

ECEAP Teachers Pre-K Quality Survey Summary

The purpose of this survey was to learn about teacher training, professional learning and approaches used to support children with challenging behaviors. The survey, conducted over two weeks in May 2017, was intended to provide information needed to complete the *ECEAP Pre-K Quality Improvement Self-Assessment* and to inform next steps in amplifying ECEAP program quality. As the *Self-Assessment* is based on research in center-based settings, family child care homes providing ECEAP were not included in this survey. This *Summary* includes definitions, respondent data, highlights and results.

A. Definitions

Two technical terms concerning “high-quality teaching,” “job-embedded professional learning” and used in this survey are described below.

- ***High-Quality Teaching.*** High-quality teaching in early childhood is intentional and effective in advancing the learning and development of all young children and significantly narrowing readiness and achievement gaps before children enter kindergarten. Structural policies such as group size and ratio, curriculum, teacher qualifications and compensation are necessary supports for high-quality teacher-child interactions, but they do not guarantee them. Ultimately, high-quality teaching depends a great deal on the strength of the organizational and instructional leadership supports for teachers’ continuous professional learning and improvement. ([the Ounce](#), *High Quality Teaching in Preschool*)
- ***Job-Embedded Professional Learning (JEPL).*** JEPL is learning that is grounded in day-to-day practice and is designed to enhance professional practice with the intent of improving children’s learning and development. It consists of teams of professionals assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement. Research confirms that routine, collaborative JEPL, focused on student learning and linked to curricula, is more effective than traditional, externally-driven professional development in changing practice and sustaining improvements. ([The Ounce](#), *Job-Embedded Professional Leadership*)

B. Analysis and Respondents

Results were analyzed overall and by responses from teachers working in: different types of sites; different types and sizes of contractors; and, different types of communities. These numbers and percentages for respondents and for the entire ECEAP program are noted in the table on page two. This was done to discern differences that could help to pinpoint practices and guide next steps in enhancing program quality. The tables and charts throughout this summary show either overall responses or responses by site or contractor type, where trends or differences were found. A copy of the survey questions is attached.

129 of 635 ECEAP teachers responded to this survey. This comprises 20% of all ECEAP teachers. To see where there are differences that can guide development of supports for enhancing program quality, survey results were examined by different types of sites and contractors as noted below. The total number of ECEAP teachers in each category is shown in the table on the following page.

Site Types - The chart to the right shows the number and percent of responding teachers by the types of sites where they teach compared to the total number of ECEAP teachers.

Site Types Respondents Compared to ECEAP Overall		
Site Types	Respondents #/(N=129)	ECEAP Teachers #/(N=635)
Facility Site Type	N=121	N=351
Public Schools	48/37%	327/51%
Child Care Centers	19/15%	101/16%
Non-Profits	20/16%	77/12%
Faith-Based	7/5%	28/4%
College (not child care)	1/1%	7/1%
Tribal	2/2%	3/5%
Other	2/2%	7/1%
Family Child Care Home	0	9/1%
Head Start (owned facility)	22 (estimated)	74/12%
Local Government	0	2/3%
Licensed Child Care & Exempt	N=129	N=351
Licensed Child Care	56/43%	124/35%
License Exempt	73/57%	227/65%
Site Community Types	N=120	N=351
Small Rural Town/Isolated Area	11/9%	32/9%
Large Rural Town	10/8%	26/7%
Suburban	27/21%	71/20%
Urban Core	72/56%	222/63%

The most responses were received from teachers who worked in public school (35/34%), non-profit (20/16%) and child care center (19/15%) sites.

There was a good mix of teachers responding from licensed child care and licensed exempt sites. Less than 20% of respondents worked in joint ECEAP and Head Start facilities which tend to have strong infrastructure.

Most responding teachers worked in urban sites. Those in the two types of rural sites comprised only 17% of respondents.

Contractor Types. Teachers responding to the survey worked with five different types and sizes of contractor organizations. This is shown in the adjoining table, along with the total number of ECEAP teachers in each category for comparison. Survey responses were divided into four types of community¹ and three sizes of contractors (based on their total number of ECEAP and Head Slots). This was done to explore the impact of typically greater infrastructure for quality improvement and professional learning among dually-funded and large contractors.

The majority of the 129 respondents worked with non-profit (47), ESD's (33), and school districts (23). 92 respondents worked with large contractors (200+ slots), 27 for medium size (76-200 slots), and ten with small contractors (less than 76 slots).

Many ECEAP contractors have multiple sites where they provide ECEAP and teacher professional development. For this reason, licensed child care and license exempt and community type are not included here as contractors often have multiple types of sites.

Contractor Types Respondents Compared to ECEAP Overall		
Contractor Organization Types	Respondents #/% (N=129)	Total Contractors #/% (N=54)
Organization Type		
ESD's	33/26%	7/13%
School Districts	23/18%	15/28%
Non-Profits	47/36%	21/39%
College	8/6%	6/11%
Local Government	23/18%	3/11%
Tribe/ Tribal Organization	0 (subcontractors only)	2/4%
Joint Head Start ECEAP		N=54
Joint ECEAP & Head Start	77/60%	24/44%
ECEAP only	52/40%	30/56%
Organizational Size		N=54
Small (<76 slots)	10/8%	25/46%
Medium (76-200 slots)	27/21%	14/26%
Large (200+ slots)	92/71%	15/28%

C. Highlights

Survey analysis revealed three highlights.

- A. Locations Where Teachers Attend Training. Responding ECEAP teachers most often attended training at their ECEAP contractor or agency (66%) or at an Educational Service District (59%) in the past twelve months. The next most frequent locations were school districts (31%) and online training sources (29%). It was also notable that 45% of teachers in small rural communities participated in online training compared to 10-28% in larger communities.
- B. Content and Types of Learning Opportunities That Have or Would Benefit Teaching Practice. More teachers thought that training in strategies to support children with special needs (including challenging behaviors) (58%) would benefit their practice than any other content areas of learning. The next frequently selected were: “strategies to promote higher order thinking and problem solving”(47%); and, “effective teacher-child interactions and instruction” (37%). In each area where teachers wanted more learning, they expressed a preference for “training” over “individual professional development” or “learning with peers” by nine to eighteen percentage points respectively.
- C. Supports for Children with Challenging Behaviors. Over 70% of respondents said they had participated in “observation and feedback”, the type of professional learning that was rated as the most useful (48%). 60% said they had participated in “professional learning communities” and 54% had participated in “in-person peer learning”, which were tied for the next most useful (38%). 63% had participated in “coaching”, which was rated as the 4th most useful type of JEPL (36%).

¹ Based on RUCA codes

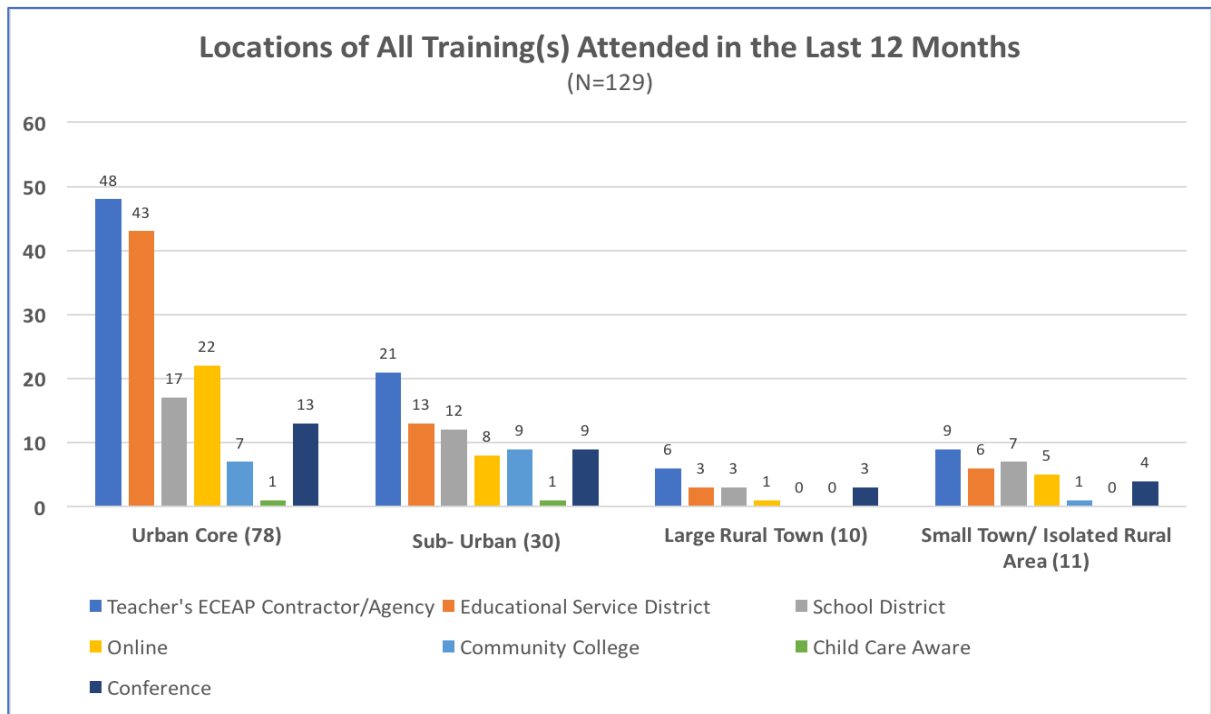
D. Locations of All Training Attended in the Past Twelve Months

Teachers were asked where they attended training in the last twelve months. (Note: this does not suggest who conducted the training.) As shown in the table on the next page, most teachers noted attending training at the contractor, site or agency for which they work (85) or at an Educational Service District (66) (as shown on the chart to the right). Those who noted “other” (13) responded with names of other places (towns, libraries, or organizations) a type of training (Creative Curriculum training) (9), webinar (1) and at another teacher’s home (1).

Where did the various training(s) that you attended in the last 12 months take place? (Check all that apply) (N=129)	
Locations	# / %
Teacher’s ECEAP contractor/agency	85/66%
At an Educational Service District	66/51%
At a School District	40/31%
Online	37/29%
Conference	30/23%
Community College	18/14%
Child Care Aware	3/2%
Other (please specify)	13/10%

The following trends were noted.

1. **Site Type.** With two exceptions, teachers working in each site type attended training at all locations. The exceptions were Child Care Aware (where few attended training - 0% - 14% of any site type), and local government buildings (where no teacher reported attending training).
2. **Contractor Size.** Teachers working with small contractors attended somewhat more of their training at ESD’s than those in medium or larger contractors (80% compared to 0-40%). They did not attend any training at community colleges (0% compared to 7-16%) or at Child Care Aware (0% compared to 0-2%). Medium-sized contractors attended more of their training at their ECEAP contractor/agency than others (74% compared to 50-64%). Teachers working with large contractors were in the middle of the range for all training locations except that they attended more training at Child Care Aware (2% compared to 0%).
3. **Community Types.** Teachers working in small towns and isolated rural areas attended most of their training at their ECEAP contractor/agency (80% compared to 60-70% for other community types) or at a school district (64% compared to 22-40% for other community types) as shown in the chart below. Teachers working in suburban sites were the most likely to attend training at a community college (30% compared to 0-9% for other community types). Few teachers of any type attended training at a Child Care Aware site (0-3%). It was also notable that 45% of teachers in small rural communities participated in online training compared to 10-28% in larger communities.



4. Licensed and License Exempt Sites. Teachers working in licensed sites were somewhat more likely to have attended training at a school district (34% compared to 25%) and to participated in online training (36% compared to 18%). Teachers at licensed sites were somewhat more likely to have attended training at conferences (27% compared to 29%).

E. Ease of Accessing Training and/or Continuing Education

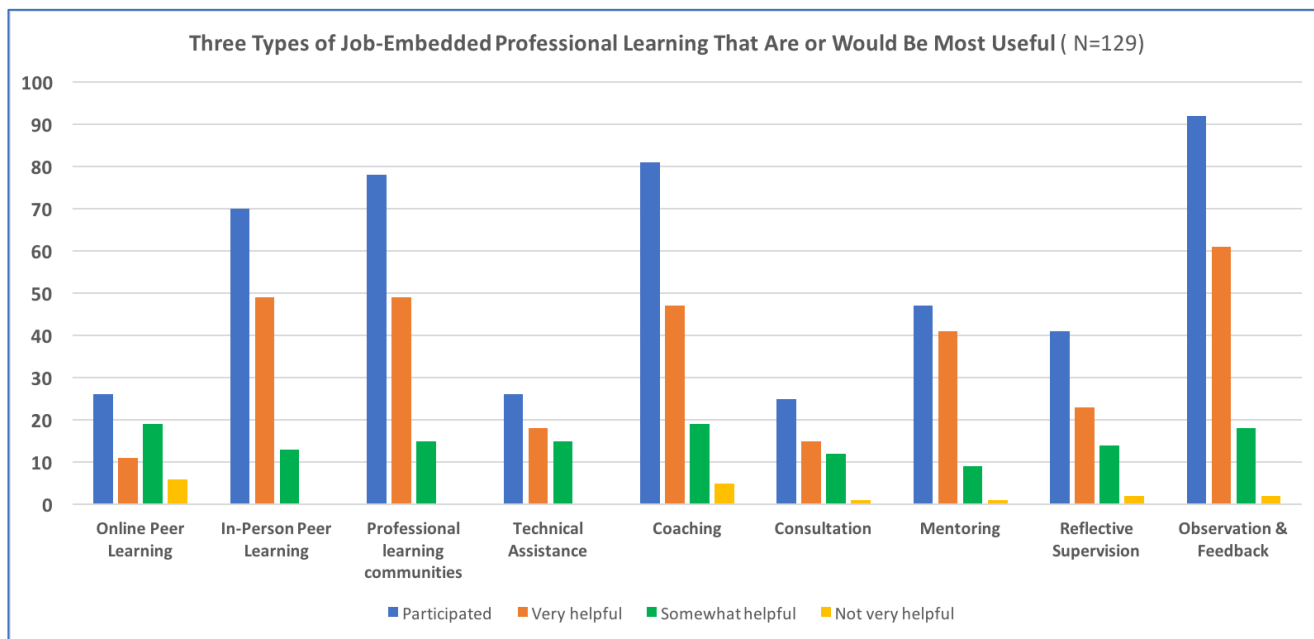
Over half of the teachers said that accessing training/professional development was “easy” (64%). A third said that it was “somewhat difficult” (32%) and a few found it “difficult” to access training/professional development (4%). Those who said that it was “somewhat difficult” or “difficult” (36) gave the reasons shown in the adjoining table.

Those who selected “other” (6) noted: lack of weekend training (1); full time including travel was not reimbursed (2); not enough advance time to arrange child care (1); and, all the above except language (1).

Issues that make Accessing Training Difficult	Responses #/%
Time Away from Class	24/19%
Distance	9/7%
Cost	9/7%
Timing	14/11%
Needed Training Not Available	7/5%
Access to Substitute	5/4%
Language	1/1%
Other	6/4%

F. Three Most Useful Types of Job-Embedded Professional Learning

Teachers were asked which three types of job-embedded professional learning would be most useful to them as well as which types they have participated in. Responses are shown in the chart below. Over 70% of respondents said they had participated in “observation and feedback”, the type of professional learning that was rated as the most useful (48%). 60% said they had participated in “professional learning communities” and 54% had participated in “in-person peer learning”, which were tied for the next most useful (38%). 63% had participated in coaching, which was rated as the 4th most useful type of JEPL (36%).



1. Contractor Size. A modest difference was seen in the types of JEPL that would be most useful to teachers working with small contractors. After “observation and feedback”, teachers noted that “in-person peer learning”, “coaching”, “reflective supervision” and “mentoring” would be equally useful to them (30%).
2. School District Programs Compared to Others. More of the teachers working in school district contractors/agencies said that professional learning communities would be helpful to them than did teachers working in other types of agencies (46% compared to 35%). Other responses were quite similar.

G. Types of Learning Opportunities Teachers Think Would Benefit Their Teaching Practice

Teachers were asked a three-part question about what: professional learning content would benefit their practice; the most beneficial way for them to engage in this learning; and, in which of these learning opportunities they had participated. Responses about what types of learning opportunities teachers have had, or think would benefit their practice, are shown in the chart below.

The following examples were given for each type of learning:

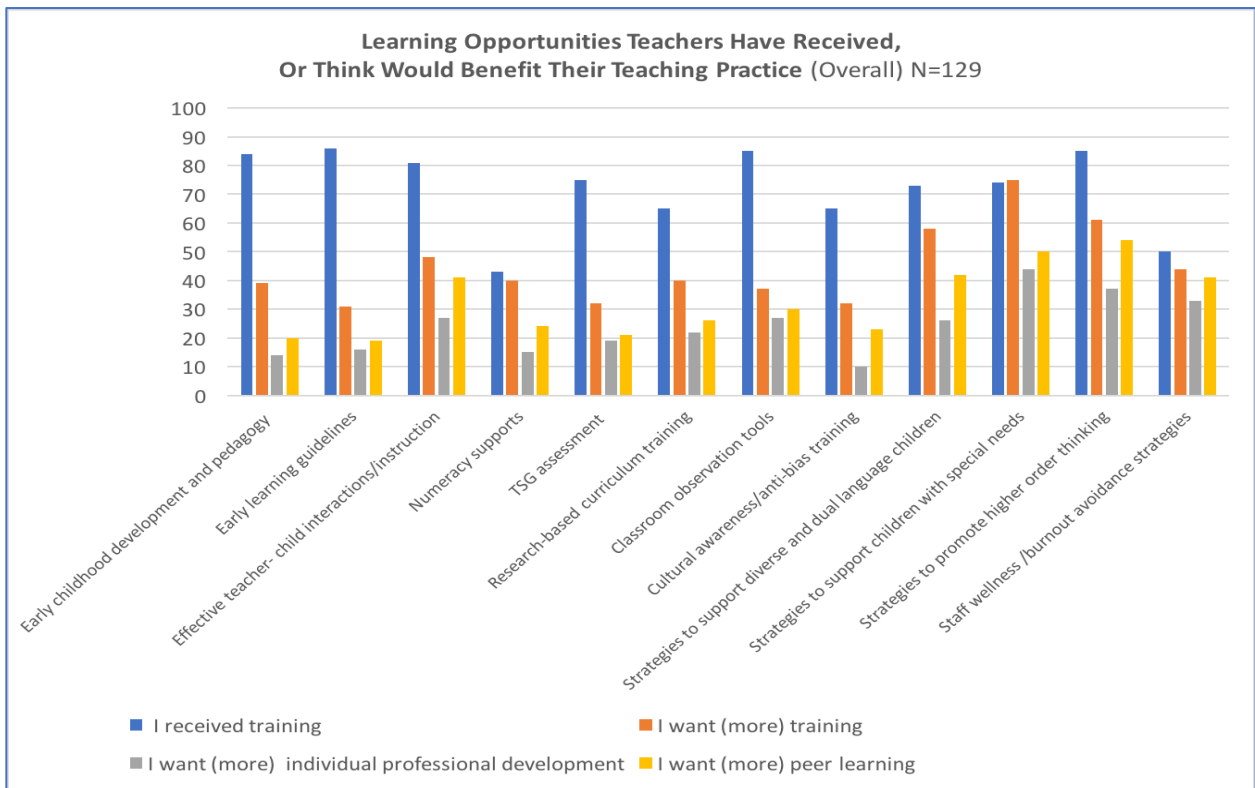
- Training - Workshops, training, conferences, college courses.
- Individual Professional Development- coaching and consultation.
- Learning with Peers - Community of practice, learning network.

Training Received. Teachers have received the most training in strategies to “promote higher order thinking and problem solving” (69%), the “*Early Learning Guidelines*” (67%) and “use of classroom observation tools” (such as CLASS and ECERS) (66%). Teachers have had the least training in “numeracy supports” (33%) and “staff wellness/burnout avoidance” strategies (39%). 50-65% of teachers had received all other training.

Topics for Which Teachers Think More Learning Would Benefit Their Practice. Teachers think that more learning about “strategies to support children with special needs, including challenging behaviors” would most benefit their practice (39% to 58% for different types of learning). This is followed by strategies to “promote higher order thinking and problem solving” (29 to 47%) and “numeracy” (19 to 31%).

Topics and Types of Learning That Teachers Think Would Least Benefit Their Practice. Teacher’s responded that the following would least benefit their practice: “more training” (24%) and “peer learning” (15%) in the *Early Learning Guidelines*; and, professional development in “cultural awareness and anti-bias” (8%). (Teachers responded that “training” (25%) and “peer learning” (18%) would be more beneficial in this area.)

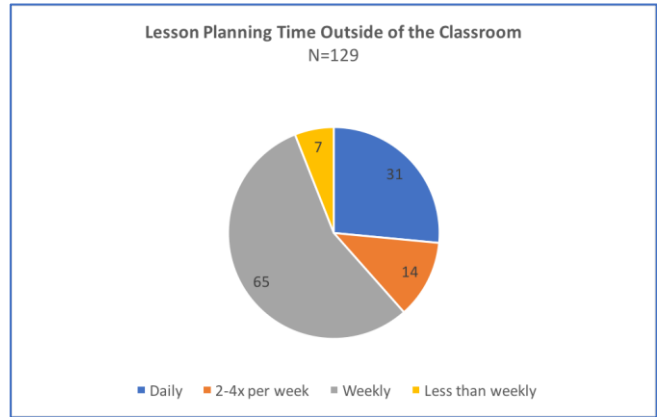
Preference for Type of Learning Opportunity. In each area where teachers wanted more learning, they expressed a preference for training over individual professional development or learning with peers by nine to eighteen percentage points.



H. Planning Time

Teachers were asked how much planning time outside the classroom is provided for them by their employer. Almost all (110/97%) said that they have planning time outside the classroom “weekly” or more frequently as shown in the adjoining chart. (Note: The Early Achievers standard calls for planning time for teaching teams one hour per week or four hours per month.²)

The seven who responded, “less than weekly” noted that: planning time varied; they did this once per month if it didn’t get squeezed out by other duties; and, their program was making up ECEAP hours due to a late start which has limited their usual Friday planning time. Three respondents noted that they were aides and do not create lesson plans in their position.



Planning Time with Classroom Team. Teachers were also asked if this planning time included the classroom team. Most (89/76%) said yes that they had time for planning with the classroom team. However, about a third (37/32%) said that they did not have planning time with the classroom team.

Teachers were asked to describe their responses. Of those who responded “yes,” 32 responded with comments about when this planning occurred, 8 described activities, and 3 said they did not have enough time for planning. Of those who said no, 8 said that there was not enough time for team planning, and 6 said they did not have enough staff to do this.

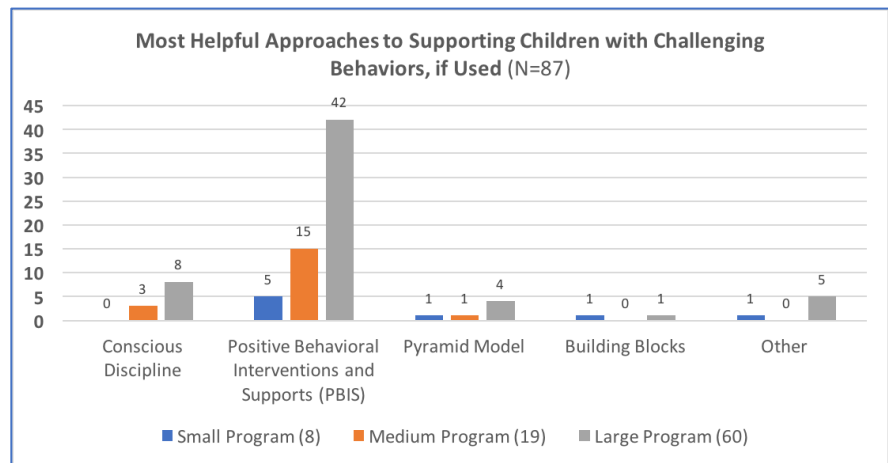
I. Most Helpful Formal Approaches Used to Support Children with Challenging Behaviors

Far and away, more teachers report using and finding PBIS most helpful (62/71%). PBIS is followed by: Conscious Discipline (11/13%); Pyramid Model (6/7%), Other (6/7%) and Building Blocks (2/2%). 25 teachers shared their thoughts about why the selected approach is most helpful.

Responses included: “Great tools for teachers and families (PBIS & Pyramid)” (3); “Helps children learn appropriate ways to express feelings and solve problems” (4); “Empowers students to make their own choices” (1); “PBIS is used building-wide” (2); “Pyramid is used school wide” (3);

“Conscious Discipline is great tool for teachers to manage and reduce stress in young children (2); and, “Just a requirement” (2). “Other approaches used” included: Flip It (4); Second Step (3); Love and Logic (1).

Contractor Size. Interestingly, responses suggest that medium-sized programs make the most use of formal approaches to challenging behaviors (71%) compared to small (60%) or large programs (59%).



Questions? Contact ECEAP@DEL.WA.GOV

² Guide to the Interactive Rating Readiness Tool, IRR #31, Page 21.