

Educator Perspectives on Curriculum: Statewide Findings and Insights from Early Educators in Ready Region Chesapeake Bay

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Profile Overview

This profile summarizes data about curriculum use collected during the Spring 2022 Preschool Development Grant Birth through Five (PDG B-5) Workforce Survey. The survey was conducted between April and June 2022, and all early educators participating in the 2021-22 PDG B-5 program year were eligible to complete the survey.

Over 6,600 educators across Virginia, including leaders (directors and principals), teachers (lead teachers, co-teachers, assistant teachers, paraprofessionals, and aides), and family day home owners completed the survey. These responses accounted for...

- 48% of eligible leaders
- 58% of eligible teachers
- 66% of eligible family day home owners

In Ready Region Chesapeake Bay, we heard from...

- 50% of eligible leaders
- 51% of eligible teachers
- 50% of eligible family day home owners

Educators were asked a variety of questions about their use of curriculum in the survey, including how important it is to them, the type of curriculum they use, their past experiences with training, and their interest in receiving additional training. This profile presents statewide findings on curriculum as well as insights from leaders, teachers, and family day home owners in your individual Ready Region.

Who took the leader survey?

	Full PDG Sample		Chesapeake Bay Sample	
	N	% / Mean	N	% / Mean
Sample size	1061	100%	71	100%
Sector				
Center	604	57%	57	80%
Head Start	217	20%	--	--
School	240	23%	--	--
Leader race/ethnicity				
Black	280	28%	28	41%
Hispanic	33	3%	--	--
White	642	64%	35	51%
Other or multiracial	53	5%	--	--
Leader education level				
Bachelor's degree or higher	695	67%	34	49%
Leader gender				
Female	974	95%	68	99%
Estimated hourly wages	924	\$26.01	64	\$20.12

Who took the teacher survey?

	Full PDG Sample		Chesapeake Bay Sample	
	N	% / Mean	N	% / Mean
Sample size	5508	100%	396	100%
Sector				
Center	2982	54%	252	64%
Head Start	1063	19%	56	14%
School	1463	27%	88	22%
Teacher race/ethnicity				
Black	1523	29%	155	41%
Hispanic	377	7%	20	5%
White	3052	57%	171	45%
Other or multiracial	385	7%	31	8%
Teacher education level				
Bachelor's degree or higher	2115	39%	132	34%
Teacher gender				
Female	5315	98%	379	98%
Estimated hourly wages	4572	\$16.42	305	\$15.54

Who took the family day home survey?

	Full PDG Sample		Chesapeake Bay Sample	
	N	%	N	%
Sample size	291	100%	--	--
Race/ethnicity				
Black	99	36%	--	--
Hispanic	75	28%	--	--
White	50	18%	--	--
Other or multiracial	48	18%	--	--
Education level				
Bachelor's degree or higher	65	24%	--	--
Gender				
Female	263	94%	--	--

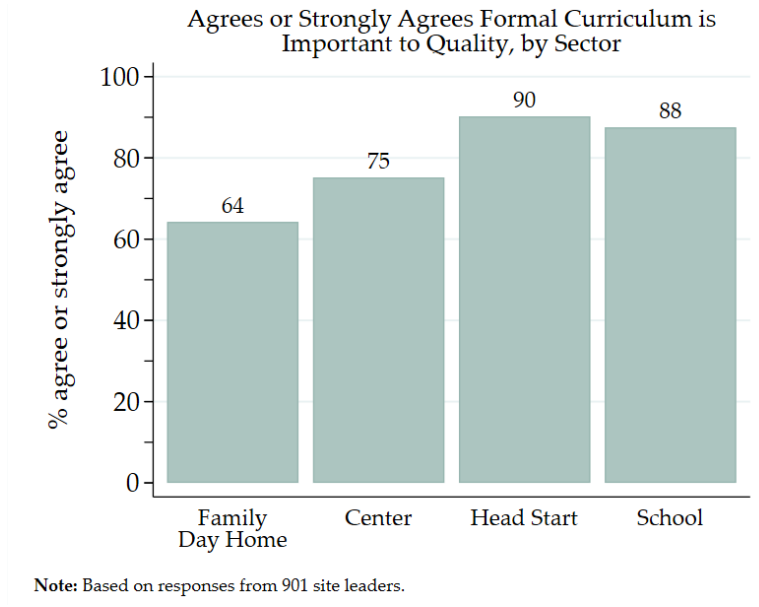
-- Indicates small sample sizes (<10); we do not report the demographics of survey participants in groups <10

The survey asked educators about their race/ethnicity using the same approach as the Virginia Department of Education. Educators could select one or more race/ethnicity groups, including American Indian or Alaskan Native, Asian, Black or African American, Hispanic, Native Hawaiian or other Pacific Islander, White, Multiracial, or any other race/ethnicity. In the tables above, we show the percentages for the largest race/ethnicity groups.

Leader and FDH Owner Perspectives on Curriculum

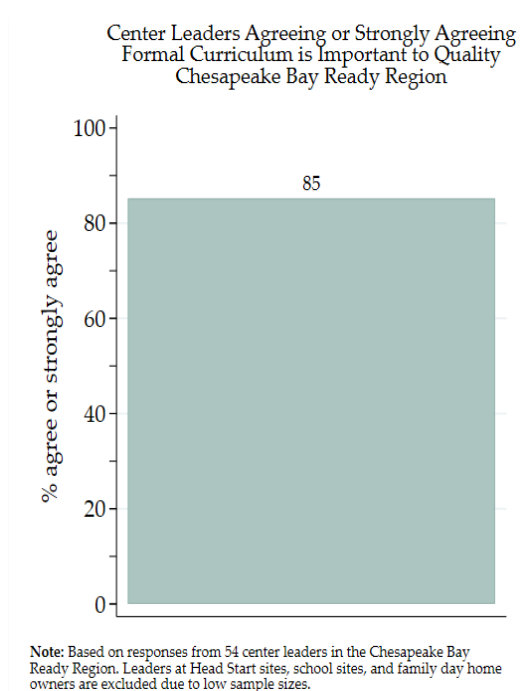
Statewide Findings

The majority of leaders participating in PDG B-5 agreed with the following statement: “A formal curriculum is important for ensuring quality at my site.” Leader perspectives on curriculum varied by sector, however, and family day home owners were less likely to agree that a formal curriculum is important to site quality.



Insights from Ready Region Chesapeake Bay

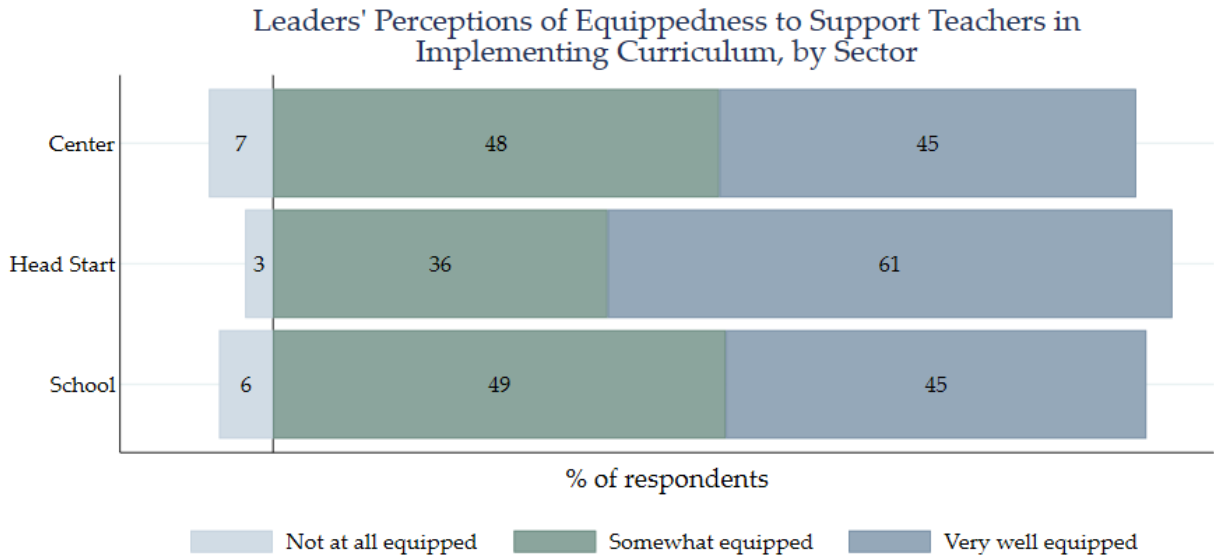
Center-based leaders in Ready Region Chesapeake Bay agreed with the statement, “A formal curriculum is important to ensuring quality at my site,” at a higher rate than center-based leaders statewide.



Leader Readiness to Support Teachers with Curriculum

Statewide Findings

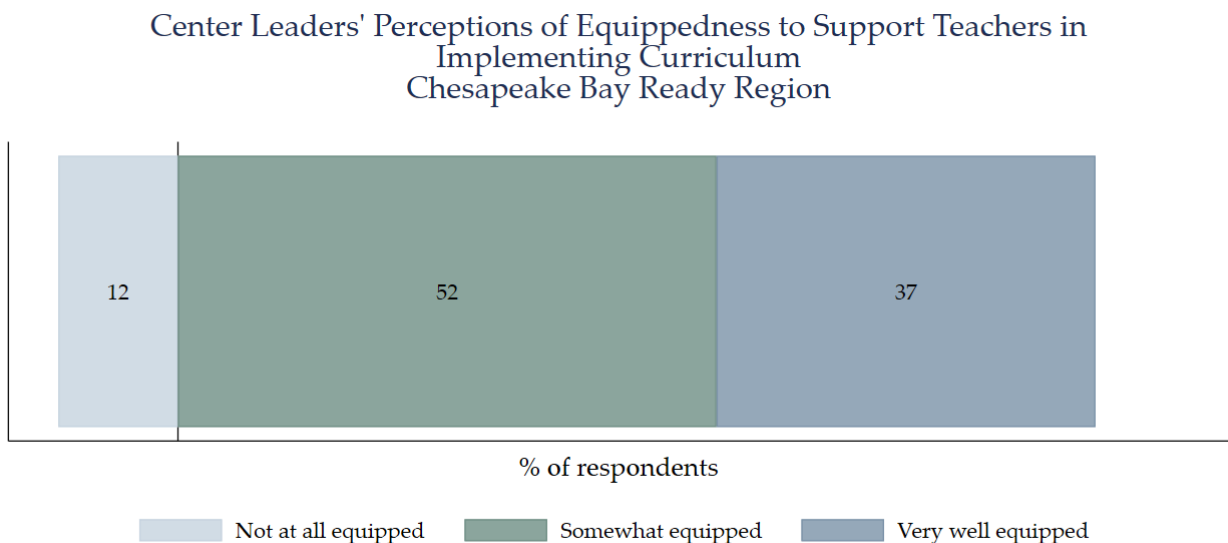
When asked how equipped they feel to support their teachers in fully implementing the curriculum, almost all leaders participating in PDG B-5 reported feeling at least somewhat equipped to support their teachers. Head Start leaders were most likely to report feeling “very well equipped.”



Note: Based on responses from 681 leaders.

Insights from Ready Region Chesapeake Bay

In Ready Region Chesapeake Bay, most center-based leaders (89%) also reported feeling at least somewhat equipped to support their teachers in fully implementing the curriculum.

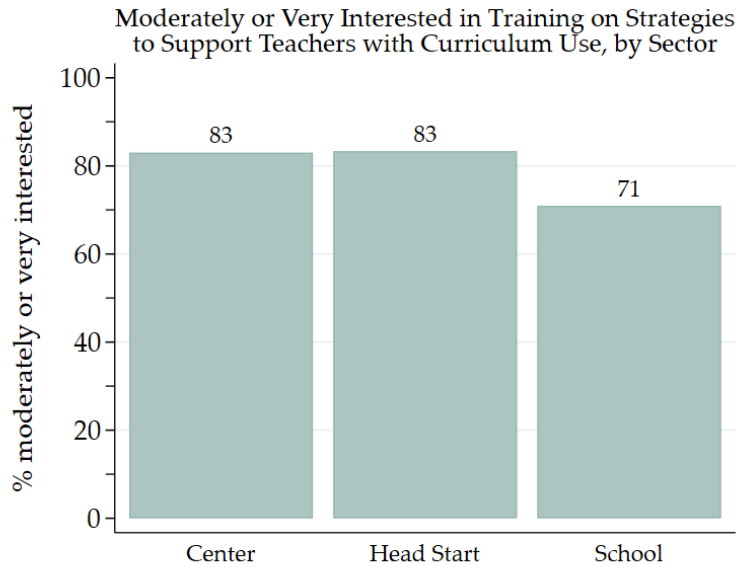


Note: Based on responses from 52 center leaders in the Chesapeake Bay Ready Region. Leaders at school and Head Start sites are excluded due to low sample sizes.

Leader Interest in Curriculum Training

Statewide Findings

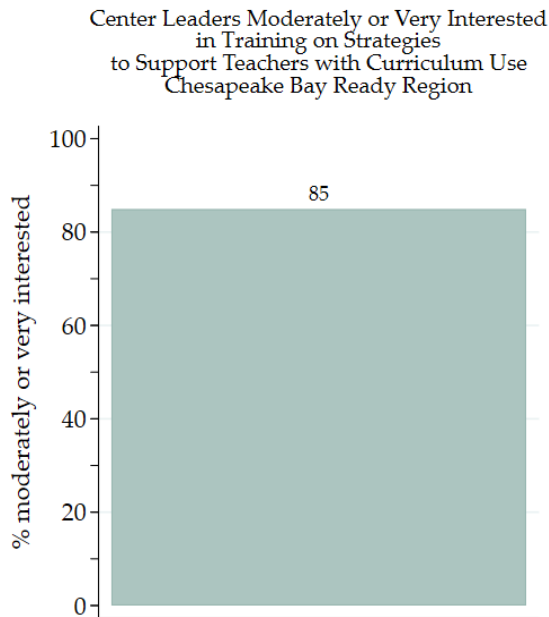
Statewide, the majority of leaders participating in PDG B-5 indicated interest in receiving training on strategies to support their teachers with using curriculum. While center-based and Head Start leaders were equally as likely to indicate interest (83%), school-based leaders were less likely to do so (71%).



Note: Based on responses from 680 site leaders.

Insights from Ready Region Chesapeake Bay

Interest in receiving training on strategies to support teachers with implementing curriculum was also high among center-based leaders in Ready Region Chesapeake Bay.

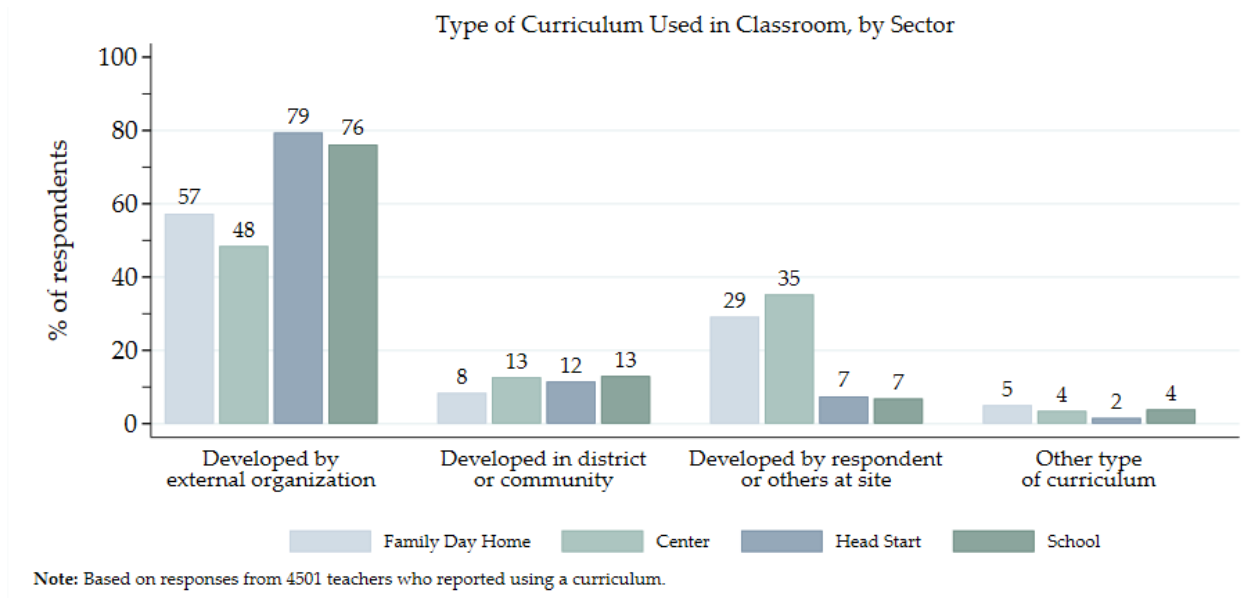


Note: Based on responses from 53 center leaders in the Chesapeake Bay Ready Region. Leaders at school and Head Start sites are excluded due to low sample sizes.

Teacher and FDH Owner Reports of Type of Curriculum Used

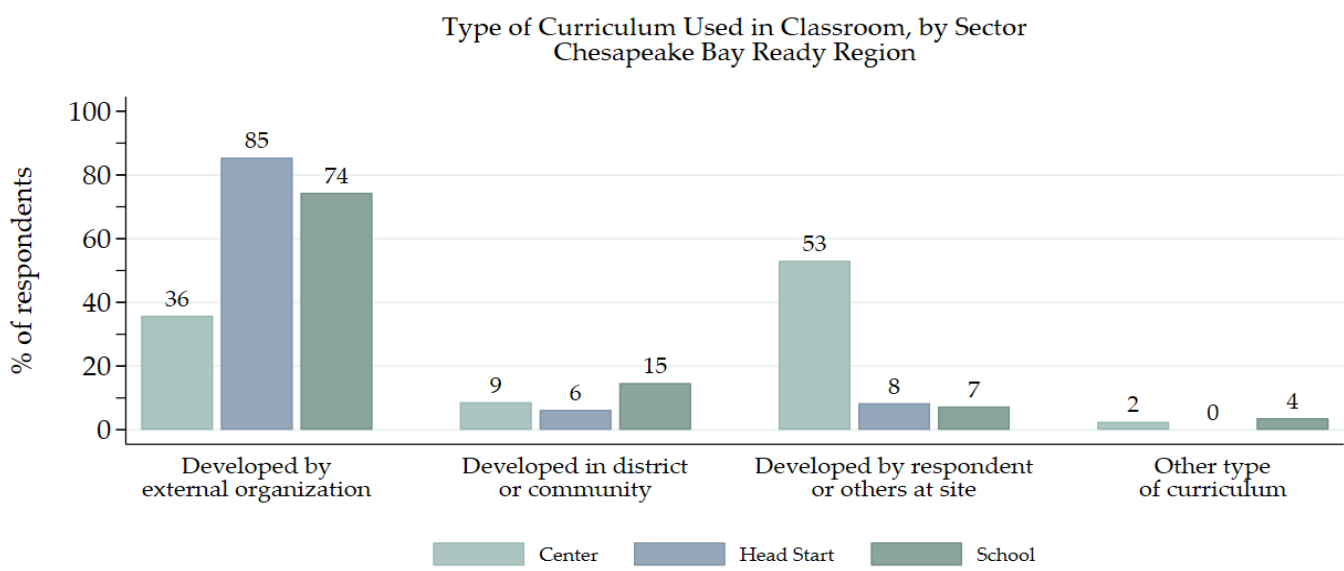
Statewide Findings

Teachers participating in PDG B-5 across Virginia were most likely to report using a curriculum developed by an external organization (e.g., Creative Curriculum, Frog Street). However, around one-third of center-based teachers (35%) and family day home owners (29%) reported using a curriculum developed by themselves or others at their site.



Insights from Ready Region Chesapeake Bay

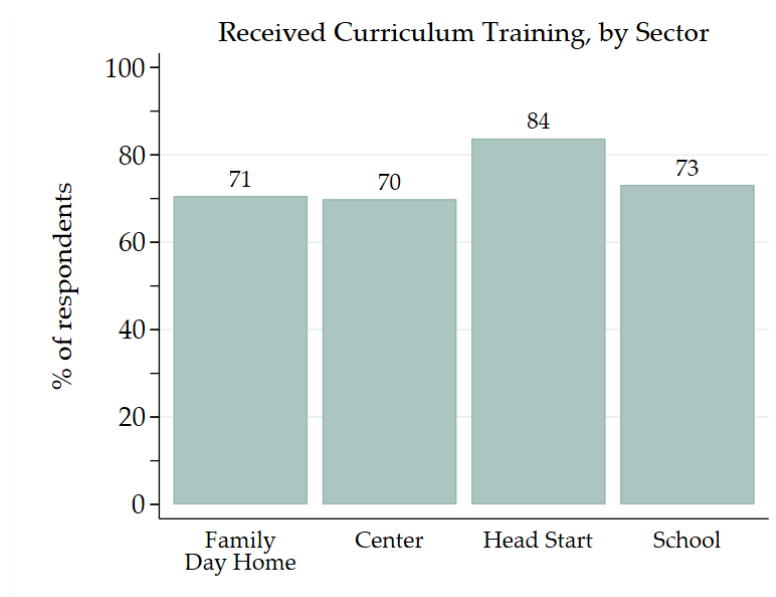
Ready Region Chesapeake Bay Head Start and school-based teachers were also most likely to report using a curriculum developed by an external organization than other types of curriculum. However, Chesapeake Bay center-based teachers were most likely to use a curriculum developed by themselves or others at their site, as opposed to a curriculum developed by an external organization or someone in their district or community.



Teacher and FDH Owner Reports of Curriculum Training

Statewide Findings

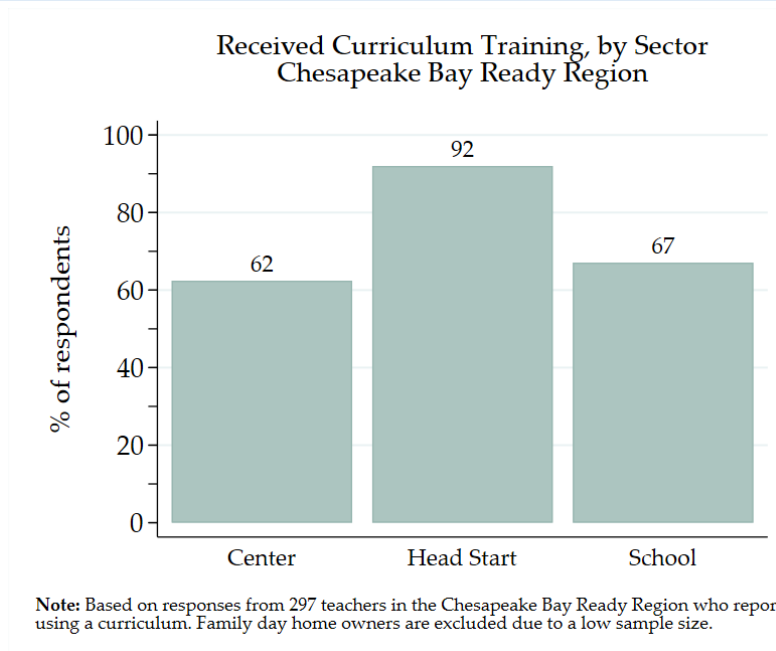
Of the teachers participating in PDG B-5 who reported using a curriculum, the majority reported receiving training on how to use the curriculum, regardless of sector. Head Start teachers were most likely to report receiving curriculum training.



Note: Based on responses from 4584 teachers who reported using a curriculum.

Insights from Ready Region Chesapeake Bay

Ready Region Chesapeake Bay Head Start teachers were more likely to report receiving training than Head Start teachers statewide. However, Chesapeake Bay center- and school-based teachers reported receiving curriculum training at lower rates than their statewide peers.



Note: Based on responses from 297 teachers in the Chesapeake Bay Ready Region who report using a curriculum. Family day home owners are excluded due to a low sample size.