

ATTACHMENT 4A

FEEDBACK SURVEY—CAREGIVER

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MATHEMATICA
Policy Research

A Study of We Grow Together: The Q-CCIIT Professional Development System

Feedback Survey – Caregiver Version

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 asks about your beliefs, opinions, and your experiences with We Grow Together. 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 60 minutes to complete.

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 (FCC) homes.

We use the term “PD provider” to refer to the local person who provides professional development and is also participating with a caregiver in this study.

We use the term “classroom” to refer to both center-based classrooms and FCCs.

We use the term “setting” to refer to both center-based early care and education settings and FCCs. When we mention “programs” these could be FCCs or center-based settings.

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)

SC. SCREENER

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

[MM YYYY] of when background survey was completed

ALL
Hover text for caregiver: *In this survey, we use the term infant and toddler "caregiver" to refer to teachers of infants and toddlers (birth to 3 years) in center-based care or in family child care homes.*

*Created by
Q-CCIIT
PD Team*

SC1. Our records show that you are working as a caregiver. Is this correct?

- Yes..... 1
- No 0

HARD CHECK:
IF SC1=NOT ANSWERED, **"Please provide an answer to this question. Do you currently work as a caregiver?"**

ALL
Fill CG Center or FCC NAME FOR [WORKPLACE]

*Created by
Q-CCIIT
PD Team*

SC2. Our records show that you worked at [WORKPLACE]. Is this correct?

- Yes..... 1
- No 0

SOFT CHECK:
IF SC2=0, **"Is your workplace connected to [WORKPLACE]? If so, please select "Yes."**

ALL

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Q-CCHIT
PD Team

SC3. Our records show that you have been using the We Grow Together professional development system. Is this correct?

- Yes..... 1
- No 0

PROGRAMMER BOX:
 IF SC3 DNE 0, Continue with all survey
 If SC3=0 AND SC1=1 or SC2=1, SKIP Sections E,F,G,H,I
 IF SC1=0, SC2=0, SC3=0, then Exit Screen: **“Thank you for your time and interest in We Grow Together. Please contact XXX-XXX-XXXX if you have any questions.”**
 Then, STATUS XXXX (Alert, Wrong respondent)

ALL

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SC4. How many months did you use We Grow Together within the last year? Please round up to the nearest month.

|_| RANGE 1-12

A. 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

A1. 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 ○	5 ○	4 ○	3 ○	2 ○	1 ○
b. Infants recognize their mother’s voice when they are born.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
c. Infants under 3 months do not feel pain.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
d. An 8-month-old infant will look for something when it is hidden under a blanket.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
e. If a toddler is very shy, he or she has an emotional problem.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
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 ○	5 ○	4 ○	3 ○	2 ○	1 ○
g. Older infants who are very active – always on the go – need to see a doctor.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
h. A 1-year-old who isn’t walking will be bad at sports.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
i. Older infants and toddlers who drink while laying flat on their backs are more likely to have ear infections.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
j. Toddlers who drink milk or formula to go to sleep are likely to have dental problems.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
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"/>
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"/>

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
x. It is good to use lots of new words like “opportunity,” “jog,” “insect” with infants and toddlers.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
y. Most toddlers cannot stop right away when told to stop.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
z. Toddlers cannot understand feelings of others.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
aa. Infants are too young to benefit from looking at and hearing you talk about books.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
ab. Infants mostly develop at the same pace.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
ac. Infants need to explore their environment.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○

ALL

Adapted from Modified KIDI

A2. 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.

B. YOUR BELIEFS ABOUT PROFESSIONAL DEVELOPMENT

The next questions are about professional development (PD).

ALL

- B1. 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
TAP
(Teachers’
Attitudes
about
Professional
Development)*

C. YOUR KNOWLEDGE OF AND BELIEFS ABOUT CAREGIVING AND LEARNING

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

ALL

*Created by
Q-CCIT
PD Team
and
adapted
from Baby
FACES*

C1. Please indicate how much you agree or disagree with the following statements.

Practices Involving Social-Emotional Development

	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
a. You should position infants and toys so that infants play with other children.	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 draw children's attention to what others are doing.	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 be aware of and monitor your emotional expressions and 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"/>
d. You need to show toddlers how to follow rules/limits.	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 need to word limits/rules positively (tell infants and toddlers what to do instead of what not to do).	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. When children are crying, you should respond to them right away.	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. Infants and toddlers are too young to learn about the feelings that others have.	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. Infants should be kept away from each other so they do not hurt one another.	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 and toddlers should have the same teacher or caregiver every 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"/>
j. You should smile frequently at 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"/>
k. You should greet each child by name when they arrive.	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 let children cry it out so you do not spoil 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"/>

	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
m. Toddlers who cry when mom and dad leave should be ignored until they calm down.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
n. If toddlers are fighting, you need to take away what they are fighting over.	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. 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

Created by
Q-CCIIT
PD Team

C2. Please indicate how much you agree or disagree with the following statements.

Practices Involving Language

	Strongly agree	Agree	Somewhat agree	Somewhat 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"/>
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

Created by
Q-CCIIT
PD Team

C3. Please indicate how much you agree or disagree with the following statements.

Practices Involving Thinking and Learning

	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
a. Most children will turn out okay no matter what the teacher does.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
b. Infants should be put in swings or car seats when awake so that they are safe and can see everything.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
c. Infants and toddlers are concrete learners so you should talk only about things that are in the room.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
d. You should quietly fix things and solve problems for toddlers.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
e. What teachers do with infants and toddlers makes a big difference in their development.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
f. You should plan some new experiences for young children to challenge them.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
g. You should use cause and effect statements when talking to infants and toddlers (for example, the baby is crying because _____).	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
h. Sometimes you should change the pretend play materials to help infants and toddlers understand more about the world.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
i. Infants only learn by watching so you don't need to talk to them often.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○

ALL

Created by
Q-CCIT
PD Team

C4. In this section we ask about your beliefs about infant-toddler caregiving. Please indicate how much you agree or disagree with the following statements.

	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
a. Infants and toddlers will develop what they need for school if they are safe and healthy.	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. I can make a big difference in how infants and toddlers develop.	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. Parents rely on me to help infants and toddlers develop skills in taking care of themselves.	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. My goals in caregiving are to keep infants and toddlers safe and healthy.	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. My goals in caregiving are to help infants and toddlers develop in all areas.	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. My primary goal in caregiving is to keep infants and 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"/>
g. My caregiving can change how an infant's or toddler's brain develops.	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. Improving my practice will improve how well the children will later do in school.	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. SUPPORT AVAILABLE FROM OTHERS

The next questions are about your workplace environment and supports available to you.

ALL

*Created by
Q-CCIIT
PDT Team*

D1. Thinking about the 2018-2019 program year, please indicate how much you agree or disagree with the following statements...

If you work alone or in a FCC, please select “Not Applicable.”

The leadership (owner, director and/or supervisor) in my early childhood setting:	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree	Not applicable
a. expects caregivers to do everything one way.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
b. holds mistakes against 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"/>	0 <input type="radio"/>
c. tries to help you do your best.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
d. looks for information or experts who can help improve our work with children.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
e. takes steps to solve problems. We don't just talk about 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"/>	0 <input type="radio"/>
f. is more focused on saving money than on best 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"/>	0 <input type="radio"/>
g. understands that learning new ways to work with children may involve making mistakes.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
h. makes me feel comfortable talking about problems in caring for the 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"/>	0 <input type="radio"/>

ALL

Created by
Q-CCIIT
PDT Team

D2. Thinking about the 2018-2019 program year, please indicate how much you agree or disagree with the following statements...

If you work alone or in a FCC, please select “Not Applicable.”

The infant-toddler caregivers in this early childhood setting:	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree	Not applicable
a. share and talk about the best ways to meet the needs of children.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
b. support each other to try out new ways to help children grow and develop.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
c. don't want to share when they learn something new.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
d. focus on providing the best care possible 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"/>	0 <input type="radio"/>
e. don't like it when someone is better at something than they are.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
f. want to care for children in the easiest way possible.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
g. trust each other.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
h. feel comfortable talking about problems in caring for the 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"/>	0 <input type="radio"/>

PROGRAMMER BOX:
IF SC3=0, SKIP SECTION E

E. THINKING ABOUT WE GROW TOGETHER

The next questions are about the We Grow Together.

ALL

*Adapted
from
Teacher
Opinion
Survey*

- E1. 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.**

ALL

*Created by
Q-CCIIT
PD Team*

- E2. How much did you change in your use of the following practices with infants and toddlers during We Grow Together? Consider both the way you used these practices as well as how often.**

	Improved a lot	Improved a little	Strengthened or reinforced what I already did	My practice did not change at all	Did not try (NA for infants)
a. Respond to children's distress	5 ○	4 ○	3 ○	2 ○	1 ○
b. Respond to children's social cues	5 ○	4 ○	3 ○	2 ○	1 ○
c. Respond to children's emotional cues	5 ○	4 ○	3 ○	2 ○	1 ○
d. Build a positive relationship with children	5 ○	4 ○	3 ○	2 ○	1 ○
e. Supervise and join in play and activities	5 ○	4 ○	3 ○	2 ○	1 ○
f. Create a sense of belonging for children and families	5 ○	4 ○	3 ○	2 ○	1 ○
g. Supervise and join in play and activities	5 ○	4 ○	3 ○	2 ○	1 ○
h. Support children's interaction and play with other infants and toddlers	5 ○	4 ○	3 ○	2 ○	1 ○
i. Support and extend pretend play	5 ○	4 ○	3 ○	2 ○	1 ○
j. Help children learn to solve problems with other children	5 ○	4 ○	3 ○	2 ○	1 ○
k. Manage behavior and set limits	5 ○	4 ○	3 ○	2 ○	1 ○
l. Support children in managing their own behavior and emotions	5 ○	4 ○	3 ○	2 ○	1 ○
m. Use responsive routines	5 ○	4 ○	3 ○	2 ○	1 ○

	Improved a lot	Improved a little	Strengthened or reinforced what I already did	My practice did not change at all	Did not try (NA for infants)
n. Supporting object exploration	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
o. Supporting children in making choices	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
p. Provide experiences to extend knowledge about the world	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
q. Help children learn to solve problems on their own	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
r. Support understanding of basic concepts (e.g., in/out; top/bottom; wet /dry)	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
s. Develop a positive attitude towards books	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
t. Engage children in books and stories	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
u. Use specific and new words	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
v. Talk about things not present	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
w. Use different types of talk	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
x. Use different types of sentences	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
y. Engage children in conversational turn-taking	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
z. Ask children questions balanced with comments	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
aa. Extend children’s use of language	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
bb. Support children’s use of new words	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
cc. Other: (please specify):	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
<input type="text"/>	(STRING 250)				

PROGRAMMER BOX:
IF SC3=0, SKIP SECTION F

F. SATISFACTION WITH WE GROW TOGETHER

The next questions ask you about how you accessed the We Grow Together website.

Created by
Q-CCIIT
PD Team

ALL

F1. What devices did you prefer to use to access the We Grow Together website?

Select all that apply

- Desktop computer 1
- Laptop computer..... 2
- Tablet (for example, iPad) 3
- Smartphone (for example, iPhone, Droid)..... 4
- Other (SPECIFY)..... 99

Specify (STRING 250)

ALL

Created by
Q-CCIIT
PD Team

F2a. Where did you access the We Grow Together website the most?

Select only one

- Work 1
- Home 2
- Other (SPECIFY)..... 99

Specify (STRING 250)

ALL

Created by
Q-CCIIT
PD Team

F3. How did you access the internet when using the We Grow Together website?

Select all that apply

- Cellular service 1
- Wi-Fi 2
- Cable/ LAN line/ fiber-optic internet (for examples, FIOS) 3
- Other (SPECIFY)..... 99

Specify (STRING 250)

- Don't Know 4

Adapted from Wang and Senecal, Measuring Perceived Website Usability 2007 (Appendix)

ALL

F4. 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.

F4j is adapted from CSUQ, from Tullis Stetson article

ALL

F4_1. How easy or difficult was it to use the tablet provided by this project to video-record your practice?

Created by Q-CCITT PD Team

Select one only

- Very easy..... 4
- Easy..... 3
- A little difficult..... 2
- Difficult..... 1
- Did not try 0

ALL

HOVER TEXT FOR K3A, SMART GOALS: “Goals that are specific, measurable, achievable, relevant, and timely.”

Adapted from SCOPE Coach Survey

F5g created by Q-CCHIIT PD Team

F5. The following question asks you about your goal-setting processes. How often did you do the following:

	Always	Almost always	Sometimes	Rarely	Never
a. Use a goal-setting framework (for example, SMART goals) to guide the goal setting?	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
b. Work with a PD Provider to determine the area(s) of focus for goal setting?	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
c. Work with program or center directors or supervisors to determine the area(s) of focus for goal setting?	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
d. Set big picture goals so you have something to work toward over a longer period of time?	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
e. Set specific goals that can be met relatively quickly?	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
f. Individualize goals based on your experience and needs?	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
g. Write goals that make it easy to measure progress?	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

ALL
IF RESPONDENT WORKS AT CENTER, FILL F6.B “center director”
IF RESPONDENT WORKS AT FCC, FILL F6.B “FCC owner”

*Adapted from
UPCOS
Teacher
Interview*

F6. Think about your goals in We Grow Together this year. Please indicate how much you agree or disagree with the following statements on how you and your PD provider set your goals.

If you work alone or in a FCC, please select “Not Applicable.”

	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree	Not applicable
a. My PD Provider tended to use their expertise to suggest goals and action steps.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	7 <input type="radio"/>
b. My goals came from other sources, like my [center director/FCC owner], supervisor, or program.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	7 <input type="radio"/>
c. I came up with the goals and told my PD Provider.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	7 <input type="radio"/>
d. My PD Provider and I talked together about my hopes for my classroom and other things and came up with goals that way.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	7 <input type="radio"/>

ALL

Adapted from UPCOS Teacher Interview

F7. There are different ways that goals can be set and different ways of working towards meeting these goals. How true is each statement below about your goals?

	Usually true	Sometimes true	Rarely true	Never true
a. My PD Provider considered my views when we worked together to identify goals.	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
b. My PD Provider took enough time to understand me, my circumstances, and what I want to achieve.	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
c. My PD Provider identified the good things I do.	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
d. My PD Provider understood my existing knowledge and experience and helped me build on that in my goals.	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
e. My goals were manageable.	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

ALL

Adapted from Baby FACES

F8. Focusing on teacher-child interactions, how much support (such as information, feedback, and help in doing your job) do you feel you receive from your PD Provider?

Select one only

- A lot of support 1
- Some support 2
- A little support 3
- No support 4

ALL

Adapted from Baby FACES

F9. Overall, how much do you feel the resources and feedback provided by your PD provider have contributed to your professional effectiveness?





Select one only

- A great deal 1
- Somewhat 2
- A little 3
- Not at all 4

ALL

Created by
Q-CCIT PD
Team

F10. The following questions are about common types of We Grow Together tools. Please tell us how useful to your work the following tools were.

	Very useful	Useful	Somewhat useful	A little useful	Not useful	Did not try
a.  Presentations with voice-over	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.  Self-reflection activity questions with self-video	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.  Self-reflection activity questions without video	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.  Summary handouts	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

Created by
Q-CCIT PD
Team

F11. The following questions are about additional types of We Grow Together tools. Please tell us how useful to your work the following tools were.

	Very useful	Useful	Somewhat useful	A little useful	Not useful	Did not try
a.  Handouts for families	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.  Classroom supports (for example, posters, key-rings)	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.  Step-by-step guides	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.  Caregiver self-assessment checklists	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.  Videos of other caregivers implementing practices	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.  Child progress charts	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.  Links to additional resources	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

Created by
Q-CCIIT PD
Team

F12. The next questions are about whether you think the We Grow Together key practices helped you support development for the children in your care.

How much do you agree or disagree that your use of the We Grow Together key practices helped infants and toddlers? My use of the We Grow Together practices helped infants and toddlers [FILL A-G].

	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
a. use language (such as, use sounds and words to talk to 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"/>
b. understand and learn about 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"/>
c. develop early literacy and interest in 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"/>
d. manage their behavior and emotions.	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. interact with you or other adults in positive ways.	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. interact with other 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"/>
g. think, learn, and solve 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"/>

ALL

F14. Which We Grow Together module did you spend the most time on?

Select only one

- Support Children’s Language Use 1
- Support Understanding Language 2
- Support Literacy 3
- Support Social-Emotional Development: Regulation of Behavior and Emotions..... 4
- Support Social-Emotional Development: Caregiver-Child Relationships..... 5
- Support Social-Emotional Development: Support Non-mobile Infants’ Peer Interactions 6
- Support Social-Emotional Development: Support Toddlers’ Peer Interactions 7
- Support Infants’ Cognitive Development 8
- Support Toddlers’ Cognitive Development..... 9

Created by
Q-CCIIT PD
Team

IF F14=1

Created by
Q-CCIIT PD
Team

F14_1. The following questions are about key practices within the We Grow Together module. Please tell us how useful to your work the following practices were in helping you support children’s language use.

If you did not work on a practice, select “did not try”.

	Very useful	Useful	A little useful	Not useful	Did not try
a. Responding to children’s cues	5 ○	4 ○	3 ○	2 ○	1 ○
b. Taking turns in conversations	5 ○	4 ○	3 ○	2 ○	1 ○
c. Asking questions	5 ○	4 ○	3 ○	2 ○	1 ○
d. Extending children’s language use	5 ○	4 ○	3 ○	2 ○	1 ○
e. Supporting children’s use of new words	5 ○	4 ○	3 ○	2 ○	1 ○

IF F14=2

Created by
Q-CCIIT PD
Team

F14_2. The following questions are about key practices within the We Grow Together module. Please tell us how useful to your work the following practices were in helping you support children in understanding language (words and sentences).

If you did not work on a practice, select “did not try”.

	Very useful	Useful	A little useful	Not useful	Did not try
a. Using different types of talk	5 ○	4 ○	3 ○	2 ○	1 ○
b. Using lots of specific and new words	5 ○	4 ○	3 ○	2 ○	1 ○
c. Supporting learning about concepts	5 ○	4 ○	3 ○	2 ○	1 ○
d. Engaging children in books	5 ○	4 ○	3 ○	2 ○	1 ○
e. Using themes and projects	5 ○	4 ○	3 ○	2 ○	1 ○

IF F14=3

Created by
Q-CCIIT PD
Team

F14_3. The following questions are about key practices within the We Grow Together module you used most. Please tell us how useful to your work the following practices were in helping you support children's literacy – learning about books.

If you did not work on a practice, select "did not try".

	Very useful	Useful	A little useful	Not useful	Did not try
a. Using new words and sentences	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
b. Engaging children in books	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
c. Making connections to things not present	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
d. Encouraging a positive attitude towards books	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

IF F14=4

Created by
Q-CCIIT PD
Team

F14_4. The following questions are about key practices within the We Grow Together module you used most. Please tell us how useful to your work the following practices were in helping you support children in regulating behavior and emotions.

If you did not work on a practice, select "did not try".

	Very useful	Useful	A little useful	Not useful	Did not try
a. Responding to emotional cues	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
b. Using responsive routines	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
c. Managing behavior and setting limits	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
d. Supporting self-regulation	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

IF F14=5

Created by
Q-CCIT PD
Team

F14_5. The following questions are about key practices within the We Grow Together module. Please tell us how useful to your work the following practices were in helping you support caregiver-child interactions.

If you did not work on a practice, select “did not try”.

	Very useful	Useful	A little useful	Not useful	Did not try
a. Responding to social cues	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
b. Responding to emotional cues	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
c. Building a positive relationship	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
d. Supervising and joining in play and activities	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
e. Responding to children in distress	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

IF F14=6

Created by
Q-CCIT PD
Team

F14_6. The following questions are about key practices within the We Grow Together module. Please tell us how useful to your work the following practices were in helping you support non-mobile infants’ peer interactions.

If you did not work on a practice, select “did not try”.

	Very useful	Useful	A little useful	Not useful	Did not try
a. Supporting peer interaction and play	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
b. Supervising and joining in play and activities	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
c. Creating a sense of belonging	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

IF F14=7

Created by
Q-CCIIT PD
Team

F14_7. The following questions are about key practices within the We Grow Together module. Please tell us how useful to your work the following practices were in helping you support toddlers' peer interactions.

If you did not work on a practice, select "did not try".

	Very useful	Useful	A little useful	Not useful	Did not try
a. Supporting peer interaction and play	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
b. Extending pretend play	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
c. Supporting social problem solving	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
d. Creating a sense of belonging	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

IF F14=8

Created by
Q-CCIIT PD
Team

F14_8. The following questions are about key practices within the We Grow Together module. Please tell us how useful to your work the following practices were in helping you support infants' cognitive development.

If you did not work on a practice, select "did not try".

	Very useful	Useful	A little useful	Not useful	Did not try
a. Supporting learning about concepts	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
b. Supporting object exploration	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
c. Supporting children in making choices	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
d. Extending knowledge about the world	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

Created by
Q-CCIIT PD
Team

IF F14=9

F14_9. The following questions are about key practices within the We Grow Together module. Please tell us how useful to your work the following practices were in helping you support toddlers' cognitive development.

If you did not work on a practice, select "did not try".

	Very useful	Useful	A little useful	Not useful	Did not try
a. Scaffolding problem solving	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
b. Extending pretend play	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
c. Supporting children in making choices	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
d. Extending knowledge about the world	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

ALL

Created by
Q-CCIIT PD
Team

F16. How useful were the following We Grow Together activities?

	Very useful	Useful	Somewhat useful	Not very useful	Not at all useful	Did not try
a. Action planning with my PD provider.	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. Trying the practices in my classroom.	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. Video-recording my interactions 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"/>
d. Self-reflection.	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. Reflecting on others' practice in the online videos.	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. Discussing practice with my PD provider (my own practice or online videos).	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. Feedback from my PD provider.	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. Participating in the website's discussion boards.	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

*F18a-F18c
adapted
from LA
Advance
Early
Educator
Survey
(Time 3)*

F18. Please indicate how much you agree or disagree with the following statements. We Grow Together [FILL A-G]

	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
a. helped me be more effective in interacting with the children in my classroom.	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. was worth the time I spent on it.	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. helped me meet my professional goals.	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. helped me learn new ways to support 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"/>
e. provided some useful resources for helping infants and toddlers grow and 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"/>
f. is something I would like to continue to use.	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. changed the way that I interact 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"/>

*F18d-F18g
created by
Q-CCIT
PD Team*

Programmer Box:
IF SC3=0, SKIP Section G

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-CCIT
PD Team*

G1. The We Grow Together website provided links to additional resources outside of the provided tools. Please select all the websites you have accessed since you started using the We Grow Together system.

PROGRAMMER: Select 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. National Association for the Education of Young Children (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 (specify) | 1 <input type="checkbox"/> |

Please Specify (STRING 250)

IF ANY OF G1A-G1L= 1
PROGRAMMER NOTE: ONLY SHOW IF SELECTED AT J1 (G1A-G1L=1)

G2. Of the websites you accessed, which ones would you continue to use in the future?

Select all that apply

Created by
Q-CCIT
PD Team

- Center for Early Literacy Learning..... 1
- Center on the Developing Child – Harvard University..... 2
- Center on the Social and Emotional Foundations for Early Learning
(CSEFEL) – Vanderbilt University 3
- Early Childhood Knowledge and Learning Center (ECKLC)..... 4
- NAEYC 5
- Reading Rockets 6
- Resources for Early Learning 7
- Scholastic 8
- Talk With Me Baby 9
- Vroom 10
- Zero to Three 11
- Other (specify) 99

Specify (STRING 500)

<p>Programmer Box:</p> <p>IF SC3=0, SKIP Section H</p>
--

H. CAREGIVER - PD PROVIDER RELATIONSHIP DURING WE GROW TOGETHER

The next questions are about your relationship with your We Grow Together provider and how you work together on your professional development.

ALL

*Created by
Q-CCIT
PD Team*

H0a. How many months have you worked with your PD provider to use the We Grow Together system within the last year? Please round up to the nearest month.

|__| RANGE 1-12

ALL

H1a-f adapted from UPCOS Teacher Interview

H1g and H1h were created from Q-CCIIT PD Team

H1. For each of the following statements about the relationship a caregiver may have with a PD Provider, please indicate how true it is for you and your PD Provider.

	Usually true	Sometimes true	Rarely true	Never true
a. I feel free to discuss with my PD provider the challenges I face in my classroom.	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
b. My PD provider is someone I trust.	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
c. I know my PD provider truly wants to help me.	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
d. My PD provider shows me respect in our interactions.	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
e. My relationship with my PD provider motivates me to continue to improve my classroom.	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
f. My relationship with my PD provider is very professional without personal discussions.	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
g. I am comfortable talking with my PD provider about mistakes that I make.	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
h. I feel comfortable asking my PD provider questions about things I am unsure of.	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

PROGRAMMER BOX:
IF SC3=0, SKIP SECTION I

I. WE GROW TOGETHER PD EXPERIENCES

PD providers and caregivers can work together on different activities, such as setting goals, improving classroom management, or improving interactions with infants and toddlers. However, some things make it easier to work on professional development and others can make it harder. Please tell us about your experiences in We Grow Together.

ALL

Adapted from UPCOS Teacher Interview

11. What are the ways that you and your We Grow Together PD provider communicate or meet?

Select all that apply

- In-person..... 1
- Video chats (for example, FaceTime or Skype) 2
- Phone call 3
- Online chats 4
- Email 5
- Text message 6
- We do not communicate or meet..... 7
- Other (SPECIFY) 8

Specify (STRING 250)

IF I1 NE 7

Created by Q-CCIT PD Team

12. On average in a month, how often did you and your We Grow Together PD provider meet to discuss your practice? This includes in-person meetings, video chats, and phone calls.

Select only one

- Never 1
- Once a month 2
- Twice a month 3
- Once a week..... 4
- More than once a week 5

ALL

Adapted from UPCOS Teacher Interview

13. Please tell us if any of the following make it difficult to communicate with your We Grow Together PD provider.

Select all that apply

- We speak different languages 1
- She or he does not understand my culture 2
- She or he does not understand the culture of some of the children in my program 3
- Other communication challenges (Please specify) 4

Specify (STRING 250)

I4.P AND I4.Q ONLY GO TO FCC CAREGIVERS

I4a, I4c, I4e, I4f, I4i adapted from ASPIRE Participant Year-End Survey 2013-2014

14. Below is a list of reasons that some caregivers give for why participating in professional development activities is difficult. Please indicate how much you agree or disagree with the following statements in relation to your experience with We Grow Together.

	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree	Not Applicable	
a. I don't have enough time to use the online materials.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○		
b. It's difficult for me to find a time to practice with the children in my setting.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○		
c. I don't have support from my employer.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○		0 ○
d. My supervisor doesn't like the We Grow Together system.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○		0 ○
e. I don't have support from my family.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○		
f. I don't have access to a reliable computer or internet connection.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○		
h. I don't understand the We Grow Together tools.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○		
i. I don't have the English language skills I need.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○		
j. I don't have child care or dependent care for my family.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○		
m. My PD provider is too busy.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○		
k. The other caregivers in my room don't like the We Grow Together practices.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○	0 ○	

I4j from LA Advance EE Survey Time 3 (2016)

All else created by Q-CCIIT PD Team

	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree	Not Applicable
l. My work hours are more than 8 hours a 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"/>	
m. I have no-one to talk with about what I am learning.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	
n. I already feel overwhelmed with covering my program's curriculum and assessments.	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. Families of children in my class don't agree with some of the We Grow Together practices.	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. [For FCC only] Older children in my class make it hard to focus on the 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"/>	
q. [For FCC only] I find it difficult to apply the We Grow Together practices to a home-based setting.	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. Some other reason (SPECIFY)	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	
<div style="border: 1px solid black; padding: 5px; display: inline-block;">(STRING 250)</div>							

J. OTHER PD EXPERIENCES

[FOR CAREGIVERS ONLY:] The next questions are about the professional development you receive outside of PD you receive as part of the We Grow Together study.

ALL

FILL [MONTH/YEAR] WITH BACKGROUND SURVEY COMPLETION DATE
IF CAREGIVER WORKS AT FCC, FILL "FCC"; IF CAREGIVER WORKS AT CENTER, FILL "CENTER"

*Adapted from
Baby FACES
and LA
Advance
Administrator
Survey*

J1. Please review the list of in-service training topics and technical assistance activities below.

Please check all additional PD activities other than We Grow Together that you participated in whether on-site or off-site, since [MONTH/YEAR].

Select all that apply

PROFESSIONAL DEVELOPMENT TOPICS	ATTENDED PD ON THIS TOPIC SINCE [MONTH/YEAR]
a. Child development and early childhood education	1 <input type="checkbox"/>
b. Culture and diversity	1 <input type="checkbox"/>
c. Special needs and inclusion of children with disabilities	1 <input type="checkbox"/>
d. Development of dual language learners	1 <input type="checkbox"/>
e. Strategies and activities that support positive parent-child relationships	1 <input type="checkbox"/>
f. Managing and guiding children’s behavior	1 <input type="checkbox"/>
g. Strategies and activities that support positive teacher-child interactions	1 <input type="checkbox"/>
h. Strategies for engaging parents and families in program activities and in children’s learning	1 <input type="checkbox"/>
i. Practices that support children who are dual language learners	1 <input type="checkbox"/>
j. Conducting and using information from screenings and assessments	1 <input type="checkbox"/>
k. Strategies and activities to support a positive classroom environment that is safe and encourages learning	1 <input type="checkbox"/>
l. Infant-toddler curriculum	1 <input type="checkbox"/>
m. Strategies and activities to support early learning in math and science	1 <input type="checkbox"/>
n. Strategies and activities to support language and literacy development	1 <input type="checkbox"/>
o. Strategies and activities to support social-emotional development	1 <input type="checkbox"/>
p. Health, safety, and nutrition	1 <input type="checkbox"/>
q. Professionalism (for example, ethics; reflective practice; leadership)	1 <input type="checkbox"/>

ALL
FILL [MONTH/YEAR] WITH BACKGROUND SURVEY COMPLETION DATE

*Adapted from
LA Advance
Administrator
Survey*

J2. Other than your time spent on We Grow Together, how many hours since [MONTH/YEAR] did you participate in any other professional development, training, or technical assistance activities?

|_|_|_| HOURS

RANGE (0-180)

SOFT CHECK: IF BLANK, "Please provide an estimate of the hours you participated in training or technical assistance activities since [MONTH /YEAR]."
--

L. CONCLUSION

ALL

Created by
Q-CCIIT
PD Team

L1. If there is anything additional that you would like to say about We Grow Together, or any feedback you would like to provide about the survey, we welcome your comments.

(STRING 500)

ALL

Created by
Q-CCIIT
PD Team

L2. We would like to collect some additional contact information so that we can reach you. What is your best address?

(STRING 200)

Street Address 1

(STRING 200)

Street Address 2

(STRING 200)

City

(STRING 200)Kk2

State

(STRING 10)

Zip

ALL

Created by
Q-CCIIT
PD Team

L3. What is your home phone number?

|_|_|_| - |_|_|_| - |_|_|_|_| HOME PHONE
(201-989) (200-999) (00000-9999)

ALL

Created by
Q-CCIIT
PD Team

L4. What is your cell phone number?

|_|_|_| - |_|_|_| - |_|_|_|_| CELL PHONE
(201-989) (200-999) (00000-9999)

ALL

END1. Those are all the questions we have, thank you for your participation in this survey!