Efficacy Evaluation of Zoology One: Kindergarten Research Labs
Online Appendix of Measures and Tools for Data Collection

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Efficacy Evaluation of Zoology One: Kindergarten Research Labs Online Appendix of Measures and Tools for Data Collection

Abstract
The development of this instrument was supported by the Institute of Education Sciences through Grant R305A160109, awarded to the University of Pennsylvania.

Disciplines
Education

Author(s)
Abigail Gray, Philip Sirinides, Brooks Bowden, Ryan Fink, Tesla DuBois, Katarina Suwak, and Wendy Castillo

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Efficacy Evaluation of Zoology One: Kindergarten Research Labs

Online Appendix of Measures and Tools for Data Collection

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The development of this instrument was supported by the Institute of Education Sciences through Grant R305A160109, awarded to the University of Pennsylvania.
Early Life-Science Assessment (Script and Images)

This document combines the script, held by the assessor during administration, and the images on the tablet that the student views and interacts with during while taking the test.

If a student ever answers “I don’t know” or refuses to answer, the assessor is trained to discretely click the IDK text in grey below the answer options before pressing the right arrow to move to the next question.
Before starting the test, the assessor reads the following screen to the students.

We are going to play a science game. I will ask you a question and you can press the picture that shows your answer. When you press your answer it will turn green, that is how I know you chose your answer. Are you ready? Great! Let’s get started.
1. What do all animals need in order to live and grow?
Food
Fur
Feet

2. Which picture shows something that is using energy?
3. This animal has a baby. Which one is probably its baby?

4. This is the life-cycle of an oak tree. What would happen if oak trees stopped making acorns?
   - Old oak trees would live forever.
   - Lots of baby oak trees would grow.
   - There would be no new oak trees.
5. Philadelphia is usually hot in the summer. What is the weather in other parts of the world when it is hot in Philadelphia?
   - It is cold everywhere.
   - It is hot in some places and cold in other places.
   - It is hot everywhere.

6. What will this mother hen do if she hears a fox coming to take her chicks?
   - Protect her chicks
   - Run away and leave her chicks behind
   - Eat grains
7. This chart shows animals (point to left column), the food they eat (point to middle column), and the body part they use to get their food (point to the right column). Looking at this chart, which of these animals (point to answer options) uses a claw (point to the claw) to get their food?

8. Jake made a design for a new doghouse. What is the best way for Jack to share his design with someone else?
   - Draw it
   - Imagine it
   - Act it out
9. Ducklings follow behind their mother. Why?
   They don’t like to swim.
   Their mother protects them.
   They are playing a game.

10. Using gas in cars makes air...
    Dirtier
    Cleaner
    The same
11. This animal is an armadillo. What would happen if this armadillo did not eat food?
   It would die.
   It would have babies.
   It would grow bigger.

12. Eduardo wants to make a new swing set. His friends come to help him build it. What can
    Eduardo show his friends so they know how to build it?
    A map
    A drawing
    A pile of wood
13. This chart shows what animals need to live (point to food) and what plants need to live (point to sun). Both plants and animals need water. Where should water go on this chart?

![Chart showing food and sun for animals and plants]

14. Here is a made-up animal. Touch the body part that helps the animal hear another animal nearby.

What the student sees is

![Image of an animal with hot spots shown]

Hot spots are set up like this:
15. Which picture shows something that is using energy? (no description of answer options)

16. This diagram tells us that an owl (point to owl) gets its energy from eating the grasshopper (point to grasshopper). Touch what gives the grasshopper its energy.
17. There is a snake hissing nearby. What body part tells the mouse that danger is close?

18. This diagram shows how people get food. First, it starts here (point to question mark), then it is packaged and goes to the store, then we buy it and eat it. Which of these pictures (point to the answer options) goes here? (Point to the question mark)
   - Science Lab
   - Farm
   - Post Office

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19. This is Stan. What is the best way for Stan to know how much it rained?
   He can measure
   He can guess
   He can ask his little sister

20. Some birds spend a lot of time in the water. What do their feet look like?
21. These are all insects (point). Which one of these (point to answer options) is also an insect?
Motivation to Read Instrument for Kindergarten Students

**Directions:** Ask students the following questions. Tell them there are no right or wrong answers. If a student answers NO, there are no follow-up questions (except Question 23). If s/he answers YES, ask the follow-up questions (A LOT or A LITTLE, etc.). **Circle** each student’s response as the student answers the question.

After the administration is completed, identify the item score that corresponds with each of the student’s answers. Write in the item score for each question.

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you like to read?</td>
<td>YES (\rightarrow) A LITTLE or A LOT?</td>
</tr>
<tr>
<td>NO (1)</td>
<td>YES (2) or YES (3)</td>
</tr>
</tbody>
</table>

| 2. Do you like it when someone reads to you? | YES \(\rightarrow\) A LITTLE or A LOT? |
| NO (1) | YES (2) or YES (3) |

| 3. Can you learn new things from books? | YES \(\rightarrow\) SOMETIMES or ALWAYS |
| NO (1) | YES (2) or YES (3) |

| 4. Do you like to look at books by yourself? | YES \(\rightarrow\) A LITTLE or A LOT? |
| NO (1) | YES (2) or YES (3) |

| 5. Does your classroom have a place for reading? | YES \(\rightarrow\) 5a. Do you like to go there? |
| NO (1) | YES (3) or YES (3) |

| 5a. Do you like to go there? | YES \(\rightarrow\) A LITTLE or A LOT? |
| NO (1) | YES (2) or YES (3) |

| 6. Do you like stinky cheese? | YES \(\rightarrow\) A LITTLE or A LOT? |
| NO | YES (2) or YES (3) |

| 7. Would you like it if someone gave you a book? | YES \(\rightarrow\) A LITTLE or A LOT? |
| NO (1) | YES (2) or YES (3) |
The development of this instrument was supported by the Institute of Education Sciences through Grant R305A160109, awarded to the University of Pennsylvania.
### Zoolgy One

**Instruments and Measurement Tools**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Are you a good reader?</td>
<td>NO (1) → YES → SOMETIMES (2) or ALWAYS (3)</td>
</tr>
<tr>
<td>17. Can you use books to find answers to questions?</td>
<td>NO (1) → YES → SOMETIMES (2) or ALWAYS (3)</td>
</tr>
<tr>
<td>18. Do you have a pet dinosaur?</td>
<td>NO → YES</td>
</tr>
<tr>
<td>19. Can you help other kids with reading?</td>
<td>NO → YES → A LITTLE (2) or A LOT (3)</td>
</tr>
<tr>
<td>20. Does your teacher read stories to the class?</td>
<td>NO (1) → YES (3)</td>
</tr>
<tr>
<td>20a. Do you like it when your teacher reads stories?</td>
<td>NO (1) → YES → A LITTLE (2) or A LOT (3)</td>
</tr>
<tr>
<td>20b. Can you answer questions about the stories your teacher reads?</td>
<td>NO (1) → YES → SOMETIMES (2) or ALWAYS (3)</td>
</tr>
<tr>
<td>20c. Can you retell stories?</td>
<td>NO (1) → YES → SOMETIMES (2) or ALWAYS (3)</td>
</tr>
<tr>
<td>21. Does your teacher give you time to read by yourself?</td>
<td>NO (1) → YES (3)</td>
</tr>
<tr>
<td>21a. Do you get to pick the books?</td>
<td>NO (1) → YES → SOMETIMES (2) or ALWAYS (3)</td>
</tr>
</tbody>
</table>

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### 22. Are there books in your home?

<table>
<thead>
<tr>
<th>NO</th>
<th>YES</th>
<th>A FEW or LOTS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
</tr>
</tbody>
</table>

#### 22a. Do you like the books in your home?

<table>
<thead>
<tr>
<th>NO</th>
<th>YES</th>
<th>A LITTLE or A LOT?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
</tr>
</tbody>
</table>

#### 22b. Are there books in your home that you can read by yourself?

<table>
<thead>
<tr>
<th>NO</th>
<th>YES</th>
<th>A FEW or LOTS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
</tr>
</tbody>
</table>

### 23. In the books you read (PAUSE), are there boys and girls that look like you?

<table>
<thead>
<tr>
<th>NO</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(3)</td>
</tr>
</tbody>
</table>

#### 23a. What do they look like? Can you describe them? (write verbatim)

____________________
____________________
____________________

#### 23b. What do they look like? Can you describe them? (write verbatim)

____________________
____________________
____________________

#### 23c. Would you like to read books with boys and girls that look like you?

<table>
<thead>
<tr>
<th>NO</th>
<th>YES</th>
<th>A LITTLE or A LOT?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
</tr>
</tbody>
</table>

#### Scoring for 23a:

- Student is unable to describe physical characteristics (ex. Superheroes, mom) ➔ 1
- Student describes physical characteristics (ex. eyes, hair, skin color) that are different than his/hers ➔ 3

#### 23d. Are books with boys and girls that look like you your favorite books?

<table>
<thead>
<tr>
<th>NO</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(3)</td>
</tr>
</tbody>
</table>

#### Scoring for 23b:

- Student is unable to describe physical characteristics (ex. Superheroes, mom) ➔ 1
- Student describes physical characteristics (ex. eyes, hair, skin color) that are similar to his/hers ➔ 3

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24. Tell me what you like to read about. (Probe: What is your favorite book about?) (write verbatim)

Scoring:

- No answer/student does not give a response ➔ 1
- Student names favorite book ➔ 2
- Student describes a topic, genre ➔ 3
- Student names favorite book and describes a topic, genre ➔ 3
Survey Flow

Block: Introduction (Click Yes to continue)
7:00AM - 7:30AM (TASKS ENGAGED IN BLOCK)
7:30AM - 8:00AM (TASKS ENGAGED IN BLOCK)
8:00AM - 8:30AM (TASKS ENGAGED IN BLOCK)
8:30AM - 9:00AM (TASKS ENGAGED IN BLOCK)
9:00AM - 9:30AM (TASKS ENGAGED IN BLOCK)
9:30AM - 10:00AM (TASKS ENGAGED IN BLOCK)
10:00AM - 10:30AM (TASKS ENGAGED IN BLOCK)
10:30AM - 11:00AM (TASKS ENGAGED IN BLOCK)
11:00AM - 11:30AM (TASKS ENGAGED IN BLOCK)
11:30AM - 12:00PM (TASKS ENGAGED IN BLOCK)
12:00PM - 12:30PM (TASKS ENGAGED IN BLOCK)
12:30PM - 1:00PM (TASKS ENGAGED IN BLOCK)
1:00PM - 1:30PM (TASKS ENGAGED IN BLOCK)
1:30PM - 2:00PM (TASKS ENGAGED IN BLOCK)
2:00PM - 2:30PM (TASKS ENGAGED IN BLOCK)
2:30PM - 3:00PM (TASKS ENGAGED IN BLOCK)
3:00PM - 3:30PM (TASKS ENGAGED IN BLOCK)
3:30PM - 4:00PM (TASKS ENGAGED IN BLOCK)
4:00PM - 10:00PM (EVENING BLOCK)

Thank you for your participation in the "Teacher Log" portion of the Zoology One study. The following survey is designed to help us better understand how literacy and science instruction fit into your day. Please be assured that the survey is not an evaluation of you or your teaching, and all responses are strictly confidential. Please click "Yes" below to continue onto the survey.

- Yes  (1)
- No   (2)

Skip To: End of Survey If Q326 = No
START OF 'TASKS CURRENTLY ENGAGED IN' BLOCK

Q1 What type of task were you engaged in? Select all that apply.

☐ Administrative tasks (paperwork, set up/clean up, correspondence, other non-instructional tasks) (1)

☐ Lesson planning (2)

☐ Teaching (3)

☐ Administering assessments (9)

☐ Attending a meeting (4)

☐ Data entry/analysis (13)

☐ Providing extra supports for students outside of instructional time/s (before/after school, during recess/lunch) (7)

☐ Not related to school/personal tasks (5)

☐ Other (Please specify.) (6) ______________________________________________________________________

Display This Question:
If Q1 = Administrative tasks (paperwork, set up/clean up, correspondence, other non-instructional tasks)

Q2 Was this administrative task related to Zoology One?

☐ Yes (1)

☐ No (2)
Q3 What type of administrative task were you working on? Select all that apply.

☐ Communication with parents about literacy or science (3)

☐ Communication with school staff about Zoology One (6)

☐ Classroom set up/clean up (4)

☐ Other (Please specify.) (5) __________________________________________

Q4 Which of the following best represents the type of planning activity you were engaged in?

☐ Planning for Zoology One (1)

☐ Planning for other subjects (2)

☐ Other (Please specify.) (3) __________________________________________

Q170 If you were planning with others, please indicate their title/s.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
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Zoology One
Treatment Teacher Log

Q7 Which component of Zoology One were you implementing? Select all that apply.

- Morning Message (1)
- Content/Standards Mini-Lesson (2)
- Interactive Read-Aloud (3)
- Book Shopping (4)
- Reading Focus Group (5)
- Shared Reading/Foundational Skills Mini-Lesson (6)
- Centers (14)
- Science Lab (15)
- Independent Reading (7)
- Embedded Formative Assessment/Independent Reading Levels/IRLA (1-1 or Small Group) (8)
- Accountable Talk (9)
- Modeled/Shared Writing (10)
- Independent Writing (11)
- Underwriting (12)
- Other (Please specify.) (13) ________________________________________________
Q8 Who were you meeting with? Select all that apply.

- Administration (Principal/s, AP/s, Dean/s, Climate Staff) (1)
- ARC Coach (2)
- SDP/School-based Coach (8)
- CLI Coach (9)
- Other Coach (Please state coach’s title.) (10)

- Teachers (4)
- Students (5)
- Parents (6)
- Other (Please specify.) (7)

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Q9 What was the meeting about? Select all that apply.

- Zoology One (1)
- Other (Please specify) (3) ________________

**Display This Question:**
If Q1 = Data entry/analysis

Q168 Was this data entry/analysis related to Zoology One?

- Yes (1)
- No (2)

**Display This Question:**
If Q168 = Yes

Q169 Please indicate which of the following Zoology One-related data entry tasks you were engaged in. Select all that apply.

- Entering steps in SchoolPace (1)
- Reading Log check (4)
- Updating the eIRLA with student levels (2)
- Other (Please specify) (3) ________________
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Zoology One
Instruments and Measurement Tools

Treatment Teacher Log

Q11
Was the extra support for students related to literacy/science?

☐ Yes (1)
☐ No (2)

Display This Question:
If Q11 = Yes

Q12 Did the extra support involve any of the Zoology One curriculum, materials or practices?

☐ Yes (1)
☐ No (2)

FINISH OF ‘TASKS CURRENTLY ENGAGED IN’ BLOCK
START OF 'EVENING BLOCK'

4:00PM-10:00PM

Q79 Indicate the amount of time (in minutes) you spend on each of the following tasks from 4:00PM - 10:00PM. (If completing this survey before 10:00PM, please indicate the amount of time you anticipate spending on each of the following tasks during this time period.)

Number of minutes spent on task

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>20</th>
<th>40</th>
<th>60</th>
<th>80</th>
<th>100</th>
<th>120</th>
<th>140</th>
<th>160</th>
<th>180</th>
<th>200</th>
</tr>
</thead>
</table>
### Zoology One Treatment Teacher Log

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instruments and Measurement Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Entry in School Pace ()</td>
<td></td>
</tr>
<tr>
<td>Reading Log check ()</td>
<td></td>
</tr>
<tr>
<td>Communication with Parents/School Staff about Zoology One ()</td>
<td></td>
</tr>
<tr>
<td>Classroom set up/clean up ()</td>
<td></td>
</tr>
<tr>
<td>Data Analysis for planning Zoology One ()</td>
<td></td>
</tr>
<tr>
<td>Planning for Zoology One ()</td>
<td></td>
</tr>
<tr>
<td>Data Analysis for planning other content area ()</td>
<td></td>
</tr>
<tr>
<td>Planning for other content area ()</td>
<td></td>
</tr>
<tr>
<td>Meeting about Zoology One (Please indicate the title of who you met with.) ()</td>
<td></td>
</tr>
<tr>
<td>Meeting about other topic (Please indicate the title of who you met with.) ()</td>
<td></td>
</tr>
<tr>
<td>Providing supplemental services related to Zoology One ()</td>
<td></td>
</tr>
<tr>
<td>Providing other supplemental services ()</td>
<td></td>
</tr>
</tbody>
</table>

**FINISH OF ‘EVENING BLOCK’**

**END OF SURVEY**

---

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Teacher Implementation Year Survey — Treatment

Start of Block: Background Questions

Q1 For how many years, including this year, have you...

<table>
<thead>
<tr>
<th>1 year (1)</th>
<th>2 - 5 years (2)</th>
<th>6 - 10 years (3)</th>
<th>11 - 15 years (4)</th>
<th>15+ years (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>...taught (K-12)? (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>...taught Kindergarten? (2)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>...taught at your current school? (3)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Q2 Are you a certified reading specialist?

○ Yes (1)

○ No (2)

Q3 Did you teach kindergarten for the entire 2016-17 school year? (Please select "No" if you had an extended leave.)

○ Yes (1)

○ No (2)

Display This Question:
If Q3 = No
Q4 Please indicate the start and end dates of your absence. (If you will be out through the end of the year, please fill in the last day of school, 06/20/17, as your absence end date.)

- [ ] Start Date (mm/dd/yyyy) (1) ________________________________
- [ ] End Date (mm/dd/yyyy) (2) ________________________________

End of Block: Background Questions

Start of Block: PTABS
Q5 Please indicate the degree to which you agree or disagree with each statement below by selecting the appropriate option (strong disagree, mildly disagree, neutral, mildly agree, strongly agree).

<table>
<thead>
<tr>
<th></th>
<th>Strong disagree (1)</th>
<th>Mildly disagree (2)</th>
<th>Neutral (3)</th>
<th>Mildly agree (4)</th>
<th>Strongly agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I make an effort to include some science activities throughout the week. (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I include some books about science during storytime. (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel comfortable doing science activities in my classroom. (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I discuss ideas and issues of science teaching with other teachers. (4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use resource books to get ideas about science activities for young children. (5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use the internet to get ideas about science activities for young children. (6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q6 Please indicate the degree to which you agree or disagree with each statement below by selecting the appropriate option (strong disagree, mildly disagree, neutral, mildly agree, strongly agree).
Zoology One | Instruments and Measurement Tools

<table>
<thead>
<tr>
<th>I get ideas for hands-on activities from what my students do, say and ask. (1)</th>
<th>Strongly disagree (1)</th>
<th>Mildly disagree (2)</th>
<th>Neutral (3)</th>
<th>Mildly agree (4)</th>
<th>Strongly agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I collect materials and objects to use in my science teaching. (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel comfortable planning and demonstrating classroom activities related to earth science topics (e.g., sun, moon, stars, weather). (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td>I feel comfortable planning and demonstrating classroom activities related to physical and energy science topics (e.g., force of gravity; gas, liquids, solids). (4)</td>
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</tbody>
</table>

The development of this instrument was supported by the Institute of Education Sciences (IES) through Grant R305A160109, awarded to the University of Pennsylvania.
I feel comfortable planning and demonstrating classroom activities related to life science topics (e.g., living things, plants, animals). (5)

I demonstrate experimental procedures (e.g., comparing objects to see if they will sink or float) in my classroom. (6)

Q7 Do you assign home reading to your students?

- Yes (1)
- No (2)

Display This Question:
If Q7 = Yes

Q116 Please estimate the number of weeks out of the school year that you assigned home reading. (There are about 40 weeks in the school year.)

0  4  8  12  16  20  24  28  32  36  40

0
Q10 On average, about how many minutes per week, including weekends, are students in your class assigned home reading? (If you assign books per week, please estimate the time your students would spend reading those books.)

0 15 30 45 60 75 90 105 120 135 150 165 180

Q11 What percentage (%) of your students complete the home reading?

0 10 20 30 40 50 60 70 80 90 100

Page Break

Q12
Please reflect on each of the following components of your literacy instruction. For each component, indicate if you have used any of the programs or resources listed this school year. Please select ALL that apply.
The development of this instrument was supported by the Institute of Education Sciences (IES) through Grant R305A160109, awarded to the University of Pennsylvania.
Q13 What other curricula, programs or resources do you use for Read Alouds?

________________________________________________________________

Display This Question:
If Q12 = Shared Reading [ Other Program or Resource ]

Q14 What other curricula, programs or resources do you use for Shared Reading?

________________________________________________________________

Display This Question:
If Q12 = Guided Reading/Strategy Groups [ Other Program or Resource ]

Q15 What other curricula, programs or resources do you use for Guided Reading/Strategy Groups?

________________________________________________________________

Display This Question:
If Q12 = Independent Reading [ Other Program or Resource ]

Q16 What other curricula, programs or resources do you use for Independent Reading?

________________________________________________________________

Display This Question:
If Q12 = Phonics Instruction [ Other Program or Resource ]

Q17 What other curricula, programs or resources do you use for Phonics Instruction?

________________________________________________________________

Display This Question:
If Q12 = Centers [ Other Program or Resource ]
Q18 What other curricula, programs or resources do you use for Centers?

Display This Question:
If Q12 = Writing [ Other Program or Resource ]

Q19 What other curricula, programs or resources do you use for Writing?

Display This Question:
If Q12 = Home Reading [ Other Program or Resource ]

Q20 What other curricula, programs or resources do you use for Home Reading?

Display This Question:
If Q12 = Other literacy component (Please specify) [ Other Program or Resource ]
Or Q12 = Other literacy component (Please specify) [ Other Program or Resource ]
Or Q12 = Other literacy component (Please specify) [ Other Program or Resource ]

Q21 You indicated that you implement other literacy component/s. What are those component/s and what programs or resources do you use for them?
Display This Question:

If Q12 = [Self-created materials]
Or Q12 = [Self-created materials]
Or Q12 = [Self-created materials]
Or Q12 = [Self-created materials]
Or Q12 = Read Aloud [Self-created materials]
Or Q12 = [Self-created materials]
Or Q12 = [Self-created materials]
Or Q12 = [Self-created materials]
Or Q12 = [Self-created materials]
Or Q12 = [Self-created materials]

Q22 About how much time per week, including weekends, do you spend creating your own literacy materials?

- 1 - 30 minutes per week (1)
- 30 - 60 minutes per week (2)
- 2 hours per week (3)
- 3 hours per week (4)
- 4 hours per week (5)
- 5+ hours per week (6)
Q23 Please indicate which of the following you have used to collect literacy data about the students in your class. Please select ALL that apply.

- SchoolPace (1)
- IRLA (2)
- Lexia (3)
- DRA (4)
- AIMSWeb (5)
- Guided Reading Notes (6)
- Letter/Letter Sounds List (7)
- Sight Words List (8)
- Personal Observations/Anecdotal Notes (9)
- Other (Please specify.) (10) ____________________________
Q24
Do your students receive any regularly scheduled science instruction, in addition to the
science provided through Zoology One? Please select all that apply.

- [ ] Yes, I provide additional regularly scheduled science instruction to my students. (1)
- [ ] Yes, someone else provides additional regularly scheduled science instruction to my
  students. (2)
- [ ] No, my students do not receive additional regularly scheduled science instruction. (3)

Q25 What curricula, programs and/or resources do you use for regularly scheduled science
instruction, other than Zoology One?

________________________________________________________________

Q26 How many minutes of additional regularly scheduled science instruction per week do
your students receive?

- [ ] 1 - 30 minutes per week (1)
- [ ] 31 - 60 minutes per week (2)
- [ ] 2 hours per week (3)
- [ ] 3+ hours per week (4)
Q27 Please provide any details that may be helpful in understanding the consistency or level of additional regularly scheduled science instruction your students received.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Display This Question:

If Q24 = Yes, I provide additional regularly scheduled science instruction to my students.

Q28 How much **time per week** do you spend planning for additional regularly scheduled science instruction?

- 0 minutes per week (1)
- 1-30 minutes per week (2)
- 31-60 minutes per week (3)
- 2 hours per week (4)
- 3+ hours per week (5)

Display This Question:

If Q24 = Yes, someone else provides additional regularly scheduled science instruction to my students.

Q29 Who provides this additional regularly scheduled science instruction? Please specify their role/title in the school.

________________________________________________________________

Display This Question:

If Q24 = Yes, someone else provides additional regularly scheduled science instruction to my students.
Zoology One

Instruments and Measurement Tools

Q30 Do you know what curricula, programs or resources they use for additional regularly schedule science instruction?

☐ Yes (1)

☐ No (2)

Display This Question:

If Q30 = Yes

Q31 Please specify what curricula, programs or resources they use for additional regularly schedule science instruction.

Q32 Student texts are frequently lost or damaged during the school year. About what percentage of Zoology One student texts were lost or damaged beyond use this year?

0 10 20 30 40 50 60 70 80 90 100

Q33 It is common for classrooms to have support staff or volunteers. We are interested in learning about who is involved in literacy and/or science instruction for your students.

In the table below, each row indicates a type of instructional support. Each column indicates a potential role for someone in your classroom. If any of these roles exist, please select the type of literacy and/or science support. Please select ALL that apply.
### Instruments and Measurement Tools

<table>
<thead>
<tr>
<th>Planning Instruction (1)</th>
<th>Teacher’s Aide (1)</th>
<th>Reading Specialist (2)</th>
<th>Special Education Teacher (3)</th>
<th>School Based Teacher Leader/Literacy Coach (4)</th>
<th>Principal (5)</th>
<th>Student Teacher (6)</th>
<th>Parent/Volunteer (7)</th>
<th>Older Students (8)</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Delivering Whole Group Instruction (2)</td>
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<tr>
<td>Small Group Support (Delivering instruction, monitoring centers, other activities) (3)</td>
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<td>Logging Steps (4)</td>
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<tr>
<td>Other Data Entry/Homework Checks (5)</td>
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<tr>
<td>Administrative Tasks (Cleaning, photo copying, escorting students) (6)</td>
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<tr>
<td>Individual Student Instruction/Support (Reading, computers, other activities) (7)</td>
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<tr>
<td>ESL/SPED Services (for specific students) (8)</td>
<td>☐</td>
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<tr>
<td>I do not have this person in my classroom. (9)</td>
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**End of Block: Resource Questions**

**Start of Block: Fidelity Questions**

---

The development of this instrument was supported by the Institute of Education Sciences (IES) through Grant R305A160109, awarded to the University of Pennsylvania.
Zoology One

Q34 During this school year did you have the ability to access SchoolPace on a daily basis?

- Yes (1)
- No (2)

---

Display This Question:

If Q34 = No

Q35 Please explain why you did not have the ability to daily access for SchoolPace.

________________________________________________________________
________________________________________________________________
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Page Break

Q36 Place the Zoology One units in the order in which you implemented them this year.

- Zoology (1)
- Entymology (2)
- Introductory Unit (3)
- Ecology (4)

Q37 Please reflect on your use of the Zoology One curriculum to respond to the following questions.
Excluding days where there were special disruptions (e.g., assemblies, field trips), how many **times per week** did you implement the Zoology One integrated literacy block?

- Daily/Almost daily (1)
- 4 times per week (2)
- 3 times per week (3)
- 2 times per week (4)
- 1 time per week (5)
- Seldom (6)
- Never (7)

Q38 How often **per week** did you set the focus for students’ independent reading?

- Daily/Almost daily (1)
- 4 times per week (2)
- 3 times per week (3)
- 2 times per week (4)
- 1 time per week (5)
- Seldom (6)
- Never (7)
Q39 During Units 2-4, how often per week did your students engage in science-themed reading, writing or hands-on activities?

- Daily/Almost daily (1)
- 4 times per week (2)
- 3 times per week (3)
- 2 times per week (4)
- 1 time per week (5)
- Seldom (6)
- Never (7)

End of Block: Fidelity Questions

Start of Block: Critical Factors

Q40 At any time during the 2016-17 school year, were you asked or encouraged NOT to engage in instructional activities that are part of Zoology One?

- Yes (1)
- No (2)

Display This Question:

If Q40 = Yes

Q41 Please explain the time/s when you were asked or encouraged NOT to engage in instructional activities that are part of Zoology One.

________________________________________________________________
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The development of this instrument was supported by the Institute of Education Sciences (IES) through Grant R305A160109, awarded to the University of Pennsylvania.
Q42 At any time during the 2016-17 year, were you asked or encouraged to use a literacy program or intervention other than Zoology One?

- Yes (1)
- No (2)

Display This Question:
If Q42 = Yes

Q43 Please explain the time/s when you were asked or encouraged to use a literacy program or intervention other than Zoology One?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Page Break

Q44 At any time during the 2016-17 school year, did you participate in professional development on literacy instruction that was NOT associated with Zoology One (including Summer 2016 PD days)?

- Yes (1)
- No (2)

Display This Question:
If Q44 = Yes
Q45 Please indicate when the professional development on literacy instruction that was NOT associated with Zoology One took place.

- Summer 2016 (1)
- SDP Professional Development Day (2)
- Other (Please specify.) (3) ________________________________

Display This Question:
If Q44 = Yes

Q46 Who provided this professional development on literacy instruction that was NOT associated with Zoology One?

- School District of Philadelphia Literacy Staff (1)
- My principal (2)
- My literacy coach/school-based teacher leader (3)
- Other teacher/s (4)
- A trainer from a program such as Ready Gen, Wit & Wisdom, Lexia, etc. (5)
- Other (Please specify the role of the person who provided the professional development.) (6) ________________________________

Display This Question:
If Q44 = Yes

Q47 Please indicate the nature of the professional development on literacy instruction that was NOT associated with Zoology One.

- Group Training (1)
- Coaching (2)
- Other (Please specify.) (3) ________________________________

The development of this instrument was supported by the Institute of Education Sciences (IES) through Grant R305A160109, awarded to the University of Pennsylvania.
Q48 Describe the focus of the professional development on literacy instruction that was NOT associated with Zoology One.

________________________________________________________________
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Q49 At any time during the 2016-17 school year, did you participate in professional development on science instruction that was NOT associated with Zoology One (including Summer 2016 PD days)?

○ Yes (1)

○ No (2)

Q50 Please indicate when the professional development on science instruction that was NOT associated with Zoology One took place.

○ Summer 2016 (1)

○ SDP Professional Development Day (2)

○ Other (Please specify.) (3) ________________________________
Q51 Who provided this professional development on science instruction that was NOT associated with Zoology One?

- School District of Philadelphia Staff (1)
- My principal (2)
- My coach/school-based teacher leader (3)
- Other teacher/s (4)
- A trainer from a science or other type of program (5)
- Other (Please specify the role of the person who provided the professional development.) (6) ________________________________

Display This Question:
If Q49 = Yes

Q52 Please indicate the nature of the professional development on science instruction that was NOT associated with Zoology One.

- Group Training (1)
- Coaching (2)
- Other (Please specify.) (3) ________________________________

Display This Question:
If Q49 = Yes

Q53 Describe the focus of the professional development on science instruction that was NOT associated with Zoology One.

________________________________________________________________________
________________________________________________________________________
Q54 How would you characterize the level of support you received from your Zoology One coach this year to design and implement your literacy instruction?

- I needed more support. (1)
- My level of support was adequate, but I would have liked to receive more. (2)
- I received the correct amount of support. (3)
- I received more support than was necessary. (4)

Q55 How effective was the support you received from your Zoology One coach?

- Extremely effective (1)
- Very effective (2)
- Moderately effective (3)
- Slightly effective (4)
- Not effective at all (5)

Q56 What was the most important thing you learned from your Zoology One coach?

________________________________________________________________
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The development of this instrument was supported by the Institute of Education Sciences (IES) through Grant R305A160109, awarded to the University of Pennsylvania.
Q57 How would you improve the Zoology One coaching or support you received this year?

________________________________________________________________
________________________________________________________________
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Q58 How would you compare Zoology One to your previous curriculum in terms of student learning?

________________________________________________________________
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Q59 What did you like best about Zoology One?

________________________________________________________________
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Q60 What is one thing you would change about Zoology One?

________________________________________________________________
________________________________________________________________
Q61 Over the past school year, indicate how helpful Zoology One was in each of the following areas:

<table>
<thead>
<tr>
<th></th>
<th>Very helpful (1)</th>
<th>Helpful (2)</th>
<th>Somewhat helpful (3)</th>
<th>Somewhat unhelpful (4)</th>
<th>Unhelpful (5)</th>
<th>Very unhelpful (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting effective whole group instruction (1)</td>
<td>○</td>
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<tr>
<td>Facilitating engaging interactive read alouds (2)</td>
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<tr>
<td>Delivering of targeted instruction to all students (3)</td>
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<td>Conducting effective guided reading groups (4)</td>
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<td>Designing engaging centers (5)</td>
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<tr>
<td>Supporting the development of my students' writing skills (6)</td>
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<tr>
<td>Improving classroom management (7)</td>
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<tr>
<td>Helping parents support their student's literacy progress at home (8)</td>
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<tr>
<td>Improving my understanding of how young readers develop (9)</td>
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</table>

End of Block: Teacher Opinions
Zoology One Instruments and Measurement Tools
Treatment Teacher Implementation Year Interview Protocol

Treatment Teacher Implementation Year Interview

1. How typical would you say the lesson I observed was? Is this normally how Zoology One looks in your classroom?
   a. [If YES] What might vary or change on some days?
   b. [If NO] what does it typically look like?
   c. [If multiple adults or older students were in the room] Who were the different people in the room during the lesson, other than yourself and the students?
      a. Did I observe them in their typical role?

2. How do you decide on the focus for whole group instruction?

3. Can you talk me through how you select the students and activities for small group instruction?
   a. [If not addressed in response to above] What about for small group reading intervention that YOU provide?

4. Can you tell me about independent reading time in your classroom?
   i. Did you do independent reading in K in past years? If so, how is this year similar or different?
   ii. How do students know which books to select?
   iii. Do you think this time is valuable?

5. What guides your decision-making about how to spend time on a given day?
   a. What about across the week or unit?

6. Which of the Zoology One resources do you use the most? Why?
   a. The least often? Why?

7. Can you share your thoughts with me about SchoolPace?
   a. [If not addressed above] Do you use the data in SchoolPace? If so, How? If not, why not?
   b. When do you typically enter your data?
   c. How much time does that take?
   d. Does your coach help with data collection and/or entry? If so, how does she help?

8. Do you communicate with parents about students’ reading levels?
   a. How often and what do you share with them?
   b. What about students who do not do home reading?
      i. Is there a process you use for making that up during the school day?
9. Can you tell me the types of things you worked on with [Gail, Judith] the last time she was here?
   a. Was that typical? What do you normally do when she visits?
   b. Do you find the coaching helpful?
   c. Is there anyone else other than your Zoology One coach who supports you in implementing the program?

10. Have you encountered challenges in implementing Zoology One?
    a. Are there things from training or from your coach that you’ve found difficult to put into practice?

11. How involved is your principal in your literacy instruction?
    a. Is that different from previous years?

12. How would you compare Zoology One to the curriculum you used last year or in previous years?
    a. Can you describe some specific examples of things you are doing differently this year compared to previous years?
    b. Does Zoology One require more/less of your time?
       i. [If MORE] What is that extra time spent doing?

13. As you know, Zoology One integrates science with literacy. How has the integration of science gone for you this year?
    a. Do you feel it has impacted students in terms of their learning and engagement with science? How can you tell?
    b. Did your students have other science instruction or experiences this year? If so, what were they and who provided them?

14. Reflect on yourself as a teacher. Are you different now than you were a year ago?
    a. To what do you attribute any changes or differences?
    b. Have your beliefs changed about yourself as a teacher, or about your students?

15. Reflect on your K class last year or in previous years. Do you notice anything different about your students this year?
    a. Do you notice differences in their skills? Please give some examples.
    b. Do you notice differences in their engagement or motivation? How do you observe that?
Survey Flow

Block: Introduction (Click Yes to continue)
7:00AM - 7:30AM (TASKS ENGAGED IN BLOCK)
7:30AM - 8:00AM (TASKS ENGAGED IN BLOCK)
8:00AM - 8:30AM (TASKS ENGAGED IN BLOCK)
8:30AM - 9:00AM (TASKS ENGAGED IN BLOCK)
9:00AM - 9:30AM (TASKS ENGAGED IN BLOCK)
9:30AM - 10:00AM (TASKS ENGAGED IN BLOCK)
10:00AM - 10:30AM (TASKS ENGAGED IN BLOCK)
10:30AM - 11:00AM (TASKS ENGAGED IN BLOCK)
11:00AM - 11:30AM (TASKS ENGAGED IN BLOCK)
11:30AM - 12:00PM (TASKS ENGAGED IN BLOCK)
12:00PM - 12:30PM (TASKS ENGAGED IN BLOCK)
12:30PM - 1:00PM (TASKS ENGAGED IN BLOCK)
1:00PM - 1:30PM (TASKS ENGAGED IN BLOCK)
1:30PM - 2:00PM (TASKS ENGAGED IN BLOCK)
2:00PM - 2:30PM (TASKS ENGAGED IN BLOCK)
2:30PM - 3:00PM (TASKS ENGAGED IN BLOCK)
3:00PM - 3:30PM (TASKS ENGAGED IN BLOCK)
3:30PM - 4:00PM (TASKS ENGAGED IN BLOCK)
4:00PM - 10:00PM (EVENING BLOCK)

Thank you for your participation in the "Teacher Log" portion of the Zoology One study. The following survey is designed to help us better understand how literacy and science instruction fit into your day. Please be assured that the survey is not an evaluation of you or your teaching, and all responses are strictly confidential. Please click "Yes" below to continue onto the survey.

☐ Yes (1)
☐ No (2)

Skip To: End of Survey If Q219 = No
**START OF ‘TASKS CURRENTLY ENGAGED IN’ BLOCK**

Q1 What type of task were you engaged in? Select all that apply.

- Administrative tasks (paperwork, set up/clean up, correspondence, other non-instructional tasks) (1)
- Lesson planning (2)
- Teaching (3)
- Administering assessments (9)
- Attending a meeting (4)
- Data entry/analysis (13)
- Providing extra supports for students outside of instructional time (before/after school, during recess/lunch) (7)
- Not related to school/personal tasks (5)
- Other (Please specify.) (6) ____________________________

*Display This Question:*

*If Q1 = Administrative tasks (paperwork, set up/clean up, correspondence, other non-instructional tasks)*
Q3 What type of administrative task were you working on? Select all that apply.

- Communication with parents (Please specify what you were communicating about.)
  (1) ________________________________________________
- Communication with school staff (Please specify what you were communicating about.)
  (2) ________________________________________________
- Classroom set up/clean up (3)
- Other (Please specify.)
  (4) ________________________________________________

Display This Question:
If Q1 = Lesson planning

Q4 Which of the following options best represents the type of planning you were engaged in? Select all that apply.

- Planning for literacy (1)
- Planning for math (2)
- Planning for science (3)
- Planning for another content area (4)
- Other (Please specify.)
  (5) ________________________________________________

Display This Question:
If Q1 = Lesson planning

Q72 If you were planning with others, please indicate their title/s.

______________________________________________
Q5 What subject were you teaching?

☐ Literacy (3)

☐ Math (1)

☐ Science (6)

☐ Other (Please specify.) (2) ____________________________________________
Q8 Who were you meeting with? Select all that apply.

☐ Administration (Principal/s, AP/s, Dean/s, Climate Staff) (1)

☐ SDP/School-based Coach (2)

☐ CLI Coach (3)

☐ Other Coach (Please state coach’s title.) (4)

☐ Teachers (5)

☐ Students (6)

☐ Parents (7)

☐ Other (Please specify.) (8) ____________________________

Display This Question:
If Q1 = Attending a meeting
Q9 What was the meeting about? Select all that apply.

- Student Issues/Needs (1)
- School Climate (2)
- Literacy (3)
- Math (4)
- Science (5)
- Other (Please specify.) (6) ________________________________

Display This Question:
If Q1 = Data entry/analysis

Q69 What type of data were you working with?

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

Display This Question:
If Q1 = Data entry/analysis

Q70 What type of platform, system or paperwork were you using to collect this data?

______________________________________________________________

______________________________________________________________
Zoology One
Control Teacher Log

The development of this instrument was supported by
the Institute of Education Sciences through
Grant R305A160109, awarded to the
University of Pennsylvania.

<table>
<thead>
<tr>
<th>Display This Question:</th>
<th>If Q1 = Data entry/analysis</th>
</tr>
</thead>
</table>

Q71 For what reason were you collecting this data?

- [ ] RTII, IEP, or other student support processes (1)
- [ ] Instructional planning (2)
- [ ] Grades (3)
- [ ] Other (Please specify.) (4) _______________________

<table>
<thead>
<tr>
<th>Display This Question:</th>
<th>If Q1 = Administering assessments</th>
</tr>
</thead>
</table>

Q12 What assessment/s were you administering?

- __________________________________________________________
- __________________________________________________________
- __________________________________________________________
- __________________________________________________________
- __________________________________________________________
- __________________________________________________________
Display This Question:
If Q1 = Providing extra supports for students outside of instructional time (before/after school, during recess/lunch)

Q10 What was the extra support for students related to?

☐ Literacy (1)

☐ Math (2)

☐ Science (3)

☐ Other (Please specify.) (4) ____________________________________________

FINISH OF ‘TASKS CURRENTLY ENGAGED IN’ BLOCK
START OF ‘EVENING BLOCK’

4:00PM-10:00PM

Q11 Indicate the amount of time (in minutes) you spend on each of the following tasks from 4:00PM - 10:00PM. (If completing this survey before 10:00PM, please indicate the amount of time you anticipate spending on each of the following tasks during this time period.)

Number of minutes spent on task

<table>
<thead>
<tr>
<th>0</th>
<th>20</th>
<th>40</th>
<th>60</th>
<th>80</th>
<th>100</th>
<th>120</th>
<th>140</th>
<th>160</th>
<th>180</th>
<th>200</th>
</tr>
</thead>
</table>
Zoology One  
Control Teacher Log

<table>
<thead>
<tr>
<th>Instrument and Measurement Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data analysis/entry (Please specify.) ()</td>
</tr>
<tr>
<td>Communication with parents (Please specify topic.) ()</td>
</tr>
<tr>
<td>Communication with school staff (Please specify topic.) ()</td>
</tr>
<tr>
<td>Classroom set up/clean up ()</td>
</tr>
<tr>
<td>Planning for literacy ()</td>
</tr>
<tr>
<td>Planning for math ()</td>
</tr>
<tr>
<td>Planning for science ()</td>
</tr>
<tr>
<td>Planning for other content area ()</td>
</tr>
<tr>
<td>Attending a meeting about literacy and/or science (Please specify the title of who you met with.) ()</td>
</tr>
<tr>
<td>Attending a meeting about other topics (Please specify why you were meeting and the title of who you met with.) ()</td>
</tr>
<tr>
<td>Providing additional support in literacy and/or science ()</td>
</tr>
<tr>
<td>Providing additional support in other areas ()</td>
</tr>
</tbody>
</table>

FINISH OF ‘EVENING BLOCK’

END OF SURVEY
Control Teacher Implementation Year Interview Protocol

1) How typical would you say the lesson I observed was? Is this normally how literacy (or science) looks in your classroom?
   a. [If YES] What might vary or change on some days?
   b. [If NO] What does it typically look like?
   c. Who were the different adults in the room during the lesson?
      i. Is what I observed them doing their typical role?

2) What programs or curricula do you use for your literacy instruction this year?
   a. Are any of these materials new to you this year?

3) Please describe for me the involvement of your principal in your literacy instruction.

4) Do you work with an instructional coach for your literacy or science instruction?
   a. What types of things do you typically discuss with your coach?
   b. Do you find your interactions with your coach to be helpful?

5) What guides your decision-making about how to spend time within the literacy block?
   a. Are there components you generally use more than others? Why?
   b. How about components you use less often? Why?

6) How do you decide on the focus for whole group instruction?

7) Can you talk me through how you select the students and activities for small group instruction?
   a. [If not addressed in response to above] What about for small group reading intervention that YOU provide?

8) Can you tell me about independent reading time in your classroom?
   i. Did you do independent reading in K in past years? If so, how is this year similar or different?
   ii. How do students know which books to select?
   iii. Do you think this time is valuable?

9) Which of the curricular resources do you use most often? Why?
   a. Least often? Why?
   b. Do you use any additional resources?

10) Is there any data collection you are expected to do as part of your curriculum?
    a. Tell me about that process of collecting data.
Control Teacher Implementation Year Interview Protocol

b. Does anyone guide/support you with data collection/input/analysis?
c. Do you use the data? If so, how? If not, why not?

11) Do you communicate with parents about students’ reading levels?
   a. How often and what do you share with them?

12) Describe any science instruction or experiences your students have received this year.
   a. Did this follow a specific curriculum?
   b. Who provided this instruction?

13) Reflect on yourself as a teacher. Are you different now than you were a year ago?
   a. To what do you attribute any changes or differences?
   b. Have your beliefs changed about yourself as a teacher, or about your students?

14) Reflect on your K class last year or in previous years. Do you notice anything different about your students this year?
   a. Do you notice differences in their skills? Please give some examples.
   b. Do you notice differences in their engagement or motivation? How do you observe that?
Teacher Implementation Survey — Control

Start of Block: Background Questions

Q1 For how many years, including this year, have you...

<table>
<thead>
<tr>
<th></th>
<th>1 year (1)</th>
<th>2-5 years (2)</th>
<th>6-10 years (3)</th>
<th>11-15 years (4)</th>
<th>15+ years (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>...taught (K-12)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...taught Kindergarten?</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>...taught at your current school?</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Q2 Are you a certified reading specialist?

- Yes (1)
- No (2)

Q3 Did you teach kindergarten for the entire 2016-17 school year? (Please select "No" if you had an extended leave.)

- Yes (1)
- No (2)

Display This Question:
If Q3 = No
Q4 Please indicate the start and end dates of your absence. (If you will be out through the end of the year, please fill in the last day of school, 06/20/17, as your absence end date.)

- Start Date (mm/dd/yyyy) (1) ________________________________
- End Date (mm/dd/yyyy) (2) ________________________________
Q5 Please indicate the degree to which you agree or disagree with each statement below by selecting the appropriate option (strong disagree, mildly disagree, neutral, mildly agree, strongly agree).

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strong disagree (1)</th>
<th>Mildly disagree (2)</th>
<th>Neutral (3)</th>
<th>Mildly agree (4)</th>
<th>Strongly agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I make an effort to include some science activities throughout the week. (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I include some books about science during storytime. (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel comfortable doing science activities in my classroom. (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I discuss ideas and issues of science teaching with other teachers. (4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use resource books to get ideas about science activities for young children. (5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use the internet to get ideas about science activities for young children. (6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q6 Please indicate the degree to which you agree or disagree with each statement below by selecting the appropriate option (strong disagree, mildly disagree, neutral, mildly agree, strongly agree).

<table>
<thead>
<tr>
<th></th>
<th>Strong disagree (1)</th>
<th>Mildly disagree (2)</th>
<th>Neutral (3)</th>
<th>Mildly agree (4)</th>
<th>Strongly agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I get ideas for hands-on activities from what my students do, say and ask. (1)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>I collect materials and objects to use in my science teaching. (2)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>I feel comfortable planning and demonstrating classroom activities related to earth science topics (e.g., sun, moon, stars, weather). (3)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>I feel comfortable planning and demonstrating classroom activities related to physical and energy science topics (e.g., force of gravity; gas, liquids, solids). (4)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>I feel comfortable planning and demonstrating classroom activities related to life science topics (e.g., living things, plants, animals). (5)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>I demonstrate experimental procedures (e.g., comparing objects to see if they will sink or float) in my classroom. (6)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
Zoology One

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Instruments and Measurement Tools

End of Block: PTABS

Start of Block: Resource Questions

Q7 Do you assign home reading to your students?

☐ Yes (1)

☐ No (2)

Display This Question:
If Q7 = Yes

Q90 Please estimate the number of weeks out of the school year that you assigned home reading. (There are about 40 weeks in the school year.)

0 4 8 12 16 20 24 28 32 36 40

Display This Question:
If Q7 = Yes

Q10 On average, about how many minutes per week, including weekends, are students in your class assigned home reading? (If you assign books per week, please estimate the time your students would spend reading those books.)

0 15 30 45 60 75 90 105 120 135 150 165 180

5 ()
Q11
What percentage (%) of your students complete the home reading?

0 10 20 30 40 50 60 70 80 90 100

In percent (%) ()

Q12 Please reflect on each of the following components of your literacy instruction. For each component, indicate if you have used any of the programs or resources listed this school year. Please select ALL that apply.
If Q12 = Read Aloud [ Other Program or Resource ]

Q13 What other curricula, programs or resources do you use for Read Alouds?

---

Display This Question:

If Q12 = [ Other Program or Resource ]
Q14 What other curricula, programs or resources do you use for Shared Reading?

Display This Question:
If Q12 = Guided Reading [ Other Program or Resource ]

Q15 What other curricula, programs or resources do you use for Guided Reading?

Display This Question:
If Q12 = Independent Reading [ Other Program or Resource ]

Q16 What other curricula, programs or resources do you use for Independent Reading?

Display This Question:
If Q12 = Phonics Instruction [ Other Program or Resource ]

Q17 What other curricula, programs or resources do you use for Phonics Instruction?

Display This Question:
If Q12 = Centers [ Other Program or Resource ]

Q18 What other curricula, programs or resources do you use for Centers?

Display This Question:
If Q12 = Home Reading [ Other Program or Resource ]
Q19 What other curricula, programs or resources do you use for Home Reading?
________________________________________

Display This Question:
If Q12 = Writing [ Other Program or Resource ]

Q20 What other curricula, programs or resources do you use for Writing?
________________________________________

Display This Question:
If Q12 = [ Other Program or Resource ]
Or Q12 = [ Other Program or Resource ]
Or Q12 = [ Other Program or Resource ]

Q21 You indicated that you implement other literacy component/s. What are those component/s and what programs or resources do you use for them?
________________________________________

Display This Question:
If Q12 = Read Aloud [ Self-created Materials ]
Or Q12 = Shared Reading [ Self-created Materials ]
Or Q12 = Guided Reading [ Self-created Materials ]
Or Q12 = Independent Reading [ Self-created Materials ]
Or Q12 = Phonics Instruction [ Self-created Materials ]
Or Q12 = Centers [ Self-created Materials ]
Or Q12 = Home Reading [ Self-created Materials ]
Or Q12 = Writing [ Self-created Materials ]
Or Q12 = Other literacy component (Please specify) [ Self-created Materials ]
Or Q12 = Other literacy component (Please specify) [ Self-created Materials ]
Or Q12 = Other literacy component (Please specify) [ Self-created Materials ]
Q22 About how much **time per week, including weekends**, do you spend creating your own literacy materials?

- [ ] 1 - 30 minutes per week (1)
- [ ] 30 - 60 minutes per week (2)
- [ ] 2 hours per week (3)
- [ ] 3 hours per week (4)
- [ ] 4 hours per week (5)
- [ ] 5+ hours per week (6)

---

Q23 Please indicate which of the following you have used to collect literacy data about the students in your class. Please select ALL that apply.

- [ ] Lexia (1)
- [ ] DRA (2)
- [ ] AIMSWeb (3)
- [ ] Guided Reading Notes (4)
- [ ] Letter/Letter Sounds List (5)
- [ ] Sight Words List (6)
- [ ] Personal Observations/Anecdotal Notes (7)
- [ ] Other (Please specify.) (8) ____________________________________________
Q24
Do your students receive any regularly scheduled science instruction? Please select all that apply.

- ☐ Yes, I provide regularly scheduled science instruction to my students. (1)
- ☐ Yes, someone else provides regularly scheduled science instruction to my students. (2)
- ☐ No, my students do not receive regularly scheduled science instruction. (3)

Q25 What curricula, programs and/or resources do you use for regularly scheduled science instruction?

________________________________________________________________

Q26 How many minutes of regularly scheduled science instruction per week do your students receive?

- ☐ 1 - 30 minutes per week (1)
- ☐ 31 - 60 minutes per week (2)
- ☐ 2 hours per week (3)
- ☐ 3+ hours per week (4)
Q27 Please provide any details that may be helpful in understanding the consistency or level of additional regularly scheduled science instruction your students received.

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

Display This Question:
If Q24 = Yes, I provide regularly scheduled science instruction to my students.

Q28 How much time per week do you spend planning for regularly scheduled science instruction?

- 0 minutes per week (2)
- 1 - 30 minutes per week (3)
- 31 - 60 minutes per week (4)
- 2 hours per week (5)
- 3+ hours per week (6)

Display This Question:
If Q24 = Yes, someone else provides regularly scheduled science instruction to my students.

Q29 Who provides this regularly scheduled science instruction? Please specify their role/title in the school.

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________
Zoology One

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Instruments and Measurement Tools

Display This Question:
If Q24 = Yes, someone else provides regularly scheduled science instruction to my students.

Q30 How many minutes per week do your students receive science instruction from a teacher other than you?

- 1 - 30 minutes per week (1)
- 31 - 60 minutes per week (2)
- 2 hours per week (3)
- 3+ hours per week (4)

Display This Question:
If Q24 = Yes, someone else provides regularly scheduled science instruction to my students.

Q31 Do you know what curricula, programs or resources they use for the regularly scheduled science instruction?

- Yes (1)
- No (2)

Display This Question:
If Q31 = Yes

Q32 Please specify what curricula, programs or resources they use for regularly schedule science instruction.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Q33 Student texts are frequently lost or damaged during the school year. About how many student texts from the classroom library would you estimate were either lost or damaged beyond further use this year?

0  25  50  75  100 125 150 175 200 225 250 275 300

0

Q34 Did you meet with a reading/literacy coach during this school year?

☐ Yes  (1)

☐ No  (2)

Display This Question:
If Q34 = Yes

Q35 What is the role or title of your reading/literacy coach in the school? Please select all that apply.

☐ School Based Teacher Leader  (1)

☐ School Based Literacy Coach  (2)

☐ Grade Level Leader  (3)

☐ CLI Coach  (4)

☐ Administrator (Principal, Assistant Principal, etc.)  (5)

☐ Other (Please specify.)  (6) ________________________________

Display This Question:
If Q34 = Yes
Q36 About how many times did you meet with this reading/literacy coach during the school year?

- Daily/Almost daily (1)
- About weekly (2)
- A few times a month (3)
- About monthly (4)
- A few times this year (5)

Q37 Did you receive any professional development on literacy, aside from coaching, this school year (including Summer 2016 PD days)?

- Yes (1)
- No (2)

Display This Question:
If Q37 = Yes

Q38 How many days of literacy professional development did you receive this school year?

- 1/2 day or less (1)
- 1 day (2)
- 2 - 5 days (3)
- 5+ days (4)

Display This Question:
If Q37 = Yes
Q39 Please indicate the nature of the professional development on literacy instruction.

- Group Training (1)
- Other (Please specify.) (3)

Display This Question:
If Q37 = Yes

Q40 Please indicate when the literacy instruction professional development took place.

- Summer 2016 (1)
- SDP Professional Development Day (2)
- Other (Please specify.) (3)

Display This Question:
If Q41 = Yes

Q41 Did you receive any professional development on science this school year?

- Yes (1)
- No (2)
Q42 How many days of science professional development did you receive this school year (including Summer 2016 PD days)?

- 1/2 day or less (1)
- 1 day (2)
- 2 - 5 days (3)
- 5+ days (4)

Display This Question:
If Q41 = Yes

Q43 Please indicate the nature of the professional development on science instruction.

- Group Training (1)
- Coaching (2)
- Other (Please specify.) (3) ________________________________

Display This Question:
If Q41 = Yes

Q44 Please indicate when the literacy instruction professional development took place.

- Summer 2016 (1)
- SDP Professional Development Day (2)
- Other (Please specify.) (3) ________________________________
Q45 It is common for classrooms to have support staff or volunteers. We are interested in learning about who is involved in literacy and/or science instruction for your students.

In the table below, each row indicates a type of instructional support. Each column indicates a potential role for someone in your classroom. If any of these roles exist, please select the type of literacy and/or science support. Please select ALL that apply.

<table>
<thead>
<tr>
<th>Planning Instruction (1)</th>
<th>Teacher’s Aide (1)</th>
<th>Reading Specialist (2)</th>
<th>Special Education Teacher (3)</th>
<th>School Based Teacher Leader/Literacy Coach (4)</th>
<th>Principal (5)</th>
<th>Student Teacher (6)</th>
<th>Parent/Volunteer (7)</th>
<th>Older Students (8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delibering Whole Group Instruction (2)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Small Group Support (Delivering instruction, monitoring centers, other activities) (3)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Data Entry/Homework Checks (4)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Administrative Tasks (Cleaning, photo copying, escorting students) (5)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Individual Student Instruction/Support (Reading, computers, other activities) (6)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>ELL/SPED Services (for specific students) (7)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
</tr>
<tr>
<td>I do not have this person in my classroom. (8)</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
<td>☐</td>
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</tr>
</tbody>
</table>
Q46 How would you characterize the level of support you received this year to design and implement your literacy instruction?

- I needed more support. (1)
- My level of support was adequate, but I would have liked to receive more. (2)
- I received the correct amount of support. (3)
- I received more support than was necessary. (4)

Q47 How effective was the support you received?

- Extremely effective (1)
- Very effective (2)
- Moderately effective (3)
- Slightly effective (4)
- Not effective at all (5)
Q48 What was the most important thing you learned from your coach?

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

Q49 How would you improve the support or coaching you received this year?

_________________________________________________________

_________________________________________________________

_________________________________________________________

Q91 Over the past school year, indicate how helpful your literacy curriculum was in each of the following areas:
<table>
<thead>
<tr>
<th></th>
<th>Very helpful (1)</th>
<th>Helpful (2)</th>
<th>Somewhat helpful (3)</th>
<th>Somewhat unhelpful (4)</th>
<th>Unhelpful (5)</th>
<th>Very unhelpful (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting effective whole group instruction (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitating engaging interactive read alouds (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivering of targeted instruction to all students (3)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Conducting effective guided reading groups (4)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Designing engaging centers (5)</td>
<td></td>
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</tr>
<tr>
<td>Supporting the development of my students’ writing skills (6)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Improving classroom management (7)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Helping parents support their student’s literacy progress at home (8)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Improving my understanding of how young readers develop (9)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

End of Block: Teacher Opinions

Start of Block: Block 4

The development of this instrument was supported by the Institute of Education Sciences (IES) through Grant R305A160109, awarded to the University of Pennsylvania.
Q50 Over the past school year, indicate how helpful your literacy curriculum was in each of the following areas:

<table>
<thead>
<tr>
<th></th>
<th>Supporting effective whole group instruction (1)</th>
<th>Facilitating engaging interactive read alouds (2)</th>
<th>Delivering targeted instruction to all students (3)</th>
<th>Conducting effective guided reading groups (4)</th>
<th>Designing engaging centers (5)</th>
<th>Supporting the development of my student’s writing skills (6)</th>
<th>Improving classroom management (7)</th>
<th>Helping parents support their student’s literacy progress at home (8)</th>
<th>Improving my understanding of how young readers develop (9)</th>
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End of Block: Block 4
ARC Coach Interview Protocol

1) How long have you been a coach for ARC?

2) What is your educational and professional background?

3) What types of training did you receive in preparation to becoming a coach for ARC?

4) Overall, how would you compare this year’s implementation in Philadelphia to other schools and districts you’ve worked in?
   a) How are the teachers different or similar from those in other places you’ve coached?
   b) How are the students different or similar from those in other places you’ve coached?

5) Tell us about your coaching for the study versus elsewhere.
   a) How many schools and teachers did you serve total?
   b) In what ways did your approach or support provided differ for this group from what you have done elsewhere?
   c) What are your strengths as a coach? How might your coaching differ from other coaches?

6) What does it take to get really great results from Zoology One?
   a) What are some of the issues or factors that might lead to teachers not getting the impact you’d hope to see from the program?

7) How did the experiences of teachers who were the only treatment teacher in their school differ from teachers who had other colleagues implementing Zoology?

8) Can you talk about the aspects of Zoology that you think are the most prescriptive – that teachers should be doing “by the book”? What about aspects that afford teachers more flexibility?

9) Did you get a sense of how much of a departure Zoology was from their previous curricula and/or teaching style?

10) How would you describe the shifts the teachers you worked with this year had to make in order to implement Zoology? Which shifts were easier/harder for teachers to make?
    a) To what extent did teachers have a learning curve related to their understanding of how early literacy instruction should progress? In what ways did the learning trajectory suggested by the Zoology curriculum differ from their previous understandings about early literacy instruction?
Zoology One Instrument and Measurement Tools

11) What modifications have you seen teachers make to the curriculum as designed? To what extent would you say the modifications were appropriate or inappropriate?

12) To what extent do teachers have the freedom to use their own materials and activities for centers?
   a) Have you seen any materials being used that were not aligned to Zoology’s approach for teaching children to read (i.e., a focus on a phonics skill that did not follow Zoology’s learning progression)?
   b) What were they and did you address that with the teacher?

13) We want to learn more about the time you spent in schools.
   a) Can you share with me your general theory of coaching – as far as how you see yourself in this role being able to most effectively work with and support teachers?
   b) How much time did you spend with each classroom? How does this vary? Is this similar to the time you spent in classrooms implementing Zoology outside of this study?
   c) How did you decide how to spend your time within a given school/classroom?
   d) What % of your time was used for assessing students and updating SchoolPace? (if we ask questions about classrooms, this could be one that we ask about each class because it sounds like it varied by teacher)
   e) Are there any other topics that you covered during your time with teachers?

14) Can you tell me about the nature of your interactions with other folks in the schools regarding Zoology? Who did you talk with and what did you talk with them about?

15) Next year, what topics or areas of delivering the curriculum might be most difficult for these teachers? What about for the new teachers who were in the control group this year?

16) Anything that surprised you this year? Anything else to share?
Principal Interview Protocol

1. What has been your involvement in the Zoology One classrooms?
   a. Has your involvement in Zoology One classrooms been different than your involvement in the non-Zoology One classrooms? In what ways?
   b. Typically, when you do not have a study like this going on in your school, what does your involvement with kindergarten literacy look like?

2. Is there anyone else in the building that spends time in both Zoology One and control classrooms?

3. How has the implementation of Zoology One gone this year?
   a. What things have you been pleased with?
   b. What have you been less pleased about?

4. Why types of literacy support do Kindergarten teachers receive (i.e., instructional support, reading specialist)?
   a. Have you interacted with the Zoology One coach? If so, can you describe those interactions?

5. Can you talk about some of the differences you have noticed between Zoology One and non-Zoology One classrooms?
   a. In terms of what the teachers are doing?
   b. In terms of the students' experience?

6. As you know, Zoology One is an integrated literacy and science curriculum. Can you share any differences you have noticed between the Zoology One and non-Zoology One classrooms regarding the teaching and learning of science?

7. Do you think the Zoology One implementing teacher(s) learned anything from implementing the curriculum? What makes you say that?
   a. Do you think it has affected student learning? What leads you to say that?
   b. Has Zoology One affected what you do as an instructional leader at all?

8. To what extent is Zoology One aligned with the existing literacy approach at your school?
   a. In terms of instructional practices?
   b. In terms of organization of the literacy block?
   c. In terms of emphases for students?

9. Were there any challenges that Zoology One teachers encountered in implementing the curriculum as intended?
   a. Were there other school or district initiatives that they had to navigate around?
   b. Were there any other circumstances with the implementing teachers, such as extended absences from school, that our research team should be aware of?

The development of this instrument was supported by the Institute of Education Sciences through Grant R305A160109, awarded to the University of Pennsylvania.
Zoology One
Principal Interview Protocol

10. Did anything from Zoology One classrooms affect what happened in non-Zoology classrooms?
   a. Did non-Zoology One classrooms receive any supports or resources that Zoology One classrooms did not?

11. Will you have all of your Kindergarten teachers implement Zoology One next year? Why or why not?
Q1 This survey is part of a study being conducted by the University of Pennsylvania. You are being asked to complete this survey because one or more of your current students participated in the study during kindergarten. Your responses will help us understand the longer-term impacts of kindergarten programming on a set of learning behaviors.

This survey should take no more than 20 minutes to complete. Within a week of completing it, you will receive a $25 gift code from Amazon.com by email as a token of our thanks.

This survey is confidential. Your responses will not be shared with anyone in your school or district, or anyone outside the research team. This survey is voluntary. There is no penalty should you choose not to participate.

If you have any questions about this survey, you may contact me directly or contact the University of Pennsylvania's IRB at 215-898-2614.

Please note that, while it is possible to complete this survey on a mobile device, it will be easier to complete from your computer.

Thank you very much for your time.

Sincerely,
A. Brooks Bowden
Assistant Professor
Graduate School of Education
University of Pennsylvania
Learning Behaviors Survey

Q2 Before we get started, we want to make sure we know which students are in your class this year. Please drag the names of any of the students listed below who are NOT in your class into the box below.

(Note that only a sample of your class is listed here. Do not worry if you don’t see all your students’ names. ALL of these students’ parents consented to their participation in the study, and the consent form is available upon request.)

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<th>Items</th>
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</table>
Start of Block: Block 2

Q4
Please reflect on your students' confidence.

Confidence is defined as the extent to which a student is willing to share her/his thoughts and ideas and to engage with others about their thinking. This includes participating in class discussions; persevering with challenging tasks; and being willing to try new skills or approaches.

Please drag your students' names into the appropriate box in any order. (Please move ALL students' names to a box before you progress to the next question.)

End of Block: Block 1
The development of this instrument was supported by the Institute of Education Sciences through Grant R305A160109, awarded to the University of Pennsylvania.
Learning Behaviors Survey

The development of this instrument was supported by the Institute of Education Sciences through Grant R305A160109, awarded to the University of Pennsylvania.

End of Block: Block 2

Start of Block: Block 3

_Carry Forward Unselected Choices from “Before we get started, we want to make sure we know which students are in your class this year. Please drag the names of any of the students listed below who are NOT in your class into the box below. (Note that only a sample of your class is listed here. Do not worry if you don’t see all your students’ names. ALL of these students’ parents consented to their participation in the study, and the consent form is available upon request.)”_

X

Q5
Please reflect on your students' **verbal expression**.

*Verbal expression is defined as the extent to which a student is able to concisely and effectively communicate her/his thoughts and ideas to teachers and peers.*

Please drag your students' names into the appropriate box in any order. (Please move ALL students' names to a box before you progress to the next question.)
The development of this instrument was supported by the Institute of Education Sciences through Grant R305A160109, awarded to the University of Pennsylvania.
Learning Behaviors Survey

The development of this instrument was supported by the Institute of Education Sciences through Grant R305A160109, awarded to the University of Pennsylvania.

Start of Block: Block 4

Carry Forward Unselected Choices from “Before we get started, we want to make sure we know which students are in your class this year. Please drag the names of any of the students listed below who are NOT in your class into the box below. (Note that only a sample of your class is listed here. Do not worry if you don’t see all your students’ names. ALL of these students’ parents consented to their participation in the study, and the consent form is available upon request.)”

Q6
Please reflect on your students’ collaboration.

Collaboration is defined as the extent to which a student works well with others by contributing to group work and accepting others’ contributions.

Please drag your students’ names into the appropriate box in any order. (Please move ALL students’ names to a box before you progress to the next question.)
The development of this instrument was supported by the Institute of Education Sciences through Grant R305A160109, awarded to the University of Pennsylvania.
Q7
Please reflect on your students’ love of learning.

Love of learning is defined as the extent to which a student demonstrates excitement about learning new things and a sense of curiosity about the world. Please drag your students’ names into the appropriate box in any order. (Please move ALL students’ names to a box before you progress to the next question.)
<table>
<thead>
<tr>
<th>Items</th>
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<tbody>
<tr>
<td>These students are among the strongest in my class this year with regard to love of learning.</td>
<td></td>
</tr>
<tr>
<td>These students are above average for my class this year with regard to love of learning.</td>
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<tr>
<td>These students are about average for my class this year with regard to love of learning.</td>
<td></td>
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<tr>
<td>These students are below average for my class this year with regard to love of learning.</td>
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</tbody>
</table>

The development of this instrument was supported by the Institute of Education Sciences through Grant R305A160109, awarded to the University of Pennsylvania.
End of Block: Block 5

Start of Block: Block 6

Carry Forward Unselected Choices from “Before we get started, we want to make sure we know which students are in your class this year. Please drag the names of any of the students listed below who are NOT in your class into the box below. (Note that only a sample of your class is listed here. Do not worry if you don’t see all your students’ names. ALL of these students’ parents consented to their participation in the study, and the consent form is available upon request.)”

Q8
Please reflect on your students’ interest in science.

Interest in science is defined as the extent to which a student seeks out science books and information and demonstrates excitement about science topics. Please drag your students’ names into the appropriate box in any order. (Please move ALL students’ names to a box before you progress to the next question.)
<table>
<thead>
<tr>
<th>Items</th>
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The development of this instrument was supported by the Institute of Education Sciences through Grant R305A160109, awarded to the University of Pennsylvania.
Q9 Is there any additional information you would like to share?

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Page Break

Q10 Thank you very much for completing this survey. You should receive your Amazon.com code by email within one week. Please feel free to contact [blank] at [blank] with any questions.

End of Block: Block 6
Teacher Sustainment Interview

1) How is the organization of your literacy block similar to or different from your literacy block last year?

2) Who made the decision to organize the literacy block this way, including that combination of curricular materials?

3) To what extent is it reinforced that you follow this structure and use those materials? By whom?

4) [If not teacher’s decision] If it were left entirely up to you, what resources would you choose to use? How would you structure your literacy block? Why?

5) [If using some Zoology, but not all] Do you have a sense of why the decision was made to include the pieces of Zoology that you are still using - and why are other components not being used?

6) [If using some Zoology, but not all] Considering last year you were using only Zoology One, how has it been this year combining it with materials from other curricula? What would you say is working well and what’s not?

7) [If using some Zoology, but not all] To what extent do you feel like the materials you are using this year complement one another – or are there any contradictions?

8) [Ask to all teachers, tailor examples based on previous answers] Can you talk about some of the major components of Zoology and describe about how they look in your classroom this year versus last year? So, for example, independent reading, home reading, and guided reading groups?

9) How would you compare your students’ literacy development this year to last year’s class?
   a) How do you know? What are your indications of that?
   b) What would you say accounts for those differences?

10) Why are you still using Zoology One? What parts of it make it work for your students?

11) How about in terms of planning? Would you say you are using more or less time to plan for literacy as compared to last year?

12) Last year, not all of kindergarten teachers in your school had access to Zoology One. Now that they do, do you have a sense of whether they are using the Zoology materials this year?
Zoology One

Teacher Sustainment Interview

a) What has your role been in working with them?
b) To what extent is Zoology One discussed in grade group meetings?

13) Do you have an ELS that supports your literacy instruction? Do you have any interactions around Zoology One? What are those about?

14) Has your experience teaching Zoology One had any lasting impact on you as a teacher? In what ways?
Teacher Sustainment Survey

Start of Block: Block 1

Q36 This survey is part of a study being conducted by the University of Pennsylvania. You are being asked to complete this survey because you previously implemented the Zoology One curriculum. Your responses to this survey will help us learn about your continued use of the curriculum materials and approaches.

This survey should take no more than 15 minutes to complete. Within a week of completing it, you will receive a $25 gift code from Amazon.com by email as a token of our thanks.

This survey is confidential. Your responses will not be shared with anyone in your school or district, or anyone outside the research team. This survey is voluntary. There is no penalty should you choose not to participate.

If you have any questions about this survey, you may contact me directly or contact the University of Pennsylvania’s IRB at 215-898-2614.

Thank you very much for your time.

Sincerely,
A. Brooks Bowden; bbowden@upenn.edu
Assistant Professor
Graduate School of Education
University of Pennsylvania
Q1 Are you currently teaching kindergarten?

- Yes (1)
- No (2)

Q37 Please respond to the following questions based on your instruction prior to schools closing in March.

Q10 To what extent are you using the Zoology One curriculum materials THIS year (2019-20) for your literacy block instruction?

- I only use Zoology One materials this year. (1)
- I use Zoology One materials in combination with other literacy curricula this year. (2)
- I do not use Zoology One materials at all this year. (3)
Zoology One
Teacher Sustainment Survey

Display This Question:
If To what extent are you using the Zoology One curriculum materials THIS year (2019-20) for your li... = I use Zoology One materials in combination with other literacy curricula this year.

Q11 What other programs or curricula are you using in combination with Zoology One THIS year (2019-20)? Select all that apply.

☐ ReadyGen (1)
☐ Wit & Wisdom (2)
☐ Lexia (3)
☐ Fundations (4)
☐ Saxon Phonics (6)
☐ Other (Please specify.) (5) ________________________________________________
Q12 What literacy programs or curricula are you using THIS year (2019-20)? Select all that apply.

- ReadyGen (1)
- Wit & Wisdom (2)
- Lexia (3)
- Fundations (4)
- Saxon Phonics (6)
- Other (Please specify.) (5) ____________________________
Zoology One
Teacher Sustainment Survey

The development of this instrument was supported by the Institute of Education Sciences through Grant R305A160109, awarded to the University of Pennsylvania.

Instruments and Measurement Tools

Display This Question:

If To what extent are you using the Zoology One curriculum materials THIS year (2019-20) for your li... = 1 use Zoology One materials in combination with other literacy curricula this year.

Q13 For about what percentage of your literacy instructional time are you using each of the following programs/curricula THIS year (2019-20)?

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<th>Program</th>
<th>Percentage</th>
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<tr>
<td>ReadyGen</td>
<td>50%</td>
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<tr>
<td>Wit &amp; Wisdom</td>
<td>40%</td>
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<tr>
<td>Lexia</td>
<td>30%</td>
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<tr>
<td>Fundations</td>
<td>20%</td>
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<td>Saxon Phonics</td>
<td>10%</td>
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<tr>
<td>Other</td>
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The development of this instrument was supported by the Institute of Education Sciences through Grant R305A160109, awarded to the University of Pennsylvania.
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Zoology One  
Teacher Sustainment Survey

**Display This Question:**

If To what extent are you using the Zoology One curriculum materials THIS year (2019-20) for your literacy instruction?  = I only use Zoology One materials this year.

Or To what extent are you using the Zoology One curriculum materials THIS year (2019-20) for your literacy instruction?  = I use Zoology One materials in combination with other literacy curricula this year.

---

Q15 What Zoology One materials do you use THIS year (2019-20) and how often do you use them?

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<thead>
<tr>
<th>Teacher Handbook/Curriculum Guide (1)</th>
<th>Daily (1)</th>
<th>Almost daily (2)</th>
<th>A few times per week (3)</th>
<th>Once a week (4)</th>
<th>Less than once a week (5)</th>
<th>Not at all (6)</th>
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<tr>
<td>Student Texts (2)</td>
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<td>Big Books and/or Read Aloud Books (3)</td>
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<td>IRLA (4)</td>
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<td>Foundational Skills Toolkit (8)</td>
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<td>Power Words Cards (5)</td>
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<td>Science Kits (6)</td>
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<td>Other resources (Please specify.) (7)</td>
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The development of this instrument was supported by the Institute of Education Sciences through Grant R305A160109, awarded to the University of Pennsylvania.
Q16 What literacy leveling system are you using THIS year (2019-20)? (Select all that apply.)

☐ Zoology One and/or 100 Book Challenge (1)

☐ Fountas & Pinnell (2)

☐ Developmental Reading Assessment (DRA) (3)

☐ Reading Recovery/Reading A-Z (4)

☐ Lexile (5)

☐ Other (Please specify.) (6) ________________________________________________

Page Break
Q17 THIS year (2019-20), to what extent are you using the science (labs) component of Zoology One?

- Daily or almost daily (1)
- Once a week (2)
- One or two times per month (3)
- Seldom (4)
- Never (5)
Display This Question:

If To what extent are you using the Zoology One curriculum materials THIS year (2019-20) for your li... = I only use Zoology One materials this year.

Or To what extent are you using the Zoology One curriculum materials THIS year (2019-20) for your li... = I use Zoology One materials in combination with other literacy curricula this year:

Q18 Please describe the current condition of your IRLA.

- Lost or damaged beyond use  (1)
- I will be able to use it next year  (2)
- It will need replacement prior to next year  (3)
- Other (Please specify.)  (4) ________________________________________________
Zoology One
Teacher Sustainment Survey

Display This Question:

If To what extent are you using the Zoology One curriculum materials THIS year (2019-20) for your li... = I only use Zoology One materials this year.

Or To what extent are you using the Zoology One curriculum materials THIS year (2019-20) for your li... = I use Zoology One materials in combination with other literacy curricula this year.

Q19 Please provide any additional comments about the condition and/or durability of Zoology One materials (i.e. Teacher Handbook/Curriculum Guide, Student Texts, Big Books/Read Alouds, IRLA, Foundational Skills Toolkit).

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The development of this instrument was supported by the Institute of Education Sciences through Grant R305A160109, awarded to the University of Pennsylvania.
Q20 Who was involved in determining what curriculum/a you use for literacy instruction THIS year (2019-20)? Select all that apply.

☐ Each classroom/teacher could choose independently. (1)

☐ SBTL/Teacher Leader (2)

☐ Grade Level Team (3)

☐ Literacy Coach (not CLI Coach) (4)

☐ CLI Coach (5)

☐ Principal/Assistant Principal (6)

☐ SDP Administrator (not Principal/AP) (7)

☐ Other (Please specify.) (8) ________________________________________________
Q21 Do you think that the curriculum/combination of curricula that you use THIS year (2019-20) adequately cover the literacy standards for kindergarten?

- The curriculum/a I use this year completely covers literacy standards for kindergarten. (1)
- The curriculum/a I use this year mostly covers literacy standards for kindergarten. (2)
- The curriculum/a I use this year does not really cover literacy standards for kindergarten. (3)
- The curriculum/a I use this year does not cover literacy standards for kindergarten at all. (4)
Display This Question:

If To what extent are you using the Zoology One curriculum materials THIS year (2019-20) for your li... = I use Zoology One materials in combination with other literacy curricula this year.

Or To what extent are you using the Zoology One curriculum materials THIS year (2019-20) for your li... = I do not use Zoology One materials at all this year.

Q22 Do you feel the curriculum/combination of curricula work well together or do you find that there are gaps or inconsistencies THIS year (2019-20)?

☐ The curriculum/a work well together. (1)

☐ The curriculum/a works somewhat well together. (2)

☐ The curriculum/a does not work very well together. (3)
Zoology One
Teacher Sustainment Survey

Q23 How "teacher-friendly" or easy to use is/are the curriculum/combination of curricula you use THIS year (2019-20)?

- Very easy to use (1)
- Easy to use (2)
- Difficult to use (3)
- Very difficult to use (4)
Q38 Since schools have closed and instruction has moved online, have you been using - or do you plan to use - any Zoology One curriculum materials or resources?

- Yes (1)
- No (4)
Q39 Please describe your use of Zoology One materials or resources for online instruction.

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End of Block: C1 Follow Up Survey Full Block