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\*\*All alphas and omegas in this document are calculated using the `coefficient alpha` package in R version 4.0.2

# STUDY TIMELINE: Data Collection Time Periods (Cohorts/Years)

**Cohort 1 (2021-2023)**

Cohort 1.1

**T1** (October 2021)

**T2** (November/December 2021)

**T3** (February 2022)

**T4** (April/May 2022)

Cohort 1.2

**T5** (November/December 2022)

**T6** (April/May 2023)

**Cohort 3 (2023-2025)**

Cohort 3.1

**T1** (October 2023)

**T2** (November/December 2023)

**T3** (February 2024)

**T4** (April/May 2024)

Cohort 3.2

**T5** (November/December 2024)

**T6** (April/May 2025)

**Cohort 2 (2022-2024)**

Cohort 2.1

**T1** (October 2022)

**T2** (November/December 2022)

**T3** (February 2023)

**T4** (April/May 2023)

Cohort 2.2

**T5** (November/December 2023)

**T6** (April/May 2024)

# STUDENT MEASURES

## **MEASURE: Demographic Information**

**ITEMS/QUESTIONS USED – *Filled out by Teacher***

1. School Information Form
2. School Profile
3. School Record
4. Student ID
   * **studentid** [*numeric*]
5. Teacher ID
   * **teacherid** [*numeric*]
6. Roster Status
   * **inclass**

**QUESTION CODING**

**inclass**: *1=this student is in my class; 2=this student is not in my class, but i am comfortable answering questions about them; 3=this student is no longer in my class and i am not comfortable answering questions about them*

## **MEASURE: Teacher Observation of Classroom Adaptation (TOCA-C) Checklist**

**CITATION/REFERENCES**

Koth, C. W., Bradshaw, C. P., & Leaf, P. J. (2009). Teacher Observation of Classroom

Adaptation-Checklist: Development and factor structure. *Measurement and Evaluation in Counseling and Development, 42*, 15-30.

Werthamer-Larsson, L., Kellam, S. G., & Wheeler, L. (1991). Effect of first-grade classroom

environment on child shy behavior, aggressive behavior, and concentration problems. *American Journal of Community Psychology, 19*, 585-602. (For Toca-R)

<http://www.jhsph.edu/research/centers-and-institutes/johns-hopkins-center-for-prevention-and-early-intervention/Data/Cohort3/Detailed.Teacher.item.pdf>

**ITEMS/QUESTIONS USED**

1. Has this child been present in your classroom for a majority of the time (at least 8 days) during the last three weeks?
   * **toca**
2. Concentrates?
   * **toca1** {R}
3. Is friendly?
   * **toca2**
4. Obeys classroom rules
   * **toca3**
5. Pays attention?
   * **toca4** {R}
6. Breaks rules?
   * **toca5**
7. Stops and calms down when angry or upset
   * **toca6** {R}
8. Is liked by classmates?
   * **toca7**
9. Doesn’t get along well with others?
   * **toca8**
10. Works hard?
    * **toca9** {R}
11. Harms others?
    * **toca10**
12. Shows empathy and compassion for others’ feelings?
    * **toca11**
13. Gets angry when provoked by other children?
    * **toca12**
14. Stays on task?
    * **toca13** {R}
15. Yells at others?
    * **toca14**
16. Is easily distracted?
    * **toca15**
17. Is rejected by classmates?
    * **toca16** {R}
18. Takes turns, plays fair, follows rules of game
    * **toca17** {R}
19. Fights?
    * **toca18**
20. Handles disagreements in a positive way
    * **toca19**
21. Lies?
    * **toca20**
22. Has many friends?
    * **toca21**
23. Harms property?
    * **toca22**
24. Completes assignments?
    * **toca23** {R}
25. Teases classmates?
    * **toca24**
26. Learns up to ability?
    * **toca25** {R}
27. Bullies others
    * **toca26**
28. Nervous
    * **toca27**
29. Has a stable family life
    * **toca28** {R}
30. Changes moods quickly
    * **toca29**
31. Withdrawn
    * **toca30**
32. Impulsive
    * **toca31**
33. Fearful
    * **toca32**
34. Family problems negatively affect child’s behavior in school
    * **toca33**
35. Sad
    * **toca34**
36. Easily frustrated
    * **toca35**
37. Easily upset
    * **toca36**
38. Family sends child to school ready to learn
    * **toca37** {R}
39. Is bullied by others
    * **toca38**
40. Worries
    * **toca39**
41. This child requires a great deal of my time
    * **toca40**
42. This child’s parent(s) attend parent-teacher conferences
    * **toca41**
43. I have a good relationship with the child’s parent
    * **toca42**
44. I am able to contact the parent of this child if I need to talk about his/her progress or problems
    * **toca43**
45. Parent is involved in and supportive of child’s education
    * **toca44**
46. Parent attends school functions such as open houses, book fairs, and PTA meetings
    * **toca45**
47. Compared to other students in this grade in this school, is the child’s academic performance
    * **toca46**
48. For disciplinary reasons, since the start of the school year how often has the child been sent to the principal’s office?
    * **toca47**
49. For disciplinary reasons, since the start of the school year how often has the child been sent to in-school suspension or to an alternative classroom?
    * **toca48**
50. For disciplinary reasons, since the start of the school year how often has the child been sent home or removed from school?
    * **toca49**
51. Has this child been referred to the Child Study/Student Support Team this year?
    * **toca 50**
52. Does the child currently receive special education services?
    * **toca51**
53. Has the child been referred to be assessed for special education services this year?
    * **toca52**
54. Does this child currently receive additional classroom-based educational programs or supports? (e.g. tutoring, homework club)
    * **toca 53**
55. Does this child currently receive additional classroom-based behavioral services or supports? (e.g. Check In/Check Out)
    * **toca 54**
56. Does this child currently receive additional counseling or psychological services?
    * **toca 55**
57. TOCA – Concentration Problems Sum
    * **toca\_concenprob\_sum** [*calculated*]
58. TOCA – Concentration Problems Mean
    * **toca\_concenprob\_mean** [*calculated*]
59. TOCA – Disruptive Behavior Sum
    * **toca\_disrbeh\_sum** [*calculated*]
60. TOCA – Disruptive Behavior Mean
    * **toca\_disrbeh\_mean** [*calculated*]
61. TOCA – Prosocial Behavior Sum
    * **toca\_prosoc\_sum** [*calculated*]
62. TOCA – Prosocial Behavior Mean
    * **toca\_prosoc\_mean** [*calculated*]
63. TOCA – Emotion Regulation Sum
    * **toca\_emotdys\_sum** [*calculated*]
64. TOCA – Emotion Regulation Mean
    * **toca\_emotdys\_mean** [*calculated*]
65. TOCA – Internalization Sum
    * **toca\_internal\_sum** [*calculated*]
66. TOCA – Internalization Mean
    * **toca\_internal\_mean** [*calculated*]
67. TOCA – Family Problems Sum
    * **toca\_famprob\_sum** [*calculated*]
68. TOCA – Family Problems Mean
    * **toca\_famprob\_mean** [*calculated*]
69. TOCA – Family Involvement Sum
    * **toca\_faminvlv\_sum** [*calculated*]
70. TOCA – Family Involvement Mean
    * **toca\_faminvlv\_mean** [*calculated*]

**QUESTION CODING**

**toca**: *1=Yes; 2=No*

**toca1; toca2; toca3; toca4; toca5; toca6; toca7; toca8; toca9; toca10; toca11; toca12; toca13; toca14; toca15; toca16; toca17; toca18; toca19; toca20; toca21; toca22; toca23; toca24; toca25; toca26; toca27; toca28; toca29; toca30; toca31; toca32; toca33; toca34; toca35; toca36; toca37; toca38; toca39; toca40; toca42; toca43; toca44; toca45:** *1=Never; 2=Rarely; 3=Sometimes; 4=Often; 5=Very often; 6=Almost Always*

**toca41:** *1=Never; 2=Rarely; 3=Sometimes; 4=Often; 5=Very often; 6=Almost always; -99 = Not applicable, have not had a parent-teacher conference yet*

**toca46**: *1=Poor; 2=Fair, 3=Good; 4=Very Good; 5= Excellent*

**toca47**; **toca48; toca49**: *0=None; 1= 1x; 2=2x or more*

**toca 50; toca51; toca52; toca53; toca54; toca55:** *0=No; 1=Yes; 2=Don't know*

**RECODED QUESTIONS** *(from original)*

**toca1; toca4; toca6; toca9; toca13; toca16; toca17; toca23; toca25; toca28; toca37:** *1=Almost always; 2=Very often; 3=Often; 4=Sometimes; 5=Rarely; 6=Never*

**SUMMARY SCORES**

**toca\_concenprob\_sum:** *(toca1\_r + toca4\_r + toca9\_r + toca13\_r + toca15 + toca23\_r + toca25\_r)*

**toca\_concenprob\_mean**: *(toca1\_r + toca4\_r + toca9\_r + toca13\_r + toca15 + toca23\_r + toca25\_r)/7*

**toca\_disrbeh\_sum**: *(toca5 + toca8 + toca10 + toca12 + toca14 + toca18 + toca20 + toca22 + toca24)*

**toca\_disrbeh\_mean**: *(toca5 + toca8 + toca10 + toca12 + toca14 + toca18 + toca20 + toca22 + toca24)/9*

**toca\_prosoc\_sum**: *(toca2 + toca7 + toca11 + toca16\_r + toca21)*

**toca\_prosoc\_mean**: *(toca2 + toca7 + toca11 + toca16\_r + toca21)/5*

**toca\_emotdys\_sum**: *(toca6\_r + toca29 + toca31 + toca35 + toca36)*

**toca\_emotdys\_mean**: *(toca6\_r + toca29 + toca31 + toca35 + toca36)/5*

**toca\_internal\_sum**: *(toca27 + toca30 + toca32 + toca34 + toca39)*

**toca\_internal\_mean**: *(toca27 + toca30 + toca32 + toca34 + toca39)/5*

**toca\_famprob\_sum**: *(toca28\_r + toca33 + toca37\_r)*

**toca\_famprob\_mean**: *(toca28\_r + toca33 + toca37\_r)/3*

**toca\_faminvlv\_sum**: *(toca41 + toca42 + toca43 + toca44 + toca45)*

**toca\_faminvlv\_mean**: *(toca41 + toca42 + toca43 + toca44 + toca45)/5*

|  |  |
| --- | --- |
| **Teacher Observation of Classroom Adaptation - Checklist (TOCA-R)** | **Rules based on alpha loadings** |
|
| TOCA - concentration problems sum | If have all 7 components - Youth has concentration problems SUM (items TOCA1,4,9,13,15,23,25) |
| TOCA - concentration problems mean | If have all 7 components - Youth has concentration problems MEAN (items TOCA1,4,9,13,15,23,25) |
| TOCA - disruptive behavior sum | If have all 9 components - Youth has disruptive behavior SUM (items TOCA5,8,10,12,14,18,20,22, 24) |
| TOCA - disruptive behavior mean | If have 5 or more of 9 components - Youth has disruptive behavior MEAN (items TOCA5,8,10,12,14,18,20,22, 24) |
| TOCA - prosocial behavior sum | If have all 5 components - Youth has prosocial behavior SUM (items TOCA2,7,11,16,21) |
| TOCA - prosocial behavior mean | If have 3 or more of 5 components - Youth has prosocial behavior MEAN (items TOCA2,7,11,16,21) |
| TOCA - emotion regulation sum | If have all 5 components - Youth has emotion dysregulation SUM (items TOCA6,29,31,35,36) |
| TOCA - emotion regulation mean | If have 3 or more of 5 components - Youth has emotion dysregulation MEAN (items TOCA6,29,31,35, 36) |
| TOCA - internalization sum | If have all 5 components - Youth has Internalization issue SUM (items TOCA27,30,32,34,39) |
| TOCA - internalization mean | If have 4 or more of 5 components - Youth has Internalization issue MEAN (items TOCA27,30,32, 34, 39) |
| TOCA - family problems sum | If have all 3 components - Youth has Family Problems SUM (items TOCA28,33,37) |
| TOCA - family problems mean | If have 2 or more of 3 components - Youth has Family Problems MEAN (items TOCA28,33,37) |
| TOCA - family involvement sum | If have all 5 components - Youth has positive Family Involvement SUM (items TOCA41,42,43,44, 45) |
| TOCA - family involvement mean | If have 3 or more of 5 components - Youth has positive Family Involvement MEAN (items TOCA41, 42, 43, 44, 45) |

**RELIABILITY**

[Insert]

## **MEASURE: Social Competence Scale (T-COMP)**

**CITATIONS/REFERNECES**

Conduct Problems Prevention Research Group (CPPRG). (1995). *Teacher – Social*

*Competence Scale.* Available from the Fast Track Project Web site,

<http://www.fasttrackproject.org>

**ITEMS/QUESTIONS USED**

Compared to other students at this grade level, how often does this student...

**PROSOCIAL BEHAVIORS**

1. Show empathy and compassion for others’ feelings.
   * **tcomp1**
2. Provide help, share materials, and act cooperatively with others.
   * **tcomp2**
3. Work well in teams, collaborate with others.
   * **tcomp3**
4. Listen carefully to others.
   * **tcomp4**
5. Initiate interactions and join in with others in an appropriate and positive manner.
   * **tcomp5**
6. COMP – Prosocial Behavior Sum
   * **tcomp\_prosoc\_sum** [*calculated*]
7. COMP – Prosocial Behavior Mean
   * **tcomp\_prosoc\_mean** [*calculated*]

**EMOTION REGULATION**

1. Stop and calm down when excited or upset.
   * **tcomp6**
2. Recognize and label his/her feelings and those of others appropriately.
   * **tcomp7**
3. Handles disagreements in a positive way.
   * **tcomp8**
4. Get angry when provoked by other students.
   * **tcomp9** {R}
5. Easily get irritated when he/she has trouble with some task (e.g., reading, math, etc.)
   * **tcomp10** {R}
6. Show verbal or physical aggression to other problems.
   * **tcomp11** {R}
7. Obey classroom rules and teachers’ directions.
   * **tcomp12**
8. COMP – Emotion Regulation Sum
   * **tcomp\_emo\_sum** [*calculated*]
9. COMP – Emotion Regulated Mean
   * **tcomp\_emo\_mean** [*calculated*]

**ACADEMIC COMPETENCE**

1. Able to effectively set goals and work toward them.
   * **tcomp13**
2. Able to read grade level material and answer questions about what they have read.
   * **tcomp14**
3. Able to solve grade level math problems.
   * **tcomp15**
4. Reliable in turning in homework assignments.
   * **tcomp16**
5. Performing academically at a grade level.
   * **tcomp17**
6. COMP – Academic Competence Sum
   * **tcomp\_acad\_sum** [*calculated*]
7. COMP – Academic Competence Mean
   * **tcomp\_acad\_mean** [*calculated*]
8. COMP – Total Scale Sum
   * **tcomp\_tot\_sum** [*calculated*]
9. COMP – Total Scale Mean
   * **tcomp\_tot\_mean** [*calculated*]

**QUESTION CODING**

**tcomp1 --- tcomp17:** *0=Almost never; 1=Rarely; 2=Sometimes; 3=Often; 4=Very often; 5=Almost always*

**RECODED QUESTIONS** *(from original)*

**tcomp9, tcomp10, tcomp11:** *0=Almost always; 1=Very often; 2=Often; 3=Sometimes; 4=Rarely; 5=Almost never*

**SUMMARY SCORES**

**tcomp\_prosoc\_sum:** *calculate: (tcomp1 + tcomp2 + tcomp3 + tcomp4 + tcomp5)*

**tcomp\_prosoc\_mean:** *calculate: (tcomp1 + tcomp2 + tcomp3 + tcomp4 + tcomp5)/5*

**tcomp\_emo\_sum:** *calculate: (tcomp6 + tcomp7 + tcomp8 + tcomp9\_r + tcomp10\_r + tcomp11\_r + tcomp12)*

**tcomp\_emo\_mean:** *calculate: (tcomp6 + tcomp7 + tcomp8 + tcomp9\_r + tcomp10\_r + tcomp11\_r + tcomp12)/7*

**tcomp\_acad\_sum:** *calculate: (tcomp13 + tcomp14 + tcomp15 + tcomp16 + tcomp17)*

**tcomp\_acad\_mean:** *calculate: (tcomp13 + tcomp14 + tcomp15 + tcomp16 + tcomp17)/5*

**tcomp\_tot\_sum:** *calculate: (tcomp1 + tcomp2 + tcomp3 + tcomp4 + tcomp5 + tcomp6 + tcomp7 + tcomp8 + tcomp9\_r + tcomp10\_r + tcomp11\_r + tcomp12 + tcomp13 + tcomp14 + tcomp15 + tcomp16 + tcomp17)*

**tcomp\_tot\_mean:** *calculate: (tcomp1 + tcomp2 + tcomp3 + tcomp4 + tcomp5 + tcomp6 + tcomp7 + tcomp8 + tcomp9\_r + tcomp10\_r + tcomp11\_r + tcomp12 + tcomp13 + tcomp14 + tcomp15 + tcomp16 + tcomp17)/17*

|  |  |
| --- | --- |
| **Social Competence Scale-Teacher (T-COMP)** | **Rules based on alpha loadings** |
|
| COMP - prosocial behavior sum | If have all 5 components - COMP Prosocial Behavior score SUM (items prosocial1-5) |
| COMP - prosocial behavior mean | If have 3 or more of 5 components - COMP Prosocial Behavior score MEAN (items prosocial 1-5) |
| COMP - emotion regulation sum | If have all 7 components - Emotion Regulation score SUM (items emoreg1-7) |
| COMP - emotion regulation mean | If have 4 or more of 7 components - Emotion Regulation score MEAN (items emoreg1-7) |
| COMP - academic competence sum | If have all 5 components - Academic Competence score SUM (items academic1-5) |
| COMP - academic competence mean | If have 3 or more of 5 components - Academic Competence score Mean (items academic1-5) |
| COMP - total scale sum | If have all 17 components - Total Scale SUM (items prosocial1-5,emoreg1-7,academic1-5) |
| COMP - total scale mean | If have 9 or more components - Total Scale MEAN (items prosocial1-5,emoreg1-7,academic1-5) |

**RELIABILITY**

[Insert]

## **MEASURE: Work Completion**

**CITATIONS/REFERENCES**

Herman, Keith and Reinke, Wendy 2013.

**ITEMS/QUESTIONS USED**

1. In general, what percentage of classwork does this student complete fully?
   * **classwrk**

**QUESTION CODING**

**classwrkp**: *0; 10; 20; 30; 40; 50; 60; 70; 80; 90; 100*

**RELIABILITY**

[Insert]

## **MEASURE: Transition/Readiness**

**CITATIONS/REFERENCES**

M-ABR; Stormont, Reinke, & Herman, 2013

The utility of single-item readiness screeners in middle school*. Journal of School Psychology*. <https://doi.org/10.1016/j.jsp.2017.04.003>

**ITEMS/QUESTIONS USED**

1. Compared to other students in this school, how was this child’s academic readiness for elementary school?
   * **trans2**
2. Compared to other students in this school, how was this child’s readiness for the behavioral expectations of elementary school?
   * **trans3**

**WORDING AT THE END OF THE YEAR**

1. Compared to other students in this school, how ready is this child for the academic expectations of the year?
   * **trans2**
2. Compared to other students in this school, how ready is this child for the behavioral expectations of next year?
   * **trans3**

**QUESTION CODING**

**trans2; trans3**: *1=poor; 2 =fair; 3 =good; 4 =very good; 5 =excellent*

**RELIABILITY**

[Insert]

## **MEASURE: Individualized Support**

**CITATIONS/REFERENCES**

Reinke, W. (2012)

**ITEMS/QUESTIONS USED**

* Do you feel this student would benefit from individualized behavioral support in the classroom?
  + **support**

**QUESTION CODING**

**support**: *0=No; 1 =Yes*

**RELIABILITY**

[Insert]

## **MEASURE: The Parent and Teacher Involvement Measure – Teacher (INVOLVE-T)**

**CITATIONS/REFERENCES**

Conduct Problems Prevention Research Group. (1991). Parent and Teacher Involvement Measure – Teacher [On-line]. Available: <http://www.fasttrackproject.org/>

**ITEMS/QUESTIONS USED**

1. How much is this parent interested in getting to know you?

* **involvet12**

1. How well do you feel you can talk to and be heard by this parent?

* **involvet13**

1. If you had a problem with this child, how comfortable would you feel talking to his/her parent about it?

* **involvet14**

1. How often does this parent ask questions or make suggestions about his/her child?

* **involvet15**

1. How much do you feel this parent has the same goals for his/her child that the school does?

* **involvet16**

1. How often does this parent send things to class like story books or objects?

* **involvet17**

1. To the best of your knowledge how much does this parent do things to encourage this child's positive attitude towards education (e.g. take him/her to the library, play games to teach child new things, read to him/her, help him/her make up work after being absent)?

* **involvet18**

1. How involved is this parent in his/her child's education and school life?

* **involvet20**

1. How important is education in this family?

* **involvet21**

1. INVOLVE - parent comfort with teacher sum

* **involvet\_pcomf\_sum** *[calculated variable]*

1. INVOLVE - parent comfort with teacher mean

* **involvet\_pcomf\_mean** *[calculated variable]*

**QUESTION CODING**

**involvet12:** *0=Not at all; 1=A little; 2=Somewhat; 3=Interested; 4=Very interested*

**involvet13:** *0=Not at all; 1=A little; 2=Somewhat; 3=Well; 4=Very well*

**involvet14:** *0=Not at all; 1=A little; 2=Somewhat; 3=Comfortable; 4=Very comfortable*

**involvet15; involvet17;** *0=Never; 1=Occasionally; 2=sometimes; 3=Often; 4=Very often*

**involvet16; involvet18; involvet21:** *0=Not at all; 1=A little; 2=Somewhat; 3=A lot; 4=A whole lot*

**involvet20:** *0=Not at all; 1=A little; 2=Somewhat; 3=Involved; 4=Very involved*

**SUMMARY SCORES:**

**involvet\_cont\_sum:** *calculated: (involvet1 + involvet2 + involvet3 + involvet4 + involvet8 + involvet9)*

**involvet\_cont\_mean:** *calculated: (involvet\_cont\_sum)/6*

**involvet\_pinv\_sum:** *calculated: (involvet5 + involvet6 + involvet7 + involvet19 + involvet10)*

**involvet\_pinv\_mean:** *calculated: (involvet\_pinv\_sum)/5*

**involvet\_pcomf\_sum:** *calculated: (involvet12 + involvet13 + involvet14 + involvet15 + involvet16 + involvet17 + involvet18 + involvet20 + involvet21)*

**involvet\_pcomf\_mean:** *calculated: (involvet\_pcomf\_sum)/9*

**involvet\_tot\_sum:** *calculated: (involvet1 + involvet2 + involvet3 + involvet4 + involvet5 + involvet6 + involvet7 + involvet8 + involvet9 + involvet10 + involvet11 + involve12 + involve13 + involve14 + involve15 + involve16 + involve17 + involve18 + involvet19 + involve20 + involve21)*

**involvet\_tot\_mean:** *calculated: (involvet\_tot\_mean)/21*

**RELIABILITY**

[Insert]

## **MEASURE: Student Level Direct Observation Data**

**CITATIONS/REFERENCES**

Reinke, W.M. & Newcomer, L. (2010). **Student teacher classroom interaction observation**

**(STCIO)**. University of Missouri, Columbia, MO

**ITEMS/QUESTIONS USED**

1. Independent Observer ID
   * **obsid**
2. Sex
   * **sex**
3. Race
   * **race**
4. File name baseline
   * **file**
5. Date of observation
   * **header**
6. FNI1 – Freq of no teaching
   * **fni**
7. DNI1 – duration of no teaching
   * **dni**
8. FOFT1 – Freq of offtask
   * **foft**
9. DOFT1 – duration of offtask
   * **doft**
10. FONT1 – freq of ontask
    * **font**
11. DONT1 – duration of ontask
    * **dont**
12. FDW1 – freq of downtime – no student task
    * **fdw**
13. DDW1 – duration of downtime
    * **ddw**
14. FOR1 – Frequency of Opportunities to Respond
    * **for**
15. FBD1 – Freq of Precorrect
    * **fbd**
16. FTI1 – Freq of teaching
    * **fti**
17. DTI1 – duration of teaching
    * **dti**
18. FSPT1 – Freq of specific praise to target
    * **fspt**
19. FGPT1 – Freq of general praise to target
    * **fgpt**
20. FDT1 – Freq of Disruption by target
    * **fdt**
21. FAT1 – Freq of Aggression by target
    * **fat**
22. FERT1 – Freq of reprimand to target
    * **fert**
23. FHRT1 – Freq of harsh reprimand to target
    * **fhrt**
24. FSPO1 – Freq of specific praise to other
    * **fspo**
25. FGPO1 – Freq of general praise to other
    * **fgpo**
26. FDO1 – Freq of Disruption by other
    * **fdo**
27. FAO1 – Freq of Aggression by other
    * **fao**
28. FERO1 – Freq of reprimand to other
    * **fero**
29. FHRO1 – Freq of harsh reprimand to other
    * **fhro**
30. Totd1 – Total duration of observation in seconds
    * **totd** [*calculated*]
31. Duration1 of observation in minutes
    * **duration** [*calculated*]
32. FAOr1 – rate of Aggression from other
    * **faorate** [*calculated*]
33. FATr1 – rate of Aggression from target
    * **fatrate** [*calculated*]
34. FDOr1 – rate of disruption from other
    * **fdorate** [*calculated*]
35. FDTr1 – rate of down time
    * **fdtrate** [*calculated*]
36. FEROr1 – rate of reprimand to other
    * **ferorate** [*calculated*]
37. FERTr1 – rate of reprimand to target
    * **fertrate** [*calculated*]
38. FHROr1 – rate of harsh reprimand to other
    * **fhrorate** [*calculated*]
39. FHRTr1 – rate of harsh reprimand to target
    * **fhrtrate** [*calculated*]
40. FGPOr1 – rate of general praise to other
    * **fgporate** [*calculated*]
41. FGPTr1 – rate of general praise to target
    * **fgptrate** [*calculated*]
42. FSPOr1 – rate of specific praise to other
    * **fsporate** [*calculated*]
43. FSPTr1 – rate of specific praise to target
    * **fsptrate** [*calculated*]
44. FORr1 – rate of OTR
    * **forrate** [*calculated*]
45. FOFTr1 – rate of offtask
    * **foftrate** [*calculated*]
46. FONTr1 – rate of ontask
    * **fontrate** [*calculated*]
47. DOFTp1 – percentage of observation student offtask
    * **doftp** [*calculated*]
48. DONTp1 – percentage of observation student on task
    * **dontp** [*calculated*]
49. AGGclass1 – freq of aggression in classroom
    * **aggclass** [*calculated*]
50. DRTclass1 – freq of disruption in classroom
    * **drtclass** [*calculated*]
51. REPclass1 – freq of reprimands in classroom
    * **repclass** [*calculated*]
52. HRclass1 – freq of harsh reprimands in classroom
    * **hrclass** [*calculated*]
53. GPclass1 – freq of general praise in classroom
    * **gpclass** [*calculated*]
54. SPclass1 – freq of specific praise in classroom
    * **spclass** [*calculated*]
55. AGGcr1 – rate of aggression in classroom
    * **aggcr** [*calculated*]
56. DRTcr1 – rate of disruptions in classroom
    * **drtcr** [*calculated*]
57. REPcr1 – rate of reprimands in classroom
    * **repcr** [*calculated*]
58. HRcr1 – rate of harsh reprimands in classroom
    * **hrcr** [*calculated*]
59. GPcr1 – rate of general praise in classroom
    * **gpcr** [*calculated*]
60. SPcr1 – rate of specific praise in classroom
    * **spcr** [*calculated*]
61. TOTPc1 – freq of overall praise in classroom
    * **totpc** [*calculated*]
62. TOTPcr1 – rate of overall praise in classroom
    * **totpcr** [*calculated*]
63. TOTRc1 – freq of overall reprimands in classroom
    * **totrc** [*calculated*]
64. TOTRcr1- rate of overall reprimands in classroom
    * **totrcr** [*calculated*]
65. FBDr1 – rate of precorrection
    * **fbdrate** [*calculated*]
66. FDWr1 – rate of downtime
    * **fdwrate** [*calculated*]
67. FNIr1 – rate of no teaching
    * **fnirate** [*calculated*]
68. FTIr1 – rate of teaching
    * **ftirate** [*calculated*]
69. DDWp1 – percentage of observation with downtime
    * **ddwp** [*calculated*]
70. DNIp1 – percentage of observation with no teaching
    * **dnip** [*calculated*]
71. DTIp1 – percentage of observation teaching occurred
    * **dtip** [*calculated*]
72. Positive to Negative (praise-reprimand) for target student
    * **posneg** [*calculated*]

**SUMMARY SCORES**

**totd***: (dni+dti)*

**duration***: (totd/600)*

**faorate***: (fao/duration)*

**fatrate***: (fat/duration)*

**fdorate***: (fdo/duration)*

**fdtrate***: (fdt/duration)*

**ferorate***: (fero/duration)*

**fertrate***: (fert/duration)*

**fhrorate***: (fhro/duration)*

**fhrtrate***: (fhrt/duration)*

**fgporate***: (fgpo/duration)*

**fgptrate***: (fgpt/duration)*

**fsporate***: (fspo/duration)*

**fsptrate***: (fspt/duration)*

**forrate***: (for/duration)*

**foftrate***: (foft/duration)*

**fontrate***: (font/duration)*

**doftp***: ((doft/totd)\*100)*

**dontp***: ((dont/totd)\*100)*

**aggclass***: (fao+fat)*

**drtclass***: (fdo+fdt)*

**repclass***: (fero+fert)*

**hrclass***: (fhro+fhrt)*

**gpclass***: (fgpo+fgpt)*

**spclass***: (fspo+fspt)*

**aggcr***: (aggclass/duration)*

**drtcr***: (drtclass/duration)*

**repcr***: (repclass/duration)*

**hrcr***: (hrclass/duration)*

**gpcr***: (gpclass/duration)*

**spcr***: (spclass/duration)*

**totpc***: (gpclass+spclass)*

**totpcr***: (totpc/duration)*

**totrc***: (repclass+hrclass)*

**totrcr***: (totrc/duration)*

**fbdrate***: (fbd/duration)*

**fdwrate***: (fdw/duration)*

**fnirate***: (fni/duration)*

**ftirate***: (fti/duration)*

**ddwp***: ((ddw/totd)\*100)*

**dnip***: ((dni/totd)\*100)*

**dtip***: ((dti/totd)\*100)*

**posneg***: (fgptrate + fsptrate) - (fertrate + fhrtrate*

**RELIABILITY**

[Insert]

## **MEASURE: easyCBM**

**CITATIONS/REFERENCES**

**ITEMS/QUESTIONS USED**

1. Math Score
   * **ecbm\_math** [*numeric*]
2. Letter Names- Total
   * **ecbm\_ltrnms\_tot** [*numeric*]
3. Letter Names- Errors
   * **ecbm\_ltrnms\_err** [*numeric*]
4. Letter Sounds- Total
   * **ecbm\_ltrsnds\_tot** [*numeric*]
5. Letter Sounds- Errors
   * **ecbm\_ltrsnds\_err** [*numeric*]
6. Word Reading- Total
   * **ecbm\_wrdread\_tot** [*numeric*]
7. Word Reading- Errors
   * **ecbm\_wrdread\_**err [*numeric*]
8. Passage Reading- Total
   * **ecbm\_psgread\_tot** [*numeric*]
9. Passage Reading- Errors
   * **ecbm\_psgread\_err** [numeric]
10. eCBM- Letter Names Score
    * **ecbm\_ltrnms** [*calculated*]
11. eCBM- Letter Sounds Score
    * **ecbm\_ltrsnds** [*calculated*]
12. eCBM- Word Reading Score
    * **ecbm\_wrdread** [*calculated*]
13. eCBM- Passage Reading Score
    * **ecbm\_psgread** [*calculated*]

# TEACHER MEASURES

## **MEASURE: Demographic Information**

**CITATION/REFERENCES**

No citations or references

**ITEMS/QUESTIONS USED**

1. Teacher ID

* **teacherid [***string***]**

1. Mentor ID

* **mentorid [***string***]**

1. Treatment Status

* **treatment**

1. Cohort

* **cohort**

1. What school do you teach in?

* **schoolid**

1. Age

* **age [***numeric***]**

1. Gender

* **gender**

1. The government standard is to ask a separate question about Hispanic or Latinx ethnic background. This is a a separate question because ethnic background is not the same as race. People of any race can be Hispanic or Latinx. Is your ethnic background Hispanic or Latinx?

* **ethnicity**

1. What is the best description of your race?
   * **race**
2. What grade level do you teach?

* **grade**

1. How many years have you been a teacher?

* **teachyear**

1. Highest degree completed

* **degree**

1. In the last three years have you had 8 hours or more of training or professional development on classroom management?

* **pdclsmgmt**

1. Do you plan to use any classroom-based curricula or programs to foster positive behavior or promote social skills development in your students this school year? **(Only asked in Fall)**

* **curricula**

If yes, please tell us the name of the curricula or programs you plan to use:

1. Curricula topic 1

* **curricula1 [***string***]**

1. Curricula topic 2

* **curricula2 [***string***]**

1. Curricula topic 3

* **curricula3 [***string***]**

1. Curricula topic 4

* **curricula4 [***string***]**

1. Did you receive any professional development during this school year? **(Only asked in Spring)**

* **pd**

Please describe the topic area and number of hours of training provided **(Only asked in Spring)**

1. PD Topic 1: String

* **pd1 [***string***]**

1. PD Topic 1: hours

* **pd1hr [***numeric***]**

1. PD Topic 2: String

* **pd2 [***string***]**

1. PD Topic 2: hours

* **pd2hr [***numeric***]**

1. PD Topic 3: String

* **pd3 [***string***]**

1. PD Topic 3: hours

* **pd3hr [***numeric***]**

1. PD Topic 4: String

* **pd4 [***string***]**

1. PD Topic 4: hours

* **pd4hr [***numeric***]**

1. PD Total Hours

* **pdtothrs [***calculated***]**

1. Have you used any classroom-based curricula or programs to foster positive behavior or promote social skills development in your students this school year? **(Only asked in Spring)**

* **curricula**

Please tell us the name of the curricula or programs you used. **(Only asked in Spring)**

1. Curricula Topic 1: String

* **curricula1 [***string***]**

1. Curricula Topic 2: String

* **curricula2 [***string***]**

1. Curricula Topic 3: String

* **curricula3 [***string***]**

1. Curricula Topic 4: String

* **curricula4 [***string***]**

1. Curricula Topic 5: String

* **curricula5 [***string***]**

1. Have you met with a Learning or Instructional Consultant this school year for support with classroom management (not including Classroom Check-up coaching)? **(Only asked in Spring)**

* **consult**

1. How many times did you meet with the consultant this school year? **(Only asked in Spring)**

* **consult\_num**

1. Have you received feedback data on classroom management gathered during an observation from a Learning or Instructional Coach this school year? **(Only asked in Spring)**

* **feedback**

1. Have you developed an action plan with the support of a Learning or Instructional Consultant to address classroom management at any time this school year? **(Only asked in Spring)**

* **actionplan**

1. Did you use any new strategies in your classroom as a result of a meeting with a Learning or Instructional Consultant this school year?  **(Only asked in Spring)**

* **strategy**

If yes, please describe. **(Only asked in Spring)**

* **strategy\_text [***string***]**

**QUESTION CODING**

**treatment:** *0=Control, 1=Treatment*

**cohort:** *1=Cohort 1*

**gender:** *0=Male; 1=Female; 2=Other*

**ethnicity:** *0=Not Hispanic/Latinx; 1=Hispanic/Latinx*

**race:** *1=American Indian or Alaska Native; 2=Asian; 3=Black or African American; 4=Native Hawaiian or Pacific Islander; 5=White; 6=Two or more races*

**grade:** *0= K, 1=1st, 2=2nd, 3=3rd, 4=4th, 5=5th, 6=6th*

**teachyear*:*** *0=less than 1 year; 1=1 year; 2=2 years; 3=3 years; 4=4 years; 5=5 years; 6=more than 5 years*

**degree:** *1=Bachelor's degree; 2=Master's degree; 3=Doctorate; 4=None of these*

**pdclsmgmt:** *1=Yes; 2=No*

**curricula:** *1=Yes; 2=No*

**pd:** *1=Yes; 2=No*

**consult:** *1=Yes; 2=No*

**feedback:** *1=Yes; 2=No*

**actionplan:** *1=Yes; 2=No*

**strategy:** *1=Yes; 2=No*

**SUMMARY SCORES**

**pdtothrs:** *(pd1Hr + pd2Hr + pd3Hr + pd4Hr)*

## **MEASURE: Teacher Sense of Self-Efficacy (TSESS) Long Form \***

\**Classroom Management Only*

**CITATION/REFERENCES**

Tschannen-Moran, M. & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing and elusive construct. *Teaching and Teacher Education, 17,* 783-805.

**ITEMS/QUESTIONS USED**

1. How much can you do to control disruptive behavior in the classroom?
   * **effic1**
2. To what extent can you make your expectations clear about student behavior?
   * **effic2**
3. How well can you establish routines to keep activities running smoothly?
   * **effic3**
4. How much can you do to get children to follow classroom rules?
   * **effic4**
5. How much can you do to calm a student who is disruptive or noisy?
   * **effic5**
6. How well can you establish a classroom management system with each group of students?
   * **effic6**
7. How well can you keep a few problem students from ruining an entire lesson?
   * **effic7**
8. How well can you respond to defiant students?
   * **effic8**
9. Classroom Management Sum
   * **effic\_sum** [*calculated*]
10. Classroom Management Mean
    * **effic\_mean** [*calculated*]

**QUESTION CODING**

**effic1 --- effic8**: *1=Nothing; 2=2; 3=Very little; 4=4; 5=Some influence; 6=6; 7=Quite a bit; 8=8; 9=A great deal*

**SUMMARY SCORES**

**effic\_sum:** *calculated: (effic1 + effic2 + effic3 + effic4 +effic5 + effic6 + effic7 + effic8)*

**effic\_mean:** *calculated: (effic1 + effic2 + effic3 + effic4 +effic5 + effic6 + effic7 + effic8)/8*

|  |  |
| --- | --- |
| **Teacher Sense of Self-Efficacy Long Form (TSES long form) --Classroom Management Only** | **Rules based on alpha loadings** |
|
| Classroom management sum | If have all 8 components - Classroom Management score SUM (items effic1-8) |
| Classroom management mean | If have all 8 components - Classroom Management score Mean (items effic1-8) |

**RELIABILITY**

[Insert]

## **MEASURE: Maslach Burnout Inventory**

**CITATION/REFERENCES**

Maslach, C. & Jackson, S. E., & Leiter (1996)

**ITEMS/QUESTIONS USED**

1. all day is really a strain for me.

* **mbi3**

1. I feel burned out from my work.

* **mbi5**

1. I feel frustrated by my job.

* **mbi10**

1. I feel I'm working too hard on my job.

* **mbi11**

1. Working with people directly puts too much stress on me.

* **mbi13**

1. I feel fatigued when I get up in the morning and have to face another day on the job.

* **mbi16**

1. I feel like I'm at the end of my rope.

* **mbi18**

1. I feel emotionally drained from my work.

* **mbi21**

1. I feel used up at the end of the workday.

* **mbi22**

1. Emotional Exhaustion Sum

* **mbi\_ee\_sum** [*calculated*]

1. Emotional Exhaustion Mean

* **mbi\_ee\_mean** [*calculated*]

**QUESTION CODING**

**mbi3 --- mbi22:** *0=Never; 1=A few times a year; 2=Once a month or less; 3=A few times a month; 4=Once a week; 5=A few times a week; 6=Every day*

**SUMMARY SCORES**

**mbi\_ee\_sum:** *calculated: (mbi3+ mbi5 +mbi10 + mbi11 + mbi13 + mbi16 + mbi18 + mbi21 + mbi22)*

**mbi\_ee\_mean:** *calculated: (mbi3+ mbi5 +mbi10 + mbi11 + mbi13 + mbi16 + mbi18 + mbi21 + mbi22)/9*

**RELIABILITY**

[Insert]

## **MEASURE: Managing Classroom Behavior**

**CITATION/REFERENCES**

Webster-Stratton, C. Retrieved from <http://www.incredibleyears.com/Measures/Teacher-satisfaction-questionnaire.pdf>

Reinke, W., Herman, K. & Sprick, R. (2011).  *Motivational Interviewing for Effective Classroom Management: The Classroom*

*Check-Up*.  New York: The Guilford Press.

**ITEMS/QUESTIONS USED**

1. How confident are you in managing current behavior problems in your classrooms?

* **mcb1**

1. How confident are you in your ability to manage future behavior problems in your classroom?
   * **mcb2**
2. How Important is it for you to improve your classroom management skills?
   * **mcb3**
3. confidence sum

* **mcb\_sum** [*calculated*]

1. confidence mean
   * **mcb\_mean** [*calculated*]

**QUESTION CODING:**

**mcb1, mcb2:** *1=Not Confident; 2=2; 3=3; 4=4; 5=5; 6=6; 7=7; 8=8; 9=9; 10=Very Confident*

**mcb3:** *1=Not Important; 2=2; 3=3; 4=4; 5=5; 6=6; 7=7; 8=8; 9=9; 10=Very Important*

**SUMMARY SCORES**

**mcb\_sum:** *calculated: (mcb1 +mcb2)*

**mcb\_mean:** *calculated: (mcb1 +mcb2)/2*

**RELIABILITY**

[Insert]

## **MEASURE: The Behavior Intervention Attitudes Scale for Teachers (BIAS-T)**

**CITATION/REFERENCES**

Copeland, Christa. *Teacher Attitudes Toward Evidence-Based Behavior Interventions (TAEBB)*. 2020.

**ITEMS/QUESTIONS USED**

1. My actions can affect student behavior.

* **biast1**

1. My classroom structure can affect student behavior.

* **biast2**

1. It is important to consider the function and consequences of student behavior.

* **biast3**

1. I know what an evidence-based intervention is.

* **biast4**

1. I am aware of at least three evidence-based interventions that could be used with my students.

* **biast5**

1. I know the differences between Tier 1 and Tier 2 behavior interventions.

* **biast6**

1. I know the role adaptive behaviors play in student success.

* **biast7**

1. I can decipher between age-appropriate behavior and atypical behavior.

* **biast8**

1. I can help the students in my class who have attention problems.

* **biast9**

1. I can help the students in my class who are displaying internalizing behaviors.

* **biast10**

1. I can help the students in my class who are displaying externalizing behaviors.

* **biast11**

1. I can support the students in my class who need to develop appropriate social behaviors.

* **biast12**

1. Tier 1 interventions benefit all students.

* **biast13**

1. I usually hear good things about class-wide behavior interventions.

* **biast14**

1. I wish more teachers would use class-wide behavior interventions.

* **biast15**

1. Class-wide interventions only work when there are a lot of students with behavior issues in one classroom. **(R)**

* **biast16**

1. I would try to implement an evidence-based intervention in my classroom.

* **biast17**

1. I have heard negative things about classroom behavior interventions. **(R)**

* **biast18**

1. Class-wide behavior interventions are definitely worth the effort they entail.

* **biast19**

1. Class-wide behavior interventions would be beneficial for the majority of students in a classroom.

* **biast20**

1. Behavior interventions at the classroom level promote long lasting effects.

* **biast21**

1. From my experience, behavior interventions work well.

* **biast22**

1. Behavior Belief Sum Score

* **biast\_bb\_sum** [*calculated*]

1. Knowledge Sum Score

* **biast\_k\_sum** [*calculated*]

1. Self-Efficacy Sum Score

* **biast\_se\_sum** [*calculated*]

1. Intervention Attitudes Sum Score

* **biast\_ia\_sum** [*calculated*]

**QUESTION CODING:**

**biast1-biast22:** *1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree*

**RECODED QUESTIONS** *(from original)*

**biast16, biast18:** *1= Strongly Agree; 2= Agree; 3= Neutral; 4= Disagree; 5= Strongly Disagree*

**SUMMARY SCORES:**

**biast\_bb\_sum:** *calculated: (biast1 + biast2 + biast3)*

**biast\_k\_sum:** *calculated: (biast4 + biast5 + biast6 + biast7)*

**biast\_se\_sum:** *calculated: (biast8 + biast9 + biast10 + biast11 + biast12)*

**biast\_ia\_sum:** *calculated: calculated: (biast13 + biast14 + biast15 + biast16\_r + biast17 + biast18\_r + biast19 + biast20 + biast21 + biast22)*

**RELIABILITY**

[Insert]

## **MEASURE: Stress and Coping**

**CITATION/REFERENCES**

Herman, K. C., & Reinke, W. M. (2012). *Stress and Coping Items*. Columbia, MO: University of Missouri.

**ITEMS/QUESTIONS USED**

1. How stressful is your job?

* **stress1**

1. How confident are you that you can cope with the stress of your job?

* **stress2**

1. How well are you coping with the stress of your job right now?

* **stress3**

1. How important would it be for you to receive additional support in coping with the stress of your job?
   * **stress4**
2. I feel stressed in my job because of the excessive workloads or conflicting expectations?
   * **stress5**

**QUESTION CODING**

**stress1**: *0=Not Stressful;1; 2; 3; 4; 5; 6; 7; 8; 9; 10= Very Stressful*

**stress2:** *0=Not Confident; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10= Very Confident*

**stress3:** *0=Not Well; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10= Very Well*

**stress4**: *0=Not Important; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10= Very Important*

**stress5:** *0=Not at all true;1; 2; 3; 4; 5; 6; 7; 8; 9; 10= Very true*

**RELIABILITY**

[Insert]

## **MEASURE: Knowledge Assessment**

**CITATION/REFERENCES**

No citations or references

**ITEMS/QUESTIONS USED**

1. Precorrection

* **kt1**

1. Behavior specific praise

* **kt2**

1. Active supervision

* **kt3**

1. Opportunity to respond

* **kt4**

1. Critical elements of teaching expectations

* **kt5**

1. Critical elements of praise

* **kt6**

1. Noncontingent attention

* **kt7**

1. Reinforcer

* **kt8**

1. Attention signal

* **kt9**

1. Instructional management

* **kt10**

1. Behavior management

* **kt11**

1. Classroom structure

* **kt12**

1. Classroom climate

* **kt13**

1. Positive to negative ration

* **kt14**

1. Group contingency
   * **kt15**
2. Score

* **kt\_score** [*calculated*]

**QUESTION CODING:**

**preka1-preka15:** *0=Incorrect; 1=Correct*

**SUMMARY SCORES**

**score:** *calculated: (sum score of correct answers)*

**RELIABILITY**

[Insert]

## **MEASURE: CARS**

**CITATIONS/REFERENCES**

Fast Track (Conduct Problems Prevention Research Group: CPPRG): <https://fasttrackproject.org/>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2761630/#R44>

Conduct Problems Prevention Research Group (1999). Initial impact of the Fast Track prevention trial for conduct problems: II. Classroom effects. Conduct Problems Prevention Research Group. Journal of consulting and clinical psychology, 67(5), 648–657.

*(The paper above cites Solomon)*

Solomon D, Watson MS, Delucchi KL, Schaps E, Battistich V. Enhancing children's prosocial behavior in the classroom. American Educational Research Journal. 1988;25:527–554.

Greenberg, M.T., Kusche, C.A., Cook, E.T., & Quamma, J.P. (1995). Promoting emotional competence in school‐aged children: The effects of the PATHS curriculum. Special issue: Emotions in developmental psychopathology. Development and Psychopathology, 7, 117–136.

**ITEMS/QUESTIONS USED**

1. Teacher ID
   * **teacherid**
2. Date observed
   * **cas\_date**
3. Number of students
   * **cas\_stud** *[string]*
4. Observer ID
   * **cas\_obsid** *[string]*
5. Classroom activity
   * **cas\_activity**
6. Classroom activity: Other
   * **cas\_activity\_other** [text]
7. Students’ level of COMPLIANCE during structured time (age-appropriate blurting out, out of seat, etc., is NOT disruptive)
   * **cas1** {R}
8. Students consistently follow RULES appropriate to settings
   * **cas2** {R}
9. Students’ level of COOPERATION
   * **cas3** {R}
10. Students’ level of INTEREST/ENTHUSIASM/INVOLVEMENT
    * **cas4** {R}
11. Classroom is FOCUSED and ON-TASK
    * **cas5** {R}
12. Classroom is RESPONSIVE to INDIVIDUAL DIFFERENCES in students’ social and academic needs, feelings, etc.
    * **cas6** {R}
13. Classroom is SUPPORTIVE of STUDENTS’ EFFORTS
    * **cas7** {R}
14. CARS Sum
    * **cas\_sum** [*calculated*]
15. CARS Mean
    * **cas\_mean** [*calculated*]

**QUESTION CODING**

**cas\_activity:** *1=Reading, 2=Math; 3=Other*

**cas1, cas2, cas3, cas4, cas5, cas6, cas7:** *1=Very High; 2=Moderately High; 3=Average; 4=Moderately Low; 5=Very Low*

**RECODED QUESTIONS** *(from original)*

**cas1, cas2, cas3, cas4, cas5, cas6, cas7:** *1=Very Low; 2=Moderately Low; 3=Average; 4=Moderately High; 5=Very High*

**SUMMARY SCORES**

**cas\_sum**: *calculated: (cas1\_r + cas2\_r + cas3\_r + cas4\_r + cas5\_r + cas6\_r + cas7\_r)*

**cas\_mean**: *calculated: (cas1\_r + cas2\_r + cas3\_r + cas4\_r + cas5\_r + cas6\_r + cas7\_r))/7*

**RELIABILITY**

[Insert]

## **MEASURE: Overall Rating Form**

**CITATION/REFERENCES**

Reinke, W.M. & Stormont, M. (2012).  Overall Rating Form.  Columbia, MO: University of Missouri.

**ITEMS/QUESTIONS USED**

* Teacher
  + **teacherid**
* Date
  + **orf\_date**
* Observer
  + **orf\_obsid**
* Use of active supervision
  + **orf1**
* Use of an attention signal
  + **orf2**
* Followed the schedule
  + **orf3**
* Reinforcement was contingent
  + **orf4**
* Variety of reinforcement
  + **orf5**
* Reviewed academic expectations
  + **orf6**
* Reviewed social/behavioral expectations
  + **orf7**
* Transitions were smooth
  + **orf8**
* Overall climate was positive
  + **orf9**
* Overall rating
  + **orf10**
* ORF Sum
  + **orf\_sum** [*calculated*]
* ORF Mean
  + **orf\_mean** [*calculated*]

**QUESTION CODING**

**orf1 --- orf10:** *1=Poor; 2=Below average; 3=Average; 4=Above average; 5=Excellent*

**SUMMARY SCORES**

**orf\_sum:** *calculated: (orf1 + orf2 + orf3 + orf4 + orf5 + orf6 + orf7 +orf8 + orf9 + orf10)*

**orf\_mean:** *calculated: (orf1 + orf2 + orf3 + orf4 + orf5 + orf6 + orf7 +orf8 + orf9 + orf10)/10*

**RELIABILITY**

[Insert]

## **MEASURE: Classroom Level Fidelity Observations**

**CITATIONS/REFERENCES**

Reinke, W.M. & Newcomer, L. (2010). **Student teacher classroom interaction observation**

**(STCIO)**. University of Missouri, Columbia, MO

**ITEMS/QUESTIONS USED**

1. Independent Observer ID

* **bcio\_obsid**

1. Teacher Sex
   * **sex**
2. Teacher Race
   * **race**
3. File name
   * **file**
4. Date of Observation
   * **Header**
5. FNI2 – Freq of no teaching in classroom
   * **fni**
6. DNI2 – duration of no teaching in classroom
   * **dni**
7. FOR2 – Frequency of Opportunities to Respond in classroom
   * **for**
8. FBD2 – Freq of Precorrect in classroom
   * **fbd**
9. FTI2 – Freq of teaching in classroom
   * **fti**
10. DTI2 – duration of teaching in classroom
    * **dti**
11. FSP2 – Freq of specific praise in classroom
    * **fsp**
12. FGP2 – Freq of general praise in classroom
    * **fgp**
13. FD2 – Freq of Disruption in classroom
    * **fd**
14. FA2 – Freq of Aggression in classroom
    * **fa**
15. FER2 – Freq of reprimand in classroom
    * **fer**
16. FHR2 – Freq of harsh reprimand in classroom
    * **fhr**
17. Total duration of observation in seconds
    * **totd**
18. Duration of observation in minutes
    * **duration** [*calculated*]
19. AGGcr2 – rate of aggression in classroom
    * **aggcr** [*calculated*]
20. DRTcr2 – rate of disruptions in classroom
    * **drtcr** [*calculated*]
21. REPcr2 – rate of reprimands in classroom
    * **repcr** [*calculated*]
22. HRcr2 – rate of harsh reprimands in classroom
    * **hrcr** [*calculated*]
23. GPcr2 – rate of general praise in classroom
    * **gpcr** [*calculated*]
24. SPcr2 – rate of specific praise in classroom
    * **spcr** [*calculated*]
25. TOTRc2 – freq of overall reprimands in classroom
    * **totrc** [*calculated*]
26. TOTRcr2- rate of overall reprimands in classroom
    * **totrcr** [*calculated*]
27. TOTPc2 – freq of overall praise in classroom
    * **totpc** [*calculated*]
28. TOTPcr2 – rate of overall praise in classroom
    * **totpcr** [*calculated*]
29. Tlcp2 – percentage of observation in which teaching in classroom
    * **tlcp** [*calculated*]
30. Nlcp2 – percentage of observation with NO teaching in classroom
    * **nlcp** [*calculated*]
31. FORr2 – rate of OTR in classroom
    * **forcr** [*calculated*]
32. FBDr2 – rate of precorrection in classroom
    * **fbdcr** [*calculated*]
33. Percent of Positive Implementation
    * **tposimp** [*calculated*]
34. Difference between positive and negative practices
    * **cposneg** [*calculated*]

**SUMMARY SCORES**

**totd***: (dni+dti)*

**duration***: (totd/60)*

**aggcr***: (fa/duration)*

**drtcr***: (fd/duration)*

**repcr***: (fer/duration)*

**hrcr***: (fhr/duration)*

**gpcr***: (fgp/duration)*

**spcr***: (fsp/duration)*

**totrc***: (fgp+fsp)*

**totrcr***: (totpc/duration)*

**totpc***: (fer+fhr)*

**totpcr***: (totrc/duration)*

**tlcp***: ((dti/totd) \*100)*

**nlcp***: ((dni/totd) \*100)*

**forcr***: (for/duration)*

**fbdcr***: (fbd/duration)*

**tposimp***: ((fbdcr + totpcr)/(fbdcr+totpcr+totrcr)) \*100)*

**cposneg:** (*fbdcr + totpcr) – totrcr*)

**RELIABILITY**

[Insert]

## **MEASURE: Value Rating (Teacher)**

**CITATION/REFERENCES**

No citations or references

**ITEMS/QUESTIONS USED – *Spring Only***

[Insert]

**QUESTION CODING:**

[Insert]

**SUMMARY SCORES**

[Insert]

**RELIABILITY**

[Insert]

# MENTOR MEASURES

## **MEASURE: Demographic Information**

**CITATION/REFERENCES**

No citations or references

**ITEMS/QUESTIONS USED**

1. Mentor ID

* **mentorid [**string**]**

1. What school do you teach in?

* **schoolid**

1. Age

* **age [**numeric**]**

1. Gender

* **gender**

1. The government standard is to ask a separate question about Hispanic or Latinx ethnic background. This is a a separate question because ethnic background is not the same as race. People of any race can be Hispanic or Latinx. Is your ethnic background Hispanic or Latinx?

* **ethnicity**

1. What is the best description of your race?
   * **race**
2. What grade level do you teach?

* **grade**

1. Other
   * **grade\_other** [string]
2. How many years have you been a teacher?

* **teachyear [**numeric**]**

1. Highest degree completed

* **degree**

1. In the last three years have you had 8 hours or more of training or professional development on classroom management?

* **pdclsmgmt**

1. Do you plan to use any classroom-based curricula or programs to foster positive behavior or promote social skills development in your students this school year? **(Only asked in Fall)**

* **curricula**

If yes, please tell us the name of the curricula or programs you plan to use:

1. Curricula topic 1

* **curricula1 [**string**]**

1. Curricula topic 2

* **curricula2 [**string**]**

1. Curricula topic 3

* **curricula3 [**string**]**

1. Curricula topic 4

* **curricula4 [**string**]**

1. Did you receive any professional development during this school year? **(Only asked in Spring)**

* **pd**

Please describe the topic area and number of hours of training provided **(Only asked in Spring)**

1. PD Topic 1: String

* **pd1 [**string**]**

1. PD Topic 1: hours

* **pd1hr [**numeric**]**

1. PD Topic 2: String

* **pd2 [**string**]**

1. PD Topic 2: hours

* **pd2hr [**numeric**]**

1. PD Topic 3: String

* **pd3 [**string**]**

1. PD Topic 3: hours

* **pd3hr [**numeric**]**

1. PD Topic 4: String

* **pd4 [**string**]**

1. PD Topic 4: hours

* **pd4hr [**numeric**]**

1. PD Total Hours

* **pdtothrs [**calculated**]**

1. Have you used any classroom-based curricula or programs to foster positive behavior or promote social skills development in your students this school year? **(Only asked in Spring)**

* **curricula**

Please tell us the name of the curricula or programs you used. **(Only asked in Spring)**

1. Curricula Topic 1: String

* **curricula1 [**string**]**

1. Curricula Topic 2: String

* **curricula2 [**string**]**

1. Curricula Topic 3: String

* **curricula3 [**string**]**

1. Curricula Topic 4: String

* **curricula4 [**string**]**

1. Curricula Topic 5: String

* **curricula5 [**string**]**

1. Have you met with a Learning or Instructional Consultant this school year for support with classroom management (not including Classroom Check-up coaching)? **(Only asked in Spring)**

* **consult**

1. How many times did you meet with the consultant this school year? **(Only asked in Spring)**

* **consult\_num**

1. Have you received feedback data on classroom management gathered during an observation from a Learning or Instructional Coach this school year? **(Only asked in Spring)**

* **feedback**

1. Have you developed an action plan with the support of a Learning or Instructional Consultant to address classroom management at any time this school year? **(Only asked in Spring)**

* **actionplan**

1. Did you use any new strategies in your classroom as a result of a meeting with a Learning or Instructional Consultant this school year?  **(Only asked in Spring)**

* **strategy**

If yes, please describe. **(Only asked in Spring)**

* **strategy\_text [**string**]**

**QUESTION CODING**

**gender:** *0=Male; 1=Female; 2=Other*

**ethnicity:** *0=Not Hispanic/Latinx; 1=Hispanic/Latinx*

**race:** *1=American Indian or Alaska Native; 2=Asian; 3=Black or African American; 4=Native Hawaiian or Pacific Islander; 5=White; 6=Two or more races*

**grade:** *0= K; 1=1st; 2=2nd; 3=3rd; 4=4th; 5=5th; 6=6th; -1=Other/Not a teacher*

**degree:** *1=Bachelor's degree; 2=Master's degree; 3=Doctorate; 4=None of these*

**pdclsmgmt:** *1=Yes; 2=No*

**curricula:** *1=Yes; 2=No*

**pd:** *1=Yes; 2=No*

**consult:** *1=Yes; 2=No*

**feedback:** *1=Yes; 2=No*

**actionplan:** *1=Yes; 2=No*

**strategy:** *1=Yes; 2=No*

**SUMMARY SCORES**

**pdtothrs:** *(pd1Hr + pd2Hr + pd3Hr + pd4Hr)*

## **MEASURE: Teacher Sense of Self-Efficacy (TSESS) Long Form \***

\**Classroom Management Only*

**CITATION/REFERENCES**

Tschannen-Moran, M. & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing and elusive construct. *Teaching and Teacher Education, 17,* 783-805.

**ITEMS/QUESTIONS USED**

1. How much can you do to control disruptive behavior in the classroom?
   * **effic1**
2. To what extent can you make your expectations clear about student behavior?
   * **effic2**
3. How well can you establish routines to keep activities running smoothly?
   * **effic3**
4. How much can you do to get children to follow classroom rules?
   * **effic4**
5. How much can you do to calm a student who is disruptive or noisy?
   * **effic5**
6. How well can you establish a classroom management system with each group of students?
   * **effic6**
7. How well can you keep a few problem students from ruining an entire lesson?
   * **effic7**
8. How well can you respond to defiant students?
   * **effic8**
9. Classroom Management Sum
   * **effic\_sum** [*calculated*]
10. Classroom Management Mean
    * **effic\_mean** [*calculated*]

**QUESTION CODING**

**effic1 --- effic8**: *1=Nothing; 2=2; 3=Very little; 4=4; 5=Some influence; 6=6; 7=Quite a bit; 8=8; 9=A great deal*

**SUMMARY SCORES**

**effic\_sum:** *calculated: (effic1 + effic2 + effic3 + effic4 +effic5 + effic6 + effic7 + effic8)*

**effic\_mean:** *calculated: (effic1 + effic2 + effic3 + effic4 +effic5 + effic6 + effic7 + effic8)/8*

|  |  |
| --- | --- |
| **Teacher Sense of Self-Efficacy Long Form (TSES long form) --Classroom Management Only** | **Rules based on alpha loadings** |
|
| Classroom management sum | If have all 8 components - Classroom Management score SUM (items effic1-8) |
| Classroom management mean | If have all 8 components - Classroom Management score Mean (items effic1-8) |

**RELIABILITY**

[Insert]

## **MEASURE: Maslach Burnout Inventory**

**CITATION/REFERENCES**

Maslach, C. & Jackson, S. E., & Leiter (1996)

**ITEMS/QUESTIONS USED**

1. all day is really a strain for me.

* **mbi3**

1. I feel burned out from my work.

* **mbi5**

1. I feel frustrated by my job.

* **mbi10**

1. I feel I'm working too hard on my job.

* **mbi11**

1. Working with people directly puts too much stress on me.

* **mbi13**

1. I feel fatigued when I get up in the morning and have to face another day on the job.

* **mbi16**

1. I feel like I'm at the end of my rope.

* **mbi18**

1. I feel emotionally drained from my work.

* **mbi21**

1. I feel used up at the end of the workday.

* **mbi22**

1. Emotional Exhaustion Sum

* **mbi\_ee\_sum** [*calculated*]

1. Emotional Exhaustion Mean

* **mbi\_ee\_mean** [*calculated*]

**QUESTION CODING**

**mbi3 --- mbi22:** *0=Never; 1=A few times a year; 2=Once a month or less; 3=A few times a month; 4=Once a week; 5=A few times a week; 6=Every day*

**SUMMARY SCORES**

**mbi\_ee\_sum:** *calculated: (mbi3+ mbi5 +mbi10 + mbi11 + mbi13 + mbi16 + mbi18 + mbi21 + mbi22)*

**mbi\_ee\_mean:** *calculated: (mbi3+ mbi5 +mbi10 + mbi11 + mbi13 + mbi16 + mbi18 + mbi21 + mbi22)/9*

**RELIABILITY**

[Insert]

## **MEASURE: Managing Classroom Behavior**

**CITATION/REFERENCES**

Webster-Stratton, C. Retrieved from <http://www.incredibleyears.com/Measures/Teacher-satisfaction-questionnaire.pdf>

Reinke, W., Herman, K. & Sprick, R. (2011).  *Motivational Interviewing for Effective Classroom Management: The Classroom*

*Check-Up*.  New York: The Guilford Press.

**ITEMS/QUESTIONS USED**

1. How confident are you in managing current behavior problems in your classrooms?

* **mcb1**

1. How confident are you in your ability to manage future behavior problems in your classroom?
   * **mcb2**
2. How Important is it for you to improve your classroom management skills?
   * **mcb3**
3. confidence sum

* **mcb\_sum** [*calculated*]

1. confidence mean
   * **mcb\_mean** [*calculated*]

**QUESTION CODING:**

**mcb1, mcb2:** *1=Not Confident; 2=2; 3=3; 4=4; 5=5; 6=6; 7=7; 8=8; 9=9; 10=Very Confident*

**mcb3:** *1=Not Important; 2=2; 3=3; 4=4; 5=5; 6=6; 7=7; 8=8; 9=9; 10=Very Important*

**SUMMARY SCORES**

**mcb\_sum:** *calculated: (mcb1 +mcb2)*

**mcb\_mean:** *calculated: (mcb1 +mcb2)/2*

**RELIABILITY**

[Insert]

## **MEASURE: The Behavior Intervention Attitudes Scale for Teachers (BIAS-T)**

**CITATION/REFERENCES**

Copeland, Christa. *Teacher Attitudes Toward Evidence-Based Behavior Interventions (TAEBB)*. 2020.

**ITEMS/QUESTIONS USED**

1. My actions can affect student behavior.

* **biast1**

1. My classroom structure can affect student behavior.

* **biast2**

1. It is important to consider the function and consequences of student behavior.

* **biast3**

1. I know what an evidence-based intervention is.

* **biast4**

1. I am aware of at least three evidence-based interventions that could be used with my students.

* **biast5**

1. I know the differences between Tier 1 and Tier 2 behavior interventions.

* **biast6**

1. I know the role adaptive behaviors play in student success.

* **biast7**

1. I can decipher between age-appropriate behavior and atypical behavior.

* **biast8**

1. I can help the students in my class who have attention problems.

* **biast9**

1. I can help the students in my class who are displaying internalizing behaviors.

* **biast10**

1. I can help the students in my class who are displaying externalizing behaviors.

* **biast11**

1. I can support the students in my class who need to develop appropriate social behaviors.

* **biast12**

1. Tier 1 interventions benefit all students.

* **biast13**

1. I usually hear good things about class-wide behavior interventions.

* **biast14**

1. I wish more teachers would use class-wide behavior interventions.

* **biast15**

1. Class-wide interventions only work when there are a lot of students with behavior issues in one classroom. **(R)**

* **biast16**

1. I would try to implement an evidence-based intervention in my classroom.

* **biast17**

1. I have heard negative things about classroom behavior interventions. **(R)**

* **biast18**

1. Class-wide behavior interventions are definitely worth the effort they entail.

* **biast19**

1. Class-wide behavior interventions would be beneficial for the majority of students in a classroom.

* **biast20**

1. Behavior interventions at the classroom level promote long lasting effects.

* **biast21**

1. From my experience, behavior interventions work well.

* **biast22**

1. Behavior Belief Sum Score

* **biast\_bb\_sum** [*calculated*]

1. Knowledge Sum Score

* **biast\_k\_sum** [*calculated*]

1. Self-Efficacy Sum Score

* **biast\_se\_sum** [*calculated*]

1. Intervention Attitudes Sum Score

* **biast\_ia\_sum** [*calculated*]

**QUESTION CODING:**

**biast1-biast22:** *1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree*

**RECODED QUESTIONS** *(from original)*

**biast16, biast18:** *1= Strongly Agree; 2= Agree; 3= Neutral; 4= Disagree; 5= Strongly Disagree*

**SUMMARY SCORES:**

**biast\_bb\_sum:** *calculated: (biast1 + biast2 + biast3)*

**biast\_k\_sum:** *calculated: (biast4 + biast5 + biast6 + biast7)*

**biast\_se\_sum:** *calculated: (biast8 + biast9 + biast10 + biast11 + biast12)*

**biast\_ia\_sum:** *calculated: calculated: (biast13 + biast14 + biast15 + biast16\_r + biast17 + biast18\_r + biast19 + biast20 + biast21 + biast22)*

**RELIABILITY**

[Insert]

## **MEASURE: Stress and Coping**

**CITATION/REFERENCES**

Herman, K. C., & Reinke, W. M. (2012). *Stress and Coping Items*. Columbia, MO: University of Missouri.

**ITEMS/QUESTIONS USED**

1. How stressful is your job?

* **stress1**

1. How confident are you that you can cope with the stress of your job?

* **stress2**

1. How well are you coping with the stress of your job right now?

* **stress3**

1. How important would it be for you to receive additional support in coping with the stress of your job?

* **stress4**

1. I feel stressed in my job because of the excessive workloads or conflicting expectations?

* **stress5**

**QUESTION CODING**

**stress1**: *0=Not Stressful; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10= Very Stressful*

**stress2:** *0=Not Confident; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10= Very Confident*

**stress3:** *0=Not Well; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10= Very Well*

**stress4**: *0=Not Important; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10= Very Important*

**stress5:** *0=Not at all true;1; 2; 3; 4; 5; 6; 7; 8; 9; 10= Very true*

**RELIABILITY**

[Insert]

## **MEASURE: Knowledge Assessment**

**CITATION/REFERENCES**

No citations or references

**ITEMS/QUESTIONS USED**

1. Precorrection

* **kt1**

1. Behavior specific praise

* **kt2**

1. Active supervision

* **kt3**

1. Opportunity to respond

* **kt4**

1. Critical elements of teaching expectations

* **kt5**

1. Critical elements of praise

* **kt6**

1. Noncontingent attention

* **kt7**

1. Reinforcer

* **kt8**

1. Attention signal

* **kt9**

1. Instructional management

* **kt10**

1. Behavior management

* **kt11**

1. Classroom structure

* **kt12**

1. Classroom climate

* **kt13**

1. Positive to negative ration

* **kt14**

1. Group contingency
   * **kt15**
2. Score

* **kt\_score** [*calculated*]

**QUESTION CODING:**

**preka1-preka15:** *0=Incorrect; 1=Correct*

**SUMMARY SCORES**

**score:** *calculated: (sum score of correct answers)*

**RELIABILITY**

[Insert]

# FIDELITY MEASURES

## **MEASURE: Classroom Check Up Fidelity Checklist (Mentor)**

**CITATION/REFERENCES**

No citations or references

**ITEMS/QUESTIONS USED**

1. Mentor ID
   * **mentorid**
2. Teacher ID
   * **teacherid**
3. Date 1
   * **interview\_date**
4. The mentor builds rapport
   * **interview1**
5. The mentor completes the interview obtaining information for each question.
   * **interview2**
6. The mentor explains the purpose of classroom observations.
   * **interview3**
7. The mentor explains next steps to CCU process (classroom assessment, feedback, and action planning).
   * **interview4**
8. The mentor explains that the data will not be shared with others.
   * **interview5**
9. The mentor schedules time to visit classroom to conduct observations.
   * **interview6**
10. The teacher seemed comfortable and willing to participate.
    * **interview7**
11. The teacher’s level of engagement for this coaching session was:
    * **interview8**
12. Date 2
    * **feedback\_date**
13. The mentor explains the CCU feedback from (meaning of color-coding use of menu).
    * **feedback1**
14. The data is summarized on feedback form for review with teacher.
    * **feedback2**
15. The mentor provides examples of teacher strengths and areas in need of attention.
    * **feedback3**
16. The mentor asks for teacher input throughout the feedback session (e.g., Did anything surprise you? What are your thoughts about that?).
    * **feedback4**
17. The mentor writes down areas to focus intervention on menu of options.
    * **feedback5**
18. The mentor provides advice only when solicited by teacher.
    * **feedback6**
19. The teacher seemed comfortable and willing to participate.
    * **feedback7**
20. The teacher’s level of engagement for this coaching session was:
    * **feedback8**
21. Date 3
    * **planning\_date**
22. The mentor reviews action planning process.
    * **planning1**
23. The mentor and teacher collaboratively design a plan of action together.
    * **planning2**
24. The mentor asks the confidence ruler.
    * **planning3**
25. The mentor asks the importance ruler.
    * **planning4**
26. The mentor and teacher brainstorm any possible barriers to the plan
    * **planning5**
27. The teacher seemed comfortable and willing to participate.
    * **planning6**
28. The teacher’s level of engagement for this coaching session was:
    * **planning7**
29. Totals/Percentages
    * **total**
30. Comments
    * **comment**

**QUESTION CODING:**

**interview7, feedback7, planning6:** *1=Strongly disagree; 2=Somewhat disagree; 3=Disagree slightly more than agree; 4=Agree slightly more than disagree; 5=Somewhat agree; 6=Strongly agree*

**interview1---interview6, feedback1---feedback6, planning1---planning5:** *1=Yes; 2=No*

**interview8, feedback8, planning7:** *1=Not at all engaged; 2=Somewhat engaged; 3=Moderately engaged; 4=Highly engaged*

**comment:** *text*

**SUMMARY SCORES**

**total:** *calculated: (insert)*

**RELIABILITY**

[Insert]

## **MEASURE: Classroom Check-up Teacher-Mentor Researcher Form (Trainer)**

**CITATION/REFERENCES**

No citations or references

**ITEMS/QUESTIONS USED**

1. Mentor ID
   * mentorid
2. Teacher ID
   * teacherid
3. Observer ID
   * obsid
4. Date 1
   * **interview\_date**
5. The mentor builds rapport
   * **interview1**
6. The mentor completes the interview obtaining information for each question.
   * **interview2**
7. The mentor explains the purpose of classroom observations.
   * **interview3**
8. The mentor explains next steps to CCU process (classroom assessment, feedback, and action planning).
   * **interview4**
9. The mentor explains that the data will not be shared with others.
   * **interview5**
10. The mentor schedules time to visit classroom to conduct observations.
    * **interview6**
11. The teacher seemed comfortable and willing to participate.
    * **interview7**
12. The teacher’s level of engagement for this coaching session was:
    * **interview8**
13. Date 2
    * **feedback\_date**
14. The mentor explains the CCU feedback from (meaning of color-coding use of menu).
    * **feedback1**
15. The data is summarized on feedback form for review with teacher.
    * **feedback2**
16. The mentor provides examples of teacher strengths and areas in need of attention.
    * **feedback3**
17. The mentor asks for teacher input throughout the feedback session (e.g., Did anything surprise you? What are your thoughts about that?).
    * **feedback4**
18. The mentor writes down areas to focus intervention on menu of options.
    * **feedback5**
19. The mentor provides advice only when solicited by teacher.
    * **feedback6**
20. The teacher seemed comfortable and willing to participate.
    * **feedback7**
21. The teacher’s level of engagement for this coaching session was:
    * **feedback8**
22. Date 3
    * **planning\_date**
23. The mentor reviews action planning process.
    * **planning1**
24. The mentor and teacher collaboratively design a plan of action together.
    * **planning2**
25. The mentor asks the confidence ruler.
    * **planning3**
26. The mentor asks the importance ruler.
    * **planning4**
27. The mentor and teacher brainstorm any possible barriers to the plan
    * **planning5**
28. The teacher seemed comfortable and willing to participate.
    * **planning6**
29. The teacher’s level of engagement for this coaching session was:
    * **planning7**
30. Totals/Percentages
    * **total**
31. Comments
    * **comment**

**QUESTION CODING:**

**interview7, feedback7, planning6:** *1=Strongly disagree; 2=Somewhat disagree; 3=Disagree slightly more than agree; 4=Agree slightly more than disagree; 5=Somewhat agree; 6=Strongly agree*

**interview1---interview6, feedback1---feedback6, planning1---planning5:** *1=Yes; 2=No*

**interview8, feedback8, planning7:** *1=Not at all engaged; 2=Somewhat engaged; 3=Moderately engaged; 4=Highly engaged*

**comment:** *text*

**SUMMARY SCORES**

**total:** *calculated: (insert)*

**RELIABILITY**

[Insert]

## **MEASURE: Coaching and Teacher Alliance Scale (Mentor)**

**CITATION/REFERENCES**

Bradshaw CP, Pas ET, Domitrovich CE, Reinke WM, Herman K, Poduska JM. *Measure of Coach and Teacher Alliance-Teacher Report. Unpublished Measure.* Baltimore: Johns Hopkins University; 2009a.

Bradshaw CP, Pas ET, Domitrovich CE, Reinke WM, Herman K, Poduska JM. *Measure of Coach and Teacher Alliance-Coach Report. Unpublished Measure.* Baltimore: Johns Hopkins University; 2009b.

**ITEMS/QUESTIONS USED – *Spring Only***

1. Name
   * **mentorid**
2. School
   * **schoolid**
3. Date
   * **date**
4. Role
   * **role**
5. Teacher with whom you have been working
   * **tch\_consult**
6. The teacher and I agree on what the most important goals for intervention are.

* **agree**

1. I feel confident of the teacher’s ability to help the situation.

* **confident**

1. The teacher/mentor teacher communicates effectively.

* **communicate**

1. The teacher and I trust one another.

* **trust**

1. The teacher is approachable.

* **approach**

1. The teacher and I are working together collaboratively to improve the situation.

* **collaborate**

1. I feel satisfied with the utility and practicality of the suggestions and ideas provided by the teacher.

* **satisfy**

1. The teacher followed through with commitments and responsibilities.

* **commit**

1. Overall, the teacher has shown a sincere desire to understand and improve the situation.

* **sincere**

1. The time spent working with the teacher was effective and productive.

* **effective**

1. The teacher is able to implement appropriate intervention with fidelity.
   * **fidelity**
2. The teacher is able to interpret, understand, and apply data appropriately.
   * **data**
3. Please rate the teacher’s overall professionalism.
   * **professional**

**QUESTION CODING:**

**confident, communicate, trust, approach, collaborate, satisfy, commit, sincere, effective, fidelity, data, professional:** *1=Never; 2=Seldom; 3=Sometimes; 4=Often; 5=Always*

**RELIABILITY**

[Insert]

## **MEASURE: Coaching and Teacher Alliance Scale (Teacher)**

**CITATION/REFERENCES**

Bradshaw CP, Pas ET, Domitrovich CE, Reinke WM, Herman K, Poduska JM. *Measure of Coach and Teacher Alliance-Teacher Report. Unpublished Measure.* Baltimore: Johns Hopkins University; 2009a.

Bradshaw CP, Pas ET, Domitrovich CE, Reinke WM, Herman K, Poduska JM. *Measure of Coach and Teacher Alliance-Coach Report. Unpublished Measure.* Baltimore: Johns Hopkins University; 2009b.

**ITEMS/QUESTIONS USED – *Spring Only***

1. Name
   * **teacherid**
2. School
   * **schoolid**
3. Date
   * **date**
4. Role
   * **role**
5. Mentor teacher with whom you have been working
   * **tch\_consult**
6. The mentor teacher and I agree on what the most important goals for intervention are.
   * **agree**
7. I feel confident of the mentor teacher’s ability to help the situation.
   * **confident**
8. The mentor teacher communicates effectively.
   * **communicate**
9. The mentor teacher and I trust one another.
   * **trust**
10. The mentor teacher is approachable.
    * **approach**
11. The mentor teacher and I are working together collaboratively to improve the situation.
    * **collaborate**
12. I feel satisfied with the utility and practicality of the suggestions and ideas provided by the mentor teacher.
    * **satisfy**
13. The mentor teacher followed through with commitments and responsibilities.
    * **commit**
14. Overall, the mentor teacher has shown a sincere desire to understand and improve the situation.
    * **sincere**
15. The time spent working with the mentor teacher was effective and productive.
    * **effective**
16. The teacher is able to interpret, understand, and apply data appropriately.
    * **data**
17. Please rate the teacher’s overall professionalism.
    * **professional**

**QUESTION CODING:**

**confident, communicate, trust, approach, collaborate, satisfy, commit, sincere, effective, availability, knowledge, goals, data, professional:** *1=Never; 2=Seldom; 3=Sometimes; 4=Often; 5=Always*

**RELIABILITY**

[Insert]

## **MEASURE: Critical Components Survey (Teacher/Mentor)**

**CITATION/REFERENCES**

No citations or references

**ITEMS/QUESTIONS USED – *Spring Only***

1. Teacher ID
   * **teacherid**
2. Coach ID
   * **mentorid**
3. Date
   * **date**

**My mentor teacher met with me to discuss my classroom practices with particular attention to classroom management.**

1. How often during the year did this occur?

* **met1**

1. How helpful was your mentor teacher?

* **met2**

1. How effective was your mentor teacher?

* **met3**

**My mentor teacher and I discussed areas of hoped to improve with regard to my classroom management skills**

1. How often during the year did this occur?

* **improve1**

1. How helpful was your mentor teacher?

* **improve2**

1. How effective was your mentor teacher?

* **improve3**

**My mentor teacher observed my academic instruction and gathered data on my performance.**

1. How often during the year did this occur?

* **observe1**

1. How helpful was your mentor teacher?

* **observe2**

1. How effective was your mentor teacher?

* **observe3**

**My mentor teacher discussed with me what types of data they were gathering when observing my instruction.**

1. How often during the year did this occur?

* **discuss1**

1. How helpful was your mentor teacher?

* **discuss2**

1. How effective was your mentor teacher?

* **discuss3**

**My mentor teacher met with me to provide feedback on my classroom management practices.**

1. How often during the year did this occur?

* **feeback1**

1. How helpful was your mentor teacher?

* **feedback2**

1. How effective was your mentor teacher?

* **feedback3**

**My mentor teacher used data gathered during classroom observations to provide me with feedback on my performance.**

1. How often during the year did this occur?

* **data1**

1. How helpful was your mentor teacher?

* **data2**

1. How effective was your mentor teacher?

* **data3**

**My mentor teacher provided a menu of options for possible strategies I could use in my classroom to improve my classroom management.**

1. How often during the year did this occur?

* **menu1**

1. How helpful was your mentor teacher?

* **menu2**

1. How effective was your mentor teacher?

* **menu3**

**My mentor teacher and I selected on or more strategies from the menu of options that I could use in my classroom to improve my classroom management.**

1. How often during the year did this occur?

* **strategy1**

1. How helpful was your mentor teacher?

* **strategy2**

1. How effective was your mentor teacher?

* **strategy3**

**My mentor teacher and I developed a plan for how I would implement the new strategy/strategies in my classroom.**

1. How often during the year did this occur?

* **plan1**

1. How helpful was your mentor teacher?

* **plan2**

1. How effective was your mentor teacher?

* **plan3**

**My mentor teacher and I discussed what possible barriers could get in the way of my using the new strategy/strategies in my classroom.**

1. How often during the year did this occur?

* **barrier1**

1. How helpful was your mentor teacher?

* **barrier2**

1. How effective was your mentor teacher?

* **barrier3**

**My mentor teacher observed me using the new strategy in my classroom.**

1. How often during the year did this occur?

* **observe\_strat1**

1. How helpful was your mentor teacher?

* **observe\_strat2**

1. How effective was your mentor teacher?

* **observe\_strat3**

**My mentor teacher provided me with feedback about my use of the new strategy, including both what I did well and areas for improvement.**

1. How often during the year did this occur?

* **feedback\_strat1**

1. How helpful was your mentor teacher?
   * **feedback\_strat2**
2. How effective was your mentor teacher?
   * **feedback\_strat3**

**My mentor teacher provided me with data on how well the new strategy/ strategies were working in my classroom, including data on my behavior and student behavior.**

1. How often during the year did this occur?

* **data\_strat1**

1. How helpful was your mentor teacher?

* **data\_strat2**

1. How effective was your mentor teacher?

* **data\_strat3**

**My mentor teacher and I developed a plan for how to improve my use of the strategy in my classroom.**

1. How often during the year did this occur?

* **plan\_strat1**

1. How helpful was your mentor teacher?

* **plan\_strat2**

1. How effective was your mentor teacher?

* **plan\_strat3**

**QUESTION CODING:**

**met1, improve1, observe1, discuss1, feeback1, data1, menu1, strategy1, plan1, barrier1, observe\_strat1, feedback\_strat1, data\_strat1, plan\_strat1:** *0=Never; 1=One time; 2=Two times; 3=Three times; 4=Four or more*

**met2, met3, improve2, improve3, observe2, observe3, discuss2, discuss3, feedback2, feedback3, data2, data3, menu2, menu3, strategy2, strategy3, plan2, plan3, barrier2, barrier3, observe\_strat2, observe\_strat3, feedback\_strat2, feedback\_strat3, data\_strat2, data\_strat3, plan\_strat2, plan\_strat3:** *0=N/A-did not occur; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10*

**RELIABILITY**

[Insert]

# COACHING MEASURES

## **MEASURE: CCU Intervention Data (Teacher/Mentor)**

**CITATION/REFERENCES**

No citations or references

**ITEMS/QUESTIONS USED**

* + - 1. See ccu\_website-dat-dictionary
  + **Classroom Check Up Website (ccuw)**

**QUESTION CODING:**

[Insert]

**SUMMARY SCORES**

[Insert]

**RELIABILITY**

[Insert]

## **MEASURE: BCIO Observations During Meetings (only for coaching – not in data) (Mentor)**

**CITATION/REFERENCES**

No citations or references

**ITEMS/QUESTIONS USED**

1. Only for coaching – not in data

**QUESTION CODING:**

[Insert]

**SUMMARY SCORES**

[Insert]

**RELIABILITY**

[Insert]