

ATTACHMENT 3B

BACKGROUND SURVEY—PD PROVIDER

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OMB No.: 0970-XXXX
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MATHEMATICA
Policy Research

**A Study of We Grow Together:
The Q-CCIIT Professional Development
System
Background Survey – PD Provider Version**

DRAFT

January 25, 2018

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ALL

Intro. This survey is an important part of a larger study supported under a contract from the U.S. Department of Health and Human Services, Administration for Children and Families to Mathematica Policy Research. The overall purpose of this study is to understand the use of the We Grow Together: The Q-CCIIT Professional Development System. We Grow Together aims to help caregivers in center-based and family child care interact with infants and toddlers in ways that promote positive outcomes for children. Participation in this project is voluntary.

This survey requests information about your background, experience, and opinions and information about your program. No one from your program will see or hear your individual responses and your name will never be associated with or identified in study reports This survey will take approximately 30 minutes to complete.

SI. SURVEY INSTRUCTIONS

ALL

How to complete the survey

Thank you for taking the time to complete this survey.

- There are no right or wrong answers.
- To answer a question, click the box to choose your response.
- To continue to the next webpage, press the **"Next"** or **"Continue"** button.
- To go back to the previous webpage, click the **"Back"** or **"Previous"** button. Please note that this command is only available in certain sections.
- If you need to stop before you have finished, the "Suspend" button at the bottom of each page allows you to exit the survey. The data you provide prior to clicking "Suspend" will be securely stored and available when you return to complete the survey.
- Please answer questions in the order they appear regardless of the question number. **Questions will not always be numbered sequentially**, and some may be skipped because they do not apply to you.
- For security purposes, you will be timed out if you are idle for longer than **30 minutes**.
- When you decide to continue the survey, you will need to log in again using your login ID and password.
- Your answers are important to us, but completion of this survey is voluntary. Choosing not to respond to these questions will have not affect your access to the We Grow Together resources. You do not have to answer questions you do not wish to answer.
- All information you share will be kept private to the extent permitted by law. No one from your program will see or hear any of your responses and your name will never be associated with or identified in study reports. The information from this study will be used for research and educational purposes to make We Grow Together better. Please click one of the buttons below to begin or exit the survey.

Begin your survey (Button)

Exit (Button)

Glossary

In this survey, we use the following terms:

(Infant and toddler) “caregiver” - teachers of infants and toddlers in center-based care or in family child care (FCC) homes.

Classroom - both center-based classrooms and FCCs.

Coaching - a relationship-based process usually led by an expert with specialized early childhood development and education, and adult learning knowledge and skills. In We Grow Together the coach serves in a different professional role than the caregivers. Coaching is designed to build specific knowledge, skills, attitudes, and behaviors that will improve quality in caregiving.

Mentoring - a relationship-based process between colleagues in similar professional roles. A mentor is a more-experienced individual with adult learning knowledge and skills. The mentor provides guidance and examples to the less-experienced mentee. Mentoring is intended to increase a person’s professional effectiveness.

PD provider - the local person who provides professional development and is also participating with a caregiver in this study.

Professional Development includes any activity to support an individual in gaining the knowledge, skills, attitudes, and behaviors of a high quality early childhood education and care professional. The We Grow Together system refers to all of the information and activities provided by We Grow Together and the interactions between the caregiver and PD provider who are using We Grow Together.

Setting - center-based early care and education settings and FCCs. When we mention “programs” these could be FCCs or center-based settings.

Supervising - activities conducted by an individual who has an administrative role, for example, scheduling, approving leave, assuring that ratio and other licensing rules are followed. Supervisors may contribute to high stakes decisions, such as recommending promotions and compensation. Supervisors also may provide technical assistance or other PD support to caregivers as they oversee the quality of care.

Training - activities offered to support caregiver in learning what is needed to provide infant-toddler care and education or to support the PD provider in learning to be an effective coach. Training can be offered online or in-person, and may be group or self-directed.

SC. BACKGROUND SURVEY SCREENER QUESTIONS

PROGRAMMER NOTES:

Preload from SMS:
Whether the respondent works at a center or FCC
Whether the respondent is a caregiver or PDP
The name of the respondent’s workplace

ALL
FILL PDP CENTER or FCC NAME

SC1. Our records show that you currently work at [WORKPLACE]. Is this correct?

*Created by
Q-CCIIT
PD Team*

- Yes..... 1
- No 0

SOFT CHECK:
 IF SC2=0, **“Is your workplace connected to [FILL PDP CENTER OR FCC NAME]? If so, please select “Yes.”**

ALL
IF PDP, FILL [professional development provider] Hover text for “caregiver”: <i>In this survey, we use the term infant and toddler “caregiver” to refer to teachers of infants and toddlers in center-based care or in family child care homes.</i>

SC2. Our records show that you currently work as a [caregiver/professional development provider]. Is this correct?

*Created by
Q-CCIIT
PD Team*

- Yes..... 1
- No 0

HARD CHECK:
 IF SC2=NOT ANSWERED, **“Please provide an answer to this question. Do you currently work as a [caregiver/professional development provider]?”**
 IF SC2=0, then Exit Screen: **“Thank you for your time and interest in We Grow Together. Please contact toll-free 844-WEGROW2 (844-934-7692) if you have any questions.”**
 Then, STATUS XXXX (Alert, Wrong respondent)

A. YOUR CAREGIVING EXPERIENCE AND EDUCATION

In this section, we will ask you some questions about your experience and education.

ALL

Adapted from Q-CCIT Caregiver SAQ, 2012

A1. Including this year, how many years have you worked in early childhood care and education?

____ YEARS
RANGE (0-99)

ALL

A1a. Including this year, how many years have you provided professional development for early childhood caregivers?

____ YEARS
RANGE (0-99)

ALL

Adapted from Q-CCIT Caregiver SAQ, 2012

A2. Are you currently working providing professional development 35 hours or more a week?

- Yes..... 1
- No 2

ALL

Adapted from SCOPE Coach Survey

A3. What is your employment status as a PD provider?

Select one only

- I am part of the staff of the program in which I provide coaching..... 1
- I am an independent consultant or contractor to the program(s) in which I provide coaching 2
- I work for an organization that is hired/paid for coaching services by early care and education programs..... 3
- I work for an organization that provides coaching that is free for early care and education programs (paid for by other funding sources)..... 4
- Other (Specify)..... 99

Specify (STRING 500)

ALL

Hover text for “caregiver”: *In this survey, we use the term infant and toddler “caregiver” to refer to teachers of infants and toddlers in center-based care or in family child care homes.*

A4. How many caregivers do you work with on an on-going basis?

Please only include your current caseload in the number you provide.

____ NUMBER OF CAREGIVERS
 RANGE (0-50)

*Created by
 Q-CCIT
 PD Team*

ALL

A6. Did you ever earn a Child Development Associate (CDA) credential?

Select one only

- Yes, and it is current 1
- Yes, but no longer current. 2
- No 3

*Adapted
 from
 Q-CCIT
 Caregiver
 SAQ,
 2012*

ALL

A7. What is the highest level of education you have completed?

Select one only

- High school diploma or GED 1
- College course(s) without a degree 2
- Associate’s degree 3
- Bachelor’s degree 4
- Master’s degree 5
- Education specialist or professional diploma based on at least one year of
 course work past a Master’s degree level 6
- Doctorate 7
- Other (Specify) 99

Specify (STRING 250)

*Adapted
 from
 Q-CCIT
 Caregiver
 SAQ,
 2012*

ALL

A8. In what field(s) did you obtain your highest degree?

Select all that apply

Adapted from Q-CCIT Caregiver SAQ, 2012

- Child development or developmental psychology 1
- Early childhood education 2
- Elementary education 3
- Special education 4
- Other (Specify)..... 99

Specify (STRING 250)

ALL

A9. How many college courses have you completed in the following areas?

PROGRAMMER: CODE ONE PER ROW

Select one per row

Adapted from Q-CCIT Caregiver SAQ, 2012

	0 None	1	2	3	4	5	6 or more
a. Infant/Toddler development and care	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
b. Early childhood education	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
c. Child development	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>

B. YOUR KNOWLEDGE AND BELIEFS ABOUT HOW CHILDREN DEVELOP

In this section, we want to know your thoughts about the development of infant and toddlers.

ALL

Created by
Q-CCIIT
PD Team

B1. Please indicate how much you agree or disagree with the following statements.

	STRONGLY AGREE	AGREE	SLIGHTLY AGREE	SLIGHTLY DISAGREE	DISAGREE	STRONGLY DISAGREE
a. Infants should feed themselves as soon as they can hold a bottle.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
b. Infants recognize their mother’s voice when they are born.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
c. Infants under 3 months do not feel pain.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
d. An 8-month-old infant will look for something when it is hidden under a blanket.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
e. If a toddler is very shy, he or she has an emotional problem.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
f. If a 10-month-old does not share attention with you (for example, look when you point your finger and say look), there may be a problem.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
g. Older infants who are very active – always on the go – need to see a doctor.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
h. A 1-year-old who isn’t walking will be bad at sports.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
i. Older infants and toddlers who drink while lying flat on their backs are more likely to have ear infections.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
j. Toddlers who drink milk or formula to go to sleep are likely to have dental problems.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
k. It is very common for infants to spit out new foods when they start eating.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
l. All children must be toilet trained by the time they are 30 months old.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
m. An 8-month-old can solve some problems on his/her own.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

	STRONGLY AGREE	AGREE	SLIGHTLY AGREE	SLIGHTLY DISAGREE	DISAGREE	STRONGLY DISAGREE
n. Newborns try to imitate adult movements.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
o. Singing songs with infants is fun, but doesn't really do anything to help them to learn.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
p. A young infant (0 to 3 months) cannot have a back and forth conversation.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
q. If you do not talk to infants often, their language development will be behind when they become toddlers.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
r. Children can imitate finger-plays and some movements when they are less than 1 year old.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
s. Infants use their bodies (movement, looking, and expressions) to communicate.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
t. Infants cannot learn very much until they start walking.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
u. Carrying young infants helps them gain control of their bodies.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
v. It is best to keep infants safely in a seat when in your care.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
w. Even children younger than 8 months can play with the other infants and toddlers in the room.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
x. It is good to use lots of new words like "opportunity," "jog," "insect" with infants and toddlers.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
y. Most toddlers cannot stop right away when told to stop.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
z. Toddlers cannot understand feelings of others.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
aa. Infants are too young to benefit from looking at and hearing you talk about books.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
ab. Infants mostly develop at the same pace.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
ac. Infants need to explore their environment.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

ALL

*Adapted
from
Modified
KIDI*

- B2. Mathematica’s agreement with the publisher/developer of this set of items does not allow us to share the items publicly without prior written approval.**

D. YOUR KNOWLEDGE AND BELIEFS ABOUT CAREGIVING AND LEARNING

The next set of items are about what you think is important for infants’ and toddlers’ development.

ALL

Adapted from Baby FACES and Created by Q-CCIT PD Team

D1. Please indicate how much you agree or disagree with the following statements.

Practices Involving Social-Emotional Development

	STRONGLY AGREE	AGREE	SLIGHTLY AGREE	SLIGHTLY DISAGREE	DISAGREE	STRONGLY DISAGREE
a. You should position infants and toys so that infants play with other children.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
b. You should draw children’s attention to what others are doing.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
c. You should be aware of and monitor your emotional expressions and body language.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
d. You need to show toddlers how to follow rules/limits	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
e. You need to word limits/rules positively (tell infants and toddlers what to do instead of what not to do).	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
f. When children are crying, you should respond to them right away	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
g. Infants and toddlers are too young to learn about the feelings that others have.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
h. Infants should be kept away from each other so they do not hurt one another.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
i. Infants and toddlers should have the same teacher or caregiver every day.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
j. You should smile frequently at infants and toddlers.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
k. You should greet each child by name when they arrive.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
l. You should let children cry it out so you do not spoil them.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
m. Toddlers who cry when mom and dad leave should be ignored until they calm down.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
n. If toddlers are fighting, you need to take away what they are fighting over.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○

	STRONGLY AGREE	AGREE	SLIGHTLY AGREE	SLIGHTLY DISAGREE	DISAGREE	STRONGLY DISAGREE
o. You should pay attention to infants' and toddlers' body language.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
p. You need to change activities every few minutes to keep toddlers happy.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
q. You should limit toys so infants and toddlers learn to share.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
r. You should provide lots of positive touch (hugs, rubbing backs, holding) for infants and toddlers.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
s. As long as needs for food and diapering are taken care of, any teacher can take care of an infant.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
t. You spoil children if you play with them all the time.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
u. You should help infants and toddlers persist and stay engaged in play even when the child begins losing interest.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

ALL

D2. Please indicate how much you agree or disagree with the following statements.

Practices Involving Language

	STRONGLY AGREE	AGREE	SLIGHTLY AGREE	SLIGHTLY DISAGREE	DISAGREE	STRONGLY DISAGREE
a. You need to start all the conversations with infants.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
b. You should only use short sentences.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
c. You should talk about what children are doing while they play.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
d. You should balance questions and comments when talking with infants or toddlers.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
e. You should talk in sentences so babies can learn and understand words and sentences.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
f. You should always use as few words as possible with children younger than 18 months.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
g. You should repeat sounds that children make.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

Adapted from Baby FACES and Created by Q-CCIIT PD Team

	STRONGLY AGREE	AGREE	SLIGHTLY AGREE	SLIGHTLY DISAGREE	DISAGREE	STRONGLY DISAGREE
h. Infants and toddlers need to hear only familiar words throughout the day.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
i. You should play games with infants and toddlers that involve a back and forth with you.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
j. Reading to children younger than one month probably doesn't help them.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
k. You should wait and watch at least 5 seconds for infants and toddlers to respond to a question.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
l. You should wait until children are old enough to sit and pay attention before reading a book to them.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
m. You should respond when a child makes a sound.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

ALL

D3. Please indicate how much you agree or disagree with the following statements.

Practices Involving Thinking and Learning

	STRONGLY AGREE	AGREE	SLIGHTLY AGREE	SLIGHTLY DISAGREE	DISAGREE	STRONGLY DISAGREE
a. Most children will turn out okay no matter what the teacher does.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
b. Infants should be put in swings or car seats when awake so that they are safe and can see everything.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
c. Infants and toddlers are concrete learners so you should talk only about things that are in the room.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
d. You should quietly fix things and solve problems for toddlers.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
e. What teachers do with infants and toddlers makes a big difference in their development.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
f. You should plan some new experiences for young children to challenge them.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

Adapted from Baby FACES and Created by Q-CCIIT PD Team

	STRONGLY AGREE	AGREE	SLIGHTLY AGREE	SLIGHTLY DISAGREE	DISAGREE	STRONGLY DISAGREE
g. You should use cause and effect statements when talking to infants and toddlers (for example, the baby is crying because __).	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
h. Sometimes you should change the pretend play materials to help infants and toddlers understand more about the world.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
i. Infants only learn by watching so you don't need to talk to them often.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

F. SUPPORT AVAILABLE FROM OTHERS

The next questions are about supports available to you.

ALL

Q-CCIT
Caregiver
SAQ

F2. Are you a member of a professional organization or network such as the National Association for Family Child Care or the National Association for the Education of Young Children (NAEYC)?

- Yes..... 1
- No 0

ALL
HOVER TEXT OVER "REFLECTIVE SUPERVISION": Reflective supervision involves regularly collaborating and reflecting on work experiences between supervisors and mentors.

Created by
Q-CCIT
PD Team

F5. Do you receive reflective supervision?

- Yes..... 1
- No 0

ALL

Created by
Q-CCIT
PD Team

F6. Do you meet with other PD providers as part of a support network?

- Yes 1 GO TO F7
- No..... 0 GO TO Section K

F6=1

Created by
Q-CCIT
PD Team

F7. How often do you meet with other PD providers as part of a support network?

- More than once a month..... 4
- Once a month 3
- Several times a year 2
- About once a year 1

G. USE OF ONLINE RESOURCES

Early childhood professionals may consult different resources for information on best practice. In this section, we ask you about resources.

ALL

*Created by
Q-CCHIT
PD Team*

G1. Please select all the websites you have accessed.

PROGRAMMER: CODE ALL THAT APPLY

WEBSITES ACCESSED
SELECT ALL THAT
APPLY

- | | |
|--|----------------------------|
| a. Center for Early Literacy Learning | 1 <input type="checkbox"/> |
| b. Center on the Developing Child – Harvard University | 1 <input type="checkbox"/> |
| c. Center on the Social and Emotional Foundations for Early Learning (CSEFEL) – Vanderbilt University | 1 <input type="checkbox"/> |
| d. Early Childhood Knowledge and Learning Center (ECKLC) | 1 <input type="checkbox"/> |
| e. NAEYC | 1 <input type="checkbox"/> |
| f. Reading Rockets | 1 <input type="checkbox"/> |
| g. Resources for Early Learning | 1 <input type="checkbox"/> |
| h. Scholastic | 1 <input type="checkbox"/> |
| i. Talk With Me Baby | 1 <input type="checkbox"/> |
| j. Vroom | 1 <input type="checkbox"/> |
| k. Zero to Three | 1 <input type="checkbox"/> |
| l. Other | 1 <input type="checkbox"/> |

Please Specify (STRING 250)

H. YOUR BELIEFS ABOUT PROFESSIONAL DEVELOPMENT

The next questions are about your opinions on professional development (PD).

ALL

*Created by
Q-CCIIT
PD Team*

H2. Please indicate how much you agree or disagree with the following statements.

	STRONGLY AGREE	AGREE	SLIGHTLY AGREE	SLIGHTLY DISAGREE	DISAGREE	STRONGLY DISAGREE
a. Professional development (PD) is best when it is intense and for a short period of time.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
b. PD is best when there is ongoing training and support.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
c. Some caregivers just cannot change their practice.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
d. You need to change your PD approach if you see no change in the caregiver.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
e. With the right help, anyone can be a great caregiver.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
f. Caregivers need different PD approaches.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
g. All caregivers need to see you model practices with children in their care.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

I. EXPERIENCES AND TIME SPENT WITH PD OUTSIDE OF WE GROW TOGETHER

The next questions are about the professional development you provide.

ALL

- 16. Mathematica’s agreement with the publisher/developer of this set of items does not allow us to share the items publicly without prior written approval.**

*Adapted from
UPCOS-5
Teacher
Interview,
modified;
NCRECE
Teacher Interview*

K. USE OF TECHNOLOGY

ALL

K1. Mathematica’s agreement with the publisher/developer of this set of items does not allow us to share the items publicly without prior written approval.

*Adapted from
Administrator
Technology
Survey, 2014*

M. MORE ABOUT YOU

Please tell us about yourself. This information will help us describe, in a general way, the caregivers and PD providers who are participating in We Grow Together. This information will be kept private.

ALL

Q-CCIT
Caregiver
SAQ

M1. Are you of Spanish, Hispanic or Latino origin?

Select one only

- Yes..... 1
- No 0

ALL

Q-CCIT
Caregiver
SAQ

M2. What is your race?

Select one or more

- White..... 1
- Black or African-American 2
- Asian 3
- American Indian or Alaskan Native 4
- Native Hawaiian or other Pacific Islander..... 5

ALL

Q-CCIT
Caregiver
SAQ

M3. What is your sex?

Select one only

- Male 1
- Female..... 2

ALL

Q-CCIT
Caregiver
SAQ

M4. In what year were you born?

____|____|____|____| YEAR
RANGE (1940-2002)

N. CONCLUSION

We would like to collect some additional contact information so that we can reach you.

ALL

N1. What is your home address?

(STRING 200)

Street Address 1

(STRING 200)

Street Address 2

(STRING 200)

City

(STRING 200)

State

(STRING 10)

Zip

ALL

N2a. What is your home phone number?

|_|_|_| - |_|_|_| - |_|_|_|_| HOME PHONE

(201-989) (200-999) (00000-9999)

ALL

N2b. What is your cell phone number?

|_|_|_| - |_|_|_| - |_|_|_|_| CELL PHONE

(201-989) (200-999) (00000-9999)

ALL

N3. What is your non-work email address?

(STRING 50)

ALL

EndSurvey. Thank you for your participation in this survey. We look forward to your participation in the We Grow Together professional development activities.