as a professional ☐1	Might feel more professional if s/he made a change ☐2	Is beginning to think of her/himself as a professional ☐3	Feels like a professional because of a change s/he have made ☐4	Feels like a true professional because s/he often make changes ☐5

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2. Thinking about the LEAD <u>TEACHER</u> in this classroom, how strongly do you agree or disagree with the following statements?

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

Source: Wanless, 2012

For the next two sets of items, please report on the <u>ASSISTANT TEACHER</u> you coach in this classroom.

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

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

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4. **Thinking about the <u>ASSISTANT TEACHER</u> in this classroom, how strongly do you agree or disagree with the following statements?**

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

Source: Wanless, 2012

[SUBMIT BUTTON]

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

CREATIVE CURRICULUM VERSION

COACH LOG OVERVIEW

Thank you for participating in the VIQI project! As part of this study, we would like you to answer some questions about the teaching staff you coach, including their implementation of the VIQI Intervention and your coaching process. This information is crucial to helping us understand the effects of coaching on teaching practices that support children's developmental outcomes.

Your responses to these questions will be kept private to the extent permitted by law. 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 to items are voluntary. Your responses will be stored in password protected computer files and in locked research facilities. The data will be used only by the research team and other researchers bound by the same security requirements described here. We also may share de-identified responses with researchers looking at other education research topics who agree that they will protect your information.

The coach log will take approximately 15 minutes to complete.

If you have any questions, please contact Michelle at Michelle.Maier@mdrc.org. 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].

INSTRUCTIONS FOR COMPLETING ONLINE LOG

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

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

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

☐　Yes [SKIP TO 3]

☐　No [GO TO 2 AND THEN END LOG]

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

☐　Building closed for planned holiday

☐　Building or classroom closed due to COVID-19

☐   Building closed for reason other than holiday or COVID-19 *(e.g. inclement weather)*

☐   Professional development day (no teachers in attendance)

☐   All classroom teachers absent for reason other than professional development day (e.g., sick; on personal leave)

☐   Special on- or off-site event

☐   Coach absence

☐   Not a planned coaching week

☐   Technical difficulties (e.g. poor connection, audio or video equipment malfunction)

☐   Other: specify _____

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

3. Which components of the coaching session did you complete?

SELECT ALL THAT APPLY.

£$_1$ Coach-teacher meeting

£$_2$ Classroom observation

ROUTING OVERVIEW:
IF ONLY A MEETING TOOK PLACE, ADMINISTER SECTIONS A AND B.
IF ONLY AN OBSERVATION TOOK PLACE, ADMINISTER SECTIONS C THRU G.
IF BOTH TOOK PLACE, ADMINISTER SECTIONS A THRU G.

SECTION H IS ADMINISTERED ONCE PER CLASSROOM IN THE FALL AND ONCE IN THE SPRING, NOT CONNECTED TO A SPECIFIC COACHING SESSION.

Section A: Coach-Teacher Meeting Basics

1. What was the date of the coaching meeting ?

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

2. Was the meeting in person or virtual?

£₁   In person

£₂   Virtual

3. For about how long did you meet with this classroom's teacher(s)?
Do NOT include time when you were observing in this classroom.

SELECT ONE.

☐₁ ~15 minutes or less   ☐₅ ~50 minutes

☐₂ ~20 minutes   ☐₆ ~60 minutes (an hour)

☐₃ ~30 minutes   ☐₇ ~An hour and a half

☐₄ ~40 minutes   ☐₈ More than an hour and a half

4. Who attended the coach-teacher meeting?

SELECT ONE.

☐
1   Lead teacher only

☐
2   Assistant teacher only

☐
3   Lead and assistant teachers together

☐
4   Lead and assistant teachers separately

5. How was this classroom operating <u>last week</u>? Select all that apply.

£₁   Classroom conducted in-person instruction

£₂   Classroom conducted virtual instruction

£₃   Classroom closed due to COVID-related issue

£₄   Classroom closed due to other issue

£$_5$ Not sure

Section B: Coach-Teacher Meeting Activities and Topics

1. In this coach-teacher meeting, which activities did you engage in?

SELECT ALL THAT APPLY.

q)	I modeled or demonstrated an instructional strategy	£$_1$
r)	I worked with teachers to interpret data about child learning in the classroom	£$_2$
s)	I provided feedback to teachers in-person after observing the classroom	£$_3$
t)	I followed up with the classroom by email or phone	£$_4$
u)	I provided constructive feedback that is specific, issue-focused, and based on observations	£$_5$
v)	I set goals and/or reviewed progress on goals with the teachers	£$_6$
w)	I introduced new skills, practices, or strategies related to the curriculum	£$_7$
x)	I helped teachers to reflect on skills, practices, or strategies	£$_8$
y)	I worked with teachers to role-play a skill or strategy	£$_9$
z)	I worked with teachers to problem-solve a personal issue, provide emotional support, or work on stress reduction	£$_{10}$
aa)	I shared materials and resources	£$_{11}$
bb)	I conducted/arranged an on-site workshop or training	£$_{12}$
cc)	I helped with preparation, administration, scheduling	£$_{13}$
dd)	I worked as an assistant in classroom (such as help manage a child)	£$_{14}$
ee)	I worked through technology problems or helped teachers learn how to use technology	£$_{15}$
ff)	Other. Specify: _____	£$_{16}$

2. What was discussed during the meeting?
   SELECT ALL THAT APPLY.

p)	Planning for or implementing whole group activities from C4L	£$_1$
q)	Planning for or implementing small group activities from C4L	£$_2$
r)	Planning for or implementing read aloud activities from C4L	£$_3$
s)	Planning for or implementing choice time activities from C4L	£$_4$
t)	Implementing other curricular models or teaching and learning activities used in this classroom	£$_5$
u)	Children's language or literacy/reading development	£$_6$
v)	Children's mathematics development	£$_7$
w)	Children's scientific knowledge development	£$_8$
x)	Intentional teaching practices like asking children reflective, "higher order" questions; extending children's responses and learning	£$_9$
y)	Differentiating teaching or learning activities for individual children	£$_{10}$
z)	Organization and management (e.g., classroom routines and schedules)	£$_{11}$
aa)	Classroom set up and physical environment	£$_{12}$
bb)	Being emotionally responsive and sensitive to children	£$_{13}$
cc)	Curriculum/training with a new teacher	£$_{14}$
dd)	Other. Specify: _____	£$_{15}$

3. Was any of the following discussed during this coach-teacher meeting?

SELECT ALL THAT APPLY.

l)	Professional, state and national standards (e.g., NAEYC; Curriculum Frameworks; Common Core; QRIS)	£$_1$
m)	Quality observational tools, like the CLASS or ECERS	£$_2$
n)	Conducting or interpreting child assessments through observation, screening, and/or formal instruments (e.g., EVT, PALS)	£$_3$
o)	Children's developmental progression and/or learning in different domains	£$_4$
p)	Supporting or fostering children's social/emotional development	£$_5$
q)	Individual children's behavior management	£$_6$
r)	Family engagement	£$_7$
s)	Supporting children with special needs in the classroom	£$_8$
t)	Supporting English Language Learners (ELLs) or Dual Language Learners (DLLs)	£$_9$
u)	Cultural competence for working with diverse populations	£$_{10}$
v)	None of the above	£$_{11}$

ROUTING: IF NO OBSERVATION TOOK PLACE, END LOG.

Section C: Coaching Observation Basics

1. What was the date of the coaching observation?

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

2. Was the observation in person or virtual?

£₁ In person (*go to C.5*)

£₂ Virtual (*ask C.3 and C4*)

3. How was this virtual observation conducted?

£₁ Via livestream

£₂ Via recording

4. Rate the quality of the livestream/recorded video and sound.

Video quality		Sound quality	
£₁	Poor	£₁	Poor
£₂	Fair	£₂	Fair
£₃	Good	£₃	Good
£₄	Excellent	£₄	Excellent

5. For about how long did you observe this classroom?
SELECT ONE.

☐₁ ~30 minutes or less ☐₅ ~An hour and a half

☐₂ ~45 minutes ☐₆ ~An hour and 45 minutes

☐₃ ~60 minutes (an hour) ☐₇ ~Two hours

☐₄ ~1 hour and 15 minutes ☐₈ More than two hours

6. Who was present during the observation? Count a teacher as present if they were in the room more than half the time.

SELECT ONE.

☐₁ Lead teacher only

☐₂ Assistant teacher only

☐₃ Lead and assistant teachers together

☐ Lead and assistant teachers separately
4

PROGRAMMER: THIS ITEM IS ASKED IN SECTION A. ONLY ASK HERE IF A.5 IS BLANK.

7. How was this classroom operating <u>last week</u>? Select all that apply.

£₁   Classroom conducted in-person instruction

£₂   Classroom conducted virtual instruction

£₃   Classroom closed due to COVID-related issue

£₄   Classroom closed due to other issue

£₅   Not sure

Section D: Curriculum Adherence

1. What curricula other than Creative Curriculum did you observe the teachers using during today's classroom observation?

SELECT ALL THAT APPLY.

£$_1$ Connect4Learning

£$_2$ Building Blocks

£$_3$ Preschool Pathways to Science

£$_4$ Pyramid Model for Supporting Social Emotional Competence

£$_5$ High/Scope

£$_6$ Frog Street

£$_7$ Handwriting without Tears

£$_8$ Fundations

£$_9$ Let's Begin with the Letter People

£$_{10}$ Opening the World of Learning (OWL)

£$_{11}$ Preschool PATHS

£$_{12}$ Tools of the Mind

£$_{13}$ Open Circle

£$_{14}$ Second Step

£$_{15}$ Everyday Mathematics

£$_{16}$ Number Worlds

£$_{18}$ Other (please specify: _____)

2. What Study and Investigation of Creative Curriculum did the teachers implement?
Study: *[Select STUDY from drop-down list]*
Investigation: *[Select INVESTIGATION from drop-down list]*

3.   Report on what you observed during today's classroom observation:
SELECT ONE PER ROW.

	Observed	Not observed

a)	Choice time/Centers	☐₁	☐₂
b)	Large/Whole group	☐₁	☐₂
c)	Small group	☐₁	☐₂
d)	Read Aloud	☐₁	☐₂
e)	Activities with individual children	☐₁	☐₂
f)	Recess/outside time	☐₁	☐₂
g)	Meals/snacks	☐₁	☐₂
h)	Specials (e.g., non-classroom teacher conducting a special lesson/activity)	☐₁	☐₂
i)	Routines like bathroom, teethbrushing, transitions, classroom management	☐₁	☐₂
j)	Other (specify: _____)	☐₁	☐₂

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

CHOICE TIME/CENTERS

[PROGRAMMING NOTES: IF 'OBSERVED' IS SELECTED FOR CHOICE TIME/CENTERS IN ITEM D.3a, ASK ITEMS D.4 to D.9. IF NOT, SKIP D.4-D.9.]

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

☐ Minutes

5. Was there any evidence of Creative Curriculum in the choice time or center activities (e.g., open-ended and varied materials, Creative Curriculum-defined interest areas, study-related materials for hands-on exploration)?

SELECT ONE.
☐₁ None
☐₂ Some
☐₃ A lot

6. Which content areas were focused on in choice time or centers during your coaching session?
   Check all that apply.

   £₁ Language and literacy

£2   Mathematics

£3   Science

£4   Social-emotional learning

£5   Art or music

£6   Gross or fine motor

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

☐1   Not at all engaged

☐2   Somewhat engaged

☐3   Very engaged

8. Who helped actively facilitate choice time or centers (e.g., walked around to monitor, ask questions, talk with children about the activities)?

☐1   Mostly lead teacher

☐2   Mostly assistant teacher

☐3   Both lead and assistant teachers about equally

☐4   Other

9. Comments on Choice time or Centers:

LARGE/WHOLE GROUP ACTIVITIES

[PROGRAMMING NOTES: IF 'OBSERVED' IS SELECTED FOR LARGE/WHOLE GROUP IN ITEM D.3b, ASK ITEMS D.10 to D.24. IF NOT, SKIP D.10-D.24.]

10. Which of the following Creative Curriculum activities did you observe <u>implemented as a large/whole group</u> during your coaching session?
Check all that apply.

☐1 Question of the day / Discussion of Study topic

☐2 Shared writing

☐3 Mighty Minutes

☐4 Large-Group Roundup

☐5 Intentional Teaching Card(s)

☐6 A whole group activity <u>not</u> from the Creative Curriculum

[If the only selected response option for Question D.10 is (6) "A whole group activity not from the Creative Curriculum" then skip D.11-D.23.]

11. **Who did you observe delivering any Creative Curriculum activity in a Large/Whole Group format during your coaching session?** Check all that apply.

£₁ Lead Teacher

£₂ Assistant teacher

£₃ Other staff

12. **Was the Creative Curriculum Large/Whole Group activity(ies) delivered as written or described in the curriculum?**

☐₁ All or most were conducted as written/described in the curriculum

☐₂ Some were conducted as written/described in the curriculum but some were not

☐₃ Most or all were <u>not</u> conducted as written/described in the curriculum

[IF OPTION 2 OR 3 SELECTED IN D.12, ASK D.13. OTHERWISE, SKIP TO D.14.]

13. **Which Creative Curriculum Large/Whole Group activities were not conducted as written/ described in the curriculum?** Check all that apply.

£₁ Question of the Day / Discussion of Study topic

£₂ Shared writing

£₃ Mighty Minutes

£₄ Large Group Round-up

£₅ Intentional Teaching Card(s)

14. **Was the Creative Curriculum Large/Whole Group activity(ies) conducted in a way that was aligned with the learning objective and intent of the curriculum (e.g., teacher achieved the main goal(s) of the activity regardless of whether they delivered it as written or described in the curriculum)?**

☐₁ All or most activities conducted were aligned with the learning objective(s) and intent of the curriculum.

☐₂ Some activities conducted were aligned with the learning objective(s) and intent of the curriculum, but some were not.

☐₃ Most or all mechanics of the activities missed the learning objective(s) and intent of the curriculum.

[IF OPTION 2 OR 3 SELECTED IN D.14, ASK D.15. OTHERWISE, SKIP TO D.16.]

15. **Which Creative Curriculum Large/Whole Group activities were <u>not</u> conducted in a way that was aligned with the learning objective and intent of the curriculum (e.g., teacher did not achieve the main goal(s) of the activity irrespective of whether they delivered it as written or described in the curriculum)?** Check all that apply.

£₁ Question of the Day / Discussion of Study topic

£₂   Shared writing

£₃   Mighty Minutes

£₄   Large Group Round-up

£₅   Intentional Teaching Card(s)

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

(Do not count Read Aloud.)

	Minutes

17. Which content areas were the <u>main</u> focus during large/whole group activities?   **Check all that apply.**
☐₁   Language and literacy
☐₂   Mathematics
☐₃   Science
☐₄   Social-emotional learning
☐₅   Art or music
☐₆   Gross or fine motor

18. What other content areas were addressed during large/whole group activities?

Check all that apply.

☐₁   Language and literacy

☐₂   Mathematics

☐₃   Science

☐₄   Social-emotional learning

☐₅   Art or music

☐₆   Gross or fine motor

[IF "Language and literacy" is selected in D.17, ask D.19. Otherwise skip D.19.]		
19. You said a main focus of large or whole group was language and literacy. Which of the following specific skills were focused on? Select all that apply.	**Yes**	**No**
a) Vocabulary	☐₁	☐₀
b) Oral language	☐₁	☐₀
c) Print and text concepts (e.g., discussing how print conveys a message or print is written and read left to right, drawing attention to punctuation marks)	☐₁	☐₀
d) Identifying letters, words, sentences; letter-sound correspondence	☐₁	☐₀

	Yes	No
e) Phonological awareness (individual speech sounds)	☐1	☐0
f) Listening or reading comprehension	☐1	☐0
g) Reading books (e.g., read aloud conducted by teacher, children 'reading' books)	☐1	☐0
h) Story telling	☐1	☐0
i) Drawing or writing	☐1	☐0
[IF "Mathematics" is selected in D.17, ask D.20. Otherwise skip D.20.]		
20. You said a main focus of large or whole group was mathematics. Which of the following specific skills were focused on? Select all that apply.	**Yes**	**No**
a) Number sense and concepts (e.g., counting objects, counting verbally)	☐1	☐0
b) Writing and identifying numerals	☐1	☐0
c) Addition	☐1	☐0
d) Subtraction	☐1	☐0
e) Multiplication or division	☐1	☐0
f) Making, copying, or extending patterns	☐1	☐0
g) Comparing numbers and quantities (e.g., more, less)	☐1	☐0
h) Measurement (standard, non-standard units)	☐1	☐0
i) Sorting or ordering by attributes or a rule	☐1	☐0
j) Identifying, describing, defining, comparing familiar shapes (e.g., circle, square, rectangle, triangle, diamond, star)	☐1	☐0
k) Identifying, describing, defining, comparing less familiar shapes (e.g., trapezoid, octagon, hexagon, oval, rhombus, deltoid, less familiar triangles such as right, equilateral, isosceles)	☐1	☐0
l) Drawing or constructing shapes	☐1	☐0
m) Creating charts or analyzing data	☐1	☐0
[IF "Science" is selected in D.17, ask D.21. Otherwise skip D.21.]		
21. You said a main focus of large or whole group was science. Which of the following specific skills were focused on? Select all that apply.	**Yes**	**No**
a) Living things (e.g., people, animals, plants; habitats; life cycles; growth)	☐1	☐0
b) Earth and space (e.g., earth's materials, weather, day/night, seasons)	☐1	☐0
c) Physical properties (e.g., properties of objects, structures, function, motion, sound, light)	☐1	☐0
d) Health (e.g., body parts and what they do, body processes, food pyramid)	☐1	☐0
e) Tools and technology (e.g., scale, magnifying glass, magnets, computers)	☐1	☐0
f) Engineering	☐1	☐0
g) Environmentally friendly practices; recycling	☐1	☐0
h) Scientific thinking (e.g., ask questions, make predictions, experiment, cause/effect)	☐1	☐0
[IF "Social-emotional learning" is selected in D.17, ask D.22. Otherwise skip D.22.]		
22. You said a main focus of large or whole group was social-emotional	**Yes**	**No**

learning. Which of the following specific skills were focused on? Select all that apply.		
a) Friendship skills (e.g., sharing, social values, empathy)	☐1	☐0
b) Feelings/emotions (e.g., recognizing them in oneself and others)	☐1	☐0
c) Social problem-solving	☐1	☐0
d) Managing strong emotions and regulating behavior	☐1	☐0

23. How engaged were most children in large/whole group?

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

☐1 Not at all engaged

☐2 Somewhat engaged

☐3 Very engaged

24. Comments on Large/Whole Group activities:

SMALL GROUP ACTIVITIES

[PROGRAMMING NOTES: IF 'OBSERVED' IS SELECTED FOR SMALL GROUP IN ITEM D.3c, ASK ITEMS D.25 to D.44. IF NOT, SKIP D.25-D.44.]

25. Which Creative Curriculum activities did you observe delivered as a small group? Select all that apply.

£1 Option 1

£2 Option 2

£3 Another Creative Curriculum activity designed for large group or centers

£4 A small group activity not from the Creative Curriculum

[If only response to Question D.25 response is (4) "small group activity not from the Creative Curriculum" then skip D.26 to D.43.]

26. Who did you observe delivering Creative Curriculum activities in a small group during your coaching session? Check all that apply.

£1 Lead Teacher

£2 Assistant teacher

£3 Other staff

27. Was the Creative Curriculum activity(ies) in a small group delivered as written or described in the curriculum?

☐1 All or most were conducted as written/described in the curriculum

$\square_2$ Some were conducted as written/described in the curriculum but some were not

$\square_3$ Most or all were <u>not</u> conducted as written/described in the curriculum

[IF OPTION 2 OR 3 SELECTED IN D.27, ASK D.28. OTHERWISE, SKIP TO D.29.]

28. **Which Creative Curriculum activity(ies) in small group were not conducted as written/described in the curriculum?** Check all that apply.
   £₁   Option 1
   £₂   Option 2
   £₃   Another Creative Curriculum activity designed for large group or centers

29. **Was the Creative Curriculum small group activity(ies) conducted in a way that was aligned with the learning objective and intent of the curriculum (e.g., teacher achieved the main goal(s) of the activity regardless of whether they delivered it as written or described in the curriculum)?**
   $\square_1$ All or most activities conducted were aligned with the learning objective(s) and intent of the curriculum.
   $\square_2$ Some activities conducted were aligned with the learning objective(s) and intent of the curriculum, but some were not.
   $\square_3$ Most or all mechanics of the activities missed the learning objective(s) and intent of the curriculum.

[IF OPTION 2 OR 3 SELECTED IN D.29, ASK D.30. OTHERWISE, SKIP TO D.30.]

30. **Which Creative Curriculum activity(ies) in small group was <u>not</u> conducted in a way that was aligned with the learning objective and intent of the curriculum?** Check all that apply.
   £₁   Option 1
   £₂   Option 2
   £₃   Another Creative Curriculum activity designed for large group or centers

31. **Approximately how much time did the class spend in small group activities in total? Round to the nearest minute.**

[RANGE = 1 TO 240, WHOLE NUMBERS ONLY]

   [   ]   Minutes

32. **For each small group observed, what was the <u>main</u> focus? Select all that apply.**
   £₁ Language and literacy
   £₂ Mathematics
   £₃ Science

£4 Social-emotional learning

£5 Art or music

£6 Gross or fine motor

33. What other content areas were addressed during small group activities?

    Select all that apply.

£1 Language and literacy

£2 Mathematics

£3 Science

£4 Social-emotional learning

£5 Art or music

£6 Gross or fine motor

[IF "Language and literacy" is selected in D.32, ask D.34. Otherwise skip D.34.]		
34. You said a main focus of small group was language and literacy. Which of the following specific skills were focused on? Select all that apply.	**Yes**	**No**
a) Vocabulary	☐1	☐0
b) Oral language	☐1	☐0
c) Print and text concepts (e.g., discussing how print conveys a message or print written and read left to right, drawing attention to punctuation marks)	☐1	☐0
d) Identifying letters, words, sentences; letter-sound correspondence	☐1	☐0
e) Phonological awareness (individual speech sounds)	☐1	☐0
f) Listening or reading comprehension	☐1	☐0
g) Reading books (e.g., read aloud conducted by teacher, children 'reading' books)	☐1	☐0
h) Story telling	☐1	☐0
i) Drawing or writing	☐1	☐0
[IF "Mathematics" is selected in D.32, ask D.35. Otherwise skip D.35.]		
35. You said a main focus of small group was mathematics. Which of the following specific skills were focused on? Select all that apply.	**Yes**	**No**
a) Number sense and concepts (e.g., counting objects, counting verbally)	☐1	☐0
b) Writing and identifying numerals	☐1	☐0
c) Addition	☐1	☐0
d) Subtraction	☐1	☐0
e) Multiplication or division	☐1	☐0
f) Making, copying, or extending patterns	☐1	☐0
g) Comparing numbers and quantities (e.g., more, less)	☐1	☐0
h) Measurement (standard, non-standard units)	☐1	☐0
i) Sorting or ordering by attributes or a rule	☐1	☐0

	Yes	No
j) Identifying, describing, defining, comparing familiar shapes (e.g., circle, square, rectangle, triangle, diamond, star)	☐1	☐0
k) Identifying, describing, defining, comparing less familiar shapes (e.g., trapezoid, octagon, hexagon, oval, rhombus, deltoid, less familiar triangles such as right, equilateral, isosceles)	☐1	☐0
l) Drawing or constructing shapes	☐1	☐0
m) Creating charts or analyzing data	☐1	☐0

[IF "Science" is selected in D.32, ask D.36. Otherwise skip D.36.]

36. You said a main focus of small group was science. Which of the following specific skills were focused on? Select all that apply.	**Yes**	**No**
a) Living things (e.g., people, animals, plants; habitats; life cycles; growth)	☐1	☐0
b) Earth and space (e.g., earth's materials, weather, day/night, seasons)	☐1	☐0
c) Physical properties (e.g., properties of objects, structures, function, motion, sound, light)	☐1	☐0
d) Health (e.g., body parts and what they do, body processes, food pyramid)	☐1	☐0
e) Tools and technology (e.g., scale, magnifying glass, magnets, computers)	☐1	☐0
f) Engineering	☐1	☐0
g) Environmentally friendly practices; recycling	☐1	☐0
h) Scientific thinking (e.g., ask questions, make predictions, experiment, cause/effect)	☐1	☐0

[IF "social-emotional learning" is selected in D.32, ask D.37. Otherwise skip D.37.]

37. You said a main focus of small group was social-emotional learning. Which of the following specific skills were focused on? Select all that apply.	**Yes**	**No**
a) Friendship skills (e.g., sharing, social values, empathy)	☐1	☐0
b) Feelings/emotions (e.g., recognizing them in oneself and others)	☐1	☐0
c) Social problem solving	☐1	☐0
d) Managing strong emotions and regulating behavior	☐1	☐0

[IF D.32 response is (1) Language and Literacy, ask D.38. Otherwise skip D.38.]

38. Of those present during your observation, how many children participated in <u>language and literacy</u> small group activities?

☐1 76-100%

☐2 51-75%

☐3 26-50%

☐4   0-25%

[IF D.32 response is (2) Mathematics, ask D.39. Otherwise skip D.39.]

39. Of those present during your observation, how many children participated in <u>mathematics</u> small group activities?

☐1 76-100%

☐2 51-75%

☐₃ 26-50%

☐₄ 0-25%

[IF D.32 response is (3) Science, ask D.40. Otherwise skip D.40.]

40. Of those present during your observation, how many children participated in <u>science</u> small group activities?

☐₁ 76-100%

☐₂ 51-75%

☐₃ 26-50%

☐₄ 0-25%

[IF D.32 response is (4) Social-emotional learning, ask D.41. Otherwise skip D.41.]

41. Of those present during your observation, how many children participated in <u>social-emotional</u> small group activities?

☐₁ 76-100%

☐₂ 51-75%

☐₃ 26-50%

☐₄ 0-25%

[IF D.32 response is (5) Art or music OR (6) gross or fine motor, ask D.42. Otherwise skip D.42.]

42. Of those present during your observation, how many children participated in <u>art or music</u> AND/OR <u>gross or fine motor</u> small group activities?

☐₁ 76-100%

☐₂ 51-75%

☐₃ 26-50%

☐₄ 0-25%

43. How engaged were most children in small group activity(ies)?

☐₁ Not at all engaged

☐₂ Somewhat engaged

☐₃ Very engaged

44. Comments on Small Group Activities

READ ALOUD

[PROGRAMMING NOTES: IF 'OBSERVED' IS SELECTED FOR READ ALOUD IN ITEM D.3d, ASK ITEMS D.45-D.53. IF NOT, SKIP D.45-D.53.]

45. Approximately how much time did the class spend in Read Aloud?
   [RANGE = 1 TO 60, WHOLE NUMBERS ONLY]

   [_____] Minutes

46. Select the option that best represents what book(s) was read.
   Select all that apply.

   £₁ A curriculum book listed in the current weekly planner **[GO TO 47]**

   £₂ A curriculum book but not listed in the current weekly planner **[GO TO 47]**

   £₃ A book not from the curriculum but related to the theme or unit **[GO TO 53]**

   £₄ A book not from the curriculum and unrelated to the theme or unit **[GO TO 53]**

47. Who did you observe delivering Read Aloud during your coaching session? Check all that apply.

   £₁ Lead Teacher

   £₂ Assistant teacher

   £₃ Other staff

48. Was the Read Aloud delivered <u>as written</u> or described in the curriculum?

   ☐₁ All or most were conducted as written/described in the curriculum

   ☐₂ Some were conducted as written/described in the curriculum, but some were not

   ☐₃ <u>Most</u> or all were not conducted as written/described in the curriculum

[IF OPTION 2 OR 3 SELECTED IN D.48, ASK D.49. OTHERWISE, SKIP TO D.50.]

49. Which Read Aloud was <u>not</u> conducted as written/described in the curriculum? Check all that apply.

   £₁ A curriculum book listed in the current weekly planner

   £₂ A curriculum book but not listed in the current weekly planner

50. Was the Creative Curriculum Read Aloud conducted in a way that was aligned with the learning objective and intent of the curriculum (e.g., teacher achieved the main goal(s) of the activity regardless of whether they delivered it as written or described in the curriculum)??

   ☐₁ All or most activities conducted were aligned with the learning objective(s) and intent of the curriculum.

   ☐₂ Some activities conducted were aligned with the learning objective(s) and intent of the curriculum, but some were not.

   ☐₃ Most or all mechanics of the activities missed the learning objective(s) and intent of the curriculum.

[IF OPTION 2 OR 3 SELECTED IN D.50, ASK D.51 OTHERWISE, SKIP TO D.52.]

51. Which Read Aloud was <u>not</u> conducted in a way that was aligned with the learning objective and intent of the curriculum? Check all that apply.

£₁ A curriculum book listed in the current weekly planner

£₂ A curriculum book but not listed in the current weekly planner

52. How engaged were most children in the Read Aloud?
Consider the degree to which most children were paying attention/listening or actively participating (e.g., responding to questions).

☐₁ Not at all engaged

☐₂ Somewhat engaged

☐₃ Very engaged

53. Comments on Read Aloud:

ACTIVITIES WITH INDIVIDUAL CHILDREN

[PROGRAMMING NOTES: IF 'OBSERVED' IS SELECTED FOR ACTIVITIES WITH INDIVIDUAL CHILDREN IN ITEM D.3e, ASK THE FOLLOWING ITEMS. IF NOT, GO TO SECTION A2.]

54. How many children <u>in total</u> participated in an individual activity with a teacher?

Children

[RANGE = 1 TO 50, WHOLE NUMBERS ONLY]

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

£₁ Language and literacy

£₂ Mathematics

£₃ Science

£₄ Social-emotional learning

£₅ Art or music

£₆ Gross or fine motor

£₇ Progress monitoring/assessment

☐₈ Story telling

56. Comments on Individual Activities with Children:

Section E: Coaching Session Activities and Topics

1. In this coaching observation, which activities did you engage in?

		SELECT ALL THAT APPLY
a)	I modeled or demonstrated an instructional strategy	☐1
b)	I worked with teachers to interpret data about child learning in the classroom	☐2
c)	I provided feedback to teachers in-person after observing the classroom	☐3
d)	I followed up with the classroom by email or phone	☐4
e)	I provided constructive feedback that is specific, issue-focused, and based on observations	☐5
f)	I set goals and/or reviewed progress on goals with the teachers	☐6
g)	I introduced new skills, practices, or strategies related to the curriculum	☐7
h)	I helped teachers to reflect on skills, practices, or strategies	☐8
i)	I worked with teachers to role-play a skill or strategy	☐9
j)	I worked with teachers to problem-solve a personal issue, provide emotional support, or work on stress reduction	☐10
k)	I shared materials and resources	☐11
l)	I conducted/arranged an on-site workshop or training	☐12
m)	I helped with preparation, administration, scheduling	☐13
n)	I worked as an assistant in classroom (such as help manage a child)	☐14
o)	I troubleshooted technology problems or helped teachers learn how to use technoloy	☐15
p)	Other. Specify: _____	☐16

2. What was discussed during the observation?

		SELECT ALL THAT APPLY
a)	Planning for or implementing whole group activities from Creative Curriculum	☐1

b)	Planning for or implementing small group activities from Creative Curriculum	□2
c)	Planning for or implementing read aloud activities from Creative Curriculum	□3
d)	Planning for or implementing choice time activities from Creative Curriculum	□4
e)	Implementing other curricular models or teaching and learning activities used in this classroom	□5
f)	Discussing children's language or literacy/reading development	□6
g)	Discussing children's mathematics development	□7
h)	Discussing children's scientific knowledge development	□8
i)	Discussing instructional teaching practices like asking children reflective, "higher order" questions; extending children's responses and learning	□9
j)	Discussing differentiating teaching or learning activities for individual children	□10
k)	Discussing organization and management (e.g., classroom routines and schedules)	□11
l)	Discussing classroom set up and physical environment	□12
m)	Discussing being emotionally responsive and sensitive to children	□13
n)	Discussing the curriculum/training with a new teacher	□14
o)	Other. Specify: _____	□15

3. Was any of the following discussed during this observation?
SELECT ALL THAT APPLY.

a)	Professional, state and national standards (e.g., NAEYC; Curriculum Frameworks; Common Core; QRIS)	£1

b)	Quality observational tools, like the CLASS or ECERS	$£_2$
c)	Conducting or interpreting child assessments through observation, screening, and/or formal instruments (e.g., EVT, PALS)	$£_3$
d)	Children's developmental progression and/or learning in different domains	$£_4$
e)	Supporting or fostering children's social/emotional development	$£_5$
f)	Individual children's behavior management	$£_6$
g)	Family engagement	$£_7$
h)	Supporting children with special needs in the classroom	$£_8$
i)	Supporting English Language Learners (ELLs) or Dual Language Learners (DLLs)	$£_9$
j)	Cultural competence for working with diverse populations	$£_{10}$
k)	None of the above	$£_{11}$

Section F: Themes

1. **Did the lessons observed during today's classroom observation come from a unit, study, theme, or focal question?**

   ☐₁ Yes **[GO TO F.2]**

   ☐₀ No **[SKIP TO SECTION G]**

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

   ```
   ┌─────────────────────────────────────────────────────────────┐
   │                                                             │
   │                                                             │
   │                                                             │
   │                                                             │
   └─────────────────────────────────────────────────────────────┘
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3. **How did the teacher(s) choose the theme(s), study, or focal question(s)?** Check all that apply.
   NOTE: YOU MAY NEED TO ASK TEACHER(S) HOW THEY CHOSE THEIR THEME OR FOCAL QUESTION AND SELECT THE BEST RESPONSE.

   £₁ Themes, study or focal questions are provided by curriculum

   £₂ Based on interests of children in the classroom

   £₃ Based on common interests for all children

   £₄ Other

4. **What activities did the teacher(s) use to explore the theme(s), study or focal question(s)?**
   Check all that apply.

   £₁ Choice time/Centers

   £₂ Read Aloud

   £₃ Whole or Large Group

   £₄ Small Group

   £₅ Activities with individual children

   £₆ Other

5. How rich was the content delivered on the theme, study, or focal question?

$\square_5$ (5) Theme content promoted students' conceptual development, including rich content and background knowledge opportunities for most times when theme content was being delivered (e.g., How do living things grow and change)?

$\square_4$ (4)

$\square_3$ (3) Theme content somewhat promoted students' conceptual development, including less rich content and background knowledge opportunities (e.g., "bakery shop")

$\square_2$ (2)

$\square_1$ (1) Theme content did not promote students' conceptual development (e.g., holiday/seasonal themes, like "Fall", coloring or completing worksheets with thematic ties)

$\square_0$ Not applicable; no discernible theme, study, or focal question

Section G: Implementation Quality

1. **Which of the following Creative Curriculum-related experiences did you see the teacher(s) or child(ren) do during today's classroom observation? SELECT ALL THAT APPLY.**

    £$_1$ Adds to the web of investigations

    £$_2$ Implements "Wow! Experiences"

    £$_3$ Creates and posts "What do we know?" and "What do we want to find out?" charts

    £$_4$ Posts and discusses a question of the day with the children

    £$_5$ Individualizes instruction (e.g., by using color-coded teaching sequences on Intentional Teaching Cards)

    £$_6$ Uses Mighty Minutes cards to facilitate learning <u>during transitions</u>

    ☐$_7$ Evidence of children investigating material(s) provided specifically for the study

    £$_8$ None of the above

2. **Thinking about all the *CREATIVE CURRICULUM* activities you observed the <u>Lead Teacher</u> implement during today's classroom observation, please select the option(s) that best describes what you observed.**

    SELECT ALL THAT APPLY.

    £$_1$ Implemented activities as written

    ☐$_2$ Changed activity or wording but in a positive way – activity remained aligned with the original activity's objective and/or activity was enhanced

    £$_2$ Changed activity or wording so that activity was not aligned with the original activity's objective

    £$_3$ Implemented curricular activities out of order from what is written in curriculum materials

    £$_4$ Skipped some activities in the curriculum or portions of activities

    £$_5$ Used different materials than what was listed in the curriculum

    £$_6$ Used different instructional formats (e.g., did a small group activity in a large/whole group)

    £$_7$ Substituted with activities that are <u>not</u> from the curriculum

    ☐$_8$ Did not implement any curricular activities

    £$_9$ No Lead Teacher present for this observation *[IF CHOSEN, SKIP G.5.]*

3. **Thinking about all the *CREATIVE CURRICULUM* activities you observed the <u>Assitant Teacher</u> implement during today's classroom observation, please select the option(s) that best describes what you observed.**

    SELECT ALL THAT APPLY.

£₁   Implemented activities as written

£₂   Changed activity or wording but in a positive way – activity remained aligned with the
     original activity's objective and/or activity was enhanced

£₃   Changed activity or wording so that activity was not aligned with the
     original activity's objective

£₄   Implemented curricular activities out of order from what is written in curriculum materials

£₅   Skipped some activities in the curriculum or portions of activities

£₆   Used different materials than what was listed in the curriculum

£₇   Used different instructional formats (e.g., did a small group activity in a large/whole
     group)

£₈   Substituted with activities that are <u>not</u> from the curriculum

☐₉   Did not implement any curricular activities

£₁₀   No Assistant Teacher present for this observation *[IF CHOSEN, SKIP G.6.]*

4. **To what extent is each of the following <u>characteristic</u> of this classroom during today's classroom observation?** The term "teachers" includes the lead teacher(s), assistant teacher(s), paraprofessional(s), and aide(s) in the classroom. Select one in each row.

a)	Centers were physically distinct.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
b)	Areas were arranged so children can easily get around and access materials.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
c)	Classroom was neat and clean.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
d)	Classroom was very noisy.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
e)	Classroom's materials, furnishings, equipment, and displays were adequate and in good repair.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
f)	Classroom followed their typical routine or schedule.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
g)	Transitions between activities were smooth and relatively short.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
h)	Transitions between activities were used as opportunities to teach skills and concepts	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe

i)	Transitions between activities were used as a way to get the whole class from one place to another.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
j)	Children knew the routines and expectations in the classroom very well.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
k)	Teachers had positive or pleasant interactions with children in this classroom.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
l)	Most interactions children had with their peers could be characterized by positive affect (smiling, laughing), behaviors, and/or language.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
m)	Teachers were flexible in their plans for the day, going along with children's interest and ideas.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
n)	Teachers had to stop instruction or activities to discipline children.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
o)	Teachers/other adults in the classroom had to raise their voice.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
p)	Children talked to teachers/adults in the classroom about a variety of topics.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
q)	Children talked to one another about a variety of topics.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
r)	Teachers had negative interactions with children in this classroom.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
s)	Teachers/other adults in the classroom used a language other than English during multiple activities.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
t)	Assistant or aide was an integral part of the classroom, interacting with children and participating in instruction.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Only one teacher present or could not observe

u) The teaching "team" (i.e., lead teacher and assistant teacher or aide that are present) worked together as a coordinated pair.	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Only one teacher present or could not observe

5. To what extent is each of the following teaching behaviors <u>characteristic</u> of the <u>LEAD TEACHER</u> during today's classroom observation?

a) Organizing and/or setting up materials and space needed for one or more activities	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
b) Monitoring children during the activity to address behavior or offer assistance	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
c) Having multiple back-and-forth exchanges with children focused on a learning topic (such as a literacy, math, science concept or topic)	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
d) Having multiple back-and-forth exchanges with children focused on a conversational topic (such as what they did over the weekend or their favorite thing to eat)	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
e) Using and defining <u>advanced</u> vocabulary words (such as words with more than one meaning or words that are not used frequently)	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
f) Asking children "why" and "how" questions	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
g) Changing an activity or a portion of an activity based on a child's (or children's) interests	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
h) Changing an activity or a portion of an activity to make it easier for individual children who need more support	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
i) Changing an activity or a portion of an activity to make it more challenging for individual children who are excelling	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
j) Relating activities or lessons to a theme or main learning topic	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe

k)	Asking children to compare and contrast something	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
l)	Asking children to predict or hypothesize what will happen next (such as in a book or in a science activity)	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
m)	Telling children how an activity or a learning topic being discussed was connected to other things they have learned about or experienced outside the classroom	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
n)	Asking children close-ended questions (e.g., yes or no questions)	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
o)	Asking children to explain how an activity or topic is related to something they experienced outside the classroom	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
p)	Repeating or elaborating on something a child said by providing additional information or vocabulary words	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
q)	Prompting or encouraging children to talk to one another (e.g., used "think-pair-share")	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
r)	Scaffolding children's learning by providing "just enough" support (such as providing hints when they struggle to understand something, offering a range of answers to choose from, encouraging children to use additional resources to solve problems)	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
s)	Asking follow-up questions to get children to explain what they are thinking or why they said something	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
t)	Cleaning up the materials and/or space used for activities	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe

6. **To what extent is each of the following teaching behaviors <u>characteristic</u> of the <u>ASSISTANT TEACHER</u> during today's classroom observation?**

a)	Organizing and/or setting up materials and space needed for one or more activities	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
b)	Monitoring children during the activity to address behavior or offer assistance	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
c)	Having multiple back-and-forth exchanges with children focused on a learning topic (such as a literacy, math, science concept or topic)	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
d)	Having multiple back-and-forth exchanges with children focused on a conversational topic (such as what they did over the weekend or their favorite thing to eat)	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
e)	Using and defining <u>advanced</u> vocabulary words (such as words with more than one meaning or words that are not used frequently)	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
f)	Asking children "why" and "how" questions	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
g)	Changing an activity or a portion of an activity based on a child's (or children's) interests	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
h)	Changing an activity or a portion of an activity to make it easier for individual children who need more support	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
i)	Changing an activity or a portion of an activity to make it more challenging for individual children who are excelling	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
j)	Relating activities or lessons to a theme or main learning topic	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
k)	Asking children to compare and contrast something	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
l)	Asking children to predict or hypothesize what will happen next (such as in a book or in a science activity)	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe

m)	Telling children how an activity or a learning topic being discussed was connected to other things they have learned about or experienced outside the classroom	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
n)	Asking children close-ended questions (e.g., yes or no questions)	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
o)	Asking children to explain how an activity or topic is related to something they experienced outside the classroom	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
p)	Repeating or elaborating on something a child said by providing additional information or vocabulary words	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
q)	Prompting or encouraging children to talk to one another (e.g., used "think-pair-share")	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
r)	Scaffolding children's learning by providing "just enough" support (such as providing hints when they struggle to understand something, offering a range of answers to choose from, encouraging children to use additional resources to solve problems)	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
s)	Asking follow-up questions to get children to explain what they are thinking or why they said something	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe
t)	Cleaning up the materials and/or space used for activities	☐₁ No	☐₂ Some	☐₃ Very much so	☐₄ Could not observe

7. Using a 1 to 5 rating scale, with '1' being easy and '5' being difficult, how difficult was it for this classroom to deliver _CREATIVE CURRICULUM_ during today's classroom observation?

O	O	O	O	O
1	2	3	4	5
Easy				**Difficult**

8. Select the response option that best describes this classroom's activities and teaching practices during today's classroom observation:

☐₁	☐₂	☐₃

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

Respond to the following two items thinking about the <u>classroom as a whole</u>:

9. **Report on how much of Creative Curriculum was implemented during today's classroom observation.**

○ 1	○ 2	○ 3	○ 4	○ 5
None of activities observed were from Creative Curriculum. A Study was <u>not</u> implemented.		**Some** evidence of a Study being implemented, or **some** of the activities observed were from Creative Curriculum. Evidence of curriculum content observed in one or two parts of the day.		**A lot** of evidence of a Study being implemented and **many** of the activities observed were from Creative Curriculum. Evidence of curriculum content observed in multiple parts of the day.

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

○ 1	○ 2	○ 3	○ 4	○ 5

Creative Curriculum activities are **not implemented as written or do not capture the "spirit"** of the curriculum or the learning objectives of the activities. Teachers appear to be only "going through the motions"; OR Creative Curriculum is <u>not</u> being implemented.	Classroom implements **many Creative Curriculum activities as written, but does not consistently capture the "spirit"** or meet the learning objectives of Creative Curriculum.	**"Exemplary" classroom**. All or almost all Creative Curriculum activities are conducted at a high level of quality and in a way that fully captures the "spirit" and learning objectives of the curriculum.

11. General comments:

[SUBMIT BUTTON]

Thank you. The Weekly Coach Log is complete for the Weekly Coach Log Period (XX/XX/XXXX to XX/XX/XXXX) for [XX] classroom.

SUPPLEMENTAL COACH LOG
Section H: Teacher Readiness Log

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

Report on this classroom's current staffing:
(CHECK ALL THAT APPLY.)

£₁ There is a lead teacher in this classroom *[GO TO H.1 AND H.2]*

£₂ There is a lead teacher in this classroom, but they are brand new and I have been unable to observe them yet *[SKIP H.1 AND H.2]*

£₃ There is an assistant teacher in this classroom *[GO TO H.3 AND H.4]*

£₄ There is an assistant teacher in this classroom, but they are brand new and I have been unable to observe them yet *[SKIP H.3 AND H.4]*

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

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

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

	anyone who would support her/him in making a change $\square_1$	whether anyone would support her/him in making a change $\square_2$	who would support her/him in making a change $\square_3$	people who support her/him in making changes $\square_4$	community that supports change $\square_5$
7à	Doesn't think of her/himself as a professional $\square_1$	Might feel more professional if s/he made a change $\square_2$	Is beginning to think of her/himself as a professional $\square_3$	Feels like a professional because of a change s/he have made $\square_4$	Feels like a true professional because s/he often make changes $\square_5$

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2. **Thinking about the <u>LEAD TEACHER</u> in this classroom, how strongly do you agree or disagree with the following statements?**

		Not at all like this teacher	Not like this teacher	Somewhat like this teacher	Like this teacher	A lot like this teacher
m)	This teacher is not overly burned out/stressed out.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
n)	This teacher has colleagues at this center that he/she can go to for social support.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
o)	In general, this teacher seems interested in learning new teaching strategies.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
p)	It seems like this teacher could effectively use any teaching strategy that he/she decided to use.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
q)	This teacher is generally a strong teacher.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
r)	This teacher sees him/herself as a professional early childhood educator.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$

Source: Wanless, 2012

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

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

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

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4. Thinking about the <u>ASSISTANT TEACHER</u> in this classroom, how strongly do you agree or disagree with the following statements?

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

Source: Wanless, 2012

[SUBMIT BUTTON]

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