Instruments 17a-dii: All Pre-Post Surveys with Administrators, Teachers, Staff, and Parents

Culture of Continuous Learning: A Breakthrough Series Collaborative for Improving Child Care and Head Start Quality

Note: Surveys will be distributed to all administrators, teachers, support staff, and parents at programs that are participating in the BSC at baseline (T1), post-BSC (T3), and follow-up (T4). Inclusion of some measures varies by respondent and time of data collection. A table outlining respondent and time of data collection precedes each measure. The prefix "BSC" vs "non-BSC" indicates whether the participant was part of the program's core BSC team (BSC) or whether they are a staff member/parent at the program who was not directly involved in the BSC activities (non-BSC).

Consent information for landing page of REDCap Survey for BSC participants and all ECE center staff (respondents will have seen all these details earlier in the outreach materials).

Thank you very much for participating in our research. The purpose of this study is to learn about the options for integrating a Breakthrough Series Collaborative (BSC) into early care and education quality improvement systems. The BSC is a specific training approach designed to support learning and improvement among practitioners at all levels of an organization, from directors to teachers who work in a classroom with children. This BSC aims to support children's social and emotional learning practices among staff who work in child care and Head Start settings.

This survey will ask you about your background, experiences with the BSC, and experiences in your child care center. We will ask you to complete this survey a total of three times.

This online survey should take no more than 30 minutes to complete. As a thank you for your participation, we will send you a $20 gift card after you complete the survey.

This survey is voluntary. There is a chance that you may feel uncomfortable answering some questions. You can decline to respond to any question and you can stop the survey at any time. There are no right or wrong answers to any of our questions. There is no direct benefit to you for completing this survey. We hope that the information you provide will benefit the early child care and education field.

Your name and contact information will not be shared outside of our project team. We will separate your name and contact information from your survey responses, and you will not be identified in any reports of study findings. Your responses will not be shared with your employer or have any impact on your employment status. The answers you provide when completing this survey may be made available to other researchers for future study. However, your identity will be kept private and no responses will be able to be attributed to you.

Data files from the research component of this project may be stored in a trusted online location where they could be made available to other researchers who commit to keeping the data secure. Any personal information that could identify you will be removed before files are shared with other researchers. No research findings will include any personal information. This research is also covered by a Certificate of Confidentiality from the National Institutes of Health. This means that researchers cannot release or use information that may identify you in any way unless you say it is ok.

If you would like a copy of this information or have questions, please email us at ktout@childtrends.org or the IRB at irbparticipant@childtrends.org or by phone at 1-855-288-3506.

Do you agree to participate in this survey?

- Yes
- No

Consent information for landing page of REDCap Survey for Non-BSC Parents

Thank you very much for participating in our research. The purpose of this study is to learn about the options for integrating a Breakthrough Series Collaborative (BSC) into early care and education quality improvement systems. The BSC is a specific training approach designed to support learning and improvement among practitioners at all levels of an organization, from directors to teachers who work in a classroom with children. This BSC aims to support children's social and emotional learning practices among staff who work in child care and Head Start settings.

This online survey should take no more than 15 minutes to complete. This survey will ask you about your background and experiences with your child's child care program and classroom. As a thank you for your participation, you will be entered in a raffle for one of twenty $25 gift cards. We will ask you to complete this survey a total of two times.

This survey is voluntary. There is a chance that you may feel uncomfortable answering some questions. You can skip any question and you can stop the survey at any time. There are no right or wrong answers to any of our questions. There is no direct benefit to you for completing this survey. We hope that the information you provide will benefit the early child care and education field.

Your name and contact information will not be shared outside of our project team. We will separate your name and contact information from your survey responses, and you will not be identified in any reports of study findings. The answers you provide when completing this survey may be made available to other researchers for future study. However, your identity will be kept private and no responses will be able to be attributed to you.

Data files from the research component of this project may be stored in a trusted online location where they could be made available to other researchers who commit to keeping the data secure. Any personal information that could identify you will be removed before files are shared with other researchers. No research findings will include any personal information. This research is also covered by a Certificate of Confidentiality from the National Institutes of Health. This means that researchers cannot release or use information that may identify you in any way unless you say it is ok.

If you would like a copy of this information or have questions, please email us at ktout@childtrends.org or the IRB at irbparticipant@childtrends.org or by phone at 1-855-288-3506

[NOTE: All survey questions will include the response option "do not wish to respond." The survey programming will require that each question has a response option selected in order to proceed, but one of the response options will always be "do not wish to respond."]

1. Select the title that best describes your current role in this center. If you have a dual role, what position do you spend *more* time doing?
    o Assistant teacher, aide, or apprentice
    o Teacher
    o Lead teacher
    o Assistant director
    o Director
    o Component coordinator (education, family support, health/nutrition)
    o Support staff (administrative assistant, cook)
    o Parent/caregiver

Branching for subsequent questions will be done on the basis of participants' responses to this question

Program Features

Respondents	Time of Data Collection
Center Administrators	Baseline (T1)

The questions below come from the ExCELS measure (citation TBD). They will be formatted to match the rest of the survey for programming into REDCap.

[1]**C8.** **How many hours of paid planning time do you give <u>teachers</u> to plan curriculum, activities, and lessons, including time to review assessment data?**

Paid planning time refers to hours in teachers' normal workdays dedicated to creating lesson plans, developing activities, and goal setting.

Teachers include lead, head, or co-teachers who are regularly in charge of a group or classroom of children.

Please indicate whether these hours are per week or per month. Please round your response to the nearest whole number. If no paid planning time is offered, enter 0.

|___|___|___| m Per week   m   Per month

   D m   Don't know

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[1] C8, C9, C10 source: ExCELS Center Manager Survey

C9. **How many hours of paid planning time do you give <u>assistant teachers</u> to plan curriculum, activities, and lessons, including time to review assessment data?**

Please indicate whether these hours are per week or per month. Please round your response to the nearest whole number. If no paid planning time is offered, enter 0.

|___|___|___| m Per week   m   Per month

_D m   Don't know

_{NA} m   Not applicable, no assistant teachers in this center

STOP

IF YOU GIVE TEACHERS <u>OR</u> ASSISTANT TEACHERS PAID PLANNING TIME ANSWER QUESTION C10, OTHERWISE SKIP TO QUESTION C11.

C10. **How much of that planning time is for staff from different classrooms to collaborate and plan together?**

MARK ONE ONLY

₁ m   More than half

₂ m   About half

₃ m   Less than half

₄ m   None

Respondents	Time of Data Collection
Center Administrators	Baseline (T1) Post-Test (T3) Follow-Up (T4)

These next questions are about how your center uses data. Please think about your center's practices or your own work in the last 6 months in answering the next few questions.

C.17 How often do you share or use data with teaching staff in the following ways to support children's learning and development?[2]

Data *may include observations, work samples, anecdotal records, checklists, tests of developmental milestones or school readiness skills, or similar sources. These data may be shared or used in group or individual staff meetings.*

MARK ONE RESPONSE PER ROW

	Often	Sometimes	Rarely	Never
a. I review individual children's data with	₁ m	₂ m	₃ m	₄ m

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[2] C17 source: ExCELS Center Manager Survey

	Often	Sometimes	Rarely	Never
teaching staff to make decisions together about changing curriculum or classroom practices..				
b. I tell teaching staff what changes to make in curriculum or classroom practices based on individual children's data..	₁ m	₂ m	₃ m	₄ m

1. How large is your program in terms of number of staff positions, including yourself, if your program were fully staffed? This includes teaching positions, administrators, and support staff at your location. __[dropdown of numeric options]_____

2. Do you have openings for staff positions that you are trying to fill? [Yes, no]

3. [If yes], How many staff openings do you currently have and in what staff roles?

    a) Teaching staff ___

    b) Administrative staff ___

    c) Support staff (e.g., aides, etc.) ____

Over the past 6 months how many staff have left their positions and had to be replaced? _____

Respondents	Time of Data Collection
BSC Teachers, Non-BSC Teachers BSC Other Center Staff, Non-BSC Other Center Staff	Baseline (T1)

These next questions are about how your center uses data. Please think about your center's practices or your own work <u>in the last 6 months</u> in answering the next few questions. [3]

C21. **How often does center management share or use data with you in the following ways to support children's learning and development?**

Data *may include observations, work samples, anecdotal records, checklists, tests of developmental milestones or school readiness skills, or similar sources. These data may be shared or used in group or individual staff meetings.*

MARK ONE RESPONSE PER ROW

	Often	Sometimes	Rarely	Never
a. Center management reviews individual children's data with me to make decisions together about changing curriculum or classroom practices.................	1 ☐	2 ☐	3 ☐	4 ☐
b. Center management tells me what changes to make in curriculum or classroom practices based on individual children's data....................................	1 ☐	2 ☐	3 ☐	4 ☐

C22. **Now thinking about your own work, how often do <u>you</u> share or use data with the staff in your own classroom or staff in other classrooms in the following ways to support children's learning and development?**

Data *may include observations, work samples, anecdotal records, checklists, tests of developmental milestones or school readiness skills, or similar sources. These data may be shared or used in group or individual staff meetings.*

MARK ONE RESPONSE PER ROW

	Often	Sometimes	Rarely	Never
a. I review individual children's data with other teaching staff to make decisions together about changing curriculum or classroom practices.	1 ☐	2 ☐	3 ☐	4 ☐
b. I tell other teaching staff what changes to make in curriculum or classroom	1 ☐	2 ☐	3 ☐	4 ☐

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[3] C21 and C22 source: ExCELS Teaching Staff Survey

	Often	Sometimes	Rarely	Never
practices based on individual children's data.				

Perceptions of Implementation

Respondents	Time of Data Collection
Center Administrators BSC Teachers, Non-BSC Teachers BSC Other Center Staff, Non-BSC Other Center Staff	Baseline (T1) Post-Test (T3)

Developed by the CCL Phase I Feasibility Study Team
(Used in CCL Phase I)

Response Scale:
1) Not at all
2)
3) Somewhat
4)
5) A great deal

1. *BASELINE ONLY:* How much do you think you could benefit from your center's participation in the Breakthrough Series Collaborative to Support Social and Emotional Learning Practices?

2. *BASELINE, BSC PARTICIPANTS ONLY:* How much do you think you could benefit from your own participation in the Breakthrough Series Collaborative to Support Social and Emotional Learning Practices?

3. *POST-TEST ONLY:* How much do you think you benefited from your center's participation in the Breakthrough Series Collaborative to Support Social and Emotional Learning Practices?

4. *POST-TEST, BSC PARTICIPANTS ONLY:* How much do you think you benefited from your own participation in the Breakthrough Series Collaborative to Support Social and Emotional Learning Practices?

Inter-Organizational Learning

Respondents	Time of Data Collection
Center Administrators BSC Teachers BSC Other Center Staff BSC Parents	Post-Test (T3)

Nembhard, I. M. (2012). All teach, all learn, all improve?: the role of interorganizational learning in quality improvement collaboratives. *Health care management review*, *37*(2), 154.

(Used in CCL Phase I)

Response Scale:

1) Never
2) Rarely
3) Sometimes
4) Regularly
5) A lot

Please indicate the extent to which your team engaged in the following during the course of the BSC:

a. Interactions with members of other BSC teams during Learning Sessions
b. Monthly All Collaborative Calls arranged by the BSC with members of other BSC teams
c. Affinity Group Calls arranged by the BSC with members of other BSC teams
d. Team-initiated telephone calls to other teams in the collaborative BSC
e. Reading BSC email/listserv communications
f. Reviewing monthly metrics reports from other BSC teams
g. Reading posts made to the collaborative web platform (a website where teams could post their performance data and information, viewable only by participants)

Intra-Organizational Learning

Respondents	Time of Data Collection
Center Administrators	Baseline (T1)
BSC Teachers, Non-BSC Teachers	Post-Test (T3)
BSC Other Center Staff, Non-BSC Other Center Staff	Follow-Up (T4)

Adapted from: Nembhard, I. M. (2012). All teach, all learn, all improve?: the role of interorganizational learning in quality improvement collaboratives. *Health Care Management Review*, 37(2), 154.

And

Brown, A., Nidumolu, A., McConnell, M., Hecker, K., & Grierson, L. (2019). Development and psychometric evaluation of an instrument to measure knowledge, skills, and attitudes towards quality improvement in health professions education: The Beliefs, Attitudes, Skills, and Confidence in Quality Improvement (BASiC-QI) Scale. *Perspectives in Medical Education*, *8*, 167-176. doi: 10.1007/s40037-019-0511-8

Response Scale:
1) Never
2) Rarely
3) Sometimes
4) Regularly
5) A lot

Please indicate the extent to which you did the following over the last 6 months.

1. Solicited ideas and feedback from staff with whom you work
2. Used plan–do–study–act (PDSA) cycles to plan and test new practices
3. Identified an area for improvement
4. Applied evidence and best practices to my work
5. Wrote an aim statement
6. Used tools to identify areas for improvement
7. Used the Model for Improvement
8. Designed an intervention or change
9. Used a family of measures to evaluate the impact of a change

Team Self-Efficacy

Respondents	Time of Data Collection
Center Administrators BSC Teachers BSC Other Center Staff BSC Parents	Baseline (T1) Post-Test (T3) Follow-Up (T4)

Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(*2*), 350-383.

For the following set of questions, please think about your center's BSC team.

Response Scale:
1) Strongly Disagree
2) Disagree
3) Neither Agree nor Disagree
4) Agree
5) Strongly Agree

1. Achieving our BSC team's goals is well within our reach
2. Our BSC team can achieve its task without requiring us to put in unreasonable time or effort
3. With focus and effort, our BSC team can do anything we set out to accomplish

Psychological Safety

Respondents	Time of Data Collection
Center Administrators	Baseline (T1)
BSC Teachers, Non-BSC Teachers	Post-Test (T3)
BSC Other Center Staff, Non-BSC Other Center Staff	Follow-Up (T4)

Psychological Safety Scale

Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(*2*), 350-383.

(Used in CCL Phase I)

Response Scale:
1) Strongly Disagree
2) Disagree
3) Neither Agree nor Disagree
4) Agree
5) Strongly Agree

Please rate the level to which you agree with each of the following:
1) People at this center are able to bring up problems and tough issues.
2) People at this center feel it is safe to take a risk (e.g., trying something new in the classroom).
3) No person at this center would deliberately act in a way that would undermine my work.
4) Working with people at this center, my unique skills and talents are valued and utilized.
5) If you make a mistake at this center, it is often held against you.
6) People who work at this center sometimes reject others for being different.
7) It is difficult to ask other people who work at this center for help.

Individual Teachers/Staff Members' Self-Efficacy

Respondents	Time of Data Collection
BSC Teachers, Non-BSC Teachers BSC Other Center Staff, Non-BSC Other Center Staff	Baseline (T1) Post-Test (T3) Follow-Up (T4)

Response scale:
1) Strongly Disagree
2) Disagree
3) Neither Agree nor Disagree
4) Agree
5) Strongly Agree

Teacher Opinion Survey

Geller, S., & Lynch, K. (1999). Teacher opinion survey. Richmond: Virginia Commonwealth University Intellectual Property Foundation and Wingspan, LLC.

Please rate the extent to which you agree or disagree with the statements below, by reflecting on your experience as a child care teacher:

1. If I keep trying, I can find some way to reach children with even the most challenging behaviors.
2. I can help my children learn skills that they need to cope with adversity in their lives.
3. There are some children in my care that I simply cannot have any influence on.
4. If some children in my class are not doing as well as others, I believe that I should change my way of working with them.
5. As a teacher, I can't really do much, because the way a child develops depends mostly on what goes on at home.
6. I know things I can do to help children develop skills to make successful choices later in life.
7. I feel a sense of hopelessness about the future of the children I work with.
8. I can imagine myself teaching for several more years.
9. I know how to respond effectively when a child becomes disruptive in my classroom.
10. I frequently feel overwhelmed by my job.
11. I have enough training to deal with almost any classroom situation.
12. On a typical day, I feel a sense of accomplishment as a teacher.

13.

Director Self-Efficacy

Respondents	Time of Data Collection
Center administrators	Baseline (T1) Post-Test (T3) Follow-Up (T4)

Teacher Opinion Survey – Adapted for Child Care Administrators

Geller, S., & Lynch, K. (1999). Teacher opinion survey. Richmond: Virginia Commonwealth University Intellectual Property Foundation and Wingspan, LLC. https://www.iecmhc.org/resources/choose-and-use-tools/choose-and-use-results/?Level=Teacher%20Characteristics&Construct=Teacher%20attitudes%20towards%20job

Response scale:
1) Strongly Disagree
2) Disagree
3) Neither Agree nor Disagree
4) Agree
5) Strongly Agree

Please rate the extent to which you agree or disagree with the statements below, by reflecting on your experience as a child care provider:

1) If I keep trying, I can find some way to reach children with even the most challenging behaviors.
2) I can support my teachers in learning skills to handle children's challenging behaviors.
3) There are some families in our program that we simply cannot have any influence on.
4) If some children in our program are not doing as well as others, I believe that my staff and I should change our way of working with them.
5) As early childhood educators, we can't really do much, because the way a child develops depends mostly on what goes on at home.
6) I know things I can do to support teachers as they help children develop the skills to make successful choices later in life.
7) I feel a sense of hopelessness about the future of the children I work with.
8) I can imagine myself in an administrative/director position for several more years.
9) I know how to help teachers respond effectively when a child becomes disruptive in their classroom.
10) I frequently feel overwhelmed by my job.
11) I have enough training to deal with almost any staff drama or challenging situation among my staff.
12) On a typical day, I feel a sense of accomplishment as a director/administrator.

Leadership at All Levels

Respondents	Time of Data Collection
Center Administrators	Baseline (T1)
BSC Teachers, Non-BSC Teachers	Post-Test (T3)
BSC Other Center Staff, Non-BSC Other Center Staff	Follow-Up (T4)

The questions below come from the ExCELS measure (citation TBD). They will be formatted to match the rest of the survey for programming into REDCap.[4][5]

A2/A9 **Who is involved in <u>developing specific actions to improve</u> the way the center provides care and education to children?**

MARK ALL THAT APPLY

1. o Director (center director, executive director, program director, etc.)

2. o Other managers

3. o Lead, head, or co-teachers

4. o Assistant teachers

5. o Families

6. o Staff from a larger organization that the center is a part of

7. o Board members

99. o Other *(specify)*

_____

These next few questions reference center management and teaching staff.

Center management refers to center staff who have oversight and supervisory roles and responsibilities for what happens at the center. Such staff may include directors, education program leads, coordinators, or other managers who oversee center operations, educational programs, center finances, human resources, family or special services, or other areas (such as marketing and enrollment or information technology).

Teaching staff refers to all staff who provide care and education to children in the classroom including lead, head, or co-teachers and assistant teachers. This may include short-term positions or service members from organizations like Teach for America or AmeriCorps if they are paid to provide care and education to children in the classroom.

A4/A11 How much do you agree with each of the following statements about <u>roles and responsibilities</u> in your center?

MARK ONE RESPONSE PER ROW

	Strongly agree	Agree	Disagree	Strongly disagree
a. Including teaching staff in the center's decision- making creates tension among teaching staff..	₁ m	₂ m	₃ m	₄ m
b. Our center operates best when center management makes most of the decisions for the center without broad input........................	₁ m	₂ m	₃ m	₄ m
c. Center management and teaching staff who participate in center decisions about the care and education of children reflect the diversity of children and families we serve..	₁ m	₂ m	₃ m	₄ m
d. I see myself as a leader in my center..................	₁ m	₂ m	₃ m	₄ m

A7/A14 How much influence do teaching staff have on the following?

Think about the amount of influence that you and other teaching staff have.

MARK ONE RESPONSE PER ROW

	A lot of influence	Some influence	A little influence	No influence
a. Developing strategic goals for the center.............	₁ m	₂ m	₃ m	₄ m
b. Developing center-wide initiatives (for example, promoting healthy habits for children, supporting the transition to	₁ m	₂ m	₃ m	₄ m

kindergarten, or supporting children with special needs)..				
c. Developing plans for involving families in center activities.....................................	$_1$m	$_2$m	$_3$m	$_4$m
d. Developing solutions to problems the center faces so that the center can provide the best services it can..............................	$_1$m	$_2$m	$_3$m	$_4$m

Organizational Climate

Respondents	Time of Data Collection
BSC Teachers, Non-BSC Teachers	Baseline (T1)
BSC Other Center Staff, Non-BSC Other Center Staff	Post-Test (T3)
Parents	Follow-Up (T4)

Essential 0-5 Survey

Ehrlich, Stacy B., Debra M. Pacchiano, Amanda G. Stein, Maureen R. Wagner, Stuart Luppescu, Sangyoon Park, Elizabeth Frank, Holly Lewandowski, and Christopher Young. "Organizing Early Education for Improvement: Testing a New Survey Tool." Chicago, IL: University of Chicago Consortium on School Research and the Ounce of Prevention Fund, 2018.

All instruments used in CCL Phase II are publicly available with the exception of instruments that include items that are copyrighted. This section of the survey will include a copyrighted measure described below.

Measure: Copyrighted items from the Essential 0-5 Survey

The Essential 0-5 Survey measure features a teacher survey that measures the organizational conditions that support ECE teachers as well as teacher, child, and family relationships. We plan to use one scale (or "Essential") from the Essential 0-5 Survey teacher survey. The scale is comprised of 5 subscales (which the developer refers to as measures) as outlined below.

Scale	Subscale topics
Collaborative Teachers	• Socialization of New Teachers • Teacher Collaboration • Collective Responsibility

| | • School Commitment |
| | • Teacher-Teacher Trust |

Attitudes about Social and Emotional Learning

Respondents	Time of Data Collection
Center Administrators	Baseline (T1)
BSC Teachers, Non-BSC Teachers	Post-Test (T3)
BSC Other Center Staff, Non-BSC Other Center Staff	Follow-Up (T4)

Beliefs around Social and Emotional Learning: Comfort and Culture Subscales
(adapted from Brackett et al., 2012)

Brackett, M. A., Reyes, M. R., Rivers, S. E., Elbertson, N. A., & Salovey, P. (2012). Assessing teachers'
beliefs about social and emotional learning. *Journal of Psychoeducational Assessment*, *30*(3),
219-236.

(Used in CCL Phase I)

Response Scale:
1) Strongly Disagree
2) Disagree
3) Neither Agree nor Disagree
4) Agree
5) Strongly Agree

Please indicate the level to which you agree or disagree with the following statements.

[Comfort Subscale: All respondents]
1. I feel confident in my ability to provide support for social and emotional learning.
2. I am comfortable providing support for social and emotional skills to the children in this center.
3. Taking care of children's social and emotional needs comes naturally to me.
4. Support for children's social and emotional learning is part of my regular practice.

[Culture Subscale: Teachers and other center staff only]
5. My director creates an environment that promotes social and emotional learning for the
children in our care.
6. The culture in my center supports the development of children's social and emotional skills.
7. My director does not encourage supporting the social and emotional skills of the children in our
care. (reverse scored)

8. My center expects teachers to address children's social and emotional needs.

Beliefs and Attitudes about Continuous Quality Improvement

Respondents	Time of Data Collection
Center Administrators	Baseline (T1)
BSC Teachers, Non-BSC Teachers	Post-Test (T3)
BSC Other Center Staff, Non-BSC Other Center Staff	Follow-Up (T4)

Beliefs, Attitudes, Skills, and Confidence in Quality Improvement: Attitudes and Beliefs Subscale
(BASiC-QI; Brown et al., 2019)

Brown, A., Nidumolu, A., McConnell, M., Hecker, K., & Grierson, L. (2019). Development and psychometric evaluation of an instrument to measure knowledge, skills, and attitudes towards quality improvement in health professions education: The Beliefs, Attitudes, Skills, and Confidence in Quality Improvement (BASiC-QI) Scale. *Perspectives in Medical Education, 8*, 167-176. doi: 10.1007/s40037-019-0511-8

Please select the response which best reflects how you feel about each statement relating to Quality Improvement (QI):

Response Scale:
1) Strongly Disagree
2) Disagree
3) Neither Agree nor Disagree
4) Agree
5) Strongly Agree

1. I enjoy quality improvement
2. I am interested in quality improvement
3. I understand the role quality improvement plays in my early care and education center
4. Quality improvement plays an important role in strengthening my early care and education center
5. I value quality improvement training as part of my professional development
6. I want to participate in quality improvement initiatives in my role
7. Applications of quality improvement theory and methodologies can help make change to my early care and education center
8. Using quality improvement in my work will make improvements
9. I understand the rationale for quality improvement in my work

Social and Emotional Learning Behaviors

Respondents	Time of Data Collection
BSC Teachers, Non-BSC Teachers	Baseline (T1) Post-Test (T3) Follow-Up (T4)

Perceived Problems Questionnaire: Preschool Teacher Problems Checklist

Johnston, J. M. (1984). Assessing staff problems: Key to effective staff development. *Child Care Information Exchange*. Retrieved from https://www.childcareexchange.com/article/assessing-staff-problems-key-to-effective-staff-development/5003601/

(Used in CCL Phase I)

Response scale:

1. Yes
2. No

I have a problem ....

1) Getting children to do what I ask them to do.
2) Controlling the noise or energy level in the room.
3) Understanding the reason for children's problem behavior.
4) Getting children to share or take turns.
5) Knowing how to handle children's aggressive behavior.
6) Dealing with a child who cries or whines frequently.
7) Getting children to clean up.
8) Getting children to learn and follow classroom rules and routines.
9) Getting children to use words and not hit others when they are angry.
10) Keeping one child's problem behavior from affecting other children.

Newly developed items by the CCL Phase II Study Team

(Based on CCL Phase II Monthly Metrics to address "Nurturing, responsive and supportive relationships and environments" and "Teaching social skills and emotional competencies")

Please reflect on the past week in your classroom and fill in the number that best matches each situation. If you are unsure of the exact number, your best estimate is fine. Entering "zero" is fine, as well.

1. Number of lesson plans you developed in the past week that explicitly focused on social and emotional learning: _____
2. Number of times in the past week you supported a child in regulating their behavior: _____
3. Number of times in the past week you supported a child in developing a pro-social behavioral skill: _____
4. Number of times in the past week you supported a child in understanding their or other's emotions: _____
5. Number of times in the past week you perceived challenging behaviors or a behavioral disruption among children in your classroom: _____
6. Number of times in the past week you used a negative tone of voice in the classroom: _____
7. Number of **days** in the past week when you identified **no** behavioral disruptions or challenging behaviors during transitions between activities: _____

Family Engagement

Respondents	Time of Data Collection
BSC Parents, Non-BSC Parents	Baseline (T1) Post-Test (T3) Follow-Up (T4) – Only BSC parents at T4

Essential 0-5 Survey
Ehrlich, Stacy B., Debra M. Pacchiano, Amanda G. Stein, Maureen R. Wagner, Stuart Luppescu, Sangyoon Park, Elizabeth Frank, Holly Lewandowski, and Christopher Young. "Organizing Early Education for Improvement: Testing a New Survey Tool." Chicago, IL: University of Chicago Consortium on School Research and the Ounce of Prevention Fund, 2018.

All instruments used in CCL Phase II are publicly available with the exception of instruments that include items that are copyrighted. This section of the survey will include a copyrighted measure described below.

Measure: Copyrighted items from the Essential 0-5 Survey

The Essential 0-5 Survey measure features a parent survey that measures the organizational conditions that support family engagement. We plan to use one scale (or "Essential") from the Essential 0-5 Survey parent survey. The scale is comprised of 6 subscales (which the developer refers to as measures) as outlined below.

Scale	Subscale topics
Parent Voice	• Orientation towards Early Education • Including Parents as Partners • Teacher Communication • Teachers' Interactions with Children • Cultural Sensitivity • Parent Influence on the Program

Family Engagement Survey

Ishimaru, A. M, Lott, J., Rajendra, A., O'Reilly-Diaz, K., Chase Chen, J., Torres, K., Williams, D., Benner, J., Dang, T., Lee, N., & Perez, D. (2015). *User's guide for Road Map Family Engagement Survey: Data inquiry for equitable collaboration.*

Response scale:
1) Strongly Disagree
2) Disagree
3) Neither Agree nor Disagree
4) Agree
5) Strongly Agree

PARENT/FAMILY KNOWLEDGE AND CONFIDENCE

Please mark your level of confidence about each of the following statements
1) I feel confident in my ability to support my child's learning at home.
2) I feel confident in my ability to make sure my child's early care and education center meets my child's learning needs.

WELCOMING AND CULTURALLY-RESPONSIVE SCHOOL CLIMATE

Please mark the extent to which you disagree or agree with each of the following statements:

1) I am greeted warmly when I call or visit my child's early care and education center.
2) My home culture and home language are valued by the center.
3) I trust staff/administrators at my child's early care and education center.
4) Teachers work closely with me to meet my child's needs.
5) I am invited to visit classrooms to observe teaching and learning.
6) The center encourages feedback from parents and the community.
7) This center provides opportunities to strengthen my child's cultural identity.
8) At this center, staff and parents are able to overcome cultural barriers.

PARENT/FAMILY INFLUENCE AND DECISION-MAKING

Please mark the extent to which you disagree or agree with each of the following statements:

1) I am involved in making the important decisions in my child's early care and education center.
2) I have opportunities to influence what happens at the center.
3) My child's center helps me develop my leadership skills.
4) My child's center involves me in meaningful ways improving the center.

Respondents	Time of Data Collection
Center Administrators	Baseline (T1)
BSC Teachers, Non-BSC Teachers	Post-Test (T3)
BSC Other Center Staff, Non-BSC Other Center Staff	Follow-Up (T4)

From the Strengthening Families Self-Assessment for ECE Programs:
Center for the Study of Social Policy. (n.d.). Strengthening Families Self-Assessment Tool for Center Based Early Care and Education Programs. Retrieved from: https://cssp.org/resource/strengthening-families-self-assessment-for-center-based-early-care-and-education-programs/

Response scale:
1) Strongly Disagree
2) Disagree
3) Neither Agree nor Disagree
4) Agree
5) Strongly Agree

1. Program staff ensure that all families, regardless of family structure, socioeconomic, racial, religious and cultural backgrounds; gender; sexual orientation; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities.
2. Effort is made to ensure that program information and outreach materials are linguistically and culturally appropriate and inclusive.

3. Staff regularly have opportunities to develop skills and knowledge to work effectively with diverse families.
4. The program seeks to reflect the community and families it serves.

Time and Resources
Developed for CCL Phase II Study

Respondents	Time of Data Collection
Center Administrators BSC Teachers BSC Other Center Staff BSC Parents Non-BSC Center Staff	Post-Test (T3) Follow-Up (T4)

1) Please indicate how much time how much time you spend on each of the following BSC-related activities in a typical month. Your best estimate is fine.

Team meetings to discuss PDSAs	Dropdown of number of hours	Did not spend any time on this activity
Implementing PDSA cycles	Dropdown of number of hours	Did not take part in this activity
Collect data on 1 or more monthly metric	Dropdown of number of hours	Did not take part in this activity
Other [please specify]	Dropdown of number of hours	Did not take part in this activity
Other [please specify]	Dropdown of number of hours	Did not take part in this activity

2) What proportion of this time was outside of your regular work hours? (percent)

Racial Equity & Cultural Responsivity Practices

Respondents	Time of Data Collection
BSC Teachers, Non-BSC Teachers	Baseline (T1)

BSC Other Center Staff, Non-BSC Other Center Staff	Post-Test (T3) Follow-Up (T4)

Adapted from the Strengthening Families Self-Assessment for ECE Programs:
Center for the Study of Social Policy. (n.d.). Strengthening Families Self-Assessment Tool for Center Based Early Care and Education Programs. Retrieved from: https://cssp.org/resource/strengthening-families-self-assessment-for-center-based-early-care-and-education-programs/

Response scale:
1) Strongly Disagree
2) Disagree
3) Neither Agree nor Disagree
4) Agree
5) Strongly Agree

1.7.1. My classroom displays diverse families and family structures in books, posters, and program materials.

1.7.2 Classroom staff are trained to be knowledgeable about the parenting practices and approaches to family decision-making of different cultural and ethnic groups.

1.7.3. I regularly gather information about family interests, beliefs and expectations, including those relating to the child's culture and language development, and seek to partner with families in incorporating those features into my classroom's activities and structure.

1.7.4. Parents have opportunities to share their skills, talents and cultural traditions with children and other parents in the classroom.

Newly developed items:

For the following questions, please think of discrimination as whether adults in your center treat each other unjustly or prejudicially based on different categories such as sex, age, race, or ethnicity.

Time 1:

1. Do you feel there is discrimination among teachers? (yes/no)
2. (If yes) Have you experienced this discrimination? (yes/no)
   a. If so, please explain what you experienced (open-ended)

Time 2:

1. Has discrimination among teachers in your center changed over the last 6 months? (yes/no)

      a. If so, please explain how the dynamics have changed (open-ended)
2. (If yes) Have you experienced discrimination in the last 6 months? (yes/no)
      a. If so, please explain what you experienced (open-ended)

Demographic Information

Respondents	Time of Data Collection
Center Administrators BSC Teachers, Non-BSC Teachers BSC Other Center Staff, Non-BSC Other Center Staff BSC Parents, Non-BSC Parents	Baseline (T1)

1. Which of the following best describes your gender identity?
   a. Female
   b. Male
   c. Non-binary, Gender fluid, or Gender expansive
   d. A gender not listed here

2. Are you of Hispanic, Latino/a, or Spanish origin?
   o No, not of Hispanic, Latino/a, or Spanish origin
   o Yes, Mexican, Mexican American, Chicano/a
   o Yes, Puerto Rican
   o Yes, Cuban
   o Yes, Another Hispanic, Latino/a, or Spanish origin

3. What is your race? (select one or more)
   o American Indian or Alaska Native
   o Asian Indian
   o Chinese
   o Filipino
   o Japanese
   o Korean
   o Vietnamese
   o Other Asian
   o Black or African American
   o Native Hawaiian
   o Guamanian or Chamorro
   o Samoan
   o Other Pacific Islander (specify) _____
   o White

o   Another race (specify) _____

4. Do you speak a language other than English at home?
- o   Yes
- o   No

5. If yes to Q4, What is this language?
- o   Spanish
- o   Other Language (please specify): _____

6. In what year were you born?
- a.   Drop down options in years 1920-2004

7. What is the highest educational level you have completed?
- a.   Did not graduate high school
- b.   High school diploma or equivalent (for example, a GED)
- c.   Some college courses, but no degree
- d.   Associate's degree
- e.   Bachelor's degree
- f.   Some graduate school or some professional school, but no degree
- g.   Master's degree (M.A., M.S., M.Ed.)
- h.   Doctoral degree in research (Ph.D., Ed.D.) or professional practice (Medicine: M.D.; Dentistry: D.D.S.; Law: J.D., L.L.B., etc.)

8. *(skip for Parent respondents) If education question response was AA or higher:* What was your major or field of study for the degrees you have earned? Please include Associate's, Bachelor's, and graduate degrees. (Mark all that apply)
- a.   Child development or developmental psychology
- b.   Early childhood education
- c.   Elementary education
- d.   Special education
- e.   Education administration/management and supervision (including early childhood education administration)
- f.   Business administration/management and supervision
- g.   Other education-related field (bilingual education, reading/literacy, secondary education, educational counseling or social work, sociology, science education, music education, etc.)
- h.   Other (please specify)   _____

9. *(skip for Parent respondents)* Do you currently hold any of the following licenses, certificates, or credentials? (select yes or no for each)
- a.   **Teaching** certificate, credential, or license that includes teaching any children from birth to age 5 including infant/toddler, preschool, or in family/home-based child care (this includes a Child Development Associate (CDA) credential)
- b.   Other **teaching or director/administrator** certificate or credential

(If yes to either) Please specify _____

10. *(skip for Parent respondents)* How many years have you...

	None	Less than 1 year	1 to 3 years	4 to 5 years	6 to 10 years	11 to 15 years	More than 15 years
a. Worked at this center?							
b. Worked in other early childhood centers?							
c. Worked full time in a profession other than early childhood?							

11. *(skip for Parent respondents)* The following questions ask about your professional plans:
    (Response options: Yes or No)
    a. Do you plan to continue working in your current role (at this school/center or another) next year?
    b. Do you plan to work for this district/organization next year?
    c. Do you plan to work at this school/center next year in a different role?

12. In 2021 what was your total household income before taxes?

    a. Less than $10,000
    b. $10,000 to $19,999
    c. $20,000 to $29,999
    d. $30,000 to $39,999
    e. $40,000 to $49,999
    f. $50,000 to $59,999
    g. $60,000 to $69,999
    h. $70,000 to $79,999
    i. $80,000 to $89,999
    j. $90,000 to $99,999
    k. $100,000 to $149,999
    l. $150,000 to $199,999
    b. $200,000 and above