

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

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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 Southeastern, we heard from...

- 42% of eligible leaders
- 64% of eligible teachers
- 87% 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		Southeastern Sample	
	N	% / Mean	N	% / Mean
Sample size	5508	100%	612	100%
Sector				
Center	2982	54%	246	40%
Head Start	1063	19%	141	23%
School	1463	27%	225	37%
Teacher race/ethnicity				
Black	1523	29%	322	55%
Hispanic	377	7%	21	4%
White	3052	57%	219	37%
Other or multiracial	385	7%	27	5%
Teacher education level				
Bachelor's degree or higher	2115	39%	284	47%
Teacher gender				
Female	5315	98%	596	99%
Estimated hourly wages	4572	\$16.42	517	\$18.29

Who took the family day home survey?

	Full PDG Sample		Southeastern Sample	
	N	%	N	%
Sample size	291	100%	14	100%
Race/ethnicity				
Black	99	36%	12	86%
Hispanic	75	28%	--	--
White	50	18%	--	--
Other or multiracial	48	18%	--	--
Education level				
Bachelor's degree or higher	65	24%	--	--
Gender				
Female	263	94%	14	100%

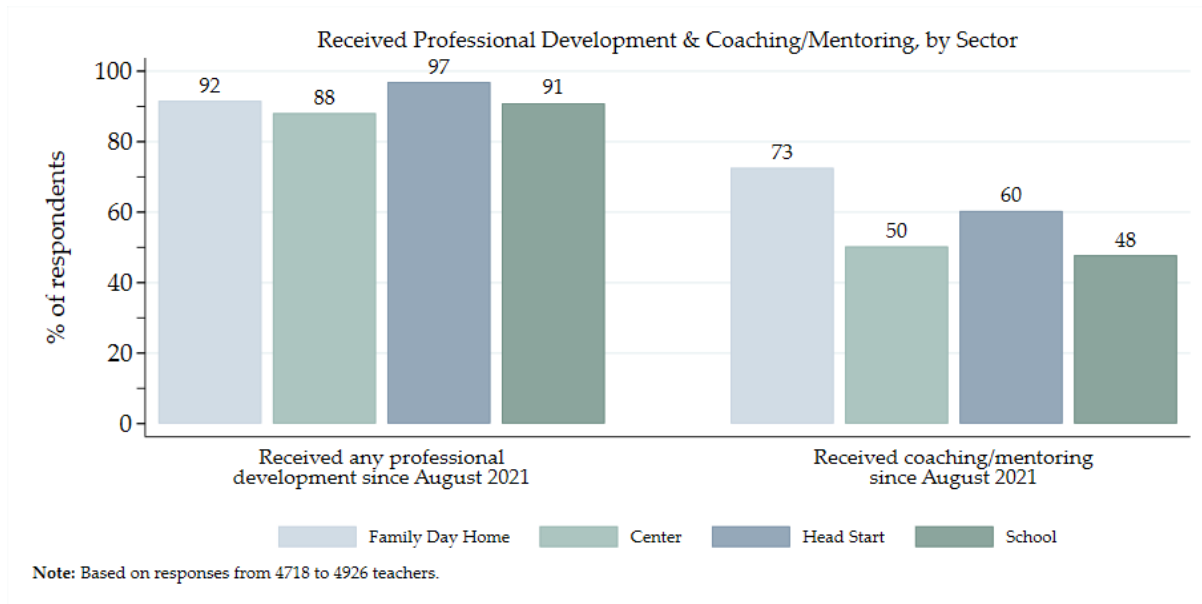
-- Indicates small sample sizes (<10); we do not report the demographics of survey participants in groups <10

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

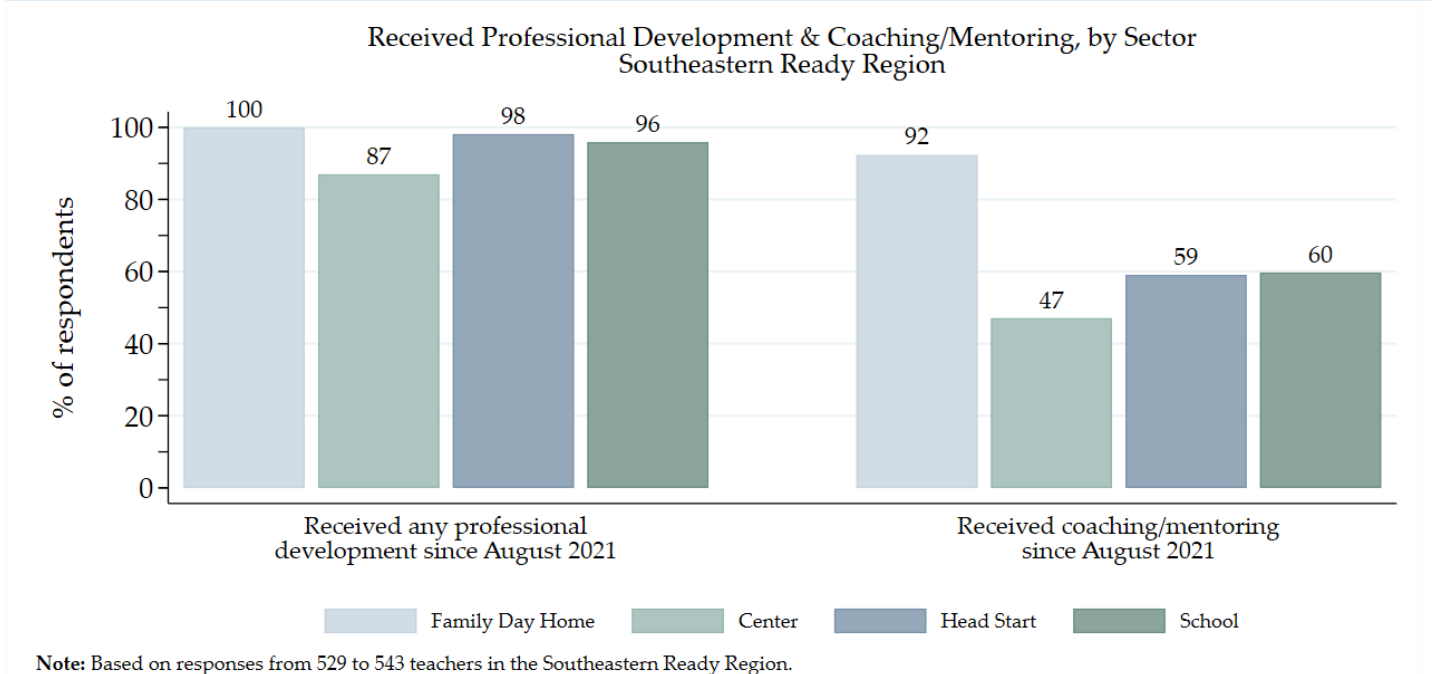
Statewide Findings

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 Southeastern

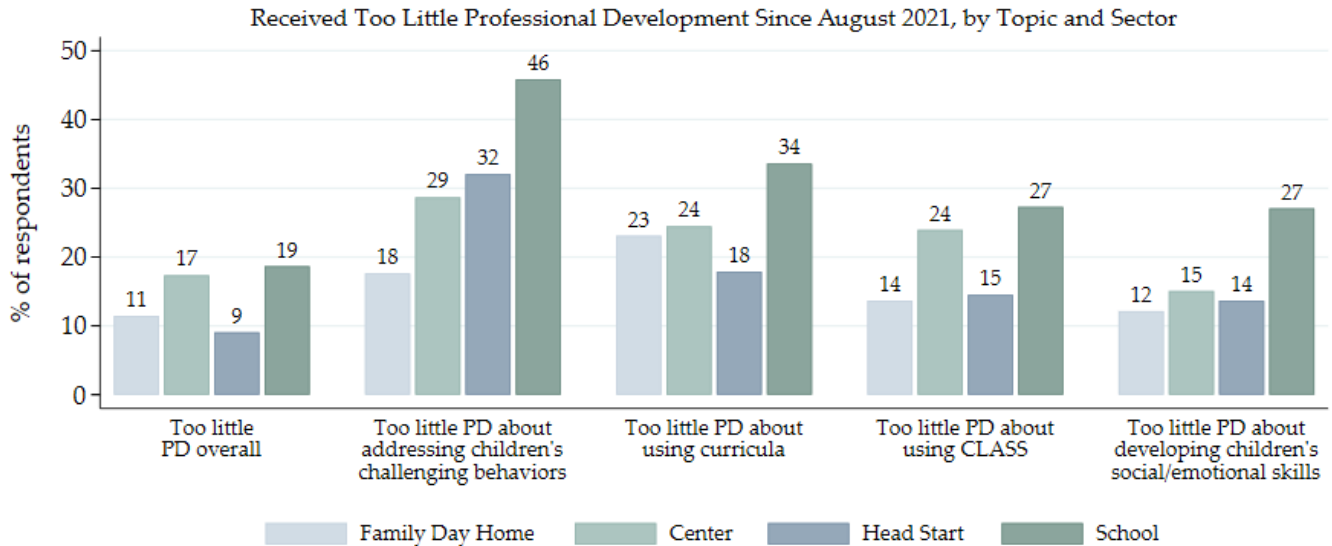
Ready Region Southeastern teachers were also very likely to report receiving professional development. Notably, all family day home owners indicated receiving some professional development between August 2021 and June 2022. Similar to statewide findings, family day home owners in Southeastern were most likely to report receiving coaching or mentoring (92%).



Teacher and FDH Owner Perceptions of Professional Development

Statewide Findings

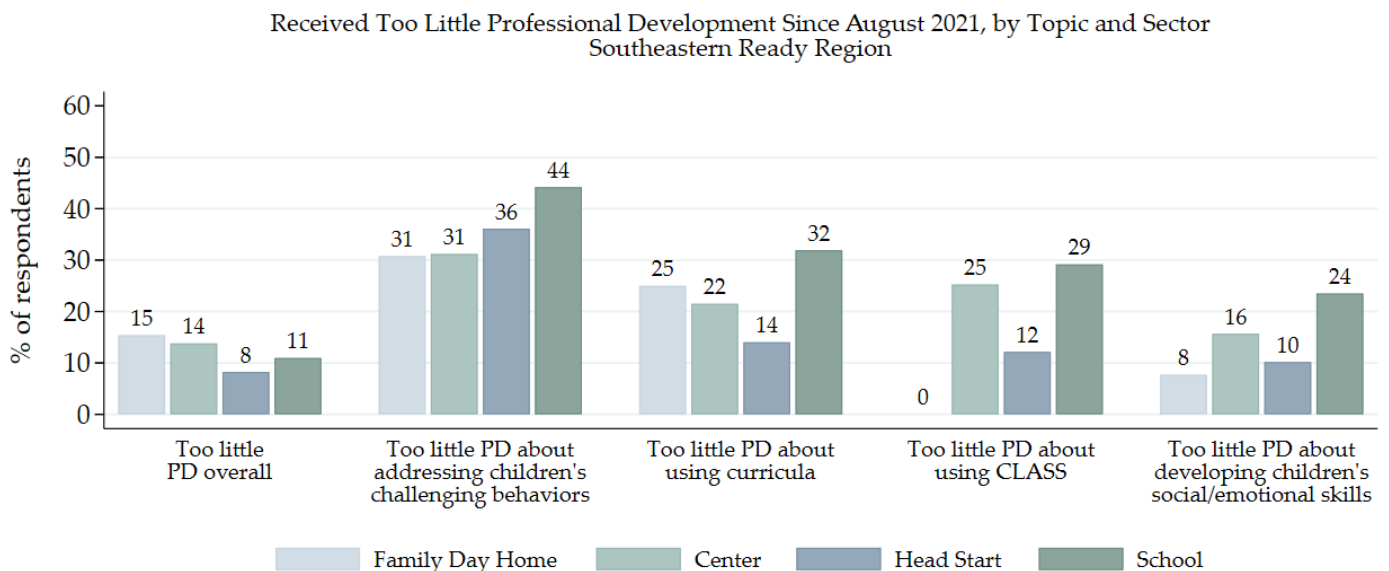
Teachers participating in PDG B-5 were asked to describe the amount of professional development they received between August 2021 and June 2022. Teachers in centers, Head Starts, and schools were most likely to report receiving too little professional development on addressing children’s challenging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

Teachers across all sectors in Ready Region Southeastern were also likely to indicate receiving too little professional development about addressing children’s challenging behaviors. As was true statewide, few Southeastern teachers reported receiving too little professional development about developing children’s social-emotional skills.

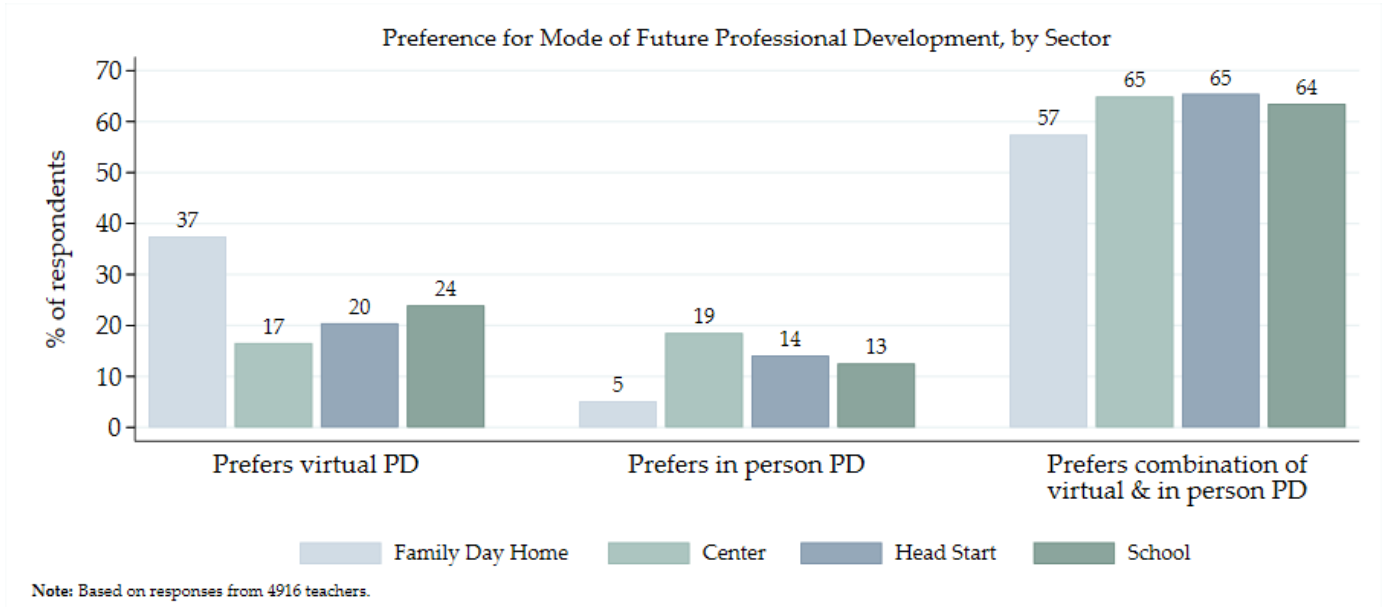


Note: Based on responses from 532 to 544 teachers in the Southeastern Ready Region.

Teacher and FDH Owner Preference for Professional Development Mode

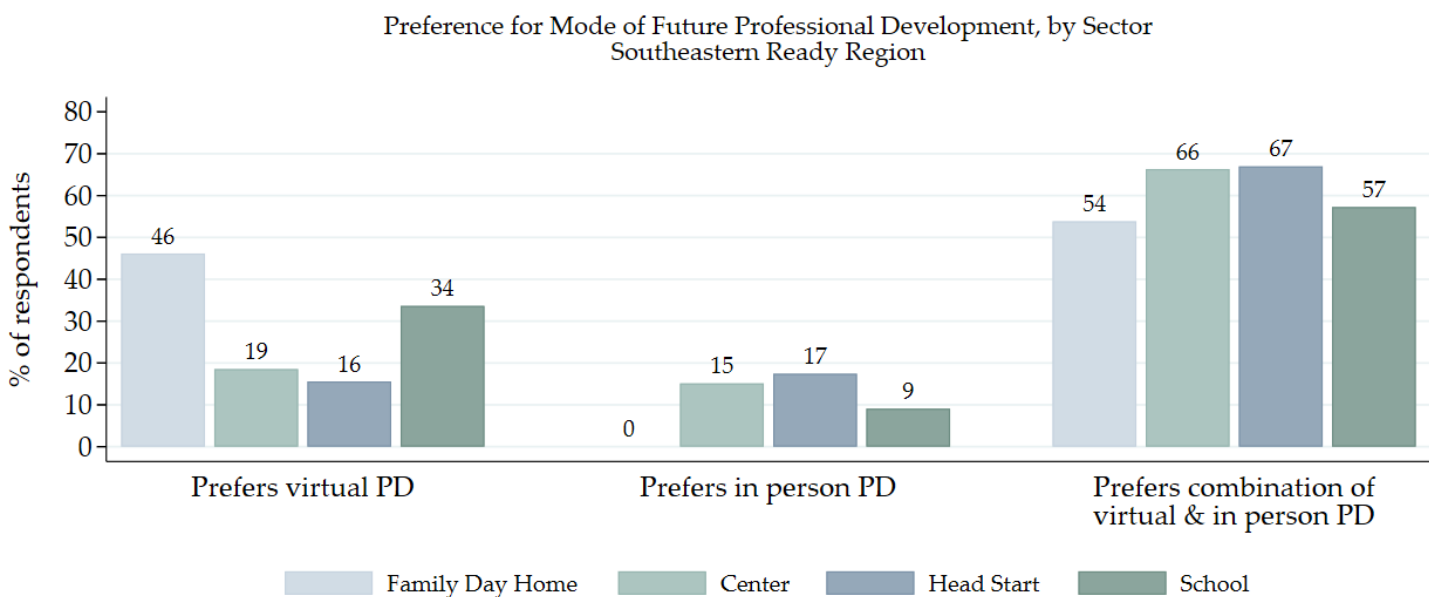
Statewide Findings

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 Southeastern

Teachers in Ready Region Southeastern also reported a preference for a combination of virtual and in person options for future professional development. In Southeastern, almost one-half of family day home owners (46%) and one-third of school-based teachers (34%) also indicated a preference for only virtual professional development options.



Note: Based on responses from 547 teachers in the Southeastern Ready Region.