

Notes on this instrument: *Text in green* is not displayed to respondents and indicates annotations for the reviewers. Branching/survey flow overview is provided in a visual at the end of this document and is also annotated where appropriate throughout the document.

Survey for Staff Supporting Infants and Toddlers

1 - Welcome Page

[Welcome Page Introduction] Thank you for your willingness to participate in this survey education staff and managers! This data is being collected to inform future work and support that will be offered by the National Center on Early Childhood Development, Teaching, and Learning. Your honest feedback is extremely important to us.

We expect this survey will take about 20 minutes to complete. Your responses will be kept anonymous. If you wish to participate, please click the "Next" button or ">>" icon below to continue.

PAPERWORK REDUCTION ACT OF 1995 (Pub. L. 104-13) STATEMENT OF PUBLIC BURDEN: The purpose of this information collection is to populate a National Head Start Alumni Roadmap that will hold information about fellowship alumni and reflect their transformational experiences. Public reporting burden for this collection of information is estimated to average 20 minutes per respondent, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. This is a voluntary collection of information. agency may not conduct or sponsor, and a person is not required to respond to, a collection of information subject to the requirements of the Paperwork Reduction Act of 1995, unless it displays a currently valid OMB control number. The OMB # is 0970-0531 and the expiration date is 09/30/2025. If you have any comments on this collection of information, please contact [\[contact info to be added\]](#).

2 - Role/Environment Page

What is your current, primary role?

- ☐ I am a **lead teacher or co-teacher** for infants and toddlers.
- ☐ I am a **home visitor** for infants and toddlers.
- ☐ I am a **family child care provider**.
- ☐ I am a **child development specialist** for infants and toddlers served in family child care settings.
- ☐ I am an **education manager/coordinator**.
- ☐ I am a **home-based manager**.
- ☐ I am a **service area manager** (disability services coordinator, health manager, mental health manager, etc.).
- ☐ I am a **program/site/center director or assistant director**.
- ☐ I have another role not listed here.

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Page exit logic: For the purpose of this survey, we are only interested in responses from (1) educators in infant/toddler spaces and (2) staff who support educators in infant/toddler spaces. If the answer above is "I have a role not listed here," the respondent falls outside the target audience and will be disqualified.

Disqualification display message: "Thank you for your interest in completing this survey. We are engaging only professionals with particular roles for this survey. We hope to engage your opinion in future surveys and we thank you for your time!"

In which Head Start setting do you currently support infants and toddlers?

- ☐ Center-Based
- ☐ Home-Based (Home Visiting)
- ☐ Family Child Care
- ☐ Early Head Start - Child Care Partnerships
- ☐ *I do not work in a Head Start/Early Head Start environment.*

Page exit logic: For the purpose of this survey, we are only interested in responses from educators and staff working in Head Start or Early Head Start. If the answer above is "I do not work in a Head Start/Early Head Start Environment," the respondent falls outside the target audience and will be disqualified.

Disqualification display message: "Thank you for your interest in completing this survey. We are currently looking for feedback from Head Start/Early Head Start professionals only. We hope to engage your opinion in future surveys and we thank you for your time!"

3 - Educator Page - Respondent Information

Page entry logic: These questions are only applicable to educators. **This page is only shown to respondents who identify themselves as one of the following roles on Page 2: Lead Teacher/Co-Teacher, Home Visitor, or Family Child Care Provider.**

This is the second page of the survey seen by educators. Role groups not listed in the above list **do not see this page.**

How long have you worked with infants and toddlers?

- ☐ Less Than 1 Year
- ☐ 1 - 3 Years
- ☐ 4 - 6 Years

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- () 7 - 10 Years
- () 11 - 15 Years
- () 16 - 20 Years
- () 21 Years or More

Do you teach/work only in infant/toddler spaces?

- () **Yes**, my **only** teaching/work responsibilities are with infants and toddlers.
- () **No**, I work in settings with **other ages** (i.e., preschool, birth to five).

For your most recent professional development year, roughly how many of your 15 clock hours were focused specifically on infants and toddlers?

If you don't know the exact number, please provide your best guess. It's okay if this number is zero.

Do you serve in any other roles in addition to being an educator?

- () No
- () Yes (please specify):: _____ *

What language do you primarily speak in your work?

- () English
- () Spanish
- () Another Language (please specify):: _____ *
- () Two or More Languages Equally (please specify):: _____ *

Do you work in Region XI or Region XII?

- () Region XI (American Indian & Alaska Native)

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- ☐ Region XII (Migrant Seasonal Head Start)
- ☐ Neither of these
- ☐ I'm not sure

What professional development experience(s) have been most valuable to you as an infant/toddler educator?

Are you familiar with ZERO TO THREE's *Critical Competencies for Infants and Toddlers*?

- ☐ Yes
- ☐ No
- ☐ Not Sure

4 - Educator Page - Respondent Knowledge Appraisal

Page entry logic: These questions are only applicable to center-based or FCC educators. **This page is only shown to respondents who identify themselves as one of the following roles on Page 2: Lead Teacher/Co-Teacher or Family Child Care Provider.**

This is the third page of the survey seen by Teachers/Co-Teachers and Family Child Care Providers. Role groups not listed in the above list **do not see this page.**

[Introductory Text]: Below are some key knowledge, skills, and practices for educators who work with infants and toddlers. For each area, please use the dropdown menus to tell us about

- (1) your **confidence in your own skills** in this area, and
- (2) how much **interest** you would have in additional **professional development support** in this area.

Notes on this instrument: *Text in green* is not displayed to respondents and indicates annotations for the reviewers. Branching/survey flow overview is provided in a visual at the end of this document and is also annotated where appropriate throughout the document.

Please select from the dropdowns below: [Dropdown options are listed vertically in table cells]

Key Area	Confidence Level in My Skillset	Interest in Additional Professional Development/Support
Building Warm, Positive, and Nurturing Relationships <i>Examples include:</i> - conveying warmth towards children by smiling, laughing, and also by showing empathy when a child is sad - demonstrating interest in children's activities by joining play or commenting on children's actions - support children's attempts at independent exploration	- Not Familiar with This Skill - Familiar but Not Confident with This Skill - Somewhat Familiar/Confident with This Skill - Extremely Familiar/Confident with This Skill	- Not Interested in Any Additional Support - Interested in Minimal Additional Support - Interested in Moderate Additional Support - Interested in a Lot of Additional Support
Providing Consistent and Responsive Caregiving <i>Examples include:</i> - observing and responding to children's behavior - demonstrating sensitivity to children's fatigue/overstimulation by adjusting interaction style - accurately interpreting and responding to children's attempts to disengage	- Not Familiar with This Skill - Familiar but Not Confident with This Skill - Somewhat Familiar/Confident with This Skill - Extremely Familiar/Confident with This Skill	- Not Interested in Any Additional Support - Interested in Minimal Additional Support - Interested in Moderate Additional Support - Interested in a Lot of Additional Support
Promoting Socialization <i>Examples include:</i> - responding to social signals from children and individualizing a response - using the environment to support positive and developmentally appropriate social interactions - support self-regulation and socialization by supporting children's emerging cooperative skills	- Not Familiar with This Skill - Familiar but Not Confident with This Skill - Somewhat Familiar/Confident with This Skill - Extremely Familiar/Confident with This Skill	- Not Interested in Any Additional Support - Interested in Minimal Additional Support - Interested in Moderate Additional Support - Interested in a Lot of Additional Support
Guiding Behavior <i>Examples include:</i>	- Not Familiar with This Skill - Familiar but Not	- Not Interested in Any Additional Support - Interested in Minimal

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Key Area	Confidence Level in My Skillset	Interest in Additional Professional Development/Support
- supporting children's positive behavior - redirecting children's inappropriate behavior by offering different choices - establishing and reminding children of limits - preparing children for transitions	- Confident with This Skill - Somewhat Familiar/Confident with This Skill - Extremely Familiar/Confident with This Skill	- Additional Support - Interested in Moderate Additional Support - Interested in a Lot of Additional Support
Promoting Children's Sense of Identity and Belonging Examples include: - provide visual, auditory, or other representations of children's families - provide culturally and linguistically visual, auditory, or other representation in the group care setting to build an understanding of diversity within/outside the group care community - greet children and families in a way that is respectful of family preferences and abilities as they arrive - promote children's engagement with other children upon arrival and throughout the day	- Not Familiar with This Skill - Familiar but Not Confident with This Skill - Somewhat Familiar/Confident with This Skill - Extremely Familiar/Confident with This Skill	- Not Interested in Any Additional Support - Interested in Minimal Additional Support - Interested in Moderate Additional Support - Interested in a Lot of Additional Support

5 - Educator Page - Respondent Knowledge Appraisal

Page entry logic: These questions are only applicable to center-based or FCC educators. **This page is only shown to respondents who identify themselves as one of the following roles on Page 2: Lead Teacher/Co-Teacher or Family Child Care Provider.**

This is the fourth page of the survey seen by Teachers/Co-Teachers and Family Child Care Providers. Role groups not listed in the above list **do not see this page.**

[Introductory Text]: Below are some key knowledge, skills, and practices for educators who work with infants and toddlers. For each area, please use the dropdown menus to tell us about

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(1) your **confidence in your own skills** in this area, and

(2) how much **interest** you would have in additional **professional development support** in this area.

Please select from the dropdowns below: [Dropdown options are listed vertically in table cells]

Key Area	Confidence Level in My Skillset	Interest in Additional Professional Development/Support
Facilitating Exploration and Concept Development <i>Examples include:</i> - pointing out properties of living and non-living things to support children's exploration - demonstrating both functional and novel ways to move objects and toys while using descriptive language - supporting children's exploration by prompting through processes - offering specific verbal and nonverbal information or guidance when children need additional cues	- Not Familiar with This Skill - Familiar but Not Confident with This Skill - Somewhat Familiar/Confident with This Skill - Extremely Familiar/Confident with This Skill	- Not Interested in Any Additional Support - Interested in Minimal Additional Support - Interested in Moderate Additional Support - Interested in a Lot of Additional Support
Building Meaningful Curriculum <i>Examples include:</i> - providing experiences that increase children's understanding of their world - planning experiences that introduce new information and ideas, including early math and science concepts - teaching/guiding how to use learning materials children should use a specific method (e.g. puzzles)	- Not Familiar with This Skill - Familiar but Not Confident with This Skill - Somewhat Familiar/Confident with This Skill - Extremely Familiar/Confident with This Skill	- Not Interested in Any Additional Support - Interested in Minimal Additional Support - Interested in Moderate Additional Support - Interested in a Lot of Additional Support
Promoting Imitation, Symbolic Representation, and Play <i>Examples include:</i> - talking about things that are not present - modeling or participating in children's play by taking turns and responding to ideas	- Not Familiar with This Skill - Familiar but Not Confident with This Skill - Somewhat Familiar/Confident with This Skill - Extremely Familiar/Confident with This Skill	- Not Interested in Any Additional Support - Interested in Minimal Additional Support - Interested in Moderate Additional Support - Interested in a Lot of Additional Support

Notes on this instrument: *Text in green* is not displayed to respondents and indicates annotations for the reviewers. Branching/survey flow overview is provided in a visual at the end of this document and is also annotated where appropriate throughout the document.

Key Area	Confidence Level in My Skillset	Interest in Additional Professional Development/Support
<i>arranging activities and play environments to promote play in small groups</i> <i>introducing props to represent real-life items during play in response to interest</i>		
Supporting Reasoning and Problem Solving <i>Examples include:</i> <i>encouraging children to persist with tasks by providing new challenges</i> <i>supporting children to predict, explain, and reason about the people and world around them</i> <i>prompting children through social problem solving as needed</i>	- Not Familiar with This Skill - Familiar but Not Confident with This Skill - Somewhat Familiar/Confident with This Skill - Extremely Familiar/Confident with This Skill	- Not Interested in Any Additional Support - Interested in Minimal Additional Support - Interested in Moderate Additional Support - Interested in a Lot of Additional Support

6 - Educator Page - Respondent Knowledge Appraisal

Page entry logic: These questions are only applicable to center-based or FCC educators. **This page is only shown to respondents who identify themselves as one of the following roles on Page 2: Lead Teacher/Co-Teacher or Family Child Care Provider.**

This is the fifth question page of the survey seen by Teachers/Co-Teachers and Family Child Care Providers. Role groups not listed in the above list **do not see this page.**

[Introductory Text]: Below are some key knowledge, skills, and practices for educators who work with infants and toddlers. For each area, please use the dropdown menus to tell us about

(1) your **confidence in your own skills** in this area, and

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(2) how much **interest** you would have in additional **professional development support** in this area.

Please select from the dropdowns below: [Dropdown options are listed vertically in table cells]

Key Area	Confidence Level in My Skillset	Interest in Additional Professional Development/Support
Promoting Communication Exchange <i>Examples include:</i> <i>watching for both verbal and nonverbal responses to promote back-and-forth conversations/interactions</i> <i>using questions to support conversations on children's interests or activities</i> <i>using explanation and reasoning to help children understand why things happen, to evaluate a choice, or to expand their understanding</i>	- Not Familiar with This Skill - Familiar but Not Confident with This Skill - Somewhat Familiar/Confident with This Skill - Extremely Familiar/Confident with This Skill	- Not Interested in Any Additional Support - Interested in Minimal Additional Support - Interested in Moderate Additional Support - Interested in a Lot of Additional Support
Expanding Expressive and Receptive Language and Vocabulary <i>Examples include:</i> <i>imitating and expanding children's utterances, adding words, or modeling complete sentences</i> <i>verbally labeling objects and actions</i> <i>encouraging children to point to and/or say the names of the objects and actions</i> <i>partnering with families of dual-/multi-language learners to support home language development</i>	- Not Familiar with This Skill - Familiar but Not Confident with This Skill - Somewhat Familiar/Confident with This Skill - Extremely Familiar/Confident with This Skill	- Not Interested in Any Additional Support - Interested in Minimal Additional Support - Interested in Moderate Additional Support - Interested in a Lot of Additional Support
Promoting Early Literacy <i>Examples include:</i> <i>promoting a love of books by making them available for children to explore independently</i> <i>modeling shared and independent reading activities</i> <i>asking older infants and toddlers questions about pictures or story elements of</i>	- Not Familiar with This Skill - Familiar but Not Confident with This Skill - Somewhat Familiar/Confident with This Skill - Extremely Familiar/Confident with This Skill	- Not Interested in Any Additional Support - Interested in Minimal Additional Support - Interested in Moderate Additional Support - Interested in a Lot of Additional Support

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Key Area	Confidence Level in My Skillset	Interest in Additional Professional Development/Support
- a book - making connections between books and children's own lives - providing many kinds of books, including picture books, participations books, predictable books, nursery thymes, alphabet books, counting books, and rhyming books		

7 - Home-Based Educator Page - Respondent Knowledge Appraisal

Page entry logic: These questions are only applicable to home-based educators. **This page is only shown to respondents who identify themselves as Home Visitors on Page 2.**

This is the third page of the survey seen by Home Visitors. Respondents who are NOT Home Visitors **do not see this page.**

[Introductory Text]: Below are some key knowledge, skills, and practices for home-based educators who work with infants and toddlers. For each area, please use the dropdown menus to tell us about

(1) your **confidence in your own skills** in this area, and

(2) how much **interest** you would have in additional **professional development support** in this area.

Please select from the dropdowns below: [Dropdown options are listed vertically in table cells]

Notes on this instrument: *Text in green* is not displayed to respondents and indicates annotations for the reviewers. Branching/survey flow overview is provided in a visual at the end of this document and is also annotated where appropriate throughout the document.

Key Area	Confidence Level in My Skillset	Interest in Additional Professional Development/Support
Home Visitor Responsiveness to Family <i>Examples include:</i> - frequently engaging in responsive behaviors during the home visit - preparing beforehand for a home visit - attempting to get needed information from the parent - observing and responding to the parent and child during the home visit - gathering input on the home visit activities from the parent	- Not Familiar with This Skill - Familiar but Not Confident with This Skill - Somewhat Familiar/Confident with This Skill - Extremely Familiar/Confident with This Skill	- Not Interested in Any Additional Support - Interested in Minimal Additional Support - Interested in Moderate Additional Support - Interested in a Lot of Additional Support
Home Visitor-Family Relationship <i>Examples include:</i> - engaging the family in warm, positive behaviors during the home visit - interacting positively with the child and other members of the family - respecting and understanding of the family as a whole	- Not Familiar with This Skill - Familiar but Not Confident with This Skill - Somewhat Familiar/Confident with This Skill - Extremely Familiar/Confident with This Skill	- Not Interested in Any Additional Support - Interested in Minimal Additional Support - Interested in Moderate Additional Support - Interested in a Lot of Additional Support
Home Visitor Facilitation of Parent-Child Interaction <i>Examples include:</i> - frequently engaging in facilitative behaviors during the home visit - encouraging the parent's leadership when guiding parent-child interactions - involving and responding to both the parent and the child during interactions - using materials available in the home for promoting parent-child interactions	- Not Familiar with This Skill - Familiar but Not Confident with This Skill - Somewhat Familiar/Confident with This Skill - Extremely Familiar/Confident with This Skill	- Not Interested in Any Additional Support - Interested in Minimal Additional Support - Interested in Moderate Additional Support - Interested in a Lot of Additional Support
Parent-Child Interaction during the Home Visit	Not Familiar with This Skill	Not Interested in Any Additional Support

Notes on this instrument: *Text in green* is not displayed to respondents and indicates annotations for the reviewers. Branching/survey flow overview is provided in a visual at the end of this document and is also annotated where appropriate throughout the document.

Key Area	Confidence Level in My Skillset	Interest in Additional Professional Development/Support
<i>Examples include:</i> <i>supporting the parent and child in engaging in warm, positive behaviors during the home visits</i> <i>supporting parent-child warmth and physical closeness</i> <i>encouraging parent attentiveness and responsiveness to the child</i>	- Familiar but Not Confident with This Skill - Somewhat Familiar/Confident with This Skill - Extremely Familiar/Confident with This Skill	- Interested in Minimal Additional Support - Interested in Moderate Additional Support - Interested in a Lot of Additional Support
Parent Engagement with the Home Visitor <i>Examples include:</i> <i>supporting the parent in their interest and engagement in the home visit activities and discussions</i> <i>focusing on parent interest, parent involvement, and parent initiative</i> <i>encouraging the parent's physical closeness to yourself and child</i>	- Not Familiar with This Skill - Familiar but Not Confident with This Skill - Somewhat Familiar/Confident with This Skill - Extremely Familiar/Confident with This Skill	- Not Interested in Any Additional Support - Interested in Minimal Additional Support - Interested in Moderate Additional Support - Interested in a Lot of Additional Support
Child Engagement with the Home Visitor <i>Examples include:</i> <i>supporting the child in displaying engagement and interest in the home visit</i> <i>supporting child involvement and interest in activities</i>	- Not Familiar with This Skill - Familiar but Not Confident with This Skill - Somewhat Familiar/Confident with This Skill - Extremely Familiar/Confident with This Skill	- Not Interested in Any Additional Support - Interested in Minimal Additional Support - Interested in Moderate Additional Support - Interested in a Lot of Additional Support

8 -Educator Page - Open-Ended Items

Page entry logic: These questions are only applicable to educators. **This page is only shown to respondents who identify themselves as Teachers/Co-Teachers, Family Child Care Providers, or Home Visitors on Page 2.**

This is the fourth **and last** page of the survey seen by Home Visitors.

Notes on this instrument: *Text in green* is not displayed to respondents and indicates annotations for the reviewers. Branching/survey flow overview is provided in a visual at the end of this document and is also annotated where appropriate throughout the document.

This is the sixth **and last** page of the survey seen by Family Child Care Providers and Teachers/Co-Teachers. Respondents who are NOT in these groups **do not see this page**.

What other supports are important for you as an infant/toddler educator?

Question logic: The question below is only asked if the respondent answered on page 2 that they were a **Home Visitor**. This question is hidden for other role groups.

What unique challenges do you face as a home-based infant/toddler educator?

Question logic: The question below is only asked if the respondent answered on page 2 that they were a **Family Child Care Provider**. This question is hidden for other role groups.

What unique challenges do you face in the family child care setting?

Page EXIT logic: At the end of this page, Teachers/Co-Teachers, Family Child Care Providers, and Home Visitors are routed to the “Thank You” page; their survey is marked complete.

Notes on this instrument: *Text in green* is not displayed to respondents and indicates annotations for the reviewers. Branching/survey flow overview is provided in a visual at the end of this document and is also annotated where appropriate throughout the document.

Page entry logic: These questions are only applicable to managers. **This page is only shown to respondents who identify themselves as one of the following roles on Page 2: Child Development Specialists, Education Managers, Home-Based Managers, Service Area Managers, or Center Directors/Assistant Directors.**

This is the second page of the survey seen by managers. Role groups not listed in the above list **do not see this page.**

How long have you worked in your current role?

- ☐ Less Than 1 Year
- ☐ 1 - 3 Years
- ☐ 4 - 6 Years
- ☐ 7 - 10 Years
- ☐ 11 - 15 Years
- ☐ 16 - 20 Years
- ☐ 21 Years or More

Do you support staff only in infant/toddler spaces?

- ☐ **Yes**, my **only** support responsibilities are with educators of infants and toddlers.
- ☐ **No**, I support staff in settings with **other ages** (i.e., preschool, birth to five).

Was your training as a manager/director specific to infant/toddler education?

- ☐ I received training **specifically** to support infants and toddlers.
- ☐ I received training focused on all children birth to five.
- ☐ I did not receive any formal training specifically on infant/toddler education

Do you serve in any other roles in addition to being a manager/director?

- ☐ No
- ☐ Yes (please specify):: _____ *

What language do you primarily speak in your work?

Notes on this instrument: *Text in green* is not displayed to respondents and indicates annotations for the reviewers. Branching/survey flow overview is provided in a visual at the end of this document and is also annotated where appropriate throughout the document.

☐ English

☐ Spanish

☐ Another Language (please specify):: _____ *

☐ Two or More Languages Equally (please specify):: _____ *

Do you work in Region XI or Region XII?

☐ Region XI (American Indian & Alaska Native)

☐ Region XII (Migrant Seasonal Head Start)

☐ Neither of these

☐ I'm not sure

What professional development supports do you offer that are specific to infant/toddler education?

Are you familiar with ZERO TO THREE's *Critical Competencies for Infants and Toddlers*?

☐ Yes

☐ No

☐ Not Sure

10 - Manager Page - Respondent Support Appraisal

Page entry logic: These questions are only applicable to managers working outside the home setting (center or FCC). **This page is only shown to respondents who identify themselves as one of the following roles on Page 2: Child Development**

Notes on this instrument: *Text in green* is not displayed to respondents and indicates annotations for the reviewers. Branching/survey flow overview is provided in a visual at the end of this document and is also annotated where appropriate throughout the document.

Specialists, Education Managers, Service Area Managers, or Center Directors/Assistant Directors.

This is the third page of the survey seen by center/FCC managers. Role groups not listed in the above list **do not see this page**.

[Introductory Text]: Below are some key knowledge, skills, and practices for educators who work with infants and toddlers. For each area, please use the dropdown menu to tell us **your comfort level in supporting your staff** in each of the competencies below.

Please select from the dropdowns below: **[Dropdown options are listed vertically in table cells]**

Key Area	Comfort Level in Supporting My Staff in this Area
Building Warm, Positive, and Nurturing Relationships <i>Examples include:</i> - conveying warmth towards children by smiling, laughing, and also by showing empathy when a child is sad - demonstrating interest in children's activities by joining play or commenting on children's actions - support children's attempts at independent exploration	- Not Comfortable at All - Minimally Comfortable - Somewhat Comfortable - Extremely Comfortable
Providing Consistent and Responsive Caregiving <i>Examples include:</i> - observing and responding to children's behavior - demonstrating sensitivity to children's fatigue/overstimulation by adjusting interaction style - accurately interpreting and responding to children's attempts to disengage	- Not Comfortable at All - Minimally Comfortable - Somewhat Comfortable - Extremely Comfortable
Promoting Socialization <i>Examples include:</i> - responding to social signals from children and individualizing a response - using the environment to support positive and developmentally appropriate social interactions - support self-regulation and socialization by supporting children's emerging cooperative skills	- Not Comfortable at All - Minimally Comfortable - Somewhat Comfortable - Extremely Comfortable
Guiding Behavior <i>Examples include:</i> supporting children's positive behavior	- Not Comfortable at All - Minimally Comfortable - Somewhat Comfortable

Notes on this instrument: *Text in green* is not displayed to respondents and indicates annotations for the reviewers. Branching/survey flow overview is provided in a visual at the end of this document and is also annotated where appropriate throughout the document.

Key Area	Comfort Level in Supporting My Staff in this Area
<i>redirecting children's inappropriate behavior by offering different choices</i> <i>establishing and reminding children of limits</i> <i>preparing children for transitions</i>	Extremely Comfortable
Promoting Children's Sense of Identity and Belonging Examples include: - provide visual, auditory, or other representations of children's families - provide culturally and linguistically visual, auditory, or other representation in the group care setting to build an understanding of diversity within/outside the group care community - greet children and families in a way that is respectful of family preferences and abilities as they arrive - promote children's engagement with other children upon arrival and throughout the day	- Not Comfortable at All - Minimally Comfortable - Somewhat Comfortable - Extremely Comfortable

11 - Manager Page - Respondent Support Appraisal

Page entry logic: These questions are only applicable to managers working outside the home setting (center or FCC). **This page is only shown to respondents who identify themselves as one of the following roles on Page 2: Child Development Specialists, Education Managers, Service Area Managers, or Center Directors/Assistant Directors.**

This is the fourth page of the survey seen by center/FCC managers. Role groups not listed in the above list **do not see this page.**

[Introductory Text]: Below are some key knowledge, skills, and practices for educators who work with infants and toddlers. For each area, please use the dropdown menu to tell us **your comfort level in supporting your staff** in each of the competencies below.

Please select from the dropdowns below: [Dropdown options are listed vertically in table cells]

Key Area	Comfort Level in Supporting My Staff in this Area
Facilitating Exploration and Concept Development <i>Examples include:</i> <i>pointing out properties of living and non-living things to support children's exploration</i> <i>demonstrating both functional and novel ways to</i>	- Not Comfortable at All - Minimally Comfortable - Somewhat Comfortable - Extremely Comfortable

Notes on this instrument: *Text in green* is not displayed to respondents and indicates annotations for the reviewers. Branching/survey flow overview is provided in a visual at the end of this document and is also annotated where appropriate throughout the document.

Key Area	Comfort Level in Supporting My Staff in this Area
<i>move objects and toys while using descriptive language</i> <i>supporting children's exploration by prompting through processes</i> <i>offering specific verbal and nonverbal information or guidance when children need additional cues</i>	
Building Meaningful Curriculum Examples include: <i>providing experiences that increase children's understanding of their world</i> <i>planning experiences that introduce new information and ideas, including early math and science concepts</i> <i>teaching/guiding how to use learning materials children should use a specific method (e.g. puzzles)</i>	- Not Comfortable at All - Minimally Comfortable - Somewhat Comfortable - Extremely Comfortable
Promoting Imitation, Symbolic Representation, and Play Examples include: <i>talking about things that are not present</i> <i>modeling or participating in children's play by taking turns and responding to ideas</i> <i>arranging activities and play environments to promote play in small groups</i> <i>introducing props to represent real-life items during play in response to interest</i>	- Not Comfortable at All - Minimally Comfortable - Somewhat Comfortable - Extremely Comfortable
Supporting Reasoning and Problem Solving Examples include: <i>encouraging children to persist with tasks by providing new challenges</i> <i>supporting children to predict, explain, and reason about the people and world around them</i> <i>prompting children through social problem solving as needed</i>	- Not Comfortable at All - Minimally Comfortable - Somewhat Comfortable - Extremely Comfortable

12 - Manager Page - Respondent Support Appraisal

Page entry logic: These questions are only applicable to managers working outside the home setting (center or FCC). **This page is only shown to respondents who identify themselves as one of the following roles on Page 2: Child Development Specialists, Education Managers, Service Area Managers, or Center Directors/Assistant Directors.**

This is the fifth page of the survey seen by center/FCC managers. Role groups not listed in the above list **do not see this page.**

Notes on this instrument: *Text in green* is not displayed to respondents and indicates annotations for the reviewers. Branching/survey flow overview is provided in a visual at the end of this document and is also annotated where appropriate throughout the document.

[Introductory Text]: Below are some key knowledge, skills, and practices for educators who work with infants and toddlers. For each area, please use the dropdown menu to tell us **your comfort level in supporting your staff** in each of the competencies below.

Please select from the dropdowns below: *[Dropdown options are listed vertically in table cells]*

Key Area	Comfort Level in Supporting My Staff in this Area
Promoting Communication Exchange <i>Examples include:</i> <i>watching for both verbal and nonverbal responses to promote back-and-forth conversations/interactions</i> <i>using questions to support conversations on children's interests or activities</i> <i>using explanation and reasoning to help children understand why things happen, to evaluate a choice, or to expand their understanding</i>	- Not Comfortable at All - Minimally Comfortable - Somewhat Comfortable - Extremely Comfortable
Expanding Expressive and Receptive Language and Vocabulary <i>Examples include:</i> <i>imitating and expanding children's utterances, adding words, or modeling complete sentences</i> <i>verbally labeling objects and actions</i> <i>encouraging children to point to and/or say the names of the objects and actions</i> <i>partnering with families of dual-/multi-language learners to support home language development</i>	- Not Comfortable at All - Minimally Comfortable - Somewhat Comfortable - Extremely Comfortable
Promoting Early Literacy <i>Examples include:</i> <i>promoting a love of books by making them available for children to explore independently</i> <i>modeling shared and independent reading activities</i> <i>asking older infants and toddlers questions about pictures or story elements of a book</i> <i>making connections between books and children's own lives</i> <i>providing many kinds of books, including picture books, participations books, predictable books, nursery thymes, alphabet books, counting books, and rhyming books</i>	- Not Comfortable at All - Minimally Comfortable - Somewhat Comfortable - Extremely Comfortable

Notes on this instrument: *Text in green* is not displayed to respondents and indicates annotations for the reviewers. Branching/survey flow overview is provided in a visual at the end of this document and is also annotated where appropriate throughout the document.

Page entry logic: These questions are only applicable to home-based managers. **This page is only shown to respondents who identify themselves as Home-Based Managers on Page 2.**

This is the third page of the survey seen by Home-Based Managers. Respondents who are NOT Home-Based Managers **do not see this page.**

[Introductory Text]: Below are some key knowledge, skills, and practices for home-based educators who work with infants and toddlers. For each area, please use the dropdown menu to tell us **your comfort level in supporting your staff** in each of the competencies below.

Please select from the dropdowns below: [Dropdown options are listed vertically in table cells]

Key Area	Comfort Level in Supporting My Staff in this Area
Home Visitor Responsiveness to Family <i>Examples include:</i> <i>frequently engaging in responsive behaviors during the home visit</i> <i>preparing beforehand for a home visit</i> <i>attempting to get needed information from the parent</i> <i>observing and responding to the parent and child during the home visit</i> <i>gathering input on the home visit activities from the parent</i>	- Not Comfortable at All - Minimally Comfortable - Somewhat Comfortable - Extremely Comfortable
Home Visitor-Family Relationship <i>Examples include:</i> <i>engaging the family in warm, positive behaviors during the home visit</i> <i>interacting positively with the child and other members of the family</i> <i>respecting and understanding of the family as a whole</i>	- Not Comfortable at All - Minimally Comfortable - Somewhat Comfortable - Extremely Comfortable
Home Visitor Facilitation of Parent-Child Interaction <i>Examples include:</i> <i>frequently engaging in facilitative behaviors during the home visit</i> <i>encouraging the parent's leadership when guiding parent-child interactions</i> <i>involving and responding to both the parent and the child during interactions</i>	- Not Comfortable at All - Minimally Comfortable - Somewhat Comfortable - Extremely Comfortable

Notes on this instrument: *Text in green* is not displayed to respondents and indicates annotations for the reviewers. Branching/survey flow overview is provided in a visual at the end of this document and is also annotated where appropriate throughout the document.

Key Area	Comfort Level in Supporting My Staff in this Area
using materials available in the home for promoting parent-child interactions	
Parent-Child Interaction during the Home Visit <i>Examples include:</i> - supporting the parent and child in engaging in warm, positive behaviors during the home visits - supporting parent-child warmth and physical closeness - encouraging parent attentiveness and responsiveness to the child	- Not Comfortable at All - Minimally Comfortable - Somewhat Comfortable - Extremely Comfortable
Parent Engagement with the Home Visitor <i>Examples include:</i> - supporting the parent in their interest and engagement in the home visit activities and discussions - focusing on parent interest, parent involvement, and parent initiative - encouraging the parent's physical closeness to yourself and child	- Not Comfortable at All - Minimally Comfortable - Somewhat Comfortable - Extremely Comfortable
Child Engagement with the Home Visitor <i>Examples include:</i> - supporting the child in displaying engagement and interest in the home visit - supporting child involvement and interest in activities	- Not Comfortable at All - Minimally Comfortable - Somewhat Comfortable - Extremely Comfortable

14 - Manager Page - Content Interest Appraisal

Page entry logic: These questions are only applicable to managers. **This page is only shown to respondents who identify themselves as Child Development Specialists, Education Managers, Home-Based Managers, Service Area Managers, or Center Directors/Assistant Directors.**

This is the fourth **and last** page of the survey seen by Home-Based Managers.

This is the sixth **and last** page of the survey seen by Child Development Specialists, Education Managers, Service Area Managers, and Center Directors/Assistant Directors. Respondents who are NOT in these groups **do not see this page.**

Notes on this instrument: Text in green is not displayed to respondents and indicates annotations for the reviewers. Branching/survey flow overview is provided in a visual at the end of this document and is also annotated where appropriate throughout the document.

We plan to offer a professional development event focused on infants and toddlers in 2025. Please indicate your interest level on a scale of 1 (not at all interested) to 10 (extremely interested) in attending sessions related to each of the following topics.

[illegible]

Notes on this instrument: *Text in green* is not displayed to respondents and indicates annotations for the reviewers. Branching/survey flow overview is provided in a visual at the end of this document and is also annotated where appropriate throughout the document.

Challenging Behaviors	()	()	()	()	()	()	()	()	()	()
Infants/Toddlers with Disabilities/Suspected Delays	()	()	()	()	()	()	()	()	()	()
Social-Emotional Supports for Infants/Toddlers	()	()	()	()	()	()	()	()	()	()
Change in Scope / Slot Conversion	()	()	()	()	()	()	()	()	()	()
Quality of Care for Infants and Toddlers Instrument (QCIT)	()	()	()	()	()	()	()	()	()	()

15 - Thank You Page

Thank you for completing this survey. Your response is very important to us, and we look forward to creating content that will support you in your work based on the responses you provided.

Questions? Contact the NCECDTL Data Team at DTL-Data@zerotothree.org.

Addendum: Survey Flow Diagram – For Reviewer Purposes Only

Notes on this instrument: *Text in green* is not displayed to respondents and indicates annotations for the reviewers. Branching/survey flow overview is provided in a visual at the end of this document and is also annotated where appropriate throughout the document.

Survey for Staff Supporting Infants & Toddlers - Survey Flow

