

[Like last year, Pre-K teachers will take the Teacher Core and this Branch only. They will NOT be given one of the four modules.]

TB\_Z01. Which of the following best describes your Pre-K classroom context? (Select one option)

- a. Special Education/619
- b. General Education
- c. Blended (Special & General Education)

Questions TB\_Z02 through TB\_Z06 refer to the primary curriculum adopted by your district only (i.e., *Big Day for PreK*, *Connect 4 Learning*, or *Creative Curriculum*). Please answer these questions in regard to your district's primary curriculum and not any supplemental curricula or materials you may use.

TB\_Z02. To what extent does your district's adopted curriculum support your ability to teach lessons that ensure students have the opportunity to master grade level standards and support your ability to track student progress in mastering those standards?

|  | Not at All | To a Minimal Extent | To a Moderate Extent | To a Great Extent |
|--|------------|---------------------|----------------------|-------------------|
| a. Approaches to Learning (e.g., self-initiated learning, maintaining engagement, working collaboratively) (Select one option) | 1          | 2                   | 3                    | 4                 |
| b. Social-personal competencies (e.g., understanding others' feelings, dramatic play) (Select one option)                      | 1          | 2                   | 3                    | 4                 |
| c. Print concepts (Select one option)  |            |                     |                      |                   |
| d. Oral language and communication   | 1          | 2                   | 3                    | 4                 |
| e. Foundational skills and readiness for literacy  | 1          | 2                   | 3                    | 4                 |
| f. Math (e.g., classification, number sense, measurement, patterns, shapes) (Select one option)                                | 1          | 2                   | 3                    | 4                 |
| g. Science (Select one option)   | 1          | 2                   | 3                    | 4                 |
| h. Social Studies (Selection one option)   | 1          | 2                   | 3                    | 4                 |
| i. Physical development (e.g., gross & fine motor skills) (Select one option)  | 1          | 2                   | 3                    | 4                 |
| j. Fine arts (Select one option)   | 1          | 2                   | 3                    | 4                 |
| k. Readiness for Writing   | 1          | 2                   | 3                    | 4                 |

TB\_Z03. Please indicate your level of agreement with each of the following statements regarding the state-approved Pre-K curricula used within your district (e.g., *Big Day for Pre-K*, *Connect 4 Learning*, or *Creative Curriculum*):

|   | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-------------------|----------|-------|----------------|
| a. I have received training on how to implement one of these curricula. (Select one option) | 1                 | 2        | 3     | 4              |

|   |   |   |   |   |
|---|---|---|---|---|
| b. I feel knowledgeable about the state- approved curriculum I am using. (Select one option)  | 1 | 2 | 3 | 4 |
| c. I feel confident in my ability to implement the curriculum. (Select one option)  | 1 | 2 | 3 | 4 |
| d. I have ample opportunities to get ongoing professional development and support that is specific to the curriculum. (Select one option) | 1 | 2 | 3 | 4 |

TB\_Z04. Which of the following best describes your most common reasons for sourcing and/or creating your own materials to supplement the curriculum provided by your district? (Select up to two options)

- a. I have not been properly trained to use my primary curriculum.
- b. Primary curriculum does not fully cover a specific developmental domain.
- c. The primary curriculum is too difficult for my students.
- d. The primary curriculum does not adequately prepare my students for kindergarten.
- e. I supplement the primary curriculum to differentiate the lessons for my students.
- f. I feel more comfortable teaching from a different curriculum than the one provided by my school or district.
- g. I disagree with the way my primary curriculum addresses certain content.

TB\_Z05. Which of the following approaches do you use to support different learning needs with the curriculum provided by your district? (Select all that apply)

- a. Center rotations
- b. Small groups
- c. Implementing a spiral design
- d. Use of open-ended materials
- e. Using a supplemental curriculum provided by my school/district
- f. Using supplemental materials that I create or find myself
- g. Scaffolding questions

TB\_Z06. In the past year, how many times have you or anyone else used a tool or checklist to assess how you use your primary curriculum (i.e., fidelity of implementation)? (Please enter zero if this never happened) [number entry, 0-100]

TB\_Z07. Please select the response that best describes your current perspective of your professional development (PD) experience within each of the following areas during the current school year.

|  | I need both more PD experiences and higher quality PD in this area. | I need more PD experiences that emphasize this area. | I need higher quality PD in this area. | I am satisfied with both the quality and amount of PD received in this area. |
|--|---|--|--|--|
| a. Literacy (select one option)  | 1   | 2  | 3                                      | 4  |
| b. Math instruction (e.g., early numeracy, how to embed math during the preschool day, etc.) (Select one option) | 1   | 2  | 3                                      | 4  |

|  |   |   |   |   |
|--|---|---|---|---|
| c. Child development and creating developmentally appropriate environments (Select one option)         | 1 | 2 | 3 | 4 |
| d. Developing and implementing high quality learning centers (Select one option)                       | 1 | 2 | 3 | 4 |
| e. Minimizing transitions/wait-time (Select one option)  | 1 | 2 | 3 | 4 |
| f. Using open-ended questions to promote students' learning and engagement (Select one option)         | 1 | 2 | 3 | 4 |
| g. Encouraging associative and cooperative interactions among children (Select one option)             | 1 | 2 | 3 | 4 |
| h. Scaffolding instruction and providing access points using my primary curriculum (Select one option) | 1 | 2 | 3 | 4 |
| i. Scaffolds and supports using my primary curriculum (Select one option)                              | 1 | 2 | 3 | 4 |

Questions TB\_Z08 and TB\_Z09 refer to support from an instructional coach. For these questions please DO NOT think about support that is specific to portfolio implementation as part of your evaluation (i.e., support on using the rubric, selecting/uploading work samples, etc.) even if that support was from an instructional coach.

TB\_Z08. Please indicate the frequency with which you engage in each of the following activities with an instructional coach or peer mentor teacher who is knowledgeable of Pre-K practices. (Select one option)

**INTELLIMATRIX with next question**

|  | Not this Year | Once or Twice a Semester | About Once a Month | Two or Three Times a Month | Once a Week or More |
|--|---------------|--------------------------|--------------------|----------------------------|---------------------|
| a. Have a coach/peer observe a lesson for non-evaluative purposes (Select one option)                | 1             | 2                        | 3                  | 4                          | 5                   |
| b. Co-plan and/or co-teach a lesson with a coach (Select one option)                                 | 1             | 2                        | 3                  | 4                          | 5                   |
| c. Observe my coach/peer model a lesson (Select one option)  | 1             | 2                        | 3                  | 4                          | 5                   |
| d. Have a conversation about instructional practices with a coach/peer (Select one option)           | 1             | 2                        | 3                  | 4                          | 5                   |
| e. Have a conversation about my students' data with a coach/peer (Select one option)                 | 1             | 2                        | 3                  | 4                          | 5                   |
| f. Participate in a professional development session or PLC led by a coach/peer (Select one option)  | 1             | 2                        | 3                  | 4                          | 5                   |
| g. Have a conversation about scaffolding instruction and providing access points (Select one option) | 1             | 2                        | 3                  | 4                          | 5                   |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| h. Collaborative planning and preparation<br>(Select one option) | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

TB\_Z09. Please indicate the usefulness of your coach/peer interactions in each of the areas below. (Select one option) **INTELLIMATRIX with previous question**

|   | Not Useful | Somewhat Useful | Useful | Very Useful |
|---|------------|-----------------|--------|-------------|
| Have a coach/peer observe a lesson for non-evaluative purposes (Select one option)                | 1          | 2               | 3      | 4           |
| Co-plan a lesson with a coach/peer (Select one option)  | 1          | 2               | 3      | 4           |
| Observe my literacy coach/peer model a lesson (Select one option)                                 | 1          | 2               | 3      | 4           |
| Have a conversation about instructional practices with a coach/peer (Select one option)           | 1          | 2               | 3      | 4           |
| Have a conversation about my students' data with a coach/peer (Select one option)                 | 1          | 2               | 3      | 4           |
| Participate in a professional development session or PLC led by my coach/peer (Select one option) | 1          | 2               | 3      | 4           |
| Have a conversation about scaffolding instruction and providing access points.                    | 1          | 2               | 3      | 4           |
| Collaborative planning and preparation (Select one option)  | 1          | 2               | 3      | 4           |

TB\_Z10. Please indicate any of the following child assessments that you use to inform your planning (select all that apply).

- a. Teaching Strategies Gold
- b. Brigance
- c. AimswebPlus
- d. Assessments provided in curriculum
- e. Assessments that I create
- f. Not Applicable, we do not use child assessments
- g. Other: \_\_\_\_\_

TB\_Z11. **[If TB\_Z10 is NOT f]** How frequently does child assessment data inform your planning in each of the following ways?

|  | Never | Quarterly | Monthly | Weekly | Daily |
|--|-------|-----------|---------|--------|-------|
| a. To identify a child's developmental level<br>(Select one option)                  | 1     | 2         | 3       | 4      | 5     |
| b. To individualize activities for a child (Select one option)                       | 1     | 2         | 3       | 4      | 5     |
| c. To determine if a child needs a referral for special services (Select one option) | 1     | 2         | 3       | 4      | 5     |
| d. To determine a child's strengths and weaknesses (Select one option)               | 1     | 2         | 3       | 4      | 5     |
| e. To identify activities for parents to do with a child at home (Select one option) | 1     | 2         | 3       | 4      | 5     |

TB\_Z12. Since summer 2023, about how much time have you spent engaging in the following types of professional learning?

|   | None | 1-10 hours | 11-20 hours | 21-40 hours | More than 40 hours |
|---|------|------------|-------------|-------------|--------------------|
| a. Formal professional development opportunities (e.g., workshops, webinars, conferences, or classes) (Select one option) | 1    | 2          | 3           | 4           | 5                  |
| b. Individual support through one-on-one mentoring, coaching, or partnerships (Select one option)                         | 1    | 2          | 3           | 4           | 5                  |
| c. Collaborative activities with a group of other teachers (e.g., PLCs, grade level teams) (Select one option)            | 1    | 2          | 3           | 4           | 5                  |

TB\_Z13. How comfortable are you with embedding each of the following into your daily literacy instruction?

|  | Not at all comfortable | Slightly comfortable | Somewhat comfortable | Very comfortable |
|--|------------------------|----------------------|----------------------|------------------|
| a. Sounds-first activities (Select one option)   | 1                      | 2                    | 3                    | 4                |
| b. Phonological awareness and phonemic awareness activities that use kinesthetic strategies such as hand motions and mouth movements (Select one option) | 1                      | 2                    | 3                    | 4                |

TB\_Z14. How familiar are you with the TN Foundational Skills Supplement?

- a. Not at all familiar
- b. I am aware of it, but have not tried it out in my instruction
- c. I have used it in my instruction once or twice this year
- d. I occasionally incorporate it into my instruction
- e. It has been a regular part of my instruction this year

TB\_Z15. Do you use another research-based foundational skills supplement?

- a. No – 0
- b. Yes (please specify): \_\_\_\_\_ . – 1
- c. I'm not sure – 2