

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

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Profile Overview

This profile summarizes data about professional development 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 professional development in the survey, including about their experiences with receiving professional development and coaching, their perceptions of the amount of professional development received, and their preferred mode of professional development. This profile presents statewide findings on professional development as well as insights from teachers and family day home owners in your individual Ready Region. Leaders were not asked questions about professional development in the survey.

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%	--	--

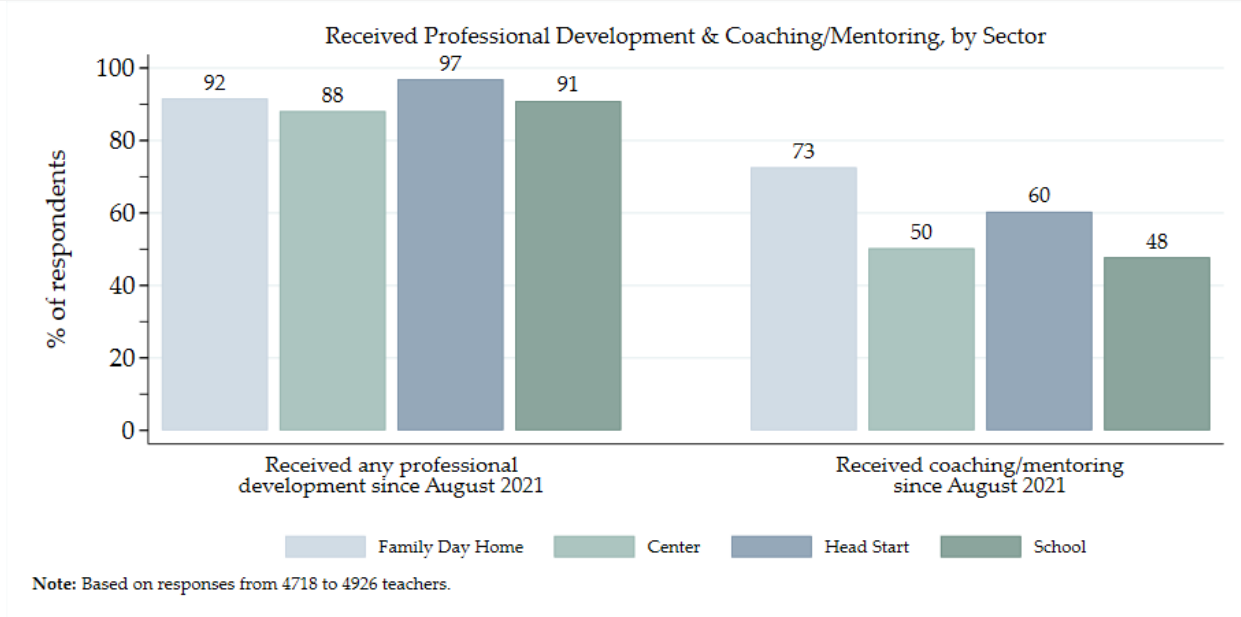
-- Indicates small sample sizes (<10); we do not report the demographics of survey participants in groups <10

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.

Teacher and FDH Experiences with Professional Development & Coaching

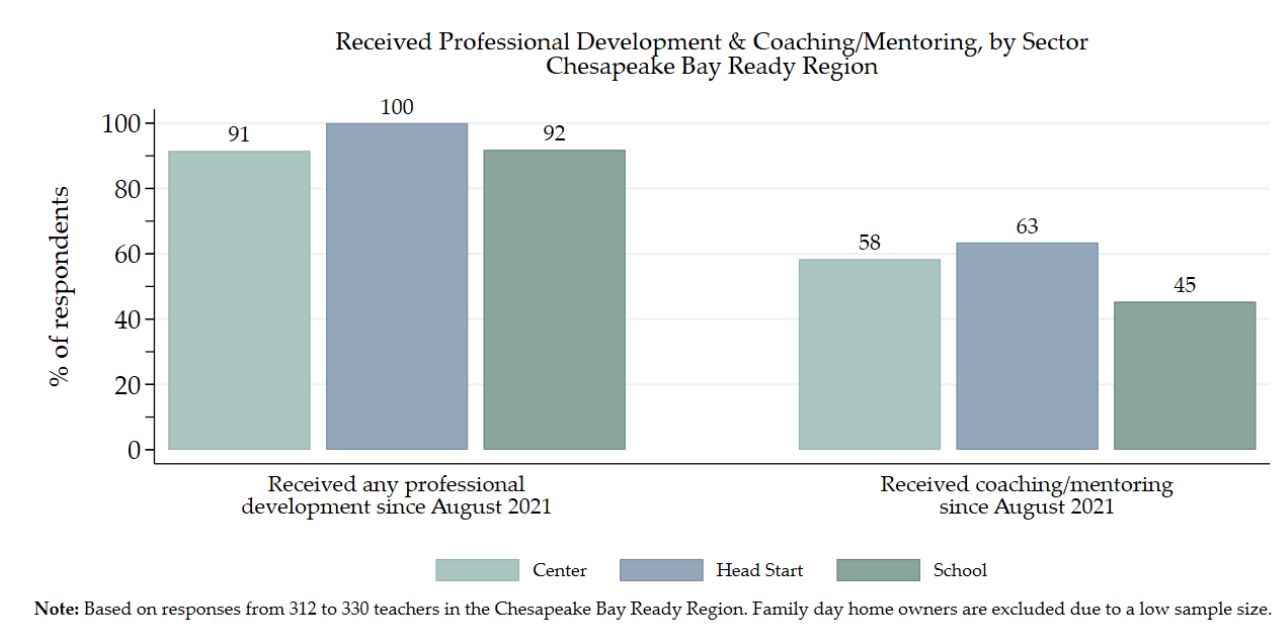
Statewide Findings

Statewide, most teachers participating in PDG B-5 reported receiving some professional development between August 2021 and June 2022. Fewer teachers indicated receiving coaching or mentoring during that time.



Insights from Ready Region Chesapeake Bay

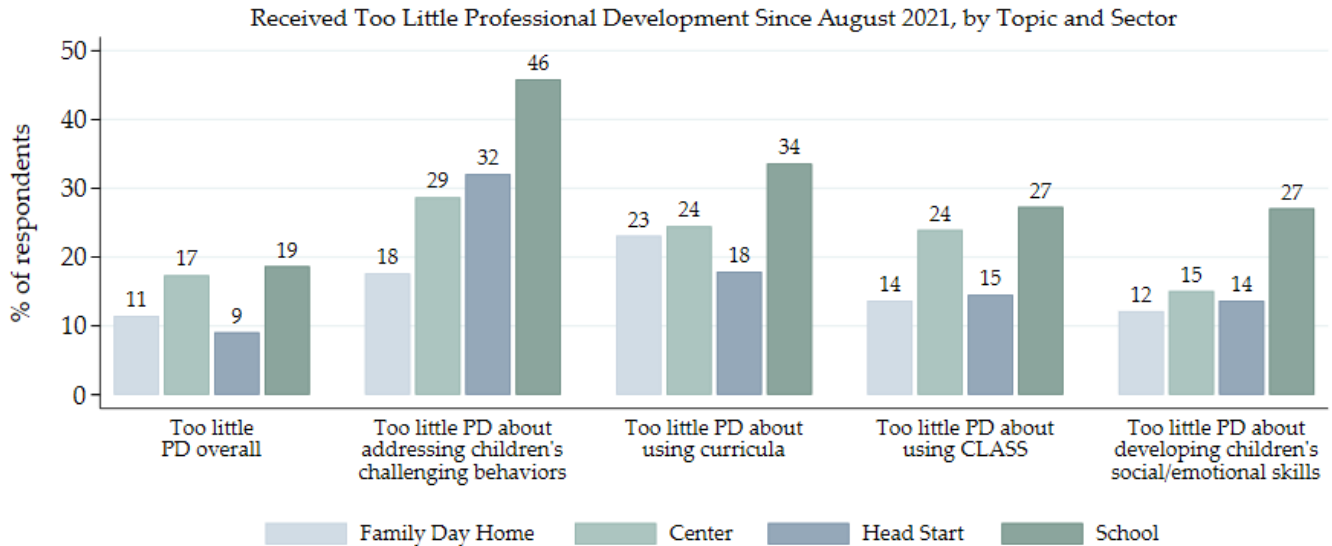
Ready Region Chesapeake Bay teachers were also very likely to report receiving professional development. All Head Start teachers in Chesapeake Bay indicated receiving some professional development between August 2021 and June 2022. As was true statewide, about half of teachers in all sectors in Chesapeake Bay also reported receiving some coaching or mentoring.



Teacher and FDH Owner Perceptions of Professional Development

Statewide Findings

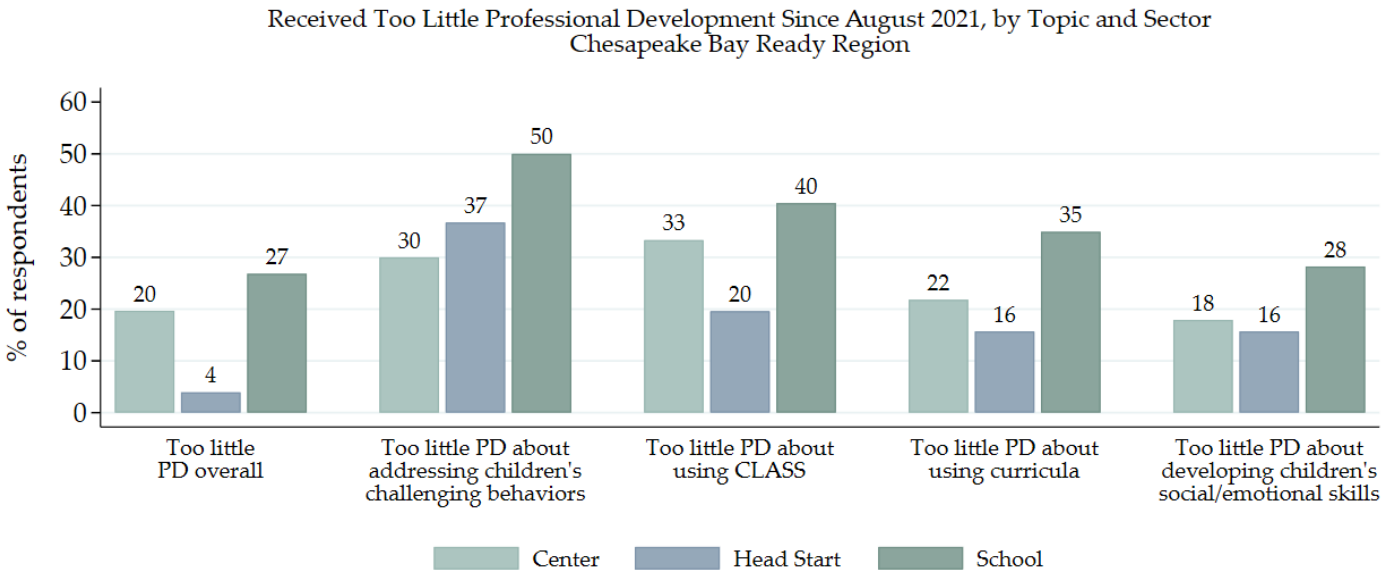
Teachers participating in PDG B-5 were asked to describe the amount of professional development they received between August 2021 and June 2022. Teachers in centers, Head Starts, and schools were most likely to report receiving too little professional development on addressing children’s challenging behaviors. Family day owners’ needs differed – they were most likely to report receiving too little professional development on using curriculum.



Note: Based on responses from 4800 to 4865 teachers.

Insights from Ready Region Chesapeake Bay

Teachers across all sectors in Ready Region Chesapeake Bay were also likely to indicate receiving too little professional development about addressing children’s challenging behaviors. Center-based teachers in Chesapeake Bay were most likely to report receiving too little professional development on CLASS.

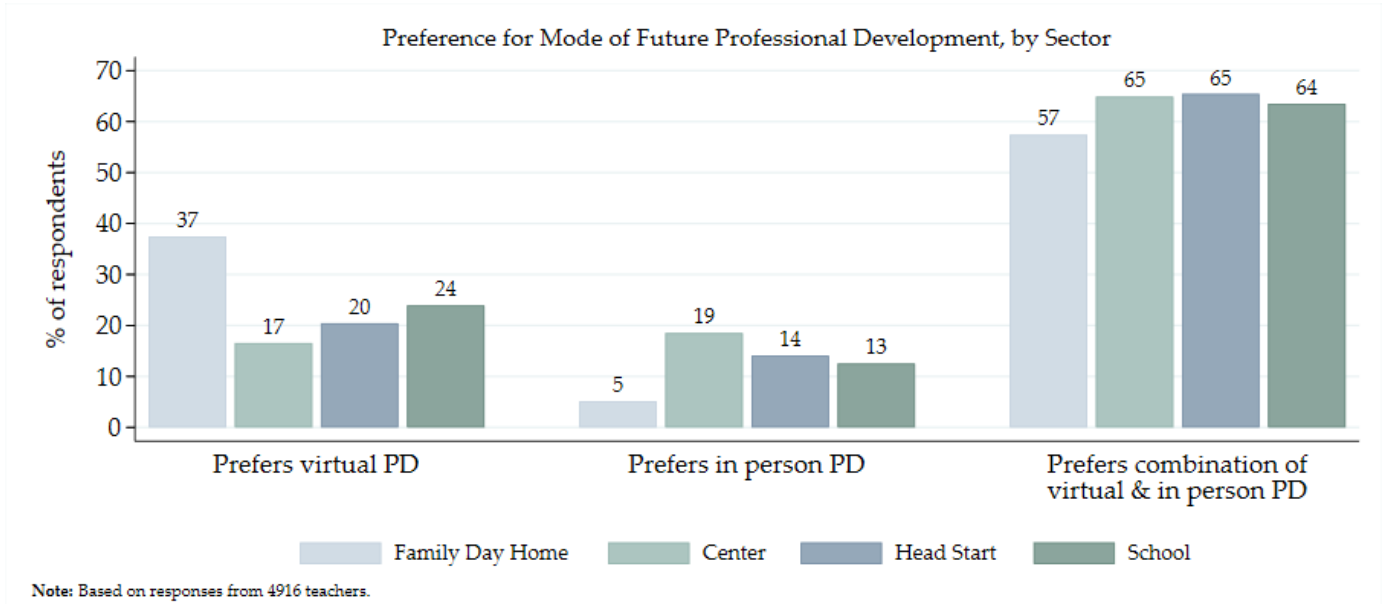


Note: Based on responses from 321 to 326 teachers in the Chesapeake Bay Ready Region. Family day home owners are excluded due to a low sample size.

Teacher and FDH Owner Preference for Professional Development Mode

Statewide Findings

When asked about their preference for the mode of future professional development, the majority of teachers participating in PDG B-5 reported wanting a combination of virtual and in person professional development options. This was true across all sectors, though some family day home owners (37%) indicated a preference for only virtual professional development instead.



Insights from Ready Region Chesapeake Bay

Teachers in Ready Region Chesapeake Bay also reported a preference for a combination of virtual and in person options for future professional development. In Chesapeake Bay, around two-fifths of teachers across sectors also reported a preference for only virtual professional development.

