

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.

. Did you have a coaching session during [REPORTING PERIOD]?			
	Yes [SKIP TO 3]		
	No [GO TO 2 AND THEN END LOG]		

	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
	nk you. The log is complete for the reporting period for this classroom.
	ch components of the coaching session did you complete?
SELECT	ALL THAT APPLY.
SELECT	ALL THAT APPLY.
$\begin{array}{c} \textbf{SELECT} \\ \textbf{£}_1 \\ \textbf{£}_2 \end{array}$	ALL THAT APPLY. Coach-teacher meeting
SELECT \pounds_1 \pounds_2	ALL THAT APPLY. Coach-teacher meeting Classroom observation
SELECT \pounds_1 \pounds_2 ROUTIN	ALL THAT APPLY. Coach-teacher meeting Classroom observation NG OVERVIEW:
SELECT \pounds_1 \pounds_2 ROUTING IF ONLY	ALL THAT APPLY. Coach-teacher meeting Classroom observation NG OVERVIEW: YA MEETING TOOK PLACE, ADMINISTER SECTIONS A AND B.
SELECT £1 £2 ROUTIN IF ONLY IF BOTH	ALL THAT APPLY. Coach-teacher meeting Classroom observation NG OVERVIEW: (A MEETING TOOK PLACE, ADMINISTER SECTIONS A AND B. (AN OBSERVATION TOOK PLACE, ADMINISTER SECTIONS C THRU G.

Section A: Coach-Teacher Meeting Basics

1. What was the date of the coaching meeting?			
Со	aching meeting date: [Sel	ect day	y, month, and year from a drop-down list]
2. Was	the meeting in person or	r virtua	al?
$\mathbf{f}_{\scriptscriptstyle 1}$	In person		
\mathbf{f}_2	Virtual		
	about how long did you n include time when you we		ith this classroom's teacher(s)? serving in this classroom.
SELECT	ONE.		
	~15 minutes or less		~50 minutes
\square_2	~20 minutes	5	~60 minutes (an hour)
\square_3	~30 minutes	6	~An hour and a half
□ 4	~40 minutes	7	More than an hour and a half
		8	
4. Who	attended the coach-tead	:her m	eeting?
SELECT	ONE.		
1	Lead teacher only		
	Assistant teacher only		
2 	Lead and assistant teach	ers tog	gether
4	Lead and assistant teach	ers sep	parately
5. How	was this classroom oper	ating <u>l</u>	ast week? Select all that apply.
$\mathbf{f}_{\scriptscriptstyle 1}$	Classroom conducted in-	persor	ninstruction
\mathbf{f}_{2}	Classroom conducted vir	tual in	struction

- \mathbf{f}_3 Classroom closed due to COVID-related issue
- \mathbf{f}_4 Classroom closed due to other issue
- \mathbf{f}_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	\mathbf{f}_{8}
i)	I worked with teachers to role-play a skill or strategy	£۹
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	\mathbf{f}_{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	\mathbf{f}_{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	£,
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;	£1
	Curriculum Frameworks; Common Core; QRIS)	-1
b)	Quality observational tools, like the CLASS or ECERS	£2
c)	Conducting or interpreting child assessments through	£3
	observation, screening, and/or formal instruments (e.g., EVT,	_5
	PALS)	
d)	Children's developmental progression and/or learning in	£ ₄
	different domains	- 4
e)	Supporting or fostering children's social/emotional	\mathbf{f}_{5}
	development	- 5
f)	Individual children's behavior management	£6
g)	Family engagement	\mathbf{f}_{7}
h)	Supporting children with special needs in the classroom	£ ₈
• • •		
i)	Supporting English Language Learners (ELLs) or Dual Language	${\bf f}_9$
	Learners (DLLs)	
j)	Cultural competence for working with diverse populations	£ 10
k)	None of the above	£11
		— 11

ROUTING: IF NO OBSERVATION TOOK PLACE, END LOG.

Section C: Coaching Observation Basics

3

1. W	/hat was the	date of the coa	ching ob	servation?	
	Coaching ob	servation date: [Select do	ay, month, and year from	a drop-down list]
2. W	as the obse	rvation in perso	n or virtu	ual?	
£₁	In persor	n (go to C.5)			
\mathbf{f}_{2}	Virtual (a	rsk C.3 and C4)			
3. H	ow was this	virtual observat	ion cond	lucted?	
£₁	, Via livest	ream			
£	L				
- 2	2	J			
4. R	ate the quali	ity of the livestre	eam/rec	orded video and sound.	
	Vide	eo quality		Sound quality	
	£ ₁	Poor	£1	Poor	
	£ ₂	Fair	£ ₂	Fair	
	£ ₃	Good	£ ₃	Good	
	£ ₄	Excellent	£ ₄	Excellent	
	CT ONE.	v long did you ol			
] ₁ ~30 minւ	utes or less	□ ₅ ~	An hour and a half	
] ₂ ~45 minւ	utes	□ ₆ ~	An hour and 45 minutes	
] ₃ ~60 minւ	utes (an hour)	□ ₇ ~	Two hours	
	a ~1 hour a minutes	and 15	_{□8} N	Nore than two hours	
		sent during the call the time.	bservati	ion? Count a teacher as p	present if they were in the room
SELE	CT ONE.				
		ah au au h			
1	Lead tead	cher only			
	Assistant	teacher only			
2	1				
	lead and	l assistant teache	rs toget	her	

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 last week? Select all that apply.
 - \mathbf{f}_1 Classroom conducted in-person instruction
 - \mathbf{f}_2 Classroom conducted virtual instruction
 - \mathbf{f}_3 Classroom closed due to COVID-related issue
 - \mathbf{f}_4 Classroom closed due to other issue
 - \mathbf{f}_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.
£	Creative Curriculum
\mathbf{f}_{2}	Building Blocks
£3	Preschool Pathways to Science
£	Pyramid Model for Supporting Social Emotional Competence
\mathbf{f}_{5}	High/Scope
\mathbf{f}_{ϵ}	Frog Street
£	Handwriting without Tears
\mathbf{f}_8	Fundations
£	Let's Begin with the Letter People
£	Opening the World of Learning (OWL)
\mathbf{f}_1	1 Preschool PATHS
£	2 Tools of the Mind
£	3 Open Circle
£	4 Second Step
£	5 Everyday Mathematics
£1	6 Number Worlds
£1	7 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		_2
b) Large/Whole group		<u></u>
c) Small group		\square_2
d) Read Aloud		_2
e) Activities with individual children		<u></u>

f)	Recess/outside time			
g)	Meals/snacks	\square_1	\square_2	
h)	Specials (e.g., non-classroom teacher	□ 1		
•\	conducting a special lesson/activity)			
i)	Routines like bathroom, teethbrushing,	□1	□ ₂	
• • • • • • • • • • • • • • • • • • • •	transitions, classroom management			
_j)	Other (specify:)			
	GRAMMING NOTES: ITEMS IN THE REMAIND TED FOR THAT COMPONENT IN ITEM D.3 AE		D ARE ASKED IF 'OBSERVED' IS	
	GRAMMING NOTES: IF 'OBSERVED' IS SELECT	ED FOR CENTER	S IN ITEM D.3a, ASK ITEMS D.4 to)
	F NOT, SKIP D.4-D.9.]			
4. /	Approximately how much time did this classr		enters?	
	[RANGE = 1 TO 240, WHOLE NUMBERS ONL	YJ		
	Minutes			
	Was there any evidence of C4L in the center a activities at front of unit guide)? ECT ONE.	activities (e.g., ι	se of suggested center	
	$ bracket_1$ None			
	$ brack brack _2$ Some			
	∃₃ A lot			
s £	Thich content areas were focused on in centerelect all that apply. Language and literacy Mathematics	ers during your o	oaching session?	
£	- 3 Science			
	Social-emotional learning			
	Art or music			
_	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.

	\square_1 Not at all engaged
	☐ ₂ Somewhat engaged
	\square_3 Very engaged
child	helped actively facilitate centers (e.g., walked around to monitor, ask questions, talk with dren about the activities)? 1 Mostly lead teacher 2 Mostly assistant teacher 3 Both lead and assistant teachers about equally 4 Other nents on Centers:
	LARGE/WHOLE GROUP ACTIVITIES AMMING NOTES: IF 'OBSERVED' IS SELECTED FOR LARGE/WHOLE GROUP IN ITEM D.3b, ASK
TEMS D. 10. Wh	10 to D.24. IF NOT, SKIP D.10-D.24.] nich of the following Connect4Learning activities did you observe implemented as a ge/whole group during your coaching session?
Che	eck all that apply.
$\mathbf{f}_{\scriptscriptstyle 1}$	Connect Lessons
-	Fast Focus
_	Another Connect4Learning activity designed for small group or centers
\mathbf{E}_4	A whole group activity <u>not</u> from Connect4Learning
	nly selected response option for Question D.10 is (4) "A whole group activity not from '4Learning" then skip D.11-D.23.]
	o did you observe delivering any Connect4Learning activity in a large/whole group formating your coaching session? Check all that apply.
C	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?
\square_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
☐3 [IF OPTI	Most or all were <u>not</u> conducted as written/described in the curriculum ION 2 OR 3 SELECTED IN D.12, ASK D.13. OTHERWISE, SKIP TO D.14.]
	ch C4L Large/Whole Group activity(ies) were not conducted as written/described in the ciculum? Check all that apply.
$\mathbf{f}_{\scriptscriptstyle 1}$	Connect Lesson
\mathbf{f}_2	Fast Focus
\mathbf{f}_3	Another C4L activity designed for small group or centers
lear acti	the C4L Large/Whole Group activity(ies) conducted in a way that was aligned with the rning objective and intent of the curriculum (e.g., teacher achieved the main goal(s) of the vity 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.
<u></u>	Some activities conducted were aligned with the learning objective(s) and intent of the curriculum, but some were not.
Пз	Most or all of the mechanics of the activities missed the learning objective(s) and intent of the curriculum.
[IF OPTI	ON 2 OR 3 SELECTED IN D.14, ASK D.15. OTHERWISE, SKIP TO D.16.]
the of t	ch C4L Large/Whole Group activity(ies) were <u>not</u> conducted in a way that was aligned with learning objective and intent of the curriculum (e.g., teacher did not achieve the main goal(s) he activity irrespective of whether they delivered it as written or described in the riculum)? Check all that apply.
_	Connect Lesson
_	Fast Focus
£ ₃	Another C4L activity designed for small group or centers
_	proximately how much time did the class spend in large/whole group activities? ANGE = 1 TO 240, WHOLE NUMBERS ONLY]
(Do	not count Read Aloud.)

Minutes

17. Which content areas were the <u>main</u> focus during large or whole group activit Check all that apply.	ies?	
1 Language and literacy		
\square_2 Mathematics		
3 Science		
4 Social-emotional learning		
☐ ₅ Art or music		
Gross or fine motor		
18. What other content areas were addressed during large/whole group activities	es?	
Check all that apply.		
☐ ₁ Language and literacy		
2 Mathematics		
☐ ₃ Science		
4 Social-emotional learning		
☐ ₅ Art or music		
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	□о
b) Oral language		По
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)		По
d) Identifying letters, words, sentences; letter-sound correspondence		О
e) Phonological awareness (individual speech sounds)		□о
f) Listening or reading comprehension		□о
g) Reading books (e.g., read aloud conducted by teacher, children 'reading' books)		По
h) Story telling	П1	О
i) Drawing or writing		□о
[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)		□о
b) Writing and identifying numerals		По
c) Addition		□₀
d) Subtraction		□₀
e) Multiplication or division		□₀
f) Making, copying, or extending patterns		Пο
g) Comparing numbers and quantities (e.g., more, less)		□₀
h) Measurement (standard, non-standard units)		
i) Sorting or ordering by attributes or a rule		По
j) Identifying, describing, defining, comparing familiar shapes (e.g., circle, square, rectangle, triangle, diamond, star)	□ ₁	О
k) Identifying, describing, defining, comparing less familiar shapes (e.g., trapezoid, octagon, hexagon, oval, rhombus, deltoid, less familiar triangles such as right, equilateral, isosceles)		О
Drawing or constructing shapes		О
m) Creating charts or analyzing data		□о
[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)		По
b) Earth and space (e.g., earth's materials, weather, day/night, seasons)		О
c) Physical properties (e.g., properties of objects, structures, function, motion, sound, light)		О
d) Health (e.g., body parts and what they do, body processes, food pyramid)		□о
e) Tools and technology (e.g., scale, magnifying glass, magnets, computers)		□о
f) Engineering		□о
g) Environmentally friendly practices; recycling		О
h) Scientific thinking (e.g., ask questions, make predictions, experiment, cause/effect)		О
[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)		О
b) Feelings/emotions (e.g., recognizing them in oneself and others)		О
c) Social problem solving		О
d) Managing strong emotions and regulating behavior		По

	How engaged were most children in large/whole group?
	ider the degree to which most children were paying attention/listening or actively participating responding to questions).
_	
L	1 Not at all engaged
L	
	\square_3 Very engaged
24. Com	ments on Large/Whole Group activities:
	SMALL GROUP ACTIVITIES
_	AMMING NOTES: IF 'OBSERVED' IS SELECTED FOR SMALL GROUP IN ITEM D.3c, ASK ITEMS 0.44. IF NOT, SKIP D.25-D.44.]
D.25 to L	0.44. IF NOT, SKIP 0.25-0.44.]
25.	Which Connect4Learning small group activities did you observe? Select all that apply.
$\mathbf{f}_{\scriptscriptstyle 1}$	Language/literacy
	Math
£₃	Science
_	Social-emotional
\mathbf{f}_{5}	Another Connect4Learning activity designed for large group or centers
_	A small group activity <u>not</u> from Connect4learning
	<u> </u>
[If only r	esponse to Question D.25 is (6) "small group activity <u>not</u> from C4L" then skip D.26 to D.43.]
.	
	Who did you observe delivering Connect4Learning activities in a small group during your ching session? Check all that apply.
_	Lead teacher
_	Assistant teacher
_	Other staff
_3	
27.	Was the C4L activity(ies) in small group delivered as written or described in the curriculum?
\square_1	All or most conducted as written/described in the curriculum
\square_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 OPTI	ON 2 OR 3 SELECTED IN D.27, ASK D.28. OTHERWISE, SKIP TO D.29.]

	th C4L activity(ies) in small group were not conducted as written/described in the culum? Check all that apply.
_	Language/literacy
	Math
	Science
\mathbf{f}_{4}	Social-emotional
_	Another Connect4Learning activity designed for large group or centers
obje	the C4L small group activity(ies) conducted in a way that was aligned with the learning ctive and intent of the curriculum (e.g., teacher achieved the main goal(s) of the activity rdless of whether they delivered it as written or described in the curriculum)?
	All or most activities conducted were aligned with the learning objective(s) and intent of the curriculum.
	Some activities conducted were aligned with the learning objective(s) and intent of the curriculum, but some were not.
	Most or all of the mechanics of the activities missed the learning objective(s) and intent of the curriculum.
[IF OPTIO	ON 2 OR 3 SELECTED IN D.29, ASK D.30. OTHERWISE, SKIP TO D.31.]
	ch C4L activity(ies) in small group was <u>not</u> conducted in a way that was aligned with the ning objective and intent of the curriculum? Check all that apply.
$\mathbf{f}_{\scriptscriptstyle 1}$	Language/literacy
\mathbf{f}_{2}	Math
£3	Science
$\mathbf{f}_{\scriptscriptstyle 4}$	Social-emotional
\mathbf{f}_{5}	Another Connect4Learning activity designed for large group or centers
	oximately how much time did the class spend in small group activities in total? Round to the est minute.
RANGE =	1 TO 240, WHOLE NUMBERS ONLY]
	Minutes
00.5	
_	for each small group observed, what was the <u>main</u> focus? Select all that apply.
_	anguage and literacy Aathematics
– 2 1∨	riatiiciiiatica

- \mathbf{f}_3 Science
- \mathbf{f}_4 Social-emotional learning
- \mathbf{f}_5 Art or music
- \mathbf{f}_{6} Gross or fine motor

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

Select all that apply.

- \mathbf{f}_1 Language and literacy
- \mathbf{f}_2 Mathematics
- \mathbf{f}_3 Science
- \mathbf{f}_4 Social-emotional learning
- \mathbf{f}_5 Art or music
- \mathbf{f}_{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		По
b) Oral language		По
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)		По
d) Identifying letters, words, sentences; letter-sound correspondence	□1	По
e) Phonological awareness (individual speech sounds)	□ 1	По
f) Listening or reading comprehension		По
g) Reading books (e.g., read aloud conducted by teacher, children 'reading' books)		Оо
h) Story telling		По
i) Drawing or writing		По
[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)		По
b) Writing and identifying numerals		По
c) Addition	□ 1	По
d) Subtraction		По
e) Multiplication or division	□ 1	По
f) Making, copying, or extending patterns		По
g) Comparing numbers and quantities (e.g., more, less)	□ 1	По
h) Measurement (standard, non-standard units)		О

i) Sorting or ordering by attributes or a rule		По
j) Identifying, describing, defining, comparing familiar shapes (e.g., circle, square, rectangle, triangle, diamond, star)	П1	По
k) Identifying, describing, defining, comparing less familiar shapes (e.g., trapezoid, octagon, hexagon, oval, rhombus, deltoid, less familiar triangles such as right, equilateral, isosceles)		Оо
I) Drawing or constructing shapes	\square_1	По
m) Creating charts or analyzing data		По
[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)		□₀
b) Earth and space (e.g., earth's materials, weather, day/night, seasons)		По
c) Physical properties (e.g., properties of objects, structures, function, motion, sound, light)	П1	По
d) Health (e.g., body parts and what they do, body processes, food pyramid)		По
e) Tools and technology (e.g., scale, magnifying glass, magnets, computers)		o
f) Engineering		По
g) Environmentally friendly practices; recycling		
h) Scientific thinking (e.g., ask questions, make predictions, experiment, cause/effect)		
Cause/effect/		
[IF "social-emotional learning" is selected in D.32, ask D.37. Otherwise skip		
·	Yes	No
[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	Yes	
 [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. 		o
 [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. a) Friendship skills (e.g., sharing, social values, empathy) 		□ 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. a) Friendship skills (e.g., sharing, social values, empathy) b) Feelings/emotions (e.g., recognizing them in oneself and others) 		o
 [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. a) Friendship skills (e.g., sharing, social values, empathy) b) Feelings/emotions (e.g., recognizing them in oneself and others) c) Social problem solving 	□1 □1 □1 □1 □1	

\square_3 26-50%
□ ₄ 0-25%
[IF D 22 years are in (2) Saintee and D 40 Otherwise alsia D 40]
[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 social-emotional
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 art or music
AND/OR gross or fine motor 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)?
\square_1 Not at all engaged
\square_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.
\mathbf{f}_1 A curriculum book listed in the current weekly planner [GO TO 47]
\mathbf{f}_2 A curriculum book but not listed in the current weekly planner [GO TO 47]
${f f}_3$ A book not from the curriculum but related to the theme or unit [GO TO 53]
${f f}_4$ 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.
$egin{array}{cccccccccccccccccccccccccccccccccccc$
48. Was the Read Aloud delivered <u>as written</u> or described in the curriculum?
\square_1 All or most were conducted as written/described in the curriculum
\square_2 Some activities were conducted as written/described in the curriculum, but some were not
Most 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 not conducted as written/described in the curriculum? Check all that apply.
${f f}_1$ A curriculum book listed in the current weekly planner
\mathbf{f}_2 A curriculum book but not listed in the current weekly planner
50. Was the C4L 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)? \[\begin{align*} \text{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.
<u></u> 3	Most or all of the mechanics of the activities missed the learning objective(s) or intent of the curriculum.
51. Whi	ION 2 OR 3 SELECTED IN D.50, ASK D.50. OTHERWISE, SKIP TO D.52.] Ich Read Aloud was not conducted in a way that was aligned with the learning objective and ent of the curriculum? Check all that apply. A curriculum book listed in the current weekly planner
	A curriculum book but not listed in the current weekly planner
Con	v engaged were most children in the Read Aloud? sider the degree to which most children were paying attention/listening or actively ticipating (e.g., responding to questions).
[☐ ₁ Not at all engaged
[2 Somewhat engaged
[☐ ₃ Very engaged
53. Com	nments on Read Aloud:
	ACTIVITIES WITH INDIVIDUAL CHILDREN
	AMMING NOTES: IF 'OBSERVED' IS SELECTED FOR ACTIVITIES WITH INDIVIDUAL CHILDREN IN Be, ASK THE FOLLOWING ITEMS. IF NOT, GO TO SECTION E.]
54. How	w many children <u>in total</u> participated in an individual activity with a teacher?
	Children
RANGE	= 1 TO 50, WHOLE NUMBERS ONLY]
	nich content areas were focused on during individual activities with children? Select all that ply.
-	Language and literacy
\mathbf{f}_{2}	2 Mathematics
\mathbf{f}_3	3 Science
£	Social-emotional learning
£	5 Art or music

${f f}_6$ Gross or fine motor			
\mathbf{f}_7 Progress monitoring/assessment			
${f \pounds}_8$ Story telling			
56. Comments on Individual Activities with Children:			
56. Comments on Individual Activities with Children:			
56. Comments on Individual Activities with Children:			
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	$\mathbf{\pounds}_4$
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	£۹
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	$\mathbf{f}_{\scriptscriptstyle{15}}$
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	£,
j)	Differentiating teaching or learning activities for individual children	£ 10
k)	Organization and management (e.g., classroom routines and schedules)	£11
I)	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;	£1
	Curriculum Frameworks; Common Core; QRIS)	-
b)	Quality observational tools, like the CLASS or ECERS	\mathbf{f}_{2}
c)	Conducting or interpreting child assessments through	£3
	observation, screening, and/or formal instruments (e.g., EVT,	_3
	PALS)	
d)	Children's developmental progression and/or learning in	$oldsymbol{f_4}$
•	different domains	- 4
e)	Supporting or fostering children's social/emotional	£5
-,	development	- 5
f)	Individual children's behavior management	\mathbf{f}_{6}
	marviadar emaren 3 benavior mariagement	L ₆
g)	Family engagement	\mathbf{f}_{7}
	Commenting abilities with an end in the december.	
h)	Supporting children with special needs in the classroom	${\bf f}_8$
i)	Supporting English Language Learners (ELLs) or Dual Language	£,
·	Learners (DLLs)	- 9
j)	Cultural competence for working with diverse populations	£ ₁₀
	,	- 10
k)	None of the above	\mathbf{f}_{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.
	$\mathbf{f}_{\scriptscriptstyle{1}}$ Themes or focal questions are provided by curriculum
	\mathbf{f}_2 Based on interests of children in the classroom
	${f \pounds}_3$ 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. $\pounds_1 \text{ Centers}$ $\pounds_2 \text{ Read Aloud}$ $\pounds_3 \text{ Whole or Large Group}$ $\pounds_4 \text{ Small Group}$ $\pounds_5 \text{ Activities with individual children}$ $\pounds_6 \text{ Other}$

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)?
\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/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. \mathbf{f}_1 Added questions to the Read Aloud \mathbf{f}_2 Referred to the Visual Schedule throughout the day \mathbf{f}_3 Used Solution Suitcase to resolve issues \mathbf{f}_4 Posted C4L vocabulary words for the day \mathbf{f}_5 Used or referred to the Formative Assessments during small group \mathbf{f}_6 Used a Fast Focus to facilitate learning during transitions \prod_{7} Referred to content or materials used in previous days and related it to current activities \prod_{8} None of the above 2. Thinking about all the CONNECT4LEARNING activities you observed the Lead Teacher implement during today's classroom observation, please select the option(s) that best describes what you observed. **SELECT ALL THAT APPLY.** \mathbf{f}_1 Implemented activities as written \mathbf{f}_2 Changed activity or wording but in a positive way – activity remained aligned with the original activity's objective and/or activity was enhanced \mathbf{f}_3 Changed activity or wording so that activity was not aligned with the original activity's objective \mathbf{f}_4 Implemented curricular activities out of order from what is written in curriculum materials \mathbf{f}_5 Skipped some activities in the curriculum or portions of activities \mathbf{f}_6 Used different materials than what was listed in the curriculum \pm_7 Used different instructional formats (e.g., did a small group activity in a large/whole group) \mathbf{f}_8 Substituted with activities that are not from the curriculum 9 Did not implement any curricular activities \mathbf{f}_{10} No Lead Teacher present for this observation [IF CHOSEN, SKIP G.5.]

 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.

- \mathbf{f}_1 Implemented activities as written
- \mathbf{f}_2 Changed activity or wording but in a positive way activity remained aligned with the original activity's objective and/or activity was enhanced
- \mathbf{f}_3 Changed activity or wordingso that activity was not aligned with the original activity's objective
- \mathbf{f}_4 Implemented curricular activities out of order from what is written in curriculum materials
- \mathbf{f}_5 Skipped some activities in the curriculum or portions of activities
- \mathbf{f}_6 Used different materials than what was listed in the curriculum
- \mathbf{f}_7 Used different instructional formats (e.g., did a small group activity in a large/whole group)
- \mathbf{f}_8 Substituted with activities that are <u>not</u> from the curriculum
- \mathbf{f}_9 Did not implement any curricular activities
- \mathbf{f}_{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
I)	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		<u></u> 2 5	Some		Very ch 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		Very ch so	☐ ₄ Only one teacher present or could not observe
5.	To what extent is each of the during today's classroom ob	servatio		ing bel	naviors <u>cha</u>	racte	eristic of the	LEAD TEACHER
а	 Organizing and/or setting of materials and space needed one or more activities 	-		No	☐ ₂ Som	ne	☐ ₃ Very much so	☐ ₄ Could not observe
b	 Monitoring children during activity to address behavion offer assistance 			No	☐ ₂ Som	ne	\square_3 Very much so	☐ ₄ Could not observe
C)	Having multiple back-and- exchanges with children fo on a learning topic (such a literacy, math, science con topic)	cused s a		No	□ ₂ Som	ne	☐ ₃ Very much so	☐ ₄ Could not observe
d	Having multiple back-and- exchanges with children for on a conversational topic (what they did over the we or their favorite thing to ea	cused such as ekend	□ ₁	No	□ ₂ Som	ne	☐ ₃ Very much so	☐ ₄ Could not observe
е	 Using and defining <u>advanc</u> vocabulary words (such as with more than one meani words that are not used frequently) 	words	1	No	□ ₂ Som	ne	☐ ₃ Very much so	☐ ₄ Could not observe
f)	Asking children "why" and questions	"how"		No	☐ ₂ Som	ne	\square_3 Very much so	☐ ₄ Could not observe
g	of an activity based on a ch (or children's) interests	nild's		No	□ ₂ Som	ne	☐ ₃ Very much so	☐ ₄ Could not observe
h	 Changing an activity or a p of an activity to make it ea individual children who ne more support 	sier for	1	No	□ ₂ Som	ne	☐ ₃ Very much so	☐ ₄ Could not observe

t) Assistant or aide was an

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	\square_2 Some	\square_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	\square_2 Some	☐ ₃ Very much so	\square_4 Could not observe
6.	To what extent is each of the followi TEACHER during today's classroom o		haviors <u>charact</u>	<u>eristic</u> of the <u>A</u>	<u>SSISTANT</u>
a)	Organizing and/or setting up materials and space needed for one or more activities	□ ₁ No	\square_2 Some	\square_3 Very much so	☐ ₄ Could not observe
b)	Monitoring children during the activity to address behavior or offer assistance	□ ₁ No	\square_2 Some	\square_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 advanced 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	\square_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	\square_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	\square_3 Very much so	☐ ₄ Could not observe
k)	Asking children to compare and contrast something	□ ₁ No	☐ ₂ Some	\square_3 Very much so	☐ ₄ Could not observe

1)	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	\square_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	\square_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	\square_3 Very much so	☐ ₄ Could not observe
7.	Using a 1 to 5 rating scale, with '1' be classroom to deliver CONNECT4LEAR				was it for this
	0 0 1 2	O 3		0	O 5
	Easy	3		4	Difficult
	·				

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

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

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.

0	0	0	0	0
1	2	3	4	5
None of the activities observed were from C4		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.

0	0	0	0	0
1	2	3	4	5
C4L activities are <u>not</u>		Classroom implements many		<u>"Exemplary" classroom</u> . All
implemented as written or		C4L activities as written, but		or almost all C4L activities are
do not capture the "spirit" of		does not consistently capture		conducted at a high level of
the curriculum or the		the "spirit" or meet the		quality and in a way that fully
learning objectives of the		learning objectives of C4L.		captures the "spirit" and
activities. Teachers appear to				objectives of the curriculum.
be only "going through the				
motions";				
OR C4L is <u>not</u> being				
implemented.				

11.	General comments:

[SUBMIT BUTTON]

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

- \mathbf{f}_1 There is a lead teacher in this classroom [GO TO H.1 AND H.2]
- \mathbf{f}_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]
- \mathbf{f}_3 There is an assistant teacher in this classroom [GO TO H.3 AND H.4]
- \mathbf{f}_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..."

ear	early care and education practices, this person				
		Thinks about		Is working to	Is making sure not
1à	Doesn't plan to	making a change	Is planning to	change something	to go back to
	make any changes	but can't do it now	make a change	right now	her/his old ways
		\square_2	□3	□ 4	□ 5
					Thinks about how
2à	Doesn't think s/he	Thinks s/he might	Knows s/he needs		to keep up
Za	needs to make	need to make a	to make some	Knows what s/he	changes s/he has
	any changes	change someday	kind of change	needs to change	made
		\square_2	□ 3	□ 4	□ 5
		Thinks s/he might			Often learns a lot
3à	Doesn't think s/he	look for new	Is interested in	Is finding new	about the things
sa	needs any new	information in the	learning new	information on	s/he wants to
	information	future	information	her/his own	change
		\square_2	□3	□ 4	□ 5
	Doesn't think		Believes that	See how a change	Often makes
4à	making a change	Thinks making a	when s/he makes	that s/he made	changes so s/he
40	would help the	change might help	a change, it will	helped the	can help the
	children	the children	help the children	children	children
	□ 1		Пз	□ 4	□ 5
		Feels		Has made	Is confident s/he
5à	Doesn't think s/he	overwhelmed by	Believes s/he can	changes before,	can keep up the
Ja	has the power to	the thought of	change, even if it	even though it	changes s/he's
	make any changes	changing	isn't easy	isn't always easy	made
	□ 1	\square_2	Пз	□ 4	□ 5
6à	Doesn't have	Doesn't know	Knows someone	Knows several	Is active in a

	would support	would support	support her/him		
	her/him in making	her/him in making	in making a	support her/him	
	a change	a change	change	in making changes	supports change
	\square_1	\square_2	_3	□ 4	□ 5
				Feels like a	Feels like a true
			Is beginning to	professional	professional
7à	Doesn't think of	Might feel more	think of	because of a	because s/he
	her/himself as a	professional if s/he	her/himself as a	change s/he have	often make
	professional	made a change	professional	made	changes
	□ 1	\square_2	Пз	□ 4	□5

©2009 Children's Institute, Inc.

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	Пз	<u></u> 4	□5
b)	This teacher has colleagues at this center that he/she can go to for social support.		□ 2	Пз	□ 4	□ 5
c)	In general, this teacher seems interested in learning new teaching strategies.		□ 2	Пз	□ 4	□ 5
d)	It seems like this teacher could effectively use any teaching strategy that he/she decided to use.		□ 2	Пз	□ 4	□ 5
e)	This teacher is generally a strong teacher.	□ 1	□ 2	Пз	□ 4	□ 5
f)	This teacher sees him/herself as a professional early childhood educator.	□ 1	□ 2	Пз	□ 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..."

	i, care arra caucatro	ii practices, tilis pers			
		Thinks about		Is working to	Is making sure not
1à	Doesn't plan to	making a change	Is planning to	change something	to go back to
	make any changes	but can't do it now	make a change	right now	her/his old ways
		\square_2	□3	□4	□5
					Thinks about how
27	Doesn't think s/he	Thinks s/he might	Knows s/he needs		to keep up
2à	needs to make	need to make a	to make some	Knows what s/he	changes s/he has
	any changes	change someday	kind of change	needs to change	made
	\square_1	\square_2	□3	□ 4	□5
		Thinks s/he might			Often learns a lot
27	Doesn't think s/he	look for new	Is interested in	Is finding new	about the things
3à	needs any new	information in the	learning new	information on	s/he wants to
	information	future	information	her/his own	change
	□1	\square_2	□₃	□4	□ ₅
	Doesn't think		Believes that	See how a change	Often makes
4à	making a change	Thinks making a	when s/he makes	that s/he made	changes so s/he
4 a	would help the	change might help	a change, it will	helped the	can help the
	children	the children	help the children	children	children
	\square_1	\square_2	□3	□ 4	□5
		Feels		Has made	Is confident s/he
5à	Doesn't think s/he	overwhelmed by	Believes s/he can	changes before,	can keep up the
за	has the power to	the thought of	change, even if it	even though it	changes s/he's
	make any changes	changing	isn't easy	isn't always easy	made
	□1	\square_2	Пз	□ 4	□5
	Doesn't have	Doesn't know	Knows someone		
	anyone who	whether anyone	who would	Knows several	
6à	would support	would support	support her/him	people who	Is active in a
	her/him in making	her/him in making	in making a	support her/him	community that
	a change	a change	change	in making changes	supports change
	<u>1</u>	2	3	□ 4	<u></u> 5
				Feels like a	Feels like a true
			Is beginning to	professional	professional
7à	Doesn't think of	Might feel more	think of	because of a	because s/he
	her/himself as a	professional if s/he	her/himself as a	change s/he have	often make
	professional	made a change	professional	made	changes
		\square_2	□₃	□4	□5

©2009 Children's Institute, Inc.

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.		□ 2	Пз	□ 4	□ 5
h)	This teacher has colleagues at this center that he/she can go to for social support.		\square_2	Пз	□ 4	□ 5
i)	In general, this teacher seems interested in learning new teaching strategies.		□ ₂	Пз	□ 4	<u></u> 5
j)	It seems like this teacher could effectively use any teaching strategy that he/she decided to use.		□ ₂	Пз	□ 4	<u></u> 5
k)	This teacher is generally a strong teacher.	□ 1	□ 2	Пз	□ 4	□ 5
l)	This teacher sees him/herself as a professional early childhood educator.		<u></u>	□ 3	□ 4	<u></u> 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	(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
Tho	nk you. The log is complete for the reporting period for this classroom.
3. Whi	ch components of the coaching session did you complete?
3. Whi	
3. Whi	ch components of the coaching session did you complete?
3. Whi	ch components of the coaching session did you complete? ALL THAT APPLY.
3. Whi	ch components of the coaching session did you complete? ALL THAT APPLY. Coach-teacher meeting
3. White \mathbf{E}_1 \mathbf{E}_2	ch components of the coaching session did you complete? ALL THAT APPLY. Coach-teacher meeting
3. Whis select \pounds_1 \pounds_2	ch components of the coaching session did you complete? ALL THAT APPLY. Coach-teacher meeting Classroom observation
3. White select \pounds_1 \pounds_2	ch components of the coaching session did you complete? ALL THAT APPLY. Coach-teacher meeting Classroom observation

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?					
Со	Coaching meeting date: [Select day, month, and year from a drop-down list]				
2. Was	s the meeting in person or	r virtu	al?		
£1	In person				
\mathbf{f}_{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.				
\square_1	~15 minutes or less	\square_5	~50 minutes		
\square_2	~20 minutes	\square_6	~60 minutes (an hour)		
Пз	~30 minutes	\square_7	~An hour and a half		
□ 4	~40 minutes	□8	More than an hour and a half		
4. Who	o attended the coach-teac	her m	neeting?		
SELECT	ONE.				
	Lead teacher only				
1	Assistant teacher only				
2	Lead and assistant teach	ers to	gether		
3 4	Lead and assistant teachers separately				
5. Hov	v was this classroom oper	ating	last week? Select all that apply.		
$\mathbf{f}_{\scriptscriptstyle 1}$	Classroom conducted in-	perso	n instruction		
\mathbf{f}_{2}	Classroom conducted vir	tual in	struction		
\mathbf{f}_3	Classroom closed due to	COVIE	O-related issue		
\mathbf{f}_4	Classroom closed due to other issue				

\mathbf{f}_{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	\mathbf{f}_{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	$\mathbf{f}_{\scriptscriptstyle 4}$
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
у)	I worked with teachers to role-play a skill or strategy	£,
z)	I worked with teachers to problem-solve a personal issue, provide emotional support, or work on stress reduction	\mathbf{f}_{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	\mathbf{f}_{2}
r)	Planning for or implementing read aloud activities from C4L	£3
s)	Planning for or implementing choice time activities from C4L	\mathbf{f}_4
t)	Implementing other curricular models or teaching and learning activities used in this classroom	£ ₅
u)	Children's language or literacy/reading development	\mathbf{f}_{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	£,
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;	£1
	Curriculum Frameworks; Common Core; QRIS)	-1
m)	Quality observational tools, like the CLASS or ECERS	
	(44.1.1.) Care 1. 4.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.	<u> </u>
n)	Conducting or interpreting child assessments through	\mathbf{f}_3
	observation, screening, and/or formal instruments (e.g., EVT,	J
	PALS)	
o)	Children's developmental progression and/or learning in	
	different domains	- 4
p)	Supporting or fostering children's social/emotional	\mathbf{f}_{5}
- /	development	- 5
۵۱	Individual children's behavior management	
q)	management	\mathbf{f}_{6}
r)	Family engagement	£ ₇
·		- /
s)	Supporting children with special needs in the classroom	\mathbf{f}_{8}
	Communities Facilish Language Language (FULs) on Docal Language	
t)	Supporting English Language Learners (ELLs) or Dual Language	${\sf f}_9$
	Learners (DLLs)	
u)	Cultural competence for working with diverse populations	$\mathbf{f}_{\scriptscriptstyle 10}$
v)	None of the above	£11
		- 11

ROUTING: IF NO OBSERVATION TOOK PLACE, END LOG.

Section C: Coaching Observation Basics

3

1. W	/hat was the	date of the coacl	ning observation	on?	
	Coaching obs	servation date: [S	elect dav. mon	nth. and vear fron	n a drop-down list]
	_	rvation in person		, , , , , , , , , , , , , , , , , , , ,	
£₁	. In person	n (go to C.5)			
£	L	isk C.3 and C4)			
-	=	virtual observatio	on conducted?		
_	N.C. Berry				
£	•				
\mathbf{f}_{2}	Via recor	ding			
4. R	ate the guali	ty of the livestrea	m/recorded v	ideo and sound.	
	•				٦
	_	eo quality		d quality	_
	£ ₁	Poor	£ ₁	Poor	_
	£ ₂	Fair	£ ₂	Fair	- -
	£ ₃	Good	£ ₃	Good	_
	£ ₄	Excellent	£ ₄	Excellent	
	CT ONE.	utes utes (an hour) and 15	\square_5 ~An hou \square_6 ~An hou \square_7 ~Two ho \square_8 More that	r and a half r and 45 minutes urs an two hours	present if they were in the room
	more than h	_	servation: Co	unt a teacher as	oresent ii they were in the room
SELE	CT ONE.				
	Lead tead	cher only			
1		•			
	Assistant	teacher only			
2	Lead and	assistant teacher	s together		

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.
 - \mathbf{f}_1 Classroom conducted in-person instruction
 - \mathbf{f}_2 Classroom conducted virtual instruction
 - \mathbf{f}_3 Classroom closed due to COVID-related issue
 - \mathbf{f}_4 Classroom closed due to other issue
 - \mathbf{f}_5 Not sure

Section D: Curriculum Adherence

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

SELECT A	ALL THAT APPLY.
$\mathbf{f}_{\scriptscriptstyle 1}$	Connect4Learning
\mathbf{f}_{2}	Building Blocks
\mathbf{f}_3	Preschool Pathways to Science
\mathbf{f}_4	Pyramid Model for Supporting Social Emotional Competence
\mathbf{f}_{5}	High/Scope
\mathbf{f}_{6}	Frog Street
\mathbf{f}_{7}	Handwriting without Tears
\mathbf{f}_{8}	Fundations
£۹	Let's Begin with the Letter People
\mathbf{f}_{10}	Opening the World of Learning (OWL)
$\mathbf{f}_{\scriptscriptstyle{11}}$	Preschool PATHS
$\mathbf{f}_{\scriptscriptstyle{12}}$	Tools of the Mind
\mathbf{f}_{13}	Open Circle
$\mathbf{f}_{\scriptscriptstyle{14}}$	Second Step
$\mathbf{f}_{\scriptscriptstyle{15}}$	Everyday Mathematics
$\mathbf{f}_{_{16}}$	Number Worlds
$\mathbf{f}_{\scriptscriptstyle{18}}$	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		\square_2			
b)	Large/Whole group		\square_2			
c)	Small group	□ 1	□ 2			
d)	Read Aloud					
e)	Activities with individual children		<u></u>			
f)	Recess/outside time		\square_2			
g)	Meals/snacks	\square_1	\square_2			
h)	Specials (e.g., non-classroom teacher conducting a special lesson/activity)	<u></u> 1				
i)	Routines like bathroom, teethbrushing, transitions, classroom management	□ 1	□ 2			
j)	Other (specify:)					
SELEC	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.]					
[PRO ITEM	GRAMMING NOTES: IF 'OBSERVED' IS SELE S D.4 to D.9. IF NOT, SKIP D.4-D.9.] Approximately how much time did this cla	ssroom spend			ASK	
PROTEM 4. A	GRAMMING NOTES: IF 'OBSERVED' IS SELE S D.4 to D.9. IF NOT, SKIP D.4-D.9.]	ssroom spend NLY] riculum in the eative Curricu	in choice time or o	centers?	ASK	

\mathbf{f}_2	Mathematics
\mathbf{f}_3	Science
\mathbf{f}_4	Social-emotional learning
\mathbf{f}_{5}	Art or music
£6	Gross or fine motor
Con	How engaged were most children in choice time or centers? sider the degree to which most children were actively working independently or with peers and wandering unengaged or off-task in choice time or centers.
	\square_1 Not at all engaged
	☐ ₂ Somewhat engaged
	\square_3 Very engaged
	helped actively facilitate choice time or centers (e.g., walked around to monitor, ask estions, talk with children about the activities)?
	☐ 2 Mostly assistant teacher
	☐ 3 Both lead and assistant teachers about equally
	□ ₄ Other
9. Com	ments on Choice time or Centers:
	LARGE/WHOLE GROUP ACTIVITIES
10. W	AMMING NOTES: IF 'OBSERVED' IS SELECTED FOR LARGE/WHOLE GROUP IN ITEM D.3b, ASK D.10 to D.24. IF NOT, SKIP D.10-D.24.] Thich of the following Creative Curriculum activities did you observe implemented as a arge/whole group during your coaching session? The heck all that apply.
$\begin{bmatrix} 2 \\ 3 \end{bmatrix}$	Question of the day / Discussion of Study topic Shared writing Mighty Minutes Large-Group Roundup
_	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.
\mathbf{f}_1 Lead Teacher
\mathbf{f}_2 Assistant teacher
${f f}_3$ Other staff
12. Was the Creative Curriculum Large/Whole Group activity(ies) delivered as written or described in the curriculum?
\square_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.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.
\mathbf{f}_1 Question of the Day / Discussion of Study topic
\mathbf{f}_2 Shared writing
$oldsymbol{f}_3$ Mighty Minutes
\mathbf{f}_4 Large Group Round-up
\mathbf{f}_{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)?
\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.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.
 - \mathbf{f}_1 Question of the Day / Discussion of Study topic

\mathbf{f}_2 Shared writing					
${f f}_3$ Mighty Minutes					
${f f}_4$ Large Group Round-up					
\mathbf{f}_{5} Intentional Teaching Card(s)					
16. Approximately how much time did the class spend in large/whole group active [RANGE = 1 TO 240, WHOLE NUMBERS ONLY]	vities?				
(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.	s?				
${f igsqcup}_1$ Language and literacy					
\square_2 Mathematics					
☐ ₃ Science					
☐ ₄ Social-emotional learning					
☐ ₆ Gross or fine motor					
18. What other content areas were addressed during large/whole group activities	es?				
Check all that apply.					
☐ Language and literacy					
\bigsqcup_2 Mathematics \bigcap_3 Science					
\square_3 Science \square_4 Social-emotional learning					
\Box_4 Social-emotional learning \Box_5 Art or music					
\bigcap_{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		О			
b) Oral language	\square_1	О			
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)		О			
d) Identifying letters, words, sentences; letter-sound correspondence	1				

e) Phonological awareness (individual speech sounds)		□о
f) Listening or reading comprehension		По
g) Reading books (e.g., read aloud conducted by teacher, children 'reading' books)		По
h) Story telling		По
i) Drawing or writing		По
[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)		□о
b) Writing and identifying numerals		□о
c) Addition		□о
d) Subtraction	□ 1	О
e) Multiplication or division		□о
f) Making, copying, or extending patterns		О
g) Comparing numbers and quantities (e.g., more, less)	□ 1	По
h) Measurement (standard, non-standard units)	□ 1	О
i) Sorting or ordering by attributes or a rule	□ 1	□о
j) Identifying, describing, defining, comparing familiar shapes (e.g., circle, square, rectangle, triangle, diamond, star)	□1	О
k) Identifying, describing, defining, comparing less familiar shapes (e.g., trapezoid, octagon, hexagon, oval, rhombus, deltoid, less familiar triangles such as right, equilateral, isosceles)		О
I) Drawing or constructing shapes		О
m) Creating charts or analyzing data		О°
[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	О
b) Earth and space (e.g., earth's materials, weather, day/night, seasons)		О
c) Physical properties (e.g., properties of objects, structures, function, motion, sound, light)		По
d) Health (e.g., body parts and what they do, body processes, food pyramid)		О
e) Tools and technology (e.g., scale, magnifying glass, magnets, computers)		□о
f) Engineering	□ 1	□о
g) Environmentally friendly practices; recycling		□о
h) Scientific thinking (e.g., ask questions, make predictions, experiment, cause/effect)		О
[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 sk that apply.	ills were focused on? Select all		
a) Friendship skills (e.g., sharing, social values, er	npathy)		По
b) Feelings/emotions (e.g., recognizing them in o	neself and others)		o
c) Social problem-solving			По
d) Managing strong emotions and regulating beh	avior		o
23. How engaged were most children in large Consider the degree to which most children we participating (e.g., responding to questions). 1 Not at all engaged 2 Somewhat engaged 3 Very engaged	<u> </u>	actively	
24. Comments on Large/Whole Group activities			
SMALL GR	OUP ACTIVITIES		
[PROGRAMMING NOTES: IF 'OBSERVED' IS SELECT D.25 to D.44. IF NOT, SKIP D.25-D.44.]25. Which Creative Curriculum activities did you Select all that apply.			EMS
${\sf f}_1$ Option 1			
${\sf f}_2$ Option 2			
${f f}_3$ Another Creative Curriculum activity de	signed for large group or centers		
${f f}_4$ A small group activity <u>not</u> from the Cre	ative Curriculum		
[If only response to Question D.25 response is (4)	"small group activity <u>not</u> from the	e Creative	
Curriculum" then skip D.26 to D.43.]			
26. Who did you observe delivering Creative Curcoaching session? Check all that apply. $f_1 \text{Lead Teacher} \\ f_2 \text{Assistant teacher} \\ f_3 \text{Other staff}$	riculum_activities in a small group	during you	ır
27. Was the Creative Curriculum activity(ies) in curriculum?		or describe	d in the
\square_1 All or most were conducted as written/o	lescribed in the curriculum		

\square_2	Some were conducted as written/described in the curriculum but some were not
Пз	Most or all were <u>not</u> conducted as written/described in the curriculum
[IF OPTI	ON 2 OR 3 SELECTED IN D.27, ASK D.28. OTHERWISE, SKIP TO D.29.]
	ch Creative Curriculum activity(ies) in small group were not conducted as written/described ne curriculum? Check all that apply.
$\mathbf{f}_{\scriptscriptstyle 1}$	Option 1
_	Option 2
£ ₃	Another Creative Curriculum activity designed for large group or centers
the	the Creative Curriculum small group activity(ies) conducted in a way that was aligned with learning objective and intent of the curriculum (e.g., teacher achieved the main goal(s) of the vity regardless of whether they delivered it as written or described in the curriculum)?
	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.
З	Most or all mechanics of the activities missed the learning objective(s) and intent of the curriculum.
[IF OPTI	ON 2 OR 3 SELECTED IN D.29, ASK D.30. OTHERWISE, SKIP TO D.30.]
align	ch Creative Curriculum activity(ies) in small group was <u>not</u> conducted in a way that was ned with the learning objective and intent of the curriculum? Check all that apply. Option 1
\mathbf{f}_2	Option 2
£3	Another Creative Curriculum activity designed for large group or centers
	roximately how much time did the class spend in small group activities in total? Round to the rest minute.
RANGE =	= 1 TO 240, WHOLE NUMBERS ONLY]
	Minutes
32. For 6	each small group observed, what was the <u>main</u> focus? Select all that apply.
\mathbf{f}_{1} L	anguage and literacy
\mathbf{f}_2 1	Mathematics
£3 9	Science

- \mathbf{f}_4 Social-emotional learning \mathbf{f}_5 Art or music
- \mathbf{f}_6 Gross or fine motor

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

Select all that apply.

- \mathbf{f}_1 Language and literacy
- \mathbf{f}_2 Mathematics
- \mathbf{f}_3 Science
- \mathbf{f}_4 Social-emotional learning
- \mathbf{f}_5 Art or music
- \mathbf{f}_{6} Gross or fine motor

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		□₀
b) Oral language		По
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)		По
d) Identifying letters, words, sentences; letter-sound correspondence		По
e) Phonological awareness (individual speech sounds)		По
f) Listening or reading comprehension		По
g) Reading books (e.g., read aloud conducted by teacher, children 'reading' books)		По
h) Story telling		По
i) Drawing or writing		По
[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	□о
b) Writing and identifying numerals		По
c) Addition		□о
d) Subtraction		По
e) Multiplication or division		□₀
f) Making, copying, or extending patterns		По
g) Comparing numbers and quantities (e.g., more, less)		□₀
h) Measurement (standard, non-standard units)		
i) Sorting or ordering by attributes or a rule		

j) Identifying, describing, defining, comparing familiar shapes (e.g., circle, square, rectangle, triangle, diamond, star)	□1	По
k) Identifying, describing, defining, comparing less familiar shapes (e.g., trapezoid, octagon, hexagon, oval, rhombus, deltoid, less familiar triangles such as right, equilateral, isosceles)		По
I) Drawing or constructing shapes		По
m) Creating charts or analyzing data		По
[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)		По
c) Physical properties (e.g., properties of objects, structures, function, motion, sound, light)		По
d) Health (e.g., body parts and what they do, body processes, food pyramid)		По
e) Tools and technology (e.g., scale, magnifying glass, magnets, computers)	□ 1	По
f) Engineering		По
g) Environmentally friendly practices; recycling	□ 1	По
h) Scientific thinking (e.g., ask questions, make predictions, experiment, cause/effect)		По
[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	Yes	No
-		
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	По
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. a) Friendship skills (e.g., sharing, social values, empathy)		□ ₀
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. a) Friendship skills (e.g., sharing, social values, empathy) b) Feelings/emotions (e.g., recognizing them in oneself and others)		По
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. a) Friendship skills (e.g., sharing, social values, empathy) b) Feelings/emotions (e.g., recognizing them in oneself and others) c) Social problem solving		

□ 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 social-emotional small group activities?
□ ₁ 76-100%
\square_2 51-75%
 [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 art or music AND/OR gross or fine motor 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)?
\square_1 Not at all engaged
\square_2 Somewhat engaged
\square_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.
${f f}_1$ A curriculum book listed in the current weekly planner [GO TO 47]
\mathbf{f}_2 A curriculum book but not listed in the current weekly planner [GO TO 47]
${f f}_3$ A book not from the curriculum but related to the theme or unit [GO TO 53]
\mathbf{f}_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. $\begin{array}{cc} £_1 & \text{Lead Teacher} \\ £_2 & \text{Assistant teacher} \\ £_3 & \text{Other staff} \end{array}$
48. Was the Read Aloud delivered <u>as written</u> or described in the curriculum?
\square_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.48, ASK D.49. OTHERWISE, SKIP TO D.50.]
49. Which Read Aloud was not conducted as written/described in the curriculum? Check all that apply.
${f f}_{\scriptscriptstyle 1}$ A curriculum book listed in the current weekly planner
${f f}_2$ 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)??
\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.50, ASK D.51 OTHERWISE, SKIP TO D.52.]

intent of the curriculum? Check all that apply. ${f f}_1$ A curriculum book listed in the current weekly planner
t₁ Δ curriculum book listed in the current weekly planner
\mathbf{f}_2 A curriculum book but not listed in the current weekly planner
L 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).
\square_1 Not at all engaged
\square_2 Somewhat engaged
\square_3 Very engaged
53. Comments on Read Aloud:
ACTIVITIES WITH INDIVIDUAL CHILDREN
PROGRAMMING NOTES: IF 'OBSERVED' IS SELECTED FOR ACTIVITIES WITH INDIVIDUAL CHILDREN IN
TEM D.3e, ASK THE FOLLOWING ITEMS. IF NOT, GO TO SECTION A2.]
54. How many children in total participated in an individual activity with a teacher?
Children
Children RANGE = 1 TO 50, WHOLE NUMBERS ONLY]
RANGE = 1 TO 50, WHOLE NUMBERS ONLY]
RANGE = 1 TO 50, WHOLE NUMBERS ONLY] 55. Which content areas were focused on during individual activities with children? Select all that
RANGE = 1 TO 50, WHOLE NUMBERS ONLY] 55. Which content areas were focused on during individual activities with children? Select all that apply.
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
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
RANGE = 1 TO 50, WHOLE NUMBERS ONLY] 55. Which content areas were focused on during individual activities with children? Select all that apply. f_1 Language and literacy f_2 Mathematics f_3 Science
RANGE = 1 TO 50, WHOLE NUMBERS ONLY] 55. Which content areas were focused on during individual activities with children? Select all that apply. f_1 Language and literacy f_2 Mathematics f_3 Science f_4 Social-emotional learning
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
RANGE = 1 TO 50, WHOLE NUMBERS ONLY] 55. Which content areas were focused on during individual activities with children? Select all that apply. f_1 Language and literacy f_2 Mathematics f_3 Science f_4 Social-emotional learning f_5 Art or music f_6 Gross or fine motor
Solution (a) Solution (a) Solution (b) Solution (c) So
 S5. 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
Solution (a) Solution (a) Solution (b) Solution (c) So
Solution (a) Solution (a) Solution (b) Solution (c) So

Section E: Coaching Session Activities and Topics

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

a) I modeled or demonstrated an instructional strategy	
	•
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 \square_3	1
d) I followed up with the classroom by email or phone \Box_4	
e) I provided constructive feedback that is specific, issue-focused, and based on observations \Box_5	
f) I set goals and/or reviewed progress on goals with the teachers \Box_6	
g) I introduced new skills, practices, or strategies related to the curriculum	,
h) I helped teachers to reflect on skills, practices, or strategies \square_8	1
i) I worked with teachers to role-play a skill or strategy \square_9	
j) I worked with teachers to problem-solve a personal issue, provide emotional support, or work on stress reduction)
k) I shared materials and resources	1
I) I conducted/arranged an on-site workshop or training	2
m) I helped with preparation, administration, scheduling \square_{13}	3
n) I worked as an assistant in classroom (such as help manage a child)	1
o) I troubleshooted technology problems or helped teachers learn how to use technoloy	5
p) Other. Specify:	5

2. What was discussed during the observation?

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

b)	Planning for or implementing small group activities from Creative Curriculum	\square_2
c)	Planning for or implementing read aloud activities from Creative Curriculum	\square_3
d)	Planning for or implementing choice time activities from Creative Curriculum	\Box_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	\square_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) \mathbf{f}_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	\mathbf{f}_4
e)	Supporting or fostering children's social/emotional development	£ ₅
f)	Individual children's behavior management	\mathbf{f}_{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

ection F. Memes
1. Did the lessons observed during today's classroom observation come from a unit, study, theme, or focal question?
\square_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), 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.
$\mathbf{f}_{\mathtt{1}}$ Themes, study or focal questions are provided by curriculum
$\mathbf{\pounds}_2$ Based on interests of children in the classroom
${f \pounds}_3$ Based on common interests for all children
${\sf f}_4$ Other
4. What activities did the teacher(s) use to explore the theme(s), study or focal question(s)? Check all that apply.
\mathbf{f}_1 Choice time/Centers
\mathbf{f}_2 Read Aloud
${f f}_3$ Whole or Large Group
\mathbf{f}_4 Small Group
${f \pounds}_5$ Activities with individual children
£ 6 Other

6. How rich was the content do	elivered on the theme, study, or focal question?
background knowledge	noted students' conceptual development, including rich content and opportunities for most times when theme content was being living things grow and change)?
□ ₄ (4)	
	ewhat promoted students' conceptual development, including less rich d knowledge opportunities (e.g., "bakery shop")
\square_2 (2)	
 = · ·	ot promote students' conceptual development (e.g., es, like "Fall", coloring or completing worksheets with thematic ties)
\square_0 Not applicable; no disce	rnible 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.
 - \mathbf{f}_1 Adds to the web of investigations
 - \mathbf{f}_2 Implements "Wow! Experiences"
 - \mathbf{f}_3 Creates and posts "What do we know?" and "What do we want to find out?" charts
 - \mathbf{f}_4 Posts and discusses a question of the day with the children
 - \mathbf{f}_5 Individualizes instruction (e.g., by using color-coded teaching sequences on Intentional Teaching Cards)
 - \mathbf{f}_6 Uses Mighty Minutes cards to facilitate learning during transitions
 - \prod_{7} Evidence of children investigating material(s) provided specifically for the study
 - \mathbf{f}_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.

- \mathbf{f}_1 Implemented activities as written
- \square_2 Changed activity or wording but in a positive way activity remained aligned with the original activity's objective and/or activity was enhanced
- \mathbf{f}_2 Changed activity or wording so that activity was not aligned with the original activity's objective
- \mathbf{f}_3 Implemented curricular activities out of order from what is written in curriculum materials
- \mathbf{f}_4 Skipped some activities in the curriculum or portions of activities
- \mathbf{f}_{5} Used different materials than what was listed in the curriculum
- \mathbf{f}_6 Used different instructional formats (e.g., did a small group activity in a large/whole group)
- \mathbf{f}_7 Substituted with activities that are $\underline{\mathsf{not}}$ from the curriculum
- \square_8 Did not implement any curricular activities
- \mathbf{f}_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.

		\mathbf{f}_2 Changed activity or wording but in a positive way – activity remained aligned with the original activity's objective and/or activity was enhanced							
	$oldsymbol{\pounds}_3$ Changed activity or wording so that activity was not aligned with the original activity's objective								
	£ ₄ Implemented curricular a		order from what	is written in curricul	um materials				
	\mathbf{f}_{5} Skipped some activities in	the curriculum	or portions of a	activities					
	\mathbf{f}_{6} Used different materials t	han what was li	isted in the curr	iculum					
	\mathbf{f}_7 Used different instruction group)	al formats (e.g.	, did a small gro	up activity in a large/	whole				
	${f f}_8$ Substituted with activities	that are <u>not</u> fr	om the curricul	ım					
	☐ ₉ Did not implement any cu	rricular activitie	es						
	${f f}_{10}$ No Assistant Teacher pre	sent for this ob	servation [IF CH	IOSEN, SKIP G.6.]					
4.	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	\square_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	\square_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				

 \mathbf{f}_1 Implemented activities as written

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
1)	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
0)	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	\square_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	one teacher present or could not observe

t	The teaching "team" (i.e., lead eacher and assistant teacher or ide that are present) worked ogether as a coordinated pair.	□ ₁ No)	□ ₂ So	ome	3,	Very much so	one teacher present or could not observe
	o what extent is each of the follo uring today's classroom observa	tion?	aching	; behavi	ors <u>cha</u> ı	racteri	stic of the <u>LEA</u>	D TEACHER
a)	Organizing and/or setting up ma and space needed for one or mo activities			₁ No		Some	☐ ₃ Very much so	☐ ₄ Could not observe
b)	Monitoring children during the to address behavior or offer ass	-		₁ No		Some	☐ ₃ Very much so	☐ ₄ Could not observe
c)	Having multiple back-and-forth exchanges with children focused learning topic (such as a literacy math, science concept or topic)	′ ,		₁ No	□ ₂ S	Some	☐ ₃ Very much so	☐ ₄ Could not observe
d)	Having multiple back-and-forth exchanges with children focused conversational topic (such as which they did over the weekend or the favorite thing to eat)	hat		₁ No	□ ₂ S	Some	☐ ₃ Very much so	☐4 Could not observe
e)	Using and defining <u>advanced</u> vocabulary words (such as word more than one meaning or word are not used frequently)			₁ No	2 S	Some	☐ ₃ Very much so	☐ ₄ Could not observe
f)	Asking children "why" and "how questions	v "		₁ No		Some	☐ ₃ Very much so	☐ ₄ Could not observe
g)	Changing an activity or a portion activity based on a child's (or children's) interests	n of an		₁ No		Some	☐ ₃ Very much so	☐ ₄ Could not observe
h)	Changing an activity or a portion activity to make it easier for ind children who need more support	ividual		₁ No		Some	☐ ₃ Very much so	☐ ₄ Could not observe
i)	Changing an activity or a portion activity to make it more challen 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	a		₁ No		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	\square_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	\square_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	\square_3 Very much so	\square_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	\square_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	\square_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	\square_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	\square_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	\square_3 Very much so	☐ ₄ Could not observe
j)	Relating activities or lessons to a theme or main learning topic	□ ₁ No	☐ ₂ Some	\square_3 Very much so	☐ ₄ Could not observe
k)	Asking children to compare and contrast something	□ ₁ No	□ ₂ Some	\square_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 learning topic being dis connected to other thin learned about or experthe classroom	cussed was ngs they have	□ ₁ No	□ ₂ Some	□ ₃ Very much so	☐ ₄ Could not observe		
n)	Asking children close-e (e.g., yes or no question		□ ₁ No	☐ ₂ Some	☐ ₃ Very much so	☐ ₄ Could not observe		
0)	Asking children to explanativity or topic is related they experienced outside.	ed to something	□ ₁ No	☐ ₂ Some	☐ ₃ Very much so	☐ ₄ Could not observe		
p)	Repeating or elaborating a child said by providing information or vocabul	g additional	□ ₁ No	☐ ₂ Some	☐ ₃ Very much so	☐ ₄ Could not observe		
q)	Prompting or encourage talk to one another (e.g pair-share")	_	□ ₁ No	□ ₂ Some	☐ ₃ Very much so	☐ ₄ Could not observe		
r) 	Scaffolding children's le providing "just enough as providing hints when understand something of answers to choose for children to use addition solve problems)	" support (such n they struggle to , offering a range rom, encouraging	□ ₁ No	□ ₂ Some	□ ₃ Very much so	□ ₄ Could not observe		
s)	Asking follow-up quest children to explain what thinking or why they sa	it they are	□ ₁ No	☐ ₂ Some	☐ ₃ Very much so	☐ ₄ Could not observe		
t)	Cleaning up the materi used for activities	als and/or space	□ ₁ No	☐ ₂ Some	☐ ₃ Very much so	☐ ₄ Could not observe		
	Using a 1 to 5 rating sca classroom to deliver <i>CRI</i>	_	-	_		it for this		
	0 1	O 2	O 3		O 4	O 5		
	Easy					Difficult		
8.	8. Select the response option that best describes this classroom's activities and teaching practices during today's classroom observation:							
			\square_2 \square_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.

0	0	0	0	0
1	2	3	4	5
None of activities observ	red .	Some evidence o	fa	A lot of evidence of a Study
were from Creative		Study being		being implemented and
Curriculum. A Study was	<u>not</u>	implemented, o	r	many of the activities
implemented.		some of the activit	ties	observed were from Creative
		observed were fro	om	Curriculum. Evidence of
		Creative Curriculu	m.	curriculum content observed
		Evidence of	in multiple parts of the day.	
		curriculum conte	nt	
		observed in one	or	
		two parts of the d	ay.	

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

0	0	0	0	0	
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 not 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.	11. General comments:									

[SUBMIT BUTTON]

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

- \mathbf{f}_1 There is a lead teacher in this classroom [GO TO H.1 AND H.2]
- \mathbf{f}_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]
- \mathbf{f}_3 There is an assistant teacher in this classroom [GO TO H.3 AND H.4]
- \pounds_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..."

	curry cure und cadediori practices, uns person							
		Thinks about		Is working to	Is making sure not			
1à	Doesn't plan to	making a change	Is planning to	change something	to go back to			
	make any changes	but can't do it now	make a change	right now	her/his old ways			
		\square_2	Пз	□4	□ 5			
					Thinks about how			
2à	Doesn't think s/he	Thinks s/he might	Knows s/he needs		to keep up			
Za	needs to make	need to make a	to make some	Knows what s/he	changes s/he has			
	any changes	change someday	kind of change	needs to change	made			
	\square_1	\square_2	□3	□4	□5			
		Thinks s/he might			Often learns a lot			
3à	Doesn't think s/he	look for new	Is interested in	Is finding new	about the things			
Sa	needs any new	information in the	learning new	information on	s/he wants to			
	information	future	information	her/his own	change			
		\square_2	Пз	□4	□ 5			
	Doesn't think		Believes that	See how a change	Often makes			
4à	making a change	Thinks making a	when s/he makes	that s/he made	changes so s/he			
4a	would help the	change might help	a change, it will	helped the	can help the			
	children	the children	help the children	children	children			
	\square_1	\square_2	□ 3	□ 4	□ 5			
		Feels		Has made	Is confident s/he			
5à	Doesn't think s/he	overwhelmed by	Believes s/he can	changes before,	can keep up the			
Ja	has the power to	the thought of	change, even if it	even though it	changes s/he's			
	make any changes	changing	isn't easy	isn't always easy	made			
		\square_2	Пз	□4	<u></u> 5			
6à	Doesn't have	Doesn't know	Knows someone	Knows several	Is active in a			

	anyone who	whether anyone	who would		
	would support	would support	support her/him	people who	
	her/him in making	her/him in making	in making a	support her/him	community that
	a change	a change	change	in making changes	supports change
	\square_1	\square_2	_3	□4	□ 5
				Feels like a	Feels like a true
			Is beginning to	professional	professional
7à	Doesn't think of	Might feel more	think of	because of a	because s/he
	her/himself as a	professional if s/he	her/himself as a	change s/he have	often make
	professional	made a change	professional	made	changes
	□ 1	_2	3	□ 4	□ ₅

©2009 Children's Institute, Inc.

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.	□ 1	□ 2	Пз	□ 4	□5
n)	This teacher has colleagues at this center that he/she can go to for social support.		□ 2	Пз	□ 4	□ 5
0)	In general, this teacher seems interested in learning new teaching strategies.		□ 2	□ 3	□ 4	□ 5
p)	It seems like this teacher could effectively use any teaching strategy that he/she decided to use.		□ 2	Пз	□ 4	□ 5
q)	This teacher is generally a strong teacher.	□ 1	□ 2	Пз	□ 4	□ 5
r)	This teacher sees him/herself as a professional early childhood educator.		□ 2	Пз	□ 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..."

early care and education practices, this person											
		Thinks about		Is working to	Is making sure not						
1à	Doesn't plan to	making a change	Is planning to	change something	to go back to						
	make any changes	but can't do it now	make a change	right now	her/his old ways						
		\square_2	Пз	□4	□5						
					Thinks about how						
2à	Doesn't think s/he	Thinks s/he might	Knows s/he needs		to keep up						
	needs to make	need to make a	to make some	Knows what s/he	changes s/he has						
	any changes	change someday	kind of change	needs to change	made						
	\square_1	\square_2	3	□ 4	□5						
		Thinks s/he might			Often learns a lot						
3à	Doesn't think s/he	look for new	Is interested in	Is finding new	about the things						
	needs any new	information in the	learning new information on		s/he wants to						
	information	future	information	information her/his own							
	□1	\square_2	□₃	□4	□ ₅						
4à	Doesn't think		Believes that	See how a change	Often makes						
	making a change	Thinks making a	when s/he makes	that s/he made	changes so s/he						
	would help the	change might help	a change, it will	helped the	can help the						
	children	the children	help the children	children	children						
	\square_1	\square_2	□3	□ 4	□5						
		Feels		Has made	Is confident s/he						
5à	Doesn't think s/he	overwhelmed by	Believes s/he can	changes before,	can keep up the						
	has the power to	the thought of	change, even if it	even though it	changes s/he's						
	make any changes	changing	isn't easy	isn't always easy	made						
	□1	\square_2	□3	□ 4	□5						
	Doesn't have	Doesn't know	Knows someone								
6à	anyone who	whether anyone	who would	who would Knows several							
	would support	would support	support her/him	people who	Is active in a						
	her/him in making	her/him in making	in making a	support her/him	community that						
	a change	a change	change	change in making changes							
	_1	□ 2	3	□ 4	<u></u> 5						
				Feels like a	Feels like a true						
			Is beginning to	professional	professional						
7à	Doesn't think of	Might feel more	think of because of a		because s/he						
	her/himself as a	professional if s/he	her/himself as a change s/he have often		often make						
	professional	made a change	professional	made	changes						
		\square_2	Пз	□ 4	□ 5						

©2009 Children's Institute, Inc.

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.		\square_2	Пз	□ 4	□ 5
u)	In general, this teacher seems interested in learning new teaching strategies.		□ 2	Пз	□ 4	□ 5
v)	It seems like this teacher could effectively use any teaching strategy that he/she decided to use.		□ ₂	Пз	□ 4	<u></u> 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.		□ 2	Пз	□ 4	□ 5

Source: Wanless, 2012

[SUBMIT BUTTON]

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