CENTER *for*
URBAN EDUCATION
LEADERSHIP

The Ounce PDI Study

APPENDIX 1A: SELECTED DATA COLLECTION PROTOCOLS AND INSTRUMENTS

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Chapter 1 Stages of Change Survey (SOC) and Accompanying Interviews

Stages of Change Scale for Teachers

For Early Education and Care 2.0
Self- Report Form for Teachers

For each <u>row (across)</u>, fill in the phrase that best completes the following:

"When I think about my work with children, families, and co-workers right now…" Row 1→	I'm planning to make a change O	I think about making a change but I can't do it now O	I'm making sure I don't go back to my old ways O	I'm working to change something right now O	I don't plan to make any changes O
"When I think about my work with children, families, and co-workers right now…" Row 2→	I might need to make a change someday O	I need to make some kind of change O	I think about how to keep up the changes I made O	I don't think I need to make any changes O	I know what I need to change O
"When I think about my work with children, families, and co-workers right now…" Row 3→	I often learn a lot about the things I want to change O	I don't need any new information O	I'm interested in learning new information O	I'm finding new information on my own O	I might look for new information in the future O
"When I think about my work with children, families, and co-workers right now…" Row 4→	I don't think making a change would help the children O	I often make changes so I can help the children O	I think making a change would help the children O	I see how a change I made helped the children O	I believe that when I make a change, it will help the children O

Center Name: _____

For Early Education and Care 2.0

Self- Report Form For Teachers

Date: _____   _____**Time:**

For each <u>row (across)</u>, fill in the phrase that best completes the following:

"When I think about my work with children, families, and co-workers right now…" Row 5→	I believe I can change, even if it isn't easy O	I don't have the power to make any changes O	I feel overwhelmed by the thought of changing O	I've made changes before, even though it isn't always easy O	I'm confident I can keep up the changes I've made O

"When I think about my work with children, families, and co-workers right now…" Row 6→	I don't have anyone who would support me in making a change O	I'm active in a community that supports change O	I don't know whether anyone would support me in making a change O	I know several people who support me in making changes O	I know someone who would support me in making a change O

"When I think about my work with children, families, and co-workers right now…" Row 7→	I don't think of myself as a professional O	I feel like a professional because of a change I have made O	I might feel more professional if I made a change O	I'm beginning to think of myself as a professional O	I feel like a true professional because I often make changes O

Shira M. Peterson, Amy Baker, Melissa Weber, "Stage of Change Scale for Early Education and Care 2.0 Professional Manual" (March, 2010)

OPF Professional Development Initiative (PDI)

Stages of Change Interview for Individual Teachers Baseline Interview

Introduction to Interview

The purpose of this introductory interview is to think together about professional development as a change process, that is, a process that challenges our current practices and helps us explore and try out   more effective ways of teaching and working in a team setting. The information from this conversation   will help me to see better which aspects of the Ounce Professional Development Initiative, which we call PDI process will be new and perhaps challenging for you, and which aspects of the PDI should feel more familiar to you. Another purpose of this interview is to help our design and research team document your starting points for learning the PDI. This will be important as we learn what aspects of the PDI need to be adjusted to match your experience and learning needs, and eventually, the learning   needs of early childhood teachers similar to you.

The interview will begin by having you complete a one-page version of the Stages of Change (SOC) Survey. This survey asks you to consider "where you are" around issues of professional change and growth, including your openness to change, challenges to change, and how much support you have to make changes. The scale will take about 10 minutes to complete. I'll make a quick copy of your rating   choices on the survey. Then I'll pose some questions about your responses to the survey, and we'll have   a conversation about your recent experiences of personal and professional change and growth. The   entire interview should take about 60 minutes to complete.

Review of Rights and Protections as a Participant in this Interview

Because this interview serves both coaching and research purposes, I will be "wearing two hats" today. I'll be collecting information to improve my coaching, and collecting information for the Ounce's   research and development project. We will audiotape the interview so that I can think about it further   for my coaching, and so that our design and research team can use the information to improve the PDI model. We realize you may be concerned about being audiotaped or about what happens to the recorded information after the interview. You may also be concerned about saying something that might be misunderstood or even used against you. These are valid concerns, and we want you to feel comfortable about speaking freely and sharing your thoughts and ideas. So here are some guidelines that we will follow to make sure that this interview is a positive learning experience for you, and that the   information it produces is used only for project purposes.

First, when you complete the SOC Survey, we will ask you not to write your name on the form. I will make a copy of your responses when you finish so that you will have your copy in hand for   the interview. At the end of the interview I will collect both forms and write the center name, date, and time of interview on them so that your answers will not be identifiable to anyone except us as your coaches and the UIC researchers. I will take both forms back to the Ounce of Prevention Fund (OPF) for secure storage. I can arrange to mail a copy of your ratings to your home address if you would like a copy for your own records.

Second, when participating in the interview, you are free to STOP THE INTERVIEW at any time and for any reason. This decision will not affect your continued eligibility to participate in the PDI activities including our coaching cycles. If you stop the interview, I will follow up with you to see if there is some other way for me to understand your recent work life so I can coach you effectively.

Third, you can control what you say and what gets recorded at several levels, including:
- In response to any question, you can decide what you want to say and what you DON'T want to say, and share only what you are comfortable saying out loud.
- You can decide NOT to answer a particular question, either by not speaking up, or by telling me that you prefer not to answer that question.
- You can ask me to STOP RECORDING while you answer. When you complete your answer, I will ask if it is OK to start recording again.
- You can ask me to "bracket" your recorded answer, meaning that you want the answer treated with special care and caution. I will make a note of the location of your response on the recording, and we can discuss how to bracket your answer after the interview.

Fourth, after the interview is finished, you may feel unsure about or uncomfortable with something you said. You have the right to re-listen to anything you said on the recording, and request that this material be erased or bracketed (as discussed above). You can also request to read the transcript of the interview at any time over the next two years of the project. Simply contact me and we will make the necessary arrangements.

Fifth, we take special care to store these recordings safely and securely in password-protected computer files on computer networks shared by the UIC and OPF. When I return to the OPF I will upload this recording to a password-protected computer network. I will then delete the recording from this recorder. The same care is taken to safely store written transcripts in password-protected computer files and locked cabinets at the OPF or UIC. Only the UIC and OPF staff who have completed human subjects training and who are assigned to this project will have access to these recordings or transcripts. The recordings and transcripts will never be used for purposes like teaching or public presentations without your written permission.

Sixth, we take special care that information that could identify you is removed from written transcripts and any publications that use these data. We replace person and place names with numbers or substitutes in all transcripts, and false names will be used in all articles or publications. Your name will never be mentioned in any publication unless you have given your written permission.

These precautions are not meant to worry you about participating in an individual interview. Our experience with similar research is that participants almost always enjoy the opportunity to reflect on their work experiences with the aid of an interview guide.

> Do you have any questions at this time about ANY aspect of the interview planned for today?
> Are you ready to go ahead with the interview? [IF NO] Would you like to re-schedule for another time?

[IF READY TO PROCEED] Then let's begin. If you have a question about the interview process at any time, please signal me and we'll pause to address your question.

Instructions for Administering the Stages of Change Survey (SOC) to Interviewer
  Note: the stem for the SOC Survey for teachers will read: *"When I think about my work with children, families, and co-workers right now…"*
  A. Arrange to conduct the interview in the quietest and most confidential location available in the center at the time of day you are visiting. Bring a clipboard or some firm flat surface in case a table is not available in this setting.
  B. Greet the interviewee and assure that s/he is comfortable and ready to proceed.
  C. Give the interviewee the SOC Survey, and provide the interviewee with a minute to review the form. Ask the interviewee NOT to write his/her name on the form. Then read aloud the following features as a check for understanding: a) the question stem; b) the seven question themes. *You as the interviewer should feel assured that the interviewee understands the SOC form very well before proceeding*.
  D. Ask the interviewee to take about 10 minutes to complete the form. Reassure the interviewee that his/her self-ratings will remain confidential, and ask him/her to assess each theme thoughtfully so that it reflects where they are right now. Reassure him/her that the SOC is not a test – it is a starting point for a useful discussion.
  E. Give the interviewee "space" to complete the form, and track the passage of 10 minutes. If more than 10 minutes is necessary for the interviewee to complete the SOC, provide the necessary time.
  F. After the interviewee completes the SOC, retrieve his/her form and copy the ratings onto a blank form. On the form, record the center name, date, and time of the interview. Return the original form to the interviewee to use during the interview.
  G. You are now ready to proceed with the interview. At the conclusion of the interview, again, retrieve the original completed SOC form from the interviewee. Ask the interviewee if they wish to have a copy for their records. If yes, verify the interviewee's home address and indicate that the project will mail a copy to the interviewee's home with no identifying information. Store both SOC forms in a sealed research envelope and

return to the OPF or UIC promptly.

Interview Questions
1. Let's look back to your responses to the SOC Survey. When you completed the survey, what aspects of your work were you thinking most about?

2. Let's look at your responses for each row.
   a. Tell me a little about why you chose the rating you gave to row #1 (Intention).
   b. How about row #2 (Awareness) – tell me a little more about why you chose this rating.
   c. How about row #3 (Seeking Information) – tell me a little more about why you chose this rating.
   d. How about row #4 (Effect on Children) –tell me a little more about why you chose this rating.
   e. How about row #5 (Overcoming Obstacles) – tell me a little more about why you chose this rating.
   f. How about #6 (Social Support) – tell me a little more about why you chose this rating.
   g. How about #7 (Professional Identity) –tell me a little more about why you chose this rating.

3. What would you say are some of your strongest beliefs about early childhood education or being a teacher of young children? Tell me more about these values, ideas, or principles.

4. Do you have a particular style of working with children and families that works for you, or that you have worked hard to develop? If no, move to the next question. If yes, how do you know that this style is effective with children and families?

5. Next I am going to say the beginning of a sentence and I would like you to finish the sentence. "To be effective, an early childhood teacher…."

6. In what situations do you feel most confident or *MORE* sure of yourself right now as an early childhood teacher? Ask about: What makes you feel confident in these situations?

If interviewee seems unsure about how to answer #6, try prompting for:
   a. How about in your interactions and instruction with children – what are you most confident or sure of yourself about?
   b. How about in activities like lesson planning or problem solving with your fellow teachers – what are you most confident or sure of yourself about?
   c. How about when interacting with families – what are you most confident or sure of yourself about?

7. Are there situations where you feel less confident or *LESS* sure of yourself right now as an early childhood teacher? What makes you feel unsure of yourself in these situations?

If interviewee seems unsure about how to answer #7, try prompting for:
   a. How about in your interactions and instruction with children – do any situations make you unsure of yourself? Why?
   b. How about in activities like lesson planning or problem solving with your fellow teachers – do any situations make you uncomfortable or unsure of yourself? Why?
   c. How about when interacting with families – do any situations make you uncomfortable or unsure of yourself? Why?

8. Let's assume that everyone can improve something about their teaching practices. What area of your teaching practice would you most like to improve? Why would you choose that area? Tell me more about your thinking.

9. How important is it to you to change this area of practice? How ready do you feel to take some steps toward

change? Please tell me about why you feel that way.

10. Do you foresee any barriers in the way of making that change?

11. What kind of information would make it easier to move forward with making that change?

12. What kind of help or support would make it easier to move forward with making that change?

13. Let's go back and look over your responses to the SOC Survey once more. Based on our conversation, which I have really enjoyed, are there any ratings you would like to adjust or change or tell me more about? <u>You do not need to change any of your ratings.</u>

14. Thanks –I have really enjoyed this opportunity to talk and I look forward to continuing our relationship.

{To Interviewer: Be Sure to Retrieve the SOC Form from Interviewee Before Leaving.}

Center Name:

Stage of Change Scale for Administrators
For Early Education and Care 2.0
Self- Report Form For Administrators

Date: _____

Time: _____

For each <u>row (across)</u>, fill in the phrase that best completes the following:

"When I think about my work with staff and families right now…" Row 1→	I'm planning to make a change O	I think about making a change but I can't do it now O	I'm making sure I don't go back to my old ways O	I'm working to change something right now O	I don't plan to make any changes O
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Shira M. Peterson, Amy Baker, Melissa Weber, "Stage of Change Scale for Early Education and Care 2.0 Professional Manual" (March, 2010)

Center Name: _____

For Early Education and Care 2.0
Self-Report Form For Administrators

Date: _____

Time: _____

For each <u>row (across)</u>, fill in the phrase that best completes the following:

"When I think about my work with staff and families right now…" Row 5→	I believe I can change, even if it isn't easy O	I don't have the power to make any changes O	I feel overwhelmed by the thought of changing O	I've made changes before, even though it isn't always easy O	I'm confident I can keep up the changes I've made O
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Shira M. Peterson, Amy Baker, Melissa Weber, "Stage of Change Scale for Early Education and Care 2.0 Professional Manual" (March, 2010)

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OPF Professional Development Initiative (PDI)

Stages of Change Interview for Individual Center Director Baseline Interview Question Sequence

[IF READY TO PROCEED] Then let's begin. If you have a question about the interview process at any time, please signal me and we'll pause to address your question.

Instructions for Administering the Stages of Change (SOC) Survey to Interviewee

Note: the stem for the SOC Survey for leaders will read: *"When I think about my work with staff and families right now…"*

A. Arrange to conduct the interview in the quietest and most confidential location available in the Center at the time of day you are visiting. Bring a clipboard or some firm flat surface in case a table is not available in this setting.

B. Greet the interviewee and assure that s/he is comfortable and ready to proceed.

C. Give the interviewee the SOC Survey, and provide the interviewee with a minute to review the form. Ask the interviewee NOT to write his/her name on the form. Then read aloud the following features as a check for understanding: a) the question stem; b) the seven   question themes. *You as the interviewer should feel assured that the interviewee understands the   SOC form well before proceeding.*

D. Ask the interviewee to take about 10 minutes to complete the form. Reassure the interviewee   that his/her self-ratings will remain confidential, and ask him/her to assess each theme thoughtfully so that it reflects where they are right now. Reassure him/her that the SOC is not a test – it is a starting point for a useful discussion.

E. Give the interviewee "space" to complete the form, and track the passage of 10 minutes. If more than 10 minutes is necessary for the interviewee to complete the SOC, provide the   necessary time.

F. After the interviewee completes the SOC, retrieve his/her form and copy the ratings onto a blank form. On the form, record the center name, date, and time of the interview. Return the   original form to the interviewee to use during the interview.

G. You are now ready to proceed with the interview. At the conclusion of the interview, again, retrieve the original completed SOC form from the interviewee. Ask the interviewee if they wish   to have a copy for their records. If yes, verify the interviewee's home address and indicate that   the project will mail a copy to the interviewee's home with no identifying information. Store   both SOC forms in a sealed research envelope and return to the OPF or UIC promptly.

Interview Questions

1. Let's look back to your responses to the SOC Survey. When you completed the survey, what aspects of your work were you thinking most about?

2. Let's look at your responses for each row.

   a. Tell me a little about why you chose the rating you gave to row #1 (Intention).
   b. How about row #2 (Awareness) – tell me a little more about why you chose this rating.
   c. How about row #3 (Seeking Information) – tell me a little more about why you chose this rating.
   d. How about row #4 (Effect on Children) –tell me a little more about why you chose this rating.
   e. How about row #5 (Overcoming Obstacles) – tell me a little more about why you chose this rating.
   f. How about #6 (Social Support) – tell me a little more about why you chose this rating.
   g. How about #7 (Professional Identity) –tell me a little more about why you chose this rating.

3. What would you say are some of your strongest beliefs about leading an early childhood center?

Tell me more about these values, ideas, or principles.

4. Do you have a particular style of working with staff and families that works for you, or that you have worked hard to develop? If no, move to the next question. If yes, how do you know that this style is effective with your staff and families?

5. Next I am going to say the beginning of a sentence and I would like you to finish the sentence. "To be effective, an early childhood leader…."

6. In what situations do you feel most confident or *MORE* sure of yourself right now as an early childhood center leader or administrator? Ask about: What makes you feel confident in these situations?

If interviewee seem unsure about how to answer #6, try prompting for:
   a. How about in your interactions with classroom teachers – what are you most confident or sure of yourself about?
   b. How about when interacting with parents and family members – what are you most confident or sure of yourself about?
   c. How about in activities like strategic planning or solving problems with other center administrators – what are you most confident or sure of yourself about?

7. Are there situations where you feel less confident or *LESS* sure of yourself right now as an early childhood leader or administrator? What makes you feel unsure of yourself in these situations?

If interviewee seems unsure about how to answer #7, try prompting for:

   a. How about in your interactions with classroom teachers – do any situations make you unsure of yourself? Why?
   b. How about when interacting with parents and family members – do any situations make you unsure of yourself? Why?
   c. How about in activities like strategic planning or solving problems with other center administrators – do any situations make you unsure of yourself? Why?

8. Let's assume that everyone can improve something about their leadership practices. What area of your early childhood leadership practice would you most like to improve? Why would you choose that area? Tell me more about your thinking.

9. How important is it to you to change this area of practice? How ready do you feel to take some steps toward change? Please tell me about why you feel that way.

10. Do you foresee any barriers in the way of making that change?

11. What kind of information would make it easier to move forward with making that change?

12. What kind of help or support would make it easier to move forward with making that change?

13. Today we hear a lot about professionalizing the field of early childhood so that it's more about providing both high quality care and rich learning experiences for children. As an early childhood center leader or supervisor, what is your role in helping to professionalize your field?

14. How accurate is it to say that administrators in this center work together and make decisions as a "team?" If interviewee agrees that this statement is accurate, ask: Can you give me an example of how administrators work as a team?

15. Let's go back and look over your responses to the SOC Survey once more. Based on our conversation, which I have really enjoyed, are there any ratings you would like to adjust or change or tell me more about? <u>You do not need to change any of your ratings.</u>

16. Thanks – I have really enjoyed this opportunity to talk and begin our coaching relationship.

{To Interviewer: Be Sure to Retrieve the SOC Form from Interviewee Before Leaving.}

Chapter 2 Individual and Group Interviews with Teachers, 2012 - 2014

OPF Professional Development Initiative (PDI)

Theme 1: Views of Quality

General Question #1
1a. We have **a lot** of standards and regulations in early childhood that attempt to define quality. We are interested in what you think. How do ***you*** define "quality" for your classroom and for your teaching team?

Detail Probe #1
1b. Can you tell me more about the outcomes you strive for as a teaching team?

Clarification or Elaboration #1
1c. Are there differences of opinion at this center about how to define quality or what outcomes for children are most important?

General Question #2
2a. Do your Center's administrators ask for your teaching team's input or feedback around the Center's program quality goals? Do you have a say about how program quality goals are implemented?

Detail Probe #2
2b. If yes, how much? How often are you asked for input?
2c. How is your input requested or gathered?

Theme 2: Team Teaching and Lesson Planning

General Question #3
3a. What would you say are the greatest strengths of this teaching team?

Detail Probe #3
3b**.** Can you describe a specific example of what that strength looks like when you work as a team?

General Question #4
4a. What would you say is an area this teaching team could work on to improve?

Detail Probes #4
4b**.** Can you provide a specific example that supports why you would like this teaching team to improve in this area?
4c. How about a specific example of what this teaching team could do to improve how you all work together with children and families?

General Question #5
So far we have discussed the inner workings of your team, but as your coach, can you help me understand how your team works with each of the following key staff members:
5a. Your immediate supervisor
5b. Your Center's leadership
5c. Your family support specialists

General Question #6
6a. Let's take a look at one of your lesson plans from earlier in the month. (*Coaches: confirm you are reviewing a lesson plan that you were NOT present for*). Can you describe step by step how this plan was created?
Detail Probes #6
I notice you use the Weekly Planning Form from GOLD online, do you also use the following:
6b. The Child Planning Form? If yes, how does this form guide your lesson planning?
6c. The Group Plan Form? If yes, how does this form guide your lesson planning?
6d. The Individual Care Plan? If yes, how does this form guide your lesson planning?
OR
If you notice they use forms other than the ones above, then: I am not familiar with this form.
6e. Can you tell me about where it came from? Why are you using this form?
Clarification or Elaboration #6
6f. Does someone have the primary responsibility for lesson planning?
6g. How often do you lesson plan? Is there a set time in the day and/or week for planning? Where does planning take place?
6h. Do you have time to plan as a team? If not, how does the other teacher get up to speed on the plan?

General Question #7
A lot of thinking and decision-making goes into lesson planning. Using this lesson plan as an example:
7a. How do *curriculum goals* (the GOLD objectives) or IL early learning standards figure into your planning? Did they inform this plan? How?
7b. How do you think about *individualization* for children? Can you tell me how you individualized for children in this plan?
7c. Do you have any children with *special needs*? If yes, how are their IEPs reflected in your lesson plan?
7d. Did information from *parents/families* inform this plan? How?
7e. How does children's *screening data* (ASQ or ESI-R, & ASQ-SE) from the beginning of the year inform your lesson planning? Did they inform this plan? How?
7f. How about the *GOLD observations* you collect throughout the year? How do those figure into your planning and individualization? Did they inform this plan? How?

General Question #8
8a. What does "kindergarten readiness" mean to you?
Detail Probes #8
8b. As an Infant/Toddler teacher, do you feel you have a role in preparing children for kindergarten? How about their families? Tell me more about that.
8c. Are there specific experiences or goals that you have with infants/toddlers and their families that you think are important later as children head into kindergarten?

General Question #9
9a. We have asked you a lot about your routines for lesson planning, but even the best laid plans don't always go as planned. Are you usually able to follow through on your lesson plans? Why or why not?
Detail Probes #9
9b. Do you refer to the lesson plan during the week? Daily? Tell me more about that, please.
9c. What leads you to make modifications to your lesson plan as you are implementing it?
[*Interviewer: Listen for and probe reasoning they provide that links their regard for children's perspective, engagement, and learning to needed modifications.*]

Theme 3: Professional Development
General Question #10
10a. Teaching is complicated work – there always is something more to understand about how young children learn and develop, and how we can interact and teach them in ways that better match how they learn. What are some of the ways you continue to learn and grow as teachers?
Detail Probe #10
10b. [*Interviewer: Listen for strategies (training, workshops, coaching, courses, professional reading)]*. Probe for what it was about particular experiences/settings/content/providers that made those experiences effective.

General Question #11
11a. Other than our Ounce PDI activities, do you ever get together with teachers *from other classrooms* in the Center to plan together, work on common problems, compare your classroom practices, talk about children's learning and progress, how to partner with families*,* or other topics? *[To interviewer – feel free to add other professional and practice concerns to this list.]*
Detail Probes #11
11b. If yes, how frequently? What do you talk about?
11c. Do you have a regularly scheduled time to meet together with teachers from other classrooms? If so, when and how often do those meetings occur?
11d. Do you ever review data about children or your classrooms with teachers from other classrooms?

Theme 4: Wrapping Up
General Question #12
12a. If we were to give you a magic wand that would allow you to make one change that would help your Center provide the best early childhood care and education possible, what would you use it to change?

General Question #13
13a. Is there anything else you would like to tell us about, given our conversation today or at this point in the project?

OPF Professional Development Initiative (PDI)

Teacher Focus Group Time 2 Question Sequence

Theme 1: Your Experience Participating in the PDI

General Question #1

1a. If another ECE teacher mentioned to you that her center was thinking about participating in the Ounce PDI, what would you like to share with her about your experience so far?

Detail Probe #1

1b. Now that you have been participating in the PDI, is it what you expected? Why or why not?

General Question #2

2a. Tell us about a time when you experienced growth or change through the course of this project. Have there been any "A-HA!" moments? Has the PDI ever pushed you out of your comfort zone? If so, what have you learned from that experience?

Detail Probes #2

2b. How would you describe your team's lesson planning process at this point in the PDI? Does this differ from how you would have planned from a year ago?

2c. Have you taken any of the PDI way of planning and thinking into your lesson planning without your coach? If yes, what have you taken? And if nothing has transferred, why?

2d. Based on your experience so far, which part of the learning cycle (learning lab, coaching cycle, Lesson Planning Meeting, and RPG) do you value most? Why?

Clarification or Elaboration #2

2e. Have you noticed an impact of *your* growth and change on the *children's gr*owth and change? If so, can you provide examples?

Theme 2: The Work Climate, Conditions, and Culture of your Center

General Question #3

3a. Do you think your Center's policies and procedures create an emotional climate allowing children to consistently feel safe and liked? Could you provide some examples?

Detail Probe #3

3b. How much do you think you have learned this year about developing such an emotional climate for children? What makes you think that?

General Question #4

4a. How would you characterize relationships among teachers as this center? Can teachers rely on one another for help and support? If so, please give an example of the kind of supports teachers provide each other.

4b. How would you characterize relationships among teachers and leaders at this center? Can teachers and leaders rely on one another for help and support?

General Question #5

5a. As teachers, do leaders seek your input or ideas about setting policies? How about

solving problems? Can   you provide some examples of what input or ideas your leaders seek?

Detail Probe #5

5b. How do they seek your input?

Clarification or Elaboration #5

5c. Are there times when leaders do not seek your input? If so, what are some examples?

General Question #6

6a. Do you think teachers and leaders at this center agree about what good teaching is? Where is there   agreement and disagreement?

Detail Probe #6

6b. Do you feel that there are supports (e.g. financial, professional, emotional) in place that help you implement   that vision of teaching and learning? Could you provide some examples?

General Question #7

7a. In general, ECE places a lot of emphasis on teamwork and co-teaching. In your experience, would you say that teachers at your center are more into working in teams, or into "doing their own thing"?

Detail Probe #7

7c. Other than for Ounce PDI activities, do you ever get together with teachers *from other classrooms* in the   Center to plan together, work on common problems, or talk about children's learning and progress, etc.?

Clarification or Elaboration #7

7d. In what ways has the PDI changed how you work together in teams?

7e. In what ways has the PDI influenced how you value teamwork?

General Question #8

8a. What does your Center do to help all staff create strong ties and partnerships with families? Among families? Can you tell me more about how FSS fit into [their response]?

8b. What is your role right now in transitioning children and families into Kindergarten? Does your center   provide you with the right supports to help you transition children and families into Kindergarten? Can you tell   me more about that?

Detail Probe #8

8b. What have you done or what are you working on now to build strong partnerships with families?

OPF Professional Development Initiative (PDI)

Theme 1: Professional Development and Your Experience (25 minutes)
First, we would like to start with some general questions about your thoughts on professional development and your experience participating in the Ounce PDI.

General Question #1
For nearly 2.5 years (and for some of you, a little less), you have experienced a repeating combination of Learning labs, Coaching Cycles, and Reflective Practice Groups.
1a. What do you think of that approach to professional development?
1b. What are the good things about it? What are the challenging things about it?
1c. What would you keep the same for the next group of centers and teachers?
1d. What would you do differently for the next group of centers and teachers?

General Question #2
2a. Direct supervisors in this project have begun facilitating weekly lesson planning discussions and monthly reflective practice groups. Have you noticed change(s) in the role of your direct supervisor? If so, what have those changes been?
2b. Has the project changed the kind of conversations you have with your direct supervisor? How so?
2c. And, how have these changes been for you?
2d. Since being a participant in this project, what do you now know and believe *about what you need* from your direct supervisor to be continuously growing as a teacher and improving your practice with children and families?

General Question #3
3a. Would you consider yourself a better – a more effective - teacher today than at the beginning of the project? If so, in what ways, and why?
3b. Can you think of a time when you experienced growth and change in your classroom practice through this project? (If drawing a blank, interviewer prompt: Any "aha" moments?) How have you changed?
3c. Can you think of a time when you experienced growth and change in your beliefs about teaching in early childhood classrooms? Sometimes it's helpful to think about it as, *"I used to think…..but now I know and believe..."*
3d. What would you say is an area of practice that most of you have been working hard to improve? Why?
3e. Have you noticed an impact of *your* growth and change on the *children's gr*owth and change? If so, can you provide examples?

Now that we have asked you about your overall experience, we would like to find out more about your lesson planning process.

General Question #4
Lesson planning, the way this project structures it and has taught you to complete it, is really hard work!

4a. How would you describe your lesson planning process now, at the end of this project? Are there differences in how you lesson plan and think now as compared to one year ago?

4b. Do you feel confident in your ability to continue to plan in the way that you learned from your Ounce coaches? Why or why not?

4c. You told us in the last focus group that you have a hard time planning "as deeply" without help. So, going forward, what do you need from center leaders and supervisors, and your team members to keep lesson planning in this deeper way?

Theme 2: The Work Climate, Conditions, and Culture of Your Center
General Question #5
5a. What would **you say you have gained as a teacher** by working to develop an emotional climate that allows children to feel safe and liked as an individual?
Detail Probe #5
5b. Do you think your Center policies or daily decisions have changed in any ways that help staff create an emotional climate allowing children to consistently feel safe and liked? Could you provide some examples?

General Question #6
6a. How would you describe relationships among teachers at your center? Have these relationships changed since the beginning of the project? If yes, how?

6b. Can teachers rely on one another for help and support? If so, please give an example of the kind of supports teachers provide each other.

6c. How would you describe relationships among teachers and leaders at this center? Have these relationships changed since the beginning of the project? If yes, how?

6d. Can teachers and leaders rely on one another for help and support? If so, please give an example of the kind of supports leaders and teachers provide each other.

General Question #7
7a. Do leaders seek teachers' input or ideas about solving problems or making improvements? Can you provide some examples of what input or ideas your leaders seek*? [Interviewer: listen for how the teachers feel about volunteering their input.]* How do you feel about approaching the leaders in order to give your input or do you feel more comfortable with them coming to you first?

7b. Has this changed at all – leaders seeking teachers' input - since the beginning of the project? If so, how?

Detail Probe #7
7c. How do they seek your input? How do they follow up with you about the input you gave?

General Question #8
8a. We have **a lot** of standards and regulations in early childhood that attempt to define quality. From your point of view, how does *your center* define "quality" for your teaching and your classrooms?
Detail Probes #8
8b. Based on the vision of quality for your center, can you tell me more about the outcomes you personally strive for as a teacher?
8c. Are there differences of opinion at this center about how to define quality or what outcomes for children are most important?
8d. Do you feel that there are supports (e.g. financial, professional, emotional) in place that help you implement a high quality vision of teaching and learning? Could you provide some examples?

General Question #9
9a. Do you feel that this project has led you to appreciate working in teaching teams more than when you began the project? How so?
9b. Do you feel that this project has encouraged you to change the way you work with your co-teachers and other staff? If yes, how so?
9c. Other than for this project, do you get together with teachers *from other classrooms* in the Center to plan together, work on common problems, and talk about children's learning and progress, etc.? How often? What has that been like for you?

General Question #10
10a. What does your Center do to help all staff partner with families? Can you tell me more about how FSS fit into your center's response?
10b. Has your Center's vision for engagement with parents/families changed since the beginning of this project? If so, how?
10c. What is your role now in helping support the transition of children and families into Kindergarten? Does your center provide you with the supports you need to help you transition children and families into Kindergarten? Can you tell me more about that?
Detail Probe #10
10d. What have you done or what are you working on now to build strong partnerships with families?

General Question #11
10a. Is there anything we didn't ask you about that you want to share with us or reflect on about the project?

Chapter 3 Individual and Group Interviews with Leaders, 2012 - 2014

OPF Professional Development Initiative (PDI)
Introductory Group Interview for Center Administrator Teams
Baseline Question Sequence (Fall 2012)

Theme 1: Program Goals

General Question #1
1a. Would you please start by telling us about your program? What would you say are your program's primary goals?
Detail Probe #1
1b. (If difficult for respondent) That's okay, why don't you tell us about what you are trying to achieve for children or families in your program?
Clarification or Elaboration #1
1c. We'd like to know more about [name goal]. Could you tell us a little bit more?

General Question #2
2a. In the course of this project, several leaders have raised issues of program finance. Could you describe your program's financial objectives?
Detail Probe #2
2b. Have finances been a factor (positive or negative) in selecting and pursuing your program's primary goals? If so, how?

Theme 2: Views of Quality

General Question #3
3a. We have a lot of standards and regulations in early childhood that attempt to define quality. We are interested in what you think. How do you define "quality" for your program?
Detail Probes #3
3b. Could you tell us about program characteristics that form your image of quality?
Clarification or Elaboration #3
3c. Are there differences of opinion at your Center about how to define quality? If yes: Can you give an example?

General Question #4
4a. We are also interested in understanding the different ways directors and direct supervisors get their ideas about quality. As you think back over your career, what are some key things that have shaped your ideas about what quality is?
Detail Probes #4
4b. Where do you go for ideas when you have a problem that you need to solve?
4c. Has professional development been a useful source of ideas about quality for you as a leader or for your leadership team? If yes, can you give a recent example?

General Question #5
5a. How do you think parents of children in your center define quality?
Detail Probe #5
5b. What are parents looking for when they come to your program?

General Question #6
6a. How do you think teachers and family engagement staff in your center define quality?
Detail Probes #6
6b. Do you provide them with specific guidance that defines quality? In particular areas of their work?

General Question #7
7a. What does "kindergarten readiness" mean to you? How do you know when your oldest preschoolers are ready for kindergarten?
Detail Probes #7
7b. What steps does your Center take to prepare children and families to successfully transition to kindergarten? Can you describe how –what's the process?

Theme 3: Facilitators of Quality and Barriers to Quality Improvement
General Question #8
8a. Can you walk us through a program change or quality improvement process you engaged in recently (other than this project)? How did you decide to make that change or improvement?
Detail Probes #8
8b. In this case, were teachers and other staff involved at any level in setting this improvement goal? If so, how? Is that typical of how decisions are made in this Center?
8c. Are you where you want to be with improving/changing [focus of 8a]?

General Question #9
9a. How does state licensing/child care subsidy/Head Start/early head/Prevention Initiative, Preschool For All, and certain professional associations, such as NAEYC, factor into the goals you set for improvements?
Detail Probe #9
9b. Can you give one or two examples?
9c. Which programs have been most helpful in either getting your program to where it is now or keeping it there?

General Question #10
10a. When thinking about your efforts with providing a high quality early childhood program, what are the most critical elements that support your efforts?
Detail Probes #10
10b. Factors within program?
10c. Factors outside of program, including the home and community?
10d. When you think about the difference between your program and others that are not as good, what is it that makes you able to provide higher quality early childhood education and others not?

General Question #11
11a. What are some of the (other) key barriers or constraints that you face in achieving what you want to with your program?

Theme 4: Staffing and Professional Development

General Question #12

12a. How do you decide who you will hire as a lead teacher?

Detail Probes #12

12b. Beyond the minimum education requirements established by your funders, do you have specific criteria?

12c. Do you have specific educational and ongoing training requirements for lead teachers?

12d. How were these requirements established? (Who decided? Why not lower or higher?)

General Question #13

13a. Is it typically easy or difficult to find staff you feel good about hiring for open positions? How so?

Detail Probes #13

13b. Is it typically easy or difficult to retain staff who are doing a good job? How so?

13c. Is it typically easy or difficult to release/fire staff who are under-performing? How so?

13d. What does your center offer to staff that makes it an attractive place to work? [Interviewer note: probe for whether director thinks higher wages, benefits, time out of the classroom for training or planning would help.]

General Question #14

14a. When thinking about improving classroom practices, what are the most critical elements that support teachers to make those changes?

Detail Probes #14

14b. How do you think teachers actually improve their practice?

14c. How does this team think of their role in working with teachers to accomplish those improvement goals?

14d. Before the start of the Ounce initiative, how were decisions made about professional development for teachers?

14e. Were teachers involved in making those decisions?

14f. Are there significant barriers or constraints this team faces when seeking changes or improvements in your teachers' classroom practices?

Theme 5: Wrapping Up

General Question #15

15a. If we were to give you a magic wand that would allow you to make one change that would help your Center provide the best early childhood care and education possible, what would you use it to change?

General Question #16

16a. Is there anything else you would like to tell us about given our conversation today or at this point in the project?

OPF Professional Development Initiative (PDI)
Individual Interview for Center Directors
Fall 2013 Interview Question Sequence

Section I: Understanding Your Readiness to Undertake the PDI

We would like to start with asking you to share some of your thoughts about taking on the PDI.

1. Now that you have been participating in the PDI, is it what you expected? Why or why not?
2. Looking back over the last year, has managing certain aspects of the PDI been challenging? How so? [*If scheduling and issues with attendance do not come up, use the probes below.*]
    a. Tell us about the scheduling of PDI events.
    b. Tell us about supporting the attendance of your staff at PDI events.
    c. Tell us about attending PDI meetings outside your center.
    d. Tell us about attending PDI meetings with your staff inside your center.
3. Conversely, have certain aspects of the PDI gone more smoothly than you expected? How so?
4. If another ECE center leader mentioned to you that she was thinking about participating in the PDI, what would you like to share with her about your experience so far?

Section II: Your Center through the Lens of the PDI Frameworks

The PDI uses several **frameworks** intended **to focus** your work as leaders. Next, we want to ask a few questions related to how you have come to understand and use these frameworks in your work so far, if at all.

5. Since July 2012 the Ounce has provided 7 Learning Labs and RPGS on the 5 Essential Supports Framework (point to visual).
    a. When thinking about the 5E's, have you observed significant change within your center over the past year?
        a. If so, what evidence would you point to?
        b. What change do you attribute to the PDI? Are there other influences at play?
    b. Based on your experience so far, has this framework helped you think about your work as a supervisor in any new ways; how so?
    c. Have you created any opportunities to try out this framework in practice? If so, tell us about it. If not, on a scale of 1-10, how ready do you feel to try out this framework in practice? Are you planning to apply this framework to your practice, how so?
    d. What additional supports do you think would further strengthen your understanding and use of this framework?

6. When the Ounce introduced the ES of inclusive leadership back in September 2012, they also introduced the Inclusive Inquiry and Decision Making Cycle framework (point to visual).
    a. Based on your experience so far, has this framework helped you think about your work as a supervisor in any new ways, and how so?
    b. Have you created any opportunities to try out this framework in practice? If so, tell us about it. If not, on a scale of 1-10, how ready do you feel to try out this framework in practice? Are you planning to apply this framework to your practice, how so?
    c. What additional supports do you think would further strengthen your understanding and use of this framework?

7. Inclusive leadership often supports a high level of mutual respect between staff and leaders.
   a. How would you characterize relationships among teachers and leaders at this center? Can teachers and leaders rely on one another for help and support?
   b. How would you characterize relationships among teachers as this center? Can teachers rely on one another for help and support?
   c. Is trust at all an issue at your center? What makes you think that?

8. A clear vision for teaching and learning is an essential dimension of Ambitious Instruction.
   a. Can you describe examples of guidance and supports you have in place for teachers to implement to that vision?
   b. Are these guidance and supports different at all from before the PDI and before learning about the 5E's?
   c. Have you been using the lesson planning discussion protocol with your teachers? If so, has this protocol been useful? How so?
   d. Do you think the lesson planning discussion protocol is becoming part of your guidance system?
   e. Are the supports adequate at this time? If not, what additional or deepened supports are you thinking about?

Section III: Understanding Your Experience Participating in the PDI

9. Tell us about a time when you experienced growth or change through the course of working on this project. Have there been any "A-HA!" moments? Has the PDI ever pushed you out of your comfort zone? If so, what have you learned from that experience?

10. Based on your experience so far, which part of the leader learning cycle (learning lab, coaching consultation, and RPG) do you value most? Why?

11. What has it been like for you to work with the same coaches that your teachers work with simultaneously?

12. Have you noticed an impact of *your* growth and change on the *staff's gr*owth and change? If so, can you provide examples?

Directors' Perceptions of their Center's Level of Organization for Improvement

Essential Support:	Not Yet Organized	Moderately Organized	Organized	Well-Organized
Inclusive Leadership: • Leaders establish a strategic focus on children's health, learning, development and school readiness, and they *support teachers to be effective in their work.* • In daily activities, they build and maintain mutually *trusting and respectful relationships* with and among staff, between staff and children, and *staff and families.* • *They galvanize staff activity,* programs, and resources toward a vision for continuous learning and sustained improvement. They *enlist teachers in improvement efforts*. • They practice *shared leadership* and cultivate a cadre of leaders among teachers, parents, and community.				
Professional Capacity Building through Collaborative Learning Routines: • Leaders use supervisory resources, performance feedback, professional development, and social-relationship resources within the staff to build professional capacity. • Leaders work together with staff to define their strategic focus for improvement and to solve problems. • Leaders protect time and design routines for staff to meet together to review data, reflect, examine practice, and collaborate toward improvement. • All staff work in collaboration to promote their own and their colleagues' professional growth. • Teachers and staff share a collective responsibility for continuous improvement and are active partners focused on continuous learning**.**				
Ambitious Instruction: • All adults are provided guidance that articulates the *what* and *how* of teaching and learning for children. All adults endorse and use early learning and development standards and assessment information to design meaningful learning opportunities. • Teachers reflect on and plan intentionally for their role in providing children with interactions that are emotionally supportive, organized, instructionally meaningful, and individualized. • All adults partner with families in continuing to learn about meaningful and effective learning opportunities for the children at home and at school. • A guidance system supports implementation and continuous improvement of interactions and instruction.				

Directors' Perceptions of their Center's Level of Organization for Improvement

Essential Support	Not Yet Organized	Moderately Organized	Organized	Well-Organized
Child-Centered Supportive Learning Environment: • All adults build supportive relationships with each other, with children and their families – the most basic prerequisite for learning. • Leaders use resources and policies to ensure all adults create consistently child-centered supportive learning environments. • All adults attend daily and internationally to how they use physical space, materials, daily structure and routines, continuity of care, group size and ratio to create child-centered supportive environments. • All adults create an emotional climate allowing children to consistently feel safe, liked, able to build relationships, and actively explore. • Teachers are trustworthy and responsive to children's individual, emotional, and intellectual needs; they hold high expectations for children's capacity to relate, learn, and develop; and they affirm and promote children's exploration, friendships, engagement, and persistence.				
Strong Ties and Partnerships Among Families, School, and Communities: • The entire staff works to build respectful partnerships among families, schools, and the community. Parents are viewed as partners in supporting children's learning and development both within the school and in the home. • Staff value parents' input and participation in defining and advancing the school's mission by interacting with families respectfully and collaboratively, and by sharing and seeking information to enhance children's participation, health, learning, and development. • Leaders and staff build and maintain strong ties with elementary schools to support successful transitions of children and families to elementary schools and professionals. • Staff act intentionally to reduce material hardships experienced by families, and to increase learning and life opportunities by building social networks among families, relationships with community partners, and brokering the community's resources.				

Section I: Understanding Your Readiness to Undertake the PDI

We would like to start with asking you to share some of your thoughts about participating in the PDI.

1. Now that you have been participating in the PDI, is it what you expected? Why or why not?

2. Looking back over the last year, has managing certain aspects of the PDI been challenging? How so? [*If scheduling and issues with attendance do not come up, use the probes below.*] Tell us about the scheduling of PDI events.
   a. Tell us about supporting the attendance of your staff at PDI events.
   b. Tell us about attending PDI meetings outside your center.
   c. Tell us about attending PDI meetings with your staff inside your center. How do you free yourself up to participate in the teacher's learning events (LL, CC, and RPG)?

3. Conversely, have certain aspects of managing the PDI gone more smoothly than you expected? How so?

4. If another ECE center supervisor mentioned to you that her center was thinking about participating in the PDI, what would you like to share about your experience so far?

Section II: Your Center through the Lens of the PDI Frameworks

The PDI uses several **frameworks** intended **to focus** your work as leaders. Next, we want to ask a few questions related to how you have come to understand and use these frameworks in your work so far, if at all.

5. Since July 2012 the Ounce has provided 7 Learning Labs and RPGS on the 5 Essential Supports Framework [*point to visual*].
   a. When thinking about the 5E's, have you observed significant change within your center over the past year?
      i. If so, what evidence would you point to?
      ii. What change do you attribute to the PDI? Are there other influences at play?
   b. Based on your experience so far, has this framework helped you think about your work as a supervisor in any new ways, and how so?
   c. Have you created any opportunities to try out this framework in practice? If so, tell us about it. If not, on a scale of 1-10, how ready do you feel to try out this framework in practice? Are you planning to apply this framework to your practice;how so?
   d. What additional supports do you think would further strengthen your understanding and use of this framework?

6. When the Ounce introduced the ES of inclusive leadership back in September 2012, they also introduced the Inclusive Inquiry and Decision Making Cycle framework [*point to visual*].
    a. Based on your experience so far, has this framework helped you think about your work as a supervisor in any new ways, and how so?
    b. Have you created any opportunities to try out this framework in practice? If so, tell us about it. If not, on a scale of 1-10, how ready do you feel to try out this framework in practice? Are you planning to apply this framework to your practice; how so?
    c. What additional supports do you think would further strengthen your understanding and use of this framework?

7. When the Ounce introduced the ES of Ambitious Instruction, they asked you to consider how the domains and dimensions of the CLASS could help you advance your supervisory dialogue. The Ounce calls this the Lens and Language of the CLASS for supervisory dialogue and feedback framework.
    a. Based on your experience so far, has this framework helped you think about your work as a supervisor in any new ways, and how so?
    b. Have you created any opportunities to try out this framework in practice? If so, tell us about it. If not, are you planning to apply this framework to your practice; how so?
    c. [***Interviewer:*** *If the participant said that she does use this framework, but did not elaborate, please ask:]* How often do you use the Lens and Language of the CLASS for supervisory interactions, dialogue, and feedback? Daily, Weekly, Monthly? When are you more likely to use the Lens and Language of the CLASS for supervisory interactions, dialogue, and feedback? When are you less likely to use the Lens and Language of the CLASS for supervisory interactions, dialogue, and feedback?
    d. What additional supports do you think would further strengthen your understanding of this framework? What would help you put this framework into practice more consistently?

8. Inclusive leadership often supports a high level of mutual respect between staff and leaders.
    a. How would you characterize relationships among teachers and leaders at this center? Can teachers and leaders rely on one another for help and support?
    b. How would you characterize relationships among teachers as this center? Can teachers rely on one another for help and support?
    c. Is trust at all an issue at your center? What makes you think that?

9. A clear vision for teaching and learning is an essential dimension of Ambitious Instruction.
    a. Can you describe examples of guidance and supports you have in place for teachers to implement that vision?
    b. Are these guidance and supports different at all from before the PDI and before learning about the 5E's?
    c. Have you been using the lesson planning discussion protocol with your teachers? If so, has this protocol been useful? How so?
    d. Do you think the lesson planning discussion protocol is becoming part of your guidance system?
    e. Are the supports adequate at this time? If not, what additional or deepened supports are you thinking about?

Section III: Understanding your Experience Participating in the PDI

10. Tell us about a time when you experienced growth or change through the course of working on this project. Have there been any "A-HA!" moments? Has the PDI ever pushed you out of your comfort zone? If so, what have you learned from that experience?

11. Based on your experience so far, which part of the leader learning cycle (learning lab, coaching consultation, and RPG) do you value most? Why?

12. What has it been like for you to work with the same coaches that your teachers work with simultaneously?

13. Have you noticed an impact of *your* growth and change on the *teacher's* growth and change? If so, can you provide examples?

14. As direct supervisors, you play an important role in how your center will sustain the embedded PD approach promoted by the PDI model.
    a. In what ways does the PDI ask you to rethink and change your practice as a supervisor? How is that process of change going so far?
    b. Is this a valid or important change to expect supervisors to make? Why or why not?
    c. In what ways are the coaches supporting your development?
    d. At this point, what roles are you playing in PDI learning events (LL, CC, RPG)?
    e. On a scale of 1 to 10, how ready do you feel to co-lead the embedded PD model with the coaches at your center? Why do you feel this way?
    f. What additional supports do you think would further strengthen your development into this role?

OPF Professional Development Initiative (PDI)
Individual Interview for Center Leaders
Final 2014 Interview Question Sequence

Section I: Your Learning and Change Through the i3

First, I would like to ask you about the i3's focus on instructional leadership and the Five Essentials Supports Framework for continuous learning and improvement.

1. Talk with me about the Five Essentials Framework? How has it shaped your understanding of quality improvement in early care and education, what teachers need to improve their work, and your role as a leader?

2. Let's unpack the Five Essentials Framework by talking about each Essential Support. *[Interviewer present the Five Essentials definitions and prompt one at a time]*:

    a. Strong Ties and Partnerships Among Families, Schools, and Community
        i. What does this Essential Support mean to you?
        ii. Give examples of how you have advanced systems and practices to strengthen this support in your program?
    b. Child-Centered Supportive Learning Environments
        i. What does this Essential Support mean to you?
        ii. Give examples of how you have advanced systems and practices to strengthen this support in your program?
    c. Ambitious Instruction
        i. What does this Essential Support mean to you?
        ii. Give examples of how you have advanced systems and practices to strengthen this support in your program?
    d. Routines of Collaboration that Build Professional Capacity
        i. What does this Essential Support mean to you?
        ii. Give examples of how you have advanced systems and practices to strengthen this support in your program?
    e. Effective Leaders
        i. What does Instructional Leadership mean to you?
        ii. How do inclusive practices now figure into your leadership?
        iii. Give examples of how you have advanced systems and practices to strengthen this support in your program?
            1. *[If they have not brought up the Inclusive Cycle]* Let's think about the Inclusive Inquiry and Decision Making Cycle *[Present the Inclusive Inquiry and Decision Making Cycle.]*
                a. What does this Cycle mean to you? How have you used this Cycle in your work?
                b. What do you think is the impact of using this Cycle in your work?

3. *[Interviewer: If you feel a shift in mindset has not been addressed sufficiently.]* One goal of the PDI is to support the transformation of leader mindsets about professional development. If you look at this list of mindset shifts connected with the 5E's, do any of them stand out as one that you have advanced? *[Present list.]*
    a. *[If it does not come up...]* How about shifts in your mindset about your staff as professionals?

Section II: Understanding Your Experience Participating in the PDI

4. Tell us about a time when you experienced growth or change through this initiative? Have there been any "A-HA!" moments?
    a. As a leader, you have been encouraged to protect 10% of your time – or about four hours a week – to support your staff in learning about and improving their practice. Have you been able to protect that time? If so, how do you use that time?
    b. Much of sustaining job-embedded PD routines hinges on the PD of direct supervisors. What supports are you providing your direct supervisors (DS)? Has the PDI changed the kind of conversations that you have with your DS? How so?
    c. Have you noticed an impact of *your* growth and change on the *staff's gr*owth and change? If so, can you provide examples?

5. Now we would like to talk with you about the sustainability of key PDI features from your point of view.
    a. What do you most value now about the approach to PD and center capacity that the Ounce has introduced?
    b. What, if anything do you intend to continue? Are there features that you don't intend to continue? Why?
    c. Are there features you would like to continue, but fear that you may not have the resources or expertise? What obstacles do you feel you are facing now? How are you working to overcome these obstacles?
    d. As we previously mentioned, much of sustaining job-embedded PD routines hinges on the PD of direct supervisors. How do you feel about the capacity of your DS to carry on these key features of the PDI?
        i. Collaborative Lesson planning
        ii. Observation and Reflective Supervision
        iii. Facilitation of RPGs

6. Lastly, I am going to say the beginning of a sentence and I would like you to finish the it. "To be an effective early childhood leader…."

OPF Professional Development Initiative (PDI)
Individual Interview for Center Leaders
Final 2014 Interview Question Sequence

Section I: Your Learning and Change Through the i3

First, I would like to ask you about the i3's focus on instructional leadership and the Five Essentials Supports Framework for continuous learning and improvement.

1. Talk with me about the Five Essentials Framework? How has it shaped your understanding of quality improvement in early care and education, what teachers need to improve their work, and your role as a supervisor?

2. Let's unpack the Five Essentials Framework by talking about each Essential Support .*[Interviewer: present the Five Essentials Definitions and prompt one at a time.]*

    a. Strong Ties and Partnerships Among Families, Schools, and Community
        i. What does this Essential Support mean to you?
        ii. Give examples of how you have advanced systems and practices to strengthen this support in your program?
    b. Child-Centered Supportive Learning Environments
        i. What does this Essential Support mean to you?
        ii. Give examples of how you have advanced systems and practices to strengthen this support in your program?
    c. Ambitious Instruction
        i. What does this Essential Support mean to you?
        ii. Give examples of how you have advanced systems and practices to strengthen this support in your program?
    d. Routines of Collaboration that Build Professional Capacity
        i. What does this Essential Support mean to you?
        ii. Give examples of how you have advanced systems and practices to strengthen this support in your program?
    e. Effective Leaders
        i. What does Instructional Leadership mean to you?
        ii. How do inclusive practices now figure into your leadership?
        iii. Give examples of how you have advanced systems and practices to strengthen this support in your program?

3. Let's think about the Inclusive Inquiry and Decision Making Cycle. *[Present the Inclusive Inquiry and Decision Making Cycle.]*
    a. What does this Cycle mean to you? How have you used this Cycle in your work?
    b. What do you think is the impact of using this Cycle in your work?

4. Now, let's think about changes in your supervisory role and interactions. This project has presented to you ways in which the CLASS Lens and Language can be used to shape supervisory dialogue and feedback for teacher learning.
    a. Tell us about how you have used the CLASS for supervisory dialogue and feedback.
    b. How have you used CLASS Lens and Language in your supervisory work?
    c. What do you think is the impact of applying the CLASS Lens and Language to your supervisory dialogue and feedback?

5. As a direct supervisor, you have been encouraged to facilitate the Lesson Planning Meetings and RPGs in order to sustain the job-embedded professional development routines of the i3.

   a. Have you been able to protect 25% of your time – or about 10 hours a week – to support teachers in learning about and improving their practice? If so, how did you organize your time?
   b. What are the challenges with protecting this time?
   c. How did you prepare to facilitate these sessions?
   d. In what ways did the i3 Coaches support your ability to facilitate these sessions?
   e. Based on your experience facilitating Lesson Planning and RPGs to date, tell me about one of your strengths and one area of facilitation you would like to improve.
   f. Do you think it is reasonable for Direct Supervisors to be in the role of facilitating job-embedded professional learning routines? Why or why not?

Section II: Understanding your experience participating in the PDI

6. Tell us about a time when you experienced growth or change through this initiative? Have there been any "A-HA!" moments?
   a. You have mentioned that you did not like "systems" before you started the project and now you are an avid supporter of "systems". Why have you embraced the idea of "systems"? What enabled you to see the value of "systems"?
   b. Has this experience ever pushed you out of your comfort zone? If so, what have you learned from that experience?
   c. What was it like for you to share your practice using video during the Leader RPGs?

7. Have you noticed an impact of *your* growth and change on the *staff's* growth and change? If so, can you provide examples?

8. Lastly, I am going to say the beginning of a sentence and I would like you to finish the it. "To be an effective early childhood leader…."

Chapter 4 Participant Background Survey

Ounce PDI Background Survey

Thank you for agreeing to take our survey. We anticipate it will take 15 minutes to complete.

Q1 What is the confidential ID # assigned to you?

Part 1: Education and Certification

Q2 What is the highest grade or year of school that you completed?
- ○ High school diploma, GED, or equivalent
- ○ Vocational/Tech program after high school but no voc/tech diploma
- ○ Voc/tech diploma after high school
- ○ Some college but no degree
- ○ Associate's degree
- ○ Bachelor's degree
- ○ Graduate or professional school but no degree
- ○ Master's degree (MA, MS)
- ○ Doctorate degree (Ph.D, Ed.D)
- ○ Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS; Law/JD/LLB; Etc.)

Q3 In what field did you obtain your highest degree?
- ○ Child development
- ○ Early childhood education
- ○ Elementary education
- ○ Special education
- ○ Other field. Please specify. _____

Q4 Did your schooling include 6 or more college courses in early childhood education or child development?
- ○ Yes
- ○ No
- ○ I don't know.

Q5 What is the name of the college or university where you attended or completed your highest degree?

- ○ City Colleges of Chicago
- ○ Chicago State University
- ○ DePaul University
- ○ Erikson Institute
- ○ Illinois State University
- ○ Loyola University
- ○ National-Louis University
- ○ Northeastern University
- ○ Northern Illinois University
- ○ Northwestern University
- ○ Roosevelt University
- ○ St. Xavier University
- ○ Southern Illinois University
- ○ University of Chicago
- ○ University of Illinois at Chicago
- ○ University of Illinois at Urbana-Champaign
- ○ Western Illinois University
- ○ Other community college. Please write in the name of the college.

  _____
- ○ Other Illinois-based college or university. Please write in the name of the college or university. _____
- ○ Other college or university OUTSIDE OF ILLINOIS. Please write in the name of the college or university. _____

Q6 Is this where you got your teacher training?

- ○ Yes
- ○ No

Q7 Did you enter teaching through an alternative certification program, teaching residency, or other non-traditional route?

- ○ Yes
- ○ No

<u>If you answered NO, SKIP to QUESTION 9 (Q9)</u>

Q8 Please select which alternative certification program or teaching residency you completed.
- ❍ Academy for Urban School Leadership (AUSL)
- ❍ Associated Colleges of Illinois (ACI)
- ❍ Bilingual Transitions to Teaching Program
- ❍ Chicago Teaching Fellows
- ❍ Golden Apple Teacher Education Program (GATE)
- ❍ Governor's State University
- ❍ Grow Your Won
- ❍ Inner City Teaching Corps (ICTC)
- ❍ Teach for America (TFA)
- ❍ Teachers for Change (TFC)
- ❍ Troops to Teachers
- ❍ Urban Teacher Education Program at the University of Chicago (UTEP)
- ❍ Other program _____

Q9 Are you currently enrolled in college courses in early childhood education or child development?
- ❍ Yes
- ❍ No

Q10 Please check all of the teaching certificates and endorsements that you have earned.

	Do not have.	Working toward.	Completed or earned.
Illinois Type 04 Early Childhood Education Certificate	○	○	○
Illinois Type 03 Elementary Education Certificate	○	○	○
Illinois Bilingual/ESL Endorsement	○	○	○
Illinois Type 10 Early Childhood Special Education Certificate	○	○	○
Early Childhood Credential through Gateways to Opportunity	○	○	○
Infant Toddler Credential through Gateways to Opportunity	○	○	○
Erikson Institute Infant Studies Certificate	○	○	○
Illinois Director's Credential through Gateways to Opportunity	○	○	○
Other	○	○	○
Other	○	○	○

Q11 Please check which level of the Gateways to Opportunity Credential you are working toward and/or have completed.

	I am working toward earning this level?							I have earned this level?						
	Not working on it	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Not earned at any level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Infant Toddler Credential through Gateways to Opportunity	○													
Early Childhood Credential through Gateways to Opportunity	○													

Q12 Please check which level of the Illinois Director's Credential through Gateways to Opportunity you are working toward and/or have completed.

	I am working toward earning this level?				I have earned this level?			
	Not working on it	Level 1	Level 2	Level 3	Not earned at any level	Level 1	Level 2	Level 3
Illinois Director's Credential through Gateways to Opportunity	○	○	○	○	○	○	○	○

Q13 Prior to June 2012, what levels of training in the CLASS (any level) had you completed? Check all that apply.

❑ No training.

❑ Overview of the CLASS provided by the Ounce in the summer of 2012

❑ CLASS Toddler Overview

❑ CLASS PreK Overview

❑ "Building on your foundation" (you are assigned to My Teaching Partner MTP CLASS coaching)

❑ "Practicing on your skill set" (you are assigned to Making The Most of CLASSroom Interactions (MMCI/CLASS Course)

❑ "Expanding your skill set" (you are assigned to Understanding The CLASS Framework (UCF - 4 part workshop)

❑ "Portfolio Event" (day of presentations on the CLASS and participant teachers work in small groups with a coach to develop a lesson plan or activity with CLASS dimensions)

❑ I don't know or I'm not sure

Part 2: Work Experience

Q14 Which choices below best describe your current position? Please feel free to check all that apply.
❑ Lead teacher or head teacher
❑ Assistant teacher or co-teacher assigned to one classroom
❑ Direct supervisor of teachers and not assigned to a classroom
❑ Family support specialist
❑ Center director, executive leader, or owner
❑ Teacher assistant or aide and assigned to multiple classrooms (floater)
❑ Other, please specify _____
❑ Direct Supervisor of Family Support Specialists
❑ Supervising teacher (direct supervisor of teachers and assigned to teach in a classroom)

Q15 If you are a classroom teacher, what age group is closest to the one you currently teach?
❍ Infants: 6 weeks - 15/18 months
❍ Toddlers: 15/18 months - 36 months
❍ Pre-K: 3 years - 5 years
❍ N/A I am not currently a classroom teacher.

Q16 In what year was your first early childhood teaching position at any level?

Q17 When were you hired at the early childhood center where you currently work? Please specify the month and year.
Month _____
Year _____

Q18 How many hours per week do you currently work at your center (not including overtime)? Please round to the nearest hour.

Q19 In how many early childhood centers or settings have you been employed in your career?

Q20 How many years have you worked with children as a teacher at any level (Infant-Grade 12)? Round to the nearest year. Enter "1" if less than 1 year. Enter "0" if you have never held this position.

Q21 How many years have you taught in infant classrooms? Round to the nearest year. Enter "1" if less than 1 year. Enter "0" if you have never held this position.

Q22 How many years have you taught in toddler classrooms? Round to the nearest year. Enter "1" if less than 1 year. Enter "0" if you have never held this position.

Q23 How many years have you taught in Pre-K classrooms? Round to the nearest year. Enter "1" if less than 1 year. Enter "0" if you have never held this position.

Q24 How many years have you taught in Head Start or Early Head Start classrooms? Round to the nearest year. Enter "1" if less than 1 year. Enter "0" if you have never held this position.

Q25 How many years have you been a family support provider at any level of ECE education (including all grades and preschool)? Round to the nearest year. Enter "1" if less than 1 year. Enter "0" if you have never held this position.

Q26 How many years have you been a classroom supervisor in an early childhood setting? Round to the nearest year. Enter "1" if less than 1 year. Enter "0" if you have never held this position.

Q27 How many years have you been a center director or senior administrator in an early childhood setting? Round to the nearest year. Enter "1" if less than 1 year. Enter "0" if you have never held this position.

Part 3: Job Satisfaction & Stress

Q28 What is your level of satisfaction with your current salary?
- ○ Very Dissatisfied
- ○ Somewhat Dissatisfied
- ○ Somewhat Satisfied
- ○ Very Satisfied

Q29 What is your level of satisfaction with your current benefits?
- ○ Very Dissatisfied
- ○ Somewhat Dissatisfied
- ○ Somewhat Satisfied
- ○ Very Satisfied

Q30 What is your level of satisfaction with your current hours and schedule?
- ○ Very Dissatisfied
- ○ Somewhat Dissatisfied
- ○ Somewhat Satisfied
- ○ Very Satisfied

Q31 Over the past year, since summer of 2012, what has been your overall level of JOB-RELATED stress?

- ○ No or little stress
- ○ Some or mild stress
- ○ Pretty stressful
- ○ Very stressful

Q32 Over the past year, since summer of 2012, what has been your overall level of stress NOT related to your early childhood job?

- ○ No or little stress
- ○ Some or mild stress
- ○ Pretty stressful
- ○ Very stressful

Part 4: Demographic Information

Q33 In what year were you born? Please specify the year.

Q34 What is your gender?

- ○ Male
- ○ Female

Q35 Are you of Spanish, Hispanic, or Latino origin?

- ○ Yes
- ○ No
- ○ I don't know.
- ○ I prefer not to answer.

If you answered NO above, please SKIP to QUESTION 37 (Q37) on page 11

Q36 Which one of these best describes you...

- ○ Mexican, Mexican American, Chicano,
- ○ Puerto Rican,
- ○ Cuban, or
- ○ another Spanish/ Hispanic/ Latino group? Please specify. _____
- ○ I don't know.
- ○ I prefer not to answer.

Q37 What is your race? You may name more than one if you like.

- ❑ White
- ❑ Black or African American
- ❑ American Indian or Alaska Native. Please specify. _____
- ❑ Asian Indian
- ❑ Chinese
- ❑ Filipino
- ❑ Japanese
- ❑ Korean
- ❑ Vietnamese
- ❑ Asian not specified above.
- ❑ Native Hawaiian
- ❑ Guamanian or Chamorro
- ❑ Samoan
- ❑ Other Pacific Islander. Please specify. _____
- ❑ Another race
- ❑ I don't know.
- ❑ I prefer not to answer.

Q38 What is your current status?

- ❍ Single, never married
- ❍ Married
- ❍ Divorced
- ❍ Separated
- ❍ Widowed
- ❍ Living with partner
- ❍ In a civil union
- ❍ I prefer not to answer

Q39 Are you now, or have you been a parent, step-parent, or guardian of children under the age of 18?

- ❍ Yes
- ❍ No

Q40 Which languages, other than English, do you speak?

None
Language 1:
Language 2:
Language 3:

If you answered NONE above, please SKIP to QUESTION 42 (Q42)

Q41 Do you speak any of the languages that you listed with the children in your classroom?

	No	Yes
Language 1 (listed above)	○	○
Language 2 (listed above)	○	○
Language 3 (listed above	○	○

Q42 In what language are you most comfortable communicating?
- ○ English
- ○ Spanish

Part 5: Final Thoughts
Q43 Are you currently working with an Ounce PDI Coach on a regular basis?
- ○ No
- ○ Yes

If you answered NO, please SKIP to QUESTION 45 (Q46) on p 13

Q44 What is your current level of satisfaction with the professional development experience offered through the Ounce PDI?
- ○ Very Dissatisfied
- ○ Somewhat Dissatisfied
- ○ Somewhat Satisfied
- ○ Very Satisfied

Q45 Please briefly describe why you chose this level of satisfaction with the Ounce PDI.

Q46 Do you have any more comments you would like to share with us? For example, do you wish to comment further on your response to any question in this survey, or comment more generally on any aspect of your center's participation in the Ounce PDI?

SURVEY FINISHED – THANK YOU FOR YOUR PARTICIPATION!

Chapter 5 Protocols for Coaches

SECTION 1: YOUR UNDERSTANDING

Please review the Ounce PDI Goals for Engagement in Three Contexts for Learning model.

1. Briefly describe the Ounce PDI Goals for Engagement in Three Contexts for Learning model (Three Contexts for Learning Model).
2. What elements of the Three Contexts for Learning Model were explained to you in a way that has made it clearest to you?
3. What elements of the Three Contexts for Learning Model were not clearly explained to you and require further clarification?

Please review the Learning Cycle for Teachers Model.

1. Briefly describe the Learning Cycle for Teachers Model.
2. What features of the Learning Cycle for Teachers Model were explained to you in a way that has made it clearest to you?
3. What features of the Learning Cycle for Teachers Model were not clearly explained to you and require further clarification?

Review this visual representation of the 5 Essential Supports for Continuous Learning and Improvement

1. Briefly describe the visual representation of the 5 Essential Supports (5 E's) for Continuous Learning and Improvement.
2. What aspects of the 5 E's were explained to you in a way that has made it clearest to you?
3. What features of the 5 E's were not clearly explained to you and require further clarification?

SECTION 2: YOUR PREPARATION

The PDI training events for coaches…. *(Likert Scale: Strongly Disagree, Disagree, Agree, Strongly Agree)*

- Challenged some of my long-held views about early childhood teaching practice.
- Challenged some of my long-held views about how to best coach early childhood teachers.
- Increased some of my confidence about how best to coach early childhood teachers.
- Fine-tuned some of my coaching skills.
- Increased my commitment to helping early childhood teachers and leaders improve their practice.
- Developed a coaching community of practice that I trust to support my success.
- Deepened my capacity to reflect on my practice.
- Enhanced my interviewing skills for the purpose of coaching and researching.

In what ways, do you think the motivational interviewing micro skills are an asset to you as you deliver the Ounce PDI?

What would it take to fully integrate the motivational interviewing skills into the Ounce PDI model?

In what ways do you think the language of the CLASS is an asset to you as you deliver the Ounce PDI?

SECTION 3: YOUR CONFIDENCE

With regard to the delivery of the training labs, coaching cycles, and reflective practice groups, I feel confident in my ability…*(Likert Scale: Not at all Confident, Somewhat Confident, Confident, Very Confident)*

- to explain the Ounce PDI Goals for Engagement in Three Contexts for Learning model
- to explain the Learning Cycle for Teachers model
- to explain the 5 Essential Supports for Continuous Learning and Improvement
- to use the motivational interviewing micro skills to enhance delivery
- to use the language of the CLASS to advance the knowledge, skills, and dispositions of the teachers and leaders participating in the PDI

What would it take to increase your confidence in any of the above abilities?

SECTION 4: YOUR LEARNING

From April 2012 through August 2012, what has been the MOST powerful learning experience for you?

From April 2012 through August 2012, what has been the LEAST powerful learning experience for you?

SECTION 5: OVERALL LEARNING COMMUNITY

The training events for coaches…*(Likert Scale: Strongly Disagree, Disagree, Agree, Strongly Agree)*

- Helped us produce a common vision for the overall initiative
- Allowed for us to take advantage of all of the coaches' vast training experience
- Supported the idea that co-construction is important to the development of the training labs, coaching cycles, and reflective practice groups
- Reduced feelings of working in isolation
- Promoted the idea that collaboration is a highly desirable aspect of the overall initiative

During the training events for coaches, I felt… (*Likert Scale: Never, Some of the Time, Most of the Time, All of the Time*)

- I could voice my ideas freely.
- We could resolve our differences of opinion respectfully.
- My beliefs were respected.
- A diversity of beliefs was valued.

How would you describe how the coaches worked together at the trainings?

How do you think the collaborative process has benefited the overall Ounce PDI?

How do you think the collaborative process has produced limitations or tensions?

In what ways do you think the collaborative process can be improved moving forward?

SECTION 6: OVERALL PRESENTATION

(Likert Scale: Poor, Average, Excellent on a 5-point scale)

- Subject matter was organized (e.g. easy to follow).
- Presenters used examples relevant to my work.
- Presenters were knowledgeable about the topics.
- Presenters involved the group through discussion.
- Presenters encouraged collaboration during learning activities.
- Handouts and visuals were useful.

SECTION 7: OVERALL SATISFACTION

The following information/content/concepts were new or nuanced to me.
    Please name the content or concepts:

The following information/content/concepts were a review to me.
    Please name the content or concepts:

I believe this series of training would be beneficial to other PD providers.

This training series will facilitate my implementation of the PDI with fidelity to its content and strategies/methodologies.

The following suggestions might help strengthen this training in the future:

Coaching Cycle Feedback Form for Direct Supervisors

From your point of view, which specific teaching practices was this team focusing on improving in this Coaching Cycle?

_____

_____

1. Which 1 or 2 strategies did the Coach use to provide emotional supports (CLASS) to the teachers/team?

_____

_____

2. Which 1 or 2 strategies did YOU use to provide emotional supports to the teachers/team?

_____

_____

3. Which 1 or 2 strategies did the Coach use to press the teachers/team to analyze and think more deeply about their practice?

_____

_____

4. What new understanding or "principles of practice" (increased knowledge of the lens and language of CLASS, use of standards and goals, and GOLD data to inform planning, etc.) did the teachers/team achieve today?

_____

_____

_____

5. In your judgment, how productive was this coaching cycle overall, and why?
   o Not at All Productive   o Somewhat Productive   o Productive   o Very Productive

_____

_____

_____

Center: _____   Classroom: _____   Date: _____   Module #: _____   LL#: _____ CC #: _____

*The purpose of this form is to help us learn about the most recent coaching cycle. Your feedback will be used to inform the coaching cycle process over time. **Thank you** for your feedback.*

1. From your point of view, what were you focusing on in this coaching cycle?

   _____

   _____

   _____

2. Based on the goals your team agreed to during this coaching cycle, choose one (1) of the following:

   o   These goals will not affect my teaching practice.
   o   These goals will somewhat improve my practice.
   o   These goals will definitely improve my practice.

3. Please explain **WHY** you chose the response you did in *question 2*.

   _____

   _____

   _____

4. Which 1 or 2 important things did your coach do to support you and help you reflect during this coaching cycle?

   _____

   _____

5. For each pair of opposite feelings, check (or fill in) the level that best reflects how you felt during this coaching cycle.

Interested	0 O o • o O 0	Bored
Unskillful	0 O o • o O 0	Skillful
It was Easy	0 O o • o O 0	It was Difficult
Clear	0 O o • o O 0	Confused
Stressed	0 O o • o O 0	Relaxed

6. In your judgment, how productive was this coaching cycle for you overall?

   o Not at All Productive   o Somewhat Productive   o Productive   o Very Productive

Center: _____ **Classroom:** _____ **Date:** _____ **Module #:** _____ **LL#:** _____ **CC #:** _____

1. In your words, what was the intended focus of the teachers' plan versus what actually happened?

   _____

   _____

   _____

2. From your perspective, which 1 or 2 strategies did you use to facilitate the teachers' thinking, reflection, and learning?

   _____

   _____

   _____

   _____

   _____

3. How would you rate the teachers' level of reflection in this coaching cycle? Check one.

   o Minimal Reflection or Reflection Indicating Concrete/Procedural Understanding:
   - Teacher(s)' statements or questions were predominately concrete or procedural in nature.
   - Conceptualization or connections or integration to other ideas or practices was very lacking.
   - None or very few statements/questions indicated self-examination/connections/reframing of practice(s).

   o Emerging Reflection or Reflection Indicating an Emerging/Schema/Mental Model of Understanding:
   - Teacher(s)' statements or questions at times were conceptual in nature.
   - Conceptualization/connections/integration to other ideas or practices was present. Use of professional terminology (i.e., CLASS language or other concept-based terminology from the training modules) occurred at least 1X.
   - A couple to several statements/questions indicated self-examination/connections/reframing of practice(s).

   o Advanced Reflection or Reflection Indicating more Advanced Schema/Mental Model of Understanding:
   - Teacher(s)' statements or questions were predominately conceptual in nature.
   - Conceptualization/connection/integration to other ideas or practices was present. Use of professional terminology (i.e., CLASS language or other concept-based terminology from the training modules) occurred frequently.
   - Several statements or questions indicated self-examination, connections, or reframing of practice(s).

   (Please turn over and complete page 2)

Center: _____ **Classroom:** _____ **Date:** _____ **Module #:** _____ **LL#:** _____ **CC #:** _____

4. For each pair of opposite feelings, check (or fill in) the level that best reflects how you felt during this coaching cycle.

Interested	0 O o • o O 0	Bored
Unskillful	0 O o • o O 0	Skillful
It was Easy	0 O o • o O 0	It was Difficult
Clear	0 O o • o O 0	Confused
Stressed	0 O o • o O 0	Relaxed

5. In your judgment, how productive was this coaching cycle overall?

o Not at All Productive   o Somewhat Productive   o Productive   o Very Productive

Q1 What is your name?

Q2 What is today's date?

Q3 What was the date of this Teacher Training Module 4 Lab 1?

Q4 Based on your overall impression, which aspects of this teacher training lab seemed MOST successful, particularly in fostering teachers' learning and understanding, and why?

Q5 Based on your overall impression, which aspects of this teacher training lab seemed LEAST successful, particularly in fostering teachers' learning and understanding, and why?

Q6 Overall, did the presence, demeanor, or behavior of the UIC evaluators present in the event negatively affect any aspect of your delivery or the engagement of the participants?
❍ No UIC evaluator attended (1)
❍ No (2)
❍ Yes (please elaborate below) (3) _____

Q7 To what extent did you follow the instructional grid, as collaboratively designed?
❍ I skipped several pieces of the instructional grid. (1)
❍ I somewhat followed the instructional grid with multiple modifications. (2)
❍ I mostly followed the instructional grid with limited, specific modifications. (3)
❍ I followed the instructional grid nearly 100% with no modifications. (4)

Q8 Please describe the modifications you made?

Q9 What was it that led you to make those changes to the instructional grid? Please think about the learner, content, instructional design, or logistics of the training event or environment.

Q10 Was there something specific about the learners, content, instructional design, or logistics of this training event or environment that allowed you to stick to the instructional grid closely?

Q11: For each of the learning activities employed in this training, assess the engagement and evidence of understanding among the participants, using the scales that follow:
(Low Energy and Interest; Some Energy and Interest; High Energy and Interest)
(More confusion than understanding; Several participants grasped key ideas; Nearly all the participants grasped the key ideas)

Q12 How confident are you about the ratings you just gave on assessing the engagement and evidence of understanding among the participants?

○ Not Confident at All (1)
○ Somewhat Confident (2)
○ Confident (3)
○ Very Confident (4)

Q13 During this training, what signaled to you that participants were grasping the key ideas? Please provide examples.

Q14 During this training, what signaled to you that participants were misunderstanding or struggling to understand the key ideas? Please provide examples.

Q15 How confident are you that you can advance or carry forward these ideas through the rest of the learning cycle?

○ Not Confident at All (1)
○ Somewhat Confident (2)
○ Confident (3)
○ Very Confident (4)

Q16 What would it take to raise your confidence level?

Q17 Did anything unexpected, shocking, humorous, or emotional happen during the training session that you want the team to know about?

Q18 What steps for improvement would you recommend going forward? (Please think about the content, activities, and logistics of the training event or environment.)

i3 Teacher RPG M4L1 "Flash Report" for Coaches

Q1 What is your name?

Q2 What is today's date?

Q3 What was the date of this Reflective Practice Group (RPG) meeting?

Q4 What time of the day did you hold this RPG?

Q5 When you held this RPG meeting, was the Center open for operation or closed for the day?
- ○ Open (1)
- ○ Closed (2)

Q6 Overall, what aspects of the RPG seemed MOST successful, and why?

Q7 Overall, what aspects of the RPG seemed LEAST successful, and why?

Q8 Given the most recent instructional outline and progress observed during the coaching cycles, what were your priorities for this RPG?

Q9 Please check off the RPG features used in this meeting. For those features you employed, please describe the modifications you made (if any).
- ❑ Opening ice breaker (1) _____
- ❑ Video (2) _____
- ❑ Guiding questions to advance the examination of practice (3) _____
- ❑ Guiding questions to explore beliefs and values surrounding practice (4)

  _____
- ❑ Alternative feature, please explain (5) _____

Q10 Of the content knowledge reflected upon during this RPG, what content do you think needs reiteration in the design of future learning labs?

Q11 For each of the reflective activities employed in this RPG, assess the engagement and evidence of understanding among the participants, using the scales that follow:
(Low Energy and Interest, Some Energy and Interest, High Energy and Interest)
(More confusion than understanding; Several participants grasped key ideas; Nearly all the participants grasped key ideas)

Q12 How confident are you about the ratings you just gave on assessing the engagement and evidence of understanding among the participants?

- ○ Not Confident at All (1)
- ○ Somewhat Confident (2)
- ○ Confident (3)
- ○ Very Confident (4)

Q13 Regarding this RPG, how true are each of the following statements:

- Group agreements and norms were observed
- The majority of participants were actively engaged in the majority of the meeting
- Participants' reflective thoughts served as a guide to several facets of the meeting
- This RPG plan helped me stay focused on thinking about the content of this module.
- This RPG plan gave me room to respond flexibly to the emerging conversation.
- The focus of this RPG remained content-based rather than therapy-based.
  (Scale: Strongly Disagree, Disagree, Agree, Strongly Agree)

Q14 The RPG learning context is in the PDI for the purpose of cultivating participant disposition toward collaborative examination and improvement of practice. Were there any participant statements or behaviors made during this RPG that signaled to you that this disposition is being advanced? Please provide examples or thoughts.

Q15 Did anything unexpected, shocking, humorous, or emotional happen during the training session that you want the team to know about?

Q16 What steps for improvement would you recommend going forward? Please think about video clips, the construction of guiding questions, use of protocols, and logistics of the RPG including the learning environment for this cycle.

Q17Optional - Do you have any additional reflections you would like to share about this RPG?

Q18 Optional - Please provide further notes or comments on any of the following activities:
Ice breaker/Reconnect to the Topic (1)
Reflecting on and Examining Practice Together (2)
Reflecting on Practice in this Learning Cycle (3)
Exploration of Beliefs and Values (4)
Closing (5)

Chapter 6 KWLH Forms for Teachers and Leaders (Examples)

KWLH Graphic Organizer Category	Your Thinking, Reflection, and Questions
Row 1: What I think I Know Think first about, and then write, what you **K**now now about today's topic and teaching practices: *The development of self- regulation through play.* Consider these guiding questions: *1. What can you learn about children's developing self-regulation by observing their play?* *2. How does your observation of children's play help you connect with children?* **3.** *How does your observation of children's play help you facilitate and extend children's self-regulation and learning?*	*EXAMPLES: 1. When I observe children's self regulation I learn… And 2. When I understand a child's growing ability to regulate and play I can connect with them and extend their learning…*
Row 2: What I Want to know • Think about what you **w**ant to learn about today's topic, and then write down 1-2 questions you have about today's topic and teaching practices.	*EXAMPLES: How can I plan play experiences to help children with self-regulation? And 2. Are there specific strategies that work best for children with different learning styles?*

KWLH GRAPHIC ORGANIZER CATEGORY	YOUR THINKING, REFLECTION, AND QUESTIONS
Row 3: What I have Learned • Think about, and then write, what new information or deeper understanding you have learned about today's topic and teaching practices: *The development of self-regulation through play.* Did you answer any of your questions from Row 2?	
Row 4: How I can learn more • The information and teaching practices from this Learning Lab has me wondering about, thinking, or feeling? • Think about all the information we explored in this learning lab. Of that, what **specific teaching *practice(s)*** do you want to explore further with your Coach, your peers in RPG, and practice with in your next Coaching Cycle?	

KWLH GRAPHIC ORGANIZER CATEGORY	YOUR THINKING, REFLECTION, AND QUESTIONS

Row 1: What do I <u>K</u>now now
• Think first about today's topic:
    o Five Essential Supports for Continuous Learning and Improvement: Building Professional Capacity through Routines of Collaboration
• Then write what you <u>k</u>now now about today's topic by responding to the following guiding questions:
    1. What do leaders and leadership do to support teachers to learn and improve?
    2. How do routines of collaboration support teachers to learn and improve?	

Row 2: What I <u>W</u>ant to know • Think about what you <u>w</u>ant to learn about today's topic, and then write down 1-2 questions you have about today's topic and leadership practices.	

Investing in Innovation Professional Development Initiative Module 3 Leader Learning Lab 2 KWLH Chart

KWLH GRAPHIC ORGANIZER CATEGORY	YOUR THINKING, REFLECTION, AND QUESTIONS
Row 3: What I have Learned • Think about, and then write what new information you have learned today. Did you answer any of your questions from Row 2? -	_____ _____ _____ _____ _____ _____

Row 4: How I can learn more
• The information and leadership practices from this Learning Lab have me wondering about, thinking, or feeling?
• Think about all the information we explored in this learning lab. Of that, what *leadership practices* do you want to explore further:
  o With your Coaches in your onsite leadership meetings?
  o With your peers in the next Leader Reflective Practice Group?
	_____
	_____
	_____
	_____
	_____
	_____
	_____

2 | Name:_____Center: _____ Date: _____

Chapter 7 Annual Interviews with PDI Coaches, 2013 and 2013

Section 1 Context in Which You Are a PDI Coach (20 minutes)

We would like to start with asking you to share some of your thoughts about the context in   which you coach.

1. Let's think about the organizational climate and culture of your assigned center through   the lens of the Five Essentials Supports Framework. Prior to the interview, we asked you to rate your center's level of organization for improvement (i.e., Coaches   Perceptions of their Center's Level of Organization for Improvement). Let's look at your   responses and discuss them further.
   a. Tell us more about why you gave the rating you did for how organized your center is to employ Inclusive and Effective Leadership. [*Probe for examples*.]
      i. To what degree do you think teachers trust one another? Trust their leaders? And, are involved in decisions impacting their daily work with children and families?
   b. Tell us more about why you gave the rating you did for how organized your center is to support collaboration among teachers at your center. [*Probe for examples*.]
      i. To what degree do you think teachers are provided with opportunities to regularly collaborate with each other on their work?
   c. Tell us more about why you gave the rating you did for how organized your center is in providing ambitious instruction. [*Probe for examples*.]
      i. To what degree do you think there is a clear vision and shared understanding for teaching and learning – the what and how of interactions and instruction?
      ii. To what degree do you think teachers are supported with implementing effectively towards that vision?
   d. Tell us more about why you gave the rating you did for how organized your center is in offering a supportive environment. [*Probe for examples*.]
      i. To what degree do you think the center's policies and procedures reflect and contribute to child centered supportive learning environments?
      ii. To what degree do you think classroom teams are thinking about and planning towards child centered supportive learning environments?
   e. Tell us more about why you gave the rating you did for how organized your center is to involve families. [*Probe for examples*.]
      i. To what degree do you think the center's policies and procedures reflect and contribute to creating strong ties and partnerships with families? Among families? And with receiving kindergarten teachers/schools?
      ii. To what degree do you think classroom teams are thinking about and planning towards strong partnerships with families?

Section 2 Frameworks for Advancing Knowledge, Skills, and Dispositions (5 minutes)

2. The Ounce uses several **frameworks** intended **to focus** your work with teachers and leaders, including: a) for *teachers* (present a list and visuals) the Focused Teaching Cycle and the Weekly Planning Dialogue protocol, CLASS, and GOLD; and b) for *leaders* (present a list and visuals) the Five Essentials, Inclusive Inquiry and Decision Making Cycle, and the CLASS Lens and Language for supervisory dialogue and feedback.
    a. Are there aspects of any of these frameworks that you still find difficult to understand, either as concepts or in terms of how they are applied in your work?
    b. What additional supports do you think would further strengthen your understanding and use of these frameworks to support teacher and leader learning?

Section 3 Processes for Advancing Knowledge, Skills, and Dispositions (35 minutes)

Now let's talk in greater detail about facilitating the PDI learning cycle with teachers, and then with leaders.

3. The Teacher Learning Cycle allows coaches at least three distinct opportunities to explore, practice, reinforce, and reflect on a particular set of ideas and skills with their assigned teachers.
    a. In your experience so far, does each context of the learning cycle contribute unique value? What has having various learning contexts allowed you to do as a provider?
    b. When pulling "threads" through the cycle, what challenges are you facing?
    c. Do you use the KWLH to inform your practice during learning cycles? If yes, how so? If no, how come?

4. The PDI model intends to promote transformations in the professional development mindset, methods, and practices of teachers.
    a. What do you envision this transformation would look like for _teachers_ at your center? What would change about their thinking and actions?
    b. Are you hearing "change talk" through the learning cycle? What kinds of "change talk" are you hearing? When are you most likely to hear "change talk" from teachers?
    c. Are you observing growth or change in practices happening through the learning cycle? Tell us more about the learning you are hearing and seeing.
    d. So far, what are the primary challenges for teachers in moving from "talk" to action? What blocks them internally? What gets in their way externally? *[Probe for examples.]*
    e. What have you learned so far about facilitating the teacher's growth process?

5. Within the teachers' learning cycle, you also **facilitate lesson planning meetings**.
    a. Tell us about your role in facilitating the teaching teams' growth in knowledge, skills, and dispositions through this context?
    b. Are you drawing any lessons so far about how a coach can best facilitate these meetings? Please explain.

6. Now let's switch to thinking about your work with the **leaders**. The PDI model also intends to promote transformations in the professional development mindset, methods,   and practices of leaders.

    a. What do you envision this transformation would look like for _leaders_ at your center? What would change about their thinking and actions?

    b. Are you hearing "change talk" through the learning cycle? What kinds of "change talk" are you hearing? When are you most likely to hear "change talk" from leaders?

    c. Are you observing growth or change in practices happening through the learning cycle? Tell us more about the learning you are hearing and seeing.

    d. So far, what are the primary challenges for leaders in moving from "talk" to action? What blocks or complicates making the changes they envision? [Probe for examples.]

    e. What have you learned so far about facilitating the leader's growth process?

7. Within the leaders learning cycle, you provide **consultation to the leadership team**.

    a. How do you and your partner coach plan for and conduct these meetings? Can you give an example of how a recent consultation meeting has walked off?

    b. What are you learning about the process of supporting the leadership teams' growth and change?

8. Within the leaders' learning cycle, you provide **consultation and guidance to direct supervisors**.

    a. How do you and your partner coach plan for and conduct these meetings? Can you give an example of how a recent consultation meeting has walked off?

    b. What are you learning about the process of supporting direct supervisors' growth and change?

    c. What are the primary challenges for direct supervisors in moving from a role focused largely on monitoring compliance into a role largely focused on supporting teachers' practice, learning, and improvement?

9. What has it been like facilitating professional development simultaneously with teachers and leaders?

<center>Section 4:</center>

<center>**Community of Practice Embedded in the PDI Model (30 minutes)**</center>

We just spent time talking about the learning of teachers, leaders, and supervisors. Now we would like to discuss your participation in the coach community of practice for this project.

10. This project builds in time for coaches to collaborate with each other every week.

    a. Have you ever been involved in a project that has asked you to work together with an entire group of coaches as much as this project?

    b. What is this experience like for you?

    c. What is the impact on your PD mindset, methods, and practices?

    d. What role does this coach community of practice play in your understanding of this work and with "being true" to the model, often referred to as fidelity?

11. The PDI model expects 0-3 and 3-5 coaches at each center to consult together with the leadership team, and to coordinate work with direct supervisors.

    a. What has this been like for you? Has working together, as a pair, been helpful to you? How so? What has been difficult?

    b. What impacts do you hear, see, and/or anticipate with leaders and direct supervisors because coaches are collaborating and coordinating their work?

12. Research points to tensions that emerge when collaboration is used to inform decision-

making and achieving collective goals.
- a. How would you describe the kind of collaboration currently operating in the coaches' community of practice?
- b. Have issues of difference and conflict emerged? If so, what happened? How did the community members deal with difference or conflict?
- c. How do coaches deal with those who disagree with decisions that a majority of the community members endorse? Can you think of a time that happened? Will you tell me more about it?

13. Co-construction is an idea that has played an important role in this community of practice.
- a. Thinking about the PDI, what does this co-construction mean to you?
- b. By your definition of co-construction, do you think it is really happening in this community of practice? Why or why not?
- c. [Interviewer: optional question, decide to probe, if coach does not problematize co-construction.] How important is it to you to implement the instructional outline as intended once it has been co-constructed by the team?

14. The PDI uses guidance protocols to support your implementation during the learning context (e.g. coaching cycle protocol, leadership meeting protocol).
- a. What protocols are working best for you, and why?
- b. What protocols are not working so well for you, and why? (Probe needed for distinguishing between protocols that help them do the work versus those that help them reflect on the work.)

15. One tension that has emerged is that of following a protocol with that of following your own instincts. Tell us about using guidance protocols while also drawing on your own instincts. The PDI model intends to promote the simultaneous transformation in the professional development mindset, methods, and practices of leaders, teachers, and coaches. So, this is a transformation *for you* and a transformation *you are supporting* in leaders and teachers (Present the transformation slides for leaders, teachers, and coaches again).
- a. What does the Coach transformation mean to you?
- b. Tell us about a time when you experienced growth or change through the course of working on this project. Have there been any "A-HA!" moments?
- c. Have you noticed an impact of *your* growth and change on the leader*s' or teachers' gr*owth and change?
- d. Is this a valid or important transformation to expect coaches to make? Why or why not? How convinced are you at this point of the value of the community of practice element of PDI for coaches?
- e. How challenging is this transformation to make for you?
- f. How has it been being both an implementer of this transformation for leaders and teachers, and a participant of this transformation as a coach?

Essential Support:	Not Yet Organized	Moderately Organized	Organized	Well-Organized
Inclusive Leadership: • Leaders establish a strategic focus on children's health, learning, development and school readiness, and they *support teachers to be effective in their work.* • In daily activities, they build and maintain mutually *trusting and respectful relationships* with and among staff, between staff and children, and staff and families. • They *galvanize staff activity,* programs, and resources towards a vision for continuous learning and sustained improvement. They *enlist teachers in improvement efforts.* • They practice *shared leadership* and cultivate a cadre of leaders among teachers, parents, and community.				
Professional Capacity Building through Collaborative Learning Routines: • Leaders use supervisory resources, performance feedback, professional development, and social-relationship resources within the staff to build professional capacity. • Leaders work together with staff to define their strategic focus for improvement and to solve problems. • Leaders protect time and design routines for staff to meet together to review data, reflect, examine practice, and collaborate towards improvement. • All staff work in collaboration to promote their own and their colleagues' professional growth. • Teachers and staff share a collective responsibility for continuous improvement and are active partners focused on continuous learning**.**				
Ambitious Instruction: • All adults are provided guidance that articulates the what and how of teaching and learning for children. All adults endorse and use early learning and development standards and assessment information to design meaningful learning opportunities. • Teachers reflect on and plan intentionally for their role in providing children with interactions that are emotionally supportive, organized, instructionally meaningful, and individualized. • All adults partner with families in continuing to learn about meaningful and effective learning opportunities for the children at home and at school. • A guidance system supports implementation and continuous improvement of interactions and instruction.				

Essential Support	Not Yet Organized	Moderately Organized	Organized	Well-Organized
Child-Centered Supportive Learning Environment: • All adults build supportive relationships with each other, with children and their families – the most basic prerequisite for learning. • Leaders use resources and policies to ensure all adults create consistently child-centered supportive learning environments. • All adults attend daily and intentionally to how they use physical space, materials, daily structure and routines, continuity of care, group size and ratio to create child-centered supportive environments. • All adults create an emotional climate allowing children to consistently feel safe, liked, able to build relationships, and actively explore. • Teachers are trustworthy and responsive to children's individual emotional and intellectual needs, they hold high expectations for children's capacity to relate, learn, and develop; and they affirm and promote children's exploration, friendships, engagement, and persistence.				
Strong Ties and Partnerships Among Families, School and Communities: • The entire staff works to build respectful partnerships among families, schools, and the community. Parents are viewed as partners in supporting children's learning and development both within the school and in the home. • Staff value parents' input and participation in defining and advancing the school's mission by interacting with families respectfully and collaboratively, and by sharing and seeking information to enhance children's participation, health, learning and development. • Leaders and staff build and maintain strong ties with elementary schools to support successful transitions of children and families to elementary schools and professionals. • Staff act intentionally to reduce material hardships experienced by families, and to increase learning and life opportunities by building social networks among families, relationships with community partners, and brokering the community's resources.				

Section I: Context in Which You Are a PDI Coach (20 minutes)

We would like to start with asking you to share some of your thoughts about the context in which you coach.

1. Let's think about the organizational climate and culture of your assigned center through the lens of the Five Essentials Supports Framework. Prior to the interview, we asked you to rate your center's level of organization for improvement. Let's look at your responses and discuss them further.
    a. Tell us more about why you gave the rating you did for how organized your center is to employ Instructional and Inclusive Leadership. [*Probe for examples*.]
        i. To what degree do you think teachers trust one another? Trust their leaders?
        ii. To what degree are teachers involved in decisions impacting their daily work with children and families?
    b. Tell us more about why you gave the rating you did for how organized your center is to support collaboration among teachers at your center. [*Probe for examples*.]
        i. To what degree do you think teachers are provided with opportunities to regularly collaborate with each other on their work?
    c. Tell us more about why you gave the rating you did for how organized your center is in providing ambitious instruction. [*Probe for examples*.]
        i. To what degree do you think there is a clear vision and shared understanding for teaching and learning – the what and how of interactions and instruction?
        ii. To what degree do you think teachers are supported with implementing effectively towards that vision?
    d. Tell us more about why you gave the rating you did for how organized your center is in offering a supportive environment. [*Probe for examples*.]
        i. To what degree do you think the center's policies and procedures are aligned with and contribute to child-centered supportive learning environments?
        ii. To what degree do you think the center's leadership team have improved their daily decision-making towards child-centered supportive learning environments?
        iii. To what degree do you think classroom teams are thinking about and planning towards child-centered supportive learning environments?
    e. Tell us more about why you gave the rating you did for how organized your center is to involve families. [*Probe for examples*.]
        i. To what degree do you think the center's policies and procedures are aligned with and contribute to creating strong ties and partnerships with families? Among families? And with receiving kindergarten teachers/schools?
        ii. To what degree do you think classroom teams are thinking about and planning towards strong partnerships with families?

<div align="center">Section II</div>
<div align="center">**Frameworks for organizing PDI knowledge,**</div>
<div align="center">**skills, and dispositions (15 minutes)**</div>

1. Talk with me about the Five Essentials Framework. How has it shaped your understanding of quality improvement in early care and education, what leaders and teachers need in order to improve their work, and your role as a coach?

2. Talk with me about the Focused Teaching Cycle. How has it shaped your understanding of quality improvement in early care and education, what leaders and teachers need to improve the quality of their instruction, and your role as a coach?

3. Talk with me about using the CLASS lens and language to develop teachers' knowledge and promote behavior change. How has it shaped your understanding of quality improvement in early care and education, what leaders and teachers need in order to improve the quality of instruction, and your role as a coach?

4. Talk with me about MI as part of your coaching skill set. How has MI shaped your understanding of how to approach your work as a professional development provider?
    a. Has it been useful in actually facilitating change? How so?
    b. Will you continue using MI skills in your work going forward?

<div align="center">Section III</div>
<div align="center">**Processes for Advancing Knowledge, Skills,**</div>
<div align="center">**and Dispositions (30 minutes)**</div>

Now let's talk in greater detail about facilitating the PDI learning cycle with teachers, and then with leaders.

5. The PDI model intends to promote transformations in the professional development mindset, methods, and practices of **teachers**.
    a. Tell us about the learning you have been hearing and seeing over the last year of implementation.
    b. What are the primary challenges for teachers in moving from "talk" to practice change? What blocks them internally? What gets in their way externally? [*Probe for examples*.]
    c. Overall, what have you learned about facilitating the teacher's growth process?
    d. What have been the most significant or most surprising changes? And, what do you think you have done that lead to those changes?

6. Now let's switch to thinking about your work with the **leaders**. The PDI model also intends to promote transformations in the professional development mindset, methods, and practices of leaders.

a. Tell us about the learning you have been hearing and seeing over the last year of implementation.
b. What are the primary challenges for leaders in moving from "talk" to practice and systems change? What complicates this internally? What gets in their way externally? [*Probe for examples.*]
c. What is the leadership team's current disposition towards promoting quality improvement and professional development in their center?
d. Overall, what have you learned about facilitating leadership and organizational development?
e. What have been the most significant or surprising changes? And, what do you think you have done that lead to those changes?

7. Now we would like to talk with you about your work readying the centers to sustain key PDI features, and their motivation and capacity for sustainability.
a. Tell us how the expectations were made clear to you that direct supervisors would begin facilitating lesson planning meetings and RPGs. When did that discussion start happening for the coaches?
b. How did you discuss this transition with the leadership team and with supervisors? What were their responses?
c. Tell us about how you have supported direct supervisors in learning how to facilitate weekly lesson planning meetings and RPGs.
d. Which routines were the most challenging for supervisors to learn and gain confidence and effectiveness with facilitating (i.e, Team Lesson Planning, RPGs, Classroom Observations with Performance Feedback)?
e. With supervisors, what have been the most significant or surprising changes in their ability to facilitate embedded PD? And, what do you think you have done that lead to those changes?
f. How optimistic are you in the motivation and capacity of the supervisors to continue cultivating their role with facilitating and deepening professional community and job-embedded professional learning for their teachers? Are there any barriers that would hinder their growth or cause them to revert back to their old ways of behaving?
g. For center leadership, how have you helped them plan for sustaining these routines as part of their system of continuous quality improvement and PD?
h. To what degree do you think center leaders are supporting supervisors to protect and focus time on supporting teacher learning and improvement through these job-embedded learning routines?
i. How optimistic are you in the motivation and capacity of the center leaders with continuing to grow their instructional leadership and strengthening of their organizational conditions for improvement? Are there any barriers that would hinder their growth or cause them to revert back to their old ways of behaving?

<div align="center">
Section IV
Community of Practice
Embedded in the PDI Model (25
minutes)
</div>

We just spent time talking about the learning of teachers, leaders, and supervisors. Now we would like to discuss your participation in the coach   community of practice for this project.

8. Tell us about a time when you experienced growth or change through the course of working on this project in the last year. Have there been any "A-HA!" moments?
    a. In this past year, has the coach community of practice continued to support your growth? Has it impeded your growth in any ways? Please explain.
    b. Have you noticed an impact of *your* growth and change on the *leaders' or teachers'* growth and change?
    c. One tension that emerged early in the project was between "following a protocol" and "following your instincts". Does that   tension still come up for you? Does this tension mean something different for you now?

9. Have you seen change in how this group of coaches works together?
    a. Has it become a more effective or less effective group of professionals, in your opinion?
    b. By your definition of co-construction, do you think this happened over the course of this community of practice? Why or why not?
    c. Did you find the presentation of audio/video valuable to your development? How so?

10. As a member of the first cadre of PDI coaches, are there recommendations you wish to make that you feel would improve the model?
    a. Are there recommendations you would make that you feel would have improved your learning, effectiveness, and improvement as a   coach in this model?

11. Is there anything we haven't asked you about that you would like to add, or anything you want to emphasize now that we've come to the end of the interview?

Essential Support:	Not Yet Organized	Moderately Organized	Organized	Well-Organized
Inclusive Leadership: ● Leaders establish a strategic focus on children's health, learning, development and school readiness, and they *support teachers to be effective in their work.* ● In daily activities, they build and maintain mutually *trusting and respectful relationships* with and among staff, between staff and children, and staff and families. ● They *galvanize staff activity,* programs, and resources toward a vision for continuous learning and sustained improvement. They *enlist teachers in improvement efforts*. ● They practice *shared leadership* and cultivate a cadre of leaders among teachers, parents, and community.				
Professional Capacity Building through Collaborative Learning Routines: ● Leaders use supervisory resources, performance feedback, professional development, and social-relationship resources within the staff to build professional capacity. ● Leaders work together with staff to define their strategic focus for improvement and to solve problems. ● Leaders protect time and design routines for staff to meet together to review data, reflect, examine practice, and collaborate towards improvement. ● All staff work in collaboration to promote their own and their colleagues' professional growth. ● Teachers and staff share a collective responsibility for continuous improvement and are active partners focused on continuous learning**.**				
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Strong Ties and Partnerships Among Families, School and Communities: ● The entire staff works to build respectful partnerships among families, schools, and the community. Parents are viewed as partners in supporting children's learning and development both within the school and in the home. ● Staff value parents' input and participation in defining and advancing the school's mission by interacting with families respectfully and collaboratively, and by sharing and seeking information to enhance children's participation, health, learning and development. ● Leaders and staff build and maintain strong ties with elementary schools to support successful transitions of children and families to elementary schools. ● Staff act intentionally to reduce material hardships experienced by families, and to increase learning and life opportunities by building social networks among families, relationships with community partners, and brokering the community's resources.				