

**ATTACHMENT 4B**

**FEEDBACK SURVEY—PD PROVIDER**

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OMB No.: 0970-XXXX  
Expiration Date: XX/XX/XXXX

**MATHEMATICA**  
**Policy Research**

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

## **Feedback Survey – PD Provider Version**

*January 25, 2018*

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 0970-XXXX and the expiration date is XX/XX/XXXX. The time required to complete this collection of information is estimated to average 45 minutes, including the time to review instructions, search existing data resources, gather the data needed and complete and review the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Mathematica Policy Research, 1100 1st Street, NE, 12th Floor, Washington, D.C., Attention: Tim Bruursema, and reference the OMB Control Number 0970-XXXX.

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ALL
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**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 opinions about early development and care, and your experiences using 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 45 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 professional development provider. 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 professional development provider?"**

ALL  
Fill PDP 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

Created by  
Q-CCIT  
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 toll-free 844-WEGROW2 (844-934-7692) if you have any questions.”**  
 Then, STATUS XXXX (Alert, Wrong respondent)

ALL

Created by  
Q-CCIT  
PD Team

**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 <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 laying 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"/>

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

ALL
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*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

**B2. Please indicate how much you agree or disagree with the following statements.**

*Created by  
the Q-CCIT  
PD Team*

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

**C. 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

*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. <b>Toddlers who cry when mom and dad leave should be ignored until they calm down.</b>	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. <b>If toddlers are fighting, you need to take away what they are fighting over.</b>	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. <b>You should pay attention to infants and toddlers body language.</b>	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. <b>You need to change activities every few minutes to keep toddlers happy.</b>	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. <b>You should limit toys so infants and toddlers learn to share.</b>	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. <b>You should provide lots of positive touch (hugs, rubbing backs, holding) for infants and toddlers.</b>	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. <b>As long as needs for food and diapering are taken care of, any teacher can take care of an infant.</b>	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. <b>You spoil children if you play with them all the time.</b>	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. <b>You should help infants and toddlers persist and stay engaged in play even when the child begins losing interest.</b>	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 <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"/>
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"/>

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

*Adapted from SCOPE Coach Survey*

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





*F5g created by Q-CCIIT PD Team*

	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 caregiver 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 caregivers 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 the caregiver’s 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

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.  <b>Presentations with voice-over</b>	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.  <b>Self-reflection activity questions with self-video</b>	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.  <b>Self-reflection activity questions without video</b>	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.  <b>Summary handouts</b>	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.  <b>Handouts for families</b>	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.  <b>Classroom supports (for example, posters, key-rings)</b>	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.  <b>Step-by-step guides</b>	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.  <b>Caregiver self-assessment checklists</b>	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.  <b>Videos of other caregivers implementing practices</b>	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.  <b>Child progress charts</b>	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.  <b>Links to additional resources</b>	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 **F13. Which We Grow Together module(s) did you use with the caregiver(s)?**  
 Q-CCIIT PD  
 Team

Select all that apply

- 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

ALL  
 HOVER TEXT F15B, FOR SMART GOALS: “Goals that are specific, measurable, achievable, relevant, and timely.”

Created by **F15. Please indicate how satisfied you were with the following resources from the We Grow Together PD Provider Guide and appendices for supporting caregivers’ use of We Grow Together.**  
 Q-CCIIT PD  
 Team

If you did not try using a resource, select “did not try”.

	Very satisfied	Satisfied	Somewhat satisfied	Somewhat unsatisfied	Unsatisfied	Very unsatisfied	Did not try
a. Action plan template	7 ○	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
b. Description of how to select SMART goals	7 ○	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
c. Understanding the process of changing habits	7 ○	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
d. Ideas for getting to know the caregiver	7 ○	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
e. Caregiver Learning Preferences questions	7 ○	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
f. Coaching session guidelines	7 ○	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
g. Words and phrases to pair with positive comments	7 ○	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○

	Very satisfied	Satisfied	Somewhat satisfied	Somewhat unsatisfied	Unsatisfied	Very unsatisfied	Did not try
h. <b>Coaching practice recommendations (“Do’s and Don’ts” in Appendix)</b>	7 <input type="radio"/>	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. <b>Description and resources on cultural awareness</b>	7 <input type="radio"/>	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. <b>Role play instructions</b>	7 <input type="radio"/>	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. <b>Mindfulness/meditation resources</b>	7 <input type="radio"/>	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. <b>Coaching resource list</b>	7 <input type="radio"/>	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-  
CCHIT PD  
Team

**F17. 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.**

F17c, F17i,  
F17j adapted  
UPCOS-5  
Teacher  
Interview,  
modified;  
NCRECE  
Teacher  
Interview

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-CCIIT  
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. <b>Center for Early Literacy Learning</b>   | 1 <input type="checkbox"/> |
| b. <b>Center on the Developing Child – Harvard University</b>  | 1 <input type="checkbox"/> |
| c. <b>Center on the Social and Emotional Foundations for Early Learning (CSEFEL) – Vanderbilt University</b> | 1 <input type="checkbox"/> |
| d. <b>Early Childhood Knowledge and Learning Center (ECKLC)</b>  | 1 <input type="checkbox"/> |
| e. <b>National Association for the Education of Young Children (NAEYC)</b>                                   | 1 <input type="checkbox"/> |
| f. <b>Reading Rockets</b>  | 1 <input type="checkbox"/> |
| g. <b>Resources for Early Learning</b>   | 1 <input type="checkbox"/> |
| h. <b>Scholastic</b>   | 1 <input type="checkbox"/> |
| i. <b>Talk With Me Baby</b>  | 1 <input type="checkbox"/> |
| j. <b>Vroom</b>  | 1 <input type="checkbox"/> |
| k. <b>Zero to Three</b>  | 1 <input type="checkbox"/> |
| l. <b>Other (specify)</b>  | 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  
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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: IF SC3=0, SKIP SECTION I</p>
---



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

Options 5,7 adapted from ASPIRE Participant Year-End Survey 2013-2014

All else created by Q-CCIT PD Team

15. Some PD providers report challenges in supporting caregivers. Are any of these a challenge in conducting your We Grow Together work:

Select all that apply

- I don't know enough about We Grow Together..... 1
I have to spend a lot of time traveling to meet with my caregiver(s). .... 2
It is hard to find time to meet with my caregiver(s) about PD..... 3
Caregiver(s) have gatekeepers that make it hard to reach some caregivers ..... 4
I don't have support from my employer. .... 5
My supervisor doesn't like the We Grow Together system. .... 6
I don't have access to a reliable computer or internet connection. .... 7
My additional work responsibilities prevent me from meeting with the caregiver..... 8

Specify [text box] (STRING 250)

## K. USE OF PD STRATEGIES

ALL

*Adapted from  
LA Advance  
Early  
Educator  
Survey,  
Time 3  
(2016)*

**K1. PD providers have different approaches or ways of supporting early educators in improving their practice.**

**Since starting We Grow Together, how often did you use any of the following strategies as a way of working with an individual caregiver?**

	More than once a week	Once a week	One to three times a month	A few times a year	Once a year	Never
a. Conducted an in-person observation.	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. Video-recorded caregiver 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"/>
c. Discussed things you noticed from observations.	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. Instructed the caregiver(s) to watch a recording of themselves interacting 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"/>
e. Had the caregiver(s) observe another caregiver's classroom or watch a video of another 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. Modeled appropriate classroom behavior.	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. Suggested trainings to attend.	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. Provided a training.	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. Discussed possible strategies to use in a 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"/>

**L. CONCLUSION**

ALL

Created by  
Q-CCIT  
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-CCIT  
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-CCIT  
PD Team

**L3. What is your home phone number?**

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

ALL

Created by  
Q-CCIT  
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!**