PRE-K QUALITY IMPROVEMENT PROGRAM/SITE LEADER SURVEY

Introduction

Help us understand how to improve the quality of pre-K in [STATE]!

[STATE AGENCY] and other partners are undergoing a self-assessment process using the Implementation Development Map. As part of this work, we need your help to understand different aspects of how pre-K is implemented at your program or site. The survey consists of the following sections:

I. Primary Contact Information
II. Professional Development
III. Research-Based Curriculum
IV. Formative Child Assessment
V. High-Quality Teaching

The survey should take [# MINS] minutes to complete.

Term definitions

The online survey questions contain terms that appear bolded and underlined. Hover your mouse pointer over these terms for two seconds, and a definition will be displayed.

Taking part in the survey is voluntary; you do not have to participate. If you do take part, you may choose to stop at any time. Your participation, or decision not to participate, will not affect your relationship with [STATE AGENCY]. You have the right to skip any questions you prefer not to answer. The information you give us will be kept private and will only be seen by [ORGANIZATIONS WHO WILL HAVE ACCESS TO DATA]. Please feel free to contact [STATE AGENCY NAME] at [CONTACT EMAIL AND PHONE NUMBER] with any questions or concerns about the survey.

Section I. Primary Contact Information.

This section asks for information about yourself and your program/site.

Q1 What is your first name?

_____

Q2 What is your last name?

_____

Q3 What is your position or role?

_____

Q4 What is your email?

_____

Q5 What is your phone number?

_____

Q6 What type of site is your program?

○ Family child care

○ Center-based child care

○ Preschool program

○ School-age program

○ Other: _____

Q7 What is the zip code of your program?

_____

Section II. Professional Development.

The following set of questions will be about professional development for you and your staff at your program/site.

Q8 How many early childhood educators receive **job-embedded professional learning** in your early learning program?

Job-embedded professional learning (JEPL): professional learning that is grounded in day-to-day practice and is designed to enhance the professional skills of early learning staff, including directors and teachers, to improve student learning. Some examples of JEPL include coaching and mentoring, including observation and feedback, peer learning groups and team lesson planning.

○ None

○ Fewer than half

○ More than half

Q9 How many **professional development** opportunities for early childhood educators are:

Professional development: ongoing opportunities provided to staff to understand the standards, competencies, skills and core knowledge around developmentally appropriate practices and behaviors. These opportunities can include training, coaching, online courses and professional learning communities that strengthen program quality and improve child outcomes.

	None	Fewer than half	More than half
Accessible?	○	○	○
Culturally and linguistically responsive?	○	○	○

Q10 How many **professional development** opportunities?

Professional development: ongoing opportunities provided to staff to understand the standards, competencies, skills, and core knowledge around developmentally appropriate practices and behaviors. These opportunities can include training, coaching, online courses and professional learning communities that strengthen program quality and improve child outcomes.

	None	Fewer than half	More than half
Aim to help those who are pursuing academic degrees?	○	○	○
Are based on your state's early childhood educator competencies ?	○	○	○

Section III.

Research-Based Curriculum. The following set of questions will be about the research-based curriculum you use at your program/site.

Q11 How many classrooms:

Research-based curriculum: founded on solid research about child development and learning, promotes teaching and learning activities that are shown to have positive effects on child progress and outcomes, and has descriptive research or evaluation reflecting child progress.

	None	Fewer than half	More than half
Implement **research-based curriculum**?	○	○	○
Implement inclusive practices that align with state standards?	○	○	○

Q12 How many of your early childhood educators are:

Research-based curriculum: founded on solid research about child development and learning, promotes teaching and learning activities that are shown to have positive effects on child progress and outcomes, and has descriptive research or evaluation reflecting child progress.

Curriculum fidelity tool: refers to tools that evaluate how closely programs apply curriculum content and processes as they are designed. Curriculum fidelity may be assessed using observations, rating scales, surveys or interview questions. Staff can use fidelity tools provided by the curriculum developer or create their own tools to evaluate and provide feedback on how closely the implementation of a curriculum aligns to its intended purpose.

	None	Fewer than half	More than half
Trained in the **research-based curriculum** they are implementing?	○	○	○
Trained on the use of a research-based **curriculum fidelity tool?**	○	○	○

Q13 How many of your early childhood educators are trained on the use of a research-based **curriculum fidelity tool?**

Curriculum fidelity tool: refers to tools that evaluate how closely programs apply curriculum content and processes as they are designed. Curriculum fidelity may be assessed using observations, rating scales, surveys or interview questions. Staff can use fidelity tools provided by the curriculum developer or create their own tools to evaluate and provide feedback on how closely the implementation of a curriculum aligns to its intended purpose.

○ None

○ Fewer than half

○ More than half

Q14 How often does your program assess the research-based curriculum implementation **fidelity**?

Fidelity: refers to the quality of implementation. Implementation of a classroom lesson or activities exactly as intended by the program's developer has high fidelity. Implementation that does not closely align with the intended purpose has low fidelity.

○ Never

○ Fewer than once a year

○ Once a year

○ More than once a year

Q15 In the past school year, has your program used the data obtained from the research-based curriculum fidelity tool for **continuous program quality improvement**?

Continuous program quality improvement: a practical approach to change and improve systems by first identifying areas that need organizational changes, developing a hypothesis for what might work, implementing improvement plans and then frequently and continuously measuring the outcome of the practices to monitor progress.

○ Yes

○ No

○ Please describe _____

Q16 How many families served by your program are:

	None	Fewer than half	More than half
Given the opportunity to learn about selected curricula and instructional materials used in the classroom?	○	○	○
Given the opportunity to give feedback on selected curricula and instructional materials used in the classroom?	○	○	○

Section IV. Formative Child Assessment

The following set of questions will be about how you use formative child assessments at your program/site.

Q17 How many classrooms:

	None	Fewer than half	More than half
Use child assessment measures that are **valid**?	○	○	○
Use child assessment measures that are **reliable**?	○	○	○
Use child assessment measures that are comprehensive across all domains and development?	○	○	○
Use child assessment measures that are aligned to state learning and development standards?	○	○	○

Q18 Does your program have a process to ensure that assessments for children of diverse backgrounds are valid and not misinterpreted due to language or cultural barriers?

◯ Yes

◯ No

◯ Not yet, process in development

Q19 How many of your teachers use child assessment data to inform instruction at the classroom level?

◯ None

◯ Fewer than half

◯ More than half

Q20 Does your program:

	Yes	No	Not yet, plans in development
Use child assessment data to inform professional development efforts?	○	○	○
Use child assessment data for program improvement?	○	○	○

Q21 How many of your teachers:

	None	Fewer than half	More than half
Are trained in the child assessments they implement?	○	○	○
(optional question) Are (when appropriate) certified in the child assessments they implement?	○	○	○

Q22 Does your program have any support (e.g., written materials, in-person or online training, teacher collaboration groups) for child assessment implementation available to teachers?

○ Yes

○ No

○ Not yet, plans in development

Q23 How many teachers regularly share children's progress with families in culturally and linguistically sensitive ways in their preferred language?

○ None

○ Fewer than half

○ More than half

Section V. High-Quality Teaching

The following set of questions will be about high-quality teaching at your program/site.

Q24 How many of your classrooms assess program quality using a research-based tool? Examples include: ECERS-R and CLASS

○ None

○ Fewer than half

○ More than half

Q25 What research-based tool do you use to assess classroom quality?

_____

Q26 Does your program have standardized data collection protocols to assess classroom quality?

○ Yes

○ No

○ Not yet, plans in development

Q27 How many teachers:

	None	Fewer than half	More than half
Incorporate children's cultures and home languages in instruction and classroom activities?	○	○	○
Collaborate with families to encourage children's use of their home languages at school to support multilingual and multicultural development?	○	○	○

Thank you for completing this survey. Your time and participation are greatly appreciated.

Acknowledgement