

FIRST CLASS PRE-K
TEACHER SURVEY
REPORT

2018

I. Sample

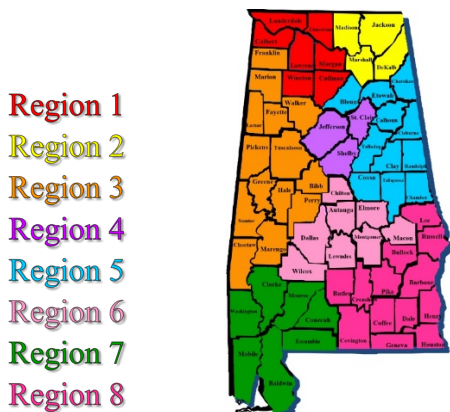
Respondents

The survey was distributed in electronic format to 1,856 First Class Pre-K teachers (lead and auxiliary) in spring 2018. Of these directly emailed, 1,233 completed or partially completed the survey, for a response rate of 70% (for valid, unduplicated email addresses).

Surveys emailed	1,856
Emails bounced	98
Duplicates	0
Total Distribution	1,758
Completed or Partially Completed Responses	1,118
Response Rate	70%

Responses were categorized according to Pre-K regions through respondent identification of program location selected from the color-coded map and legend below. The largest number of responses came from Region 2 of the state.

Region	Number of Counties in Region	Number of Responses	Percent of Total Responses
1	7	155	13.3
2	4	192	16.4
3	14	135	11.6
4	3	109	9.3
5	11	130	11.1
6	8	133	11.4
7	7	189	16.2
8	13	125	10.7



First Class Pre K Regional Map

Role in the Classroom

	%	Count
I am the lead teacher in my classroom	56.0	654
I am an auxiliary teacher in my classroom	44.0	513

Number of Years in Teaching Overall

	%	Count
Less than 1 year	6.5	77
1-5 years	40.0	465
6-10 years	15.1	176
More than 10 years	38.5	449

Number of Years Working with Children age Birth to 5

	%	Count
Less than 1	4.3	50
1- 5 years	31.6	368
6-10 years	23.1	269
More than 10 years	41.1	479

Educational Certifications

(Could check all that apply – 1163 answered this question)	%	Count
Early Childhood Education	68.3	794
Early Childhood Special Education	2.2	26
Elementary Education	31.7	369
Special Education	2.1	25
None	7.1	83
Other	29.0	337

*"Other" includes CDA, child development, various other major Associate's and Bachelor's degrees, early childhood coursework hours, school counseling

- **Respondents were about roughly divided between lead and auxiliary teachers.**
- **Teachers were primarily new teachers with 1-5 years teaching overall or experienced teachers with more than 10 years in the classroom.**
- **Teachers had extensive experience in working with children ages birth to 5, with over 40% of respondents stating they had more than 10 years of experience with this population.**

Interest in Furthering Education

Please rate your level of agreement with the following statements about furthering your education or certification in the early childhood field:	Strongly disagree % (n)	Disagree % (n)	Neither agree nor disagree % (n)	Agree % (n)	Strongly agree % (n)	Mean
I am interested in going back to school to further my education in the early childhood field or to get a certification.	10.7 (123)	9.9 (113)	21.7 (249)	21.6 (248)	36.0 (413)	3.62
Barriers to Furthering Education:						
It would cost too much to further my education in the early childhood field or to get a certification.	7.7 (88)	10.8 (123)	30.4 (346)	28.1 (320)	22.9 (260)	3.48
I don't have enough spare time to further my education in the early childhood field or to get a certification.	12.6 (143)	24.6 (279)	36.7 (417)	17.2 (195)	8.9 (101)	2.85
It is not worth the time and effort to further my education in the early childhood field or to get a certification - the salary increase would be too small.	34.0 (384)	27.0 (305)	27.1 (306)	6.6 (74)	5.3 (60)	2.22
I don't know where to go to further my education in the early childhood field or to get a certification.	29.4 (333)	35.4 (401)	28.3 (321)	4.8 (55)	2.1 (24)	2.15
I am not supported by my principal and colleagues to further my education in the early childhood field or to get a certification.	42.9 (483)	29.6 (333)	22.5 (253)	2.8 (32)	2.2 (25)	1.92

- **More than half of teachers agreed or strongly agreed (56.6%) that they were interested in going back to school to further their education in the early childhood field or to get a certification.**
- **The most commonly-reported barrier to going back to school to further education or get a certification was that it would cost too much.**

II. Results

A. Communication with Coach

Method of communication with coach (could check all that apply – 1277 answered this question)

	Number	Percent
Face-to-face meetings	1,260	98.7
Email	1,120	87.7
Text	576	45.1
Phone calls/video conferencing	391	30.6

- The most commonly-reported methods of communication with coach were face-to-face meetings and email.

Primary method of contact with coach

	Number	Percent
Email	712	56.3
Face-to-face meetings	481	38.0
Text	64	5.1
Phone calls/video conferencing	8	0.6

- Teachers identified email and face-to-face meetings as their primary methods of contact with coaches.

Frequency of communication with coach (on average, by method)

	Frequency					
	1-2 times a year % (n)	Once a quarter % (n)	Once a month % (n)	Every other week % (n)	Every week % (n)	Other* % (n)
Face-to-face meetings/In Person	0.5 (6)	5.5 (68)	86.8 (1081)	2.8 (35)	0.6 (7)	3.9 (49)
Phone calls/video conference	13.7 (53)	11.6 (45)	27.3 (106)	17.8 (69)	5.2 (20)	24.5 (95)
Email	1.1 (12)	1.8 (20)	23.4 (259)	33.2 (367)	33.2 (367)	7.4 (82)
Text	7.1 (31)	11.1 (48)	30.4 (132)	24.6 (107)	13.1 (57)	13.6 (59)

*Other included “as-needed” and “as requested.”

- Face-to-face meetings with coaches typically occurred monthly.

B. Coach Observation of Teaching

Frequency of coach observing teaching

	Number	Percent
More than once a week	2	0.2
Once a week	27	2.1
Twice a month	67	5.3
Once a month	982	78.0
Once a quarter	105	8.3
1-2 times a year	37	2.9
Never	7	0.6
Other*	32	2.5

*Other included "varies," "as-needed," and "as requested."

Average time spent by coach observing teaching

	Number	Percent
Less than 30 minutes	77	6.1
30-60 minutes	425	33.8
More than 60 minutes	756	60.1

Average time spent with coach to discuss observations

	Number	Percent
Less than 30 minutes	465	37.1
30-60 minutes	724	58.7
More than 60 minutes	66	5.3

- The majority of teachers reported coaches observed their teaching one time per month.
- Teachers reported coaches typically observed their teaching for more than 60 minutes and spent an average of 30-60 minutes discussing the observation.

C. Content of Coaching, Supports, Strategies, Characteristics, and Relationship

Focus of coaching (could check all that apply – 1246 answered this question)

	Number	Percent
Challenging behavior	848	68.1
Working with diverse populations	848	68.1
Approaches to learning (e.g., encouraging children's motivation, persistence, flexibility)	798	64.0
Social-emotional teaching practices	784	62.9
Language/literacy practices	623	50.0
Playing/interacting with children	537	43.1
Classroom organization	487	39.1
Math teaching practices	467	37.5
Other*	127	10.2

*"Other" included CLASS dimensions, TS GOLD, science, small groups, Conscious Discipline, curriculum, transition to Kindergarten, miscellaneous other topics, and "as needed."

- The most commonly-reported focus areas of coaching were challenging behavior and working with diverse populations, followed closely by approaches to learning and social-emotional teaching practices.

Supports provided by coach (could check all that apply – 1222 answered this question)

	Number	Percent
Providing information about the practice through videos or readings	1068	87.4
Providing/making materials such as a visual schedule or picture cards	773	60.0
Modeling the teaching practice in the classroom/with children	704	57.6
Providing help in the classroom (e.g., teaching a small group while you work individually with a student)	600	49.1
Role playing the teaching practice with you	389	31.8

- The most commonly reported coaching support was the provision of information about teaching practices through videos or readings.

Received additional training (beyond coaching; e.g., workshop) related to teaching practices

	Number	Percent
Yes	1033	83.5
No	204	16.5

- The majority of teachers reported receiving additional training on teaching practices above and beyond coaching.

Respondents were asked about their level of agreement with the following statements based on the rating scale:

	Strongly Disagree % (n)	Disagree % (n)	Neither Agree nor Disagree % (n)	Agree % (n)	Strongly Agree % (n)
Coaching is an effective way of supporting my use of evidence-based teaching practices.	8.4 (105)	1.1 (14)	8.8 (110)	40.3 (501)	41.3 (514)
In general, my relationship with my coach is positive.	0.7 (8)	0.6 (7)	3.5 (43)	21.4 (263)	73.8 (906)
In general, my coaching partnership is positive.	1.0 (9)	0.4 (4)	1.8 (16)	21.1 (187)	75.6 (670)

- More than 80% of teachers agreed or strongly agreed that coaching was an effective way to support their use of evidence-based teaching practices.
- Teachers overwhelmingly reported their relationship and partnership with their coach was positive.

Frequency that Coach Displays Selected Characteristics

	Never % (n)	Rarely % (n)	Sometimes % (n)	Often % (n)	Always % (n)
Competency in early childhood teaching practices	0.3 (3)	1.3 (16)	5.5 (67)	25.5 (309)	67.4 (818)
Accountability (e.g., keeping appointments, being on time, providing promised materials/support)	0.7 (8)	1.8 (22)	4.5 (54)	22.6 (274)	70.5 (856)
Listening skills	0.3 (4)	2.0 (24)	6.8 (83)	22.0 (267)	68.9 (837)
Classroom experience	0.6 (7)	1.9 (23)	7.2 (87)	23.5 (286)	68.9 (814)
Observation and data collection skills	0.5 (6)	1.6 (19)	7.3 (89)	26.3 (319)	64.1 (778)
Interpersonal skills (appropriate affect, use of nonverbal communication, responds appropriately to social cues)	1.2 (14)	1.6 (19)	7.7 (93)	25.5 (310)	64.1 (778)
Knowledge of coaching practices	0.5 (18)	1.9 (23)	13.2 (161)	27.7 (337)	60.0 (731)
Knowledge of adult learning principles	1.5 (18)	3.0 (37)	13.2 (161)	28.7 (350)	53.5 (652)

- Teachers reported coaches consistently displayed a wide variety of characteristics that contributed to a positive coaching experience and supported the use of evidence-based teaching practices in First Class Pre-K classrooms.

D. Coaching and Action Plans

Teacher and coach develop written action plans to guide coaching

	Number	Percent
Yes	1003	82.1
No	219	17.9

Method for developing actions plans

	Number	Percent
Developed plan together as a team	874	87.5
Coach provided plan	92	9.2
Teacher developed plan provided to coach	33	3.3

Level of teacher input in the development of the action plan

	Number	Percent
No input	7	0.7
Very little input	24	2.4
Some input	307	30.8
A great deal of input	659	66.1

- The majority of teachers and coaches developed written action plans together as a team with a great deal of input from the teacher.

Elements included in action plan (could check all that apply – 988 answered this question)

	Number	Percent
A goal for using teaching practice(s)	906	91.7
Resources needed	743	75.2
Step-by-step procedures for accomplishing the goal	620	62.7
Timeline	538	54.4

- Nearly all action plans included a goal for using specific teaching practices.

Follow-up actions after development of an action plan (could check all that apply– 988 answered this question)

	Number	Percent
You and your coach discuss the implementation of the plan	847	85.7
Coach observation of teaching practices in the plan	692	70.0
You and your coach revisit and/or revise the plan	603	61.0

- Significant follow-up occurred related to action plans, primarily discussion of implementation and observation of teaching practices included in the plan.

Usefulness of action plans in supporting the use of teaching practices

	Number	Percent
Not useful	11	1.1
Somewhat useful	112	11.3
Useful	431	43.5
Very useful	436	44.0

- More than 87% of teachers found action plans to be useful or very useful in supporting their use of evidence-based teaching practices in their classrooms.

Frequency of coach support for reflection and provision of feedback

	1-2 times a year % (n)	Once a quarter % (n)	Once a month % (n)	Twice a month % (n)	Once a week or more % (n)
How often does your coach support you to reflect on your use of teaching practices?	2.8 (33)	8.0 (96)	70.6 (848)	12.4 (149)	6.3 (76)
How often does your coach provide feedback on your instructional strategies?	2.5 (30)	7.9 (95)	71.9 (860)	12.5 (150)	5.1 (61)

- The majority of teachers reported their coach provided monthly support for reflection on use of teaching practices and feedback on instructional strategies.

E. Coaching and Feedback

Format of feedback from coach (could check all that apply – 1206 answered this question)

	Number	Percent
Email	1088	90.2
Verbal	1007	83.5
Written/hard copy	451	37.4
Data representation (e.g., graphs, tables, charts)	75	6.2

- Coaching feedback was typically provided by email or verbally.

Focus of feedback provided by coach (could check all that apply – 1199 answered this question)

	Number	Percent
Identifying things done well in using the teaching practice(s)	1071	89.3
Identifying ways to improve my use of the teaching practice(s)	1028	85.8
Supporting individual children/challenging behavior	827	69.0
The effects of my teaching on the children	692	57.7

- The focus of coaching feedback was primarily identifying strengths and opportunities to improve teaching practices.

Frequency coach uses data from the observation when providing feedback (e.g., how often teacher used specific strategy)

	Number	Percent
Never	30	2.5
Rarely	53	4.4
Sometimes	292	24.4
Often	516	43.1
Always	305	25.5

- Nearly 70% of teachers reported their coach often or always used data from observations when providing feedback.

F. Coaching and Problem-Solving

Coach supports teacher in solving problems in the classroom? (e.g., challenging behavior of individual children, difficulty planning new teaching practices)

	Number	Percent
Yes	1155	96.1
No	46	3.8

Method coach uses to support teacher in solving problems (could check all that apply – 1153 answered this question)

	Number	Percent
Provides suggestions	1090	94.5
Provides support materials	905	78.5
Has collaborative discussions	874	75.8

- **Nearly all teachers reported coaches supporting them in solving classroom problems, primarily by providing suggestions.**

G. Strategies and Supports in the Coaching Process

Respondents were provided a space to share their thoughts on the most and least useful strategies and supports provided through the First Class Pre-K coaching process. The following consistent themes emerged from the text comments:

Most useful strategies or supports

Modeling of and hands-on experience in applying developmentally appropriate practices in the classroom
Behavioral strategies and supports for children with behavioral or social-emotional challenges (Conscious Discipline, planning with coach, support from coach)

Relationship with coach which provides ongoing communication for honest/positive feedback and support of coach to assist with planning, small groups, behavioral issues, and lesson planning (encouragement, phone calls, face-to-face meetings, email, feedback, mentoring, brainstorming/idea generation)

Honest feedback and communication

Materials and resources for the classroom

How to best optimize use of Teaching Strategies GOLD and other documentation of child's growth

Less useful strategies or supports

Work load of professional development and documentation for First Class (myTeachstone, Strengthening Families modules, Teaching Strategies GOLD checkpoints)

Teacher: Coach relationship- Some perception of negative relationships due to focus on areas needing improvement vs. building on strengths

Length of visits and amount of communications from coaches – sometimes overwhelming or perceived as too much/burdensome

H. Additional supports for using evidence-based practices

Respondents were provided a space to share their thoughts on additional supports that would assist them in using evidence-based practices in the classroom. The following consistent themes emerged from the text comments:

Modeling by coaches, more hands-on practice and increased opportunities to observe evidence-based practices (including the use of Teaching Strategies GOLD)

Visiting other First Class Pre-K/OSR classrooms (intentional networking with other First Class teachers)

Professional development on challenging behaviors, children with special needs, and family involvement

More workshops and small groups on evidence-based practices

Materials and resources for the classroom to support evidence-based practices

Relevant, recent research articles on evidence-based practices from early childhood education leaders like the National Association for the Education of Young Children (NAEYC)

I. Satisfaction with Services provided by the Office of School Readiness (OSR)

Respondents were asked about their level of satisfaction with the following OSR services based on the rating scale:

Services	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
	% (n)	% (n)	% (n)	% (n)	% (n)
Coaching	0.8 (7)	1.1 (13)	5.3 (63)	31.7 (376)	61.2 (727)
Monitoring	0.8 (10)	0.9 (11)	4.6 (55)	35.6 (425)	58.0 (692)
Professional development	0.6 (7)	1.8 (21)	4.4 (52)	41.9 (500)	51.4 (614)
Administrative assistance	0.8 (9)	1.7 (20)	11.0 (131)	41.1 (488)	45.5 (540)

➤ **Teachers were overwhelmingly satisfied or very satisfied with services provided by OSR.**

J. Suggested changes to services provided by OSR

Respondents were provided a space to share suggestions for changes to services provided by OSR. The following consistent themes emerged from the text comments:

Coaching improvements in communication and style regarding assessments, visits, and establishing rapport (coach and monitor reports to directors and teachers)

Identify opportunities for improvements in communication with Pre-K directors to assist with their knowledge of First Class/OSR requirements

Sharing all communications with teachers, auxiliary teachers, and directors alike

Conference timing, location, and size – move to time outside of winter holiday break.

Improvements in My Teach Stone, Creative Curriculum, and Teaching Strategies GOLD due to work loads, time efficiencies, and real-life applications

More support for teachers with children with challenging behaviors

Equity and continuity in coaching within regions/across sites

Better understanding of First Class/OSR requirements and changes made from year to year

Incentives for mentor sites and opportunities to visit other OSR-funded First Class Pre-K sites

Professional development based on experience of teachers (hands-on opportunities, science, behavioral)

Better access to funding for classroom and increased funding for materials and requirements, auxiliary teachers, and high cost items (ex. shade for play area)

Regional conferences/professional development and networking opportunities to learn from others

Interest in learning more about the mission and vision of First Class Pre K and Department of Early Childhood Education.

K. Impact of First Class Pre-K and OSR Supports

Teachers were asked to rate any positive changes they had observed in their personal skills during their time employed as a First Class Pre-K teacher according to the following scale:

Personal Skills	No change (0)	Slight change (1)	Moderate change (2)	Significant change (3)	Mean
Knowledge of developmentally appropriate practice	2.7 (32)	10.0 (118)	32.2 (380)	55.1 (651)	2.40
Teacher/child interactions	4.5 (53)	10.2 (120)	32.7 (387)	52.6 (622)	2.33
Intentional instructional planning	4.9 (53)	9.9 (117)	34.4 (406)	51.3 (606)	2.32
Classroom management	4.1 (49)	10.0 (118)	39.8 (472)	46.1 (547)	2.28
Lead/Auxiliary teacher interactions	8.5 (100)	10.1 (119)	32.3 (369)	50.2 (592)	2.23
Teacher/parent interactions	7.0 (83)	12.7 (150)	38.5 (455)	41.7 (493)	2.15

- **Teachers reported positive changes across all personal skills, but especially in knowledge of developmentally appropriate practice, teacher-child interactions, and intentional instructional planning.**

Respondents were asked about their level of agreement with the following statement based on the rating scale:

	Strongly Disagree % (n)	Disagree % (n)	Neither Agree nor Disagree % (n)	Agree % (n)	Strongly Agree % (n)
The Pre-K services we provide with support from OSR impact the quality of other Pre-K classrooms in our facility.	0.7 (8)	0.8 (9)	15.2 (180)	33.9 (400)	49.5 (584)

- **More than 83% of respondents agreed or strongly agreed that their First Class/OSR Pre-K classroom impacted the quality of other Pre-K classrooms in their school.**
- **A substantial number of respondents noted that either all Pre-K classrooms in their school were First Class/OSR classrooms or that their classroom was the only Pre-K classroom in the school.**

L. Additional resources to support high quality Pre-K services

Respondents were provided a space to share suggestions for additional resources OSR could offer to support teachers in providing high quality Pre-K services to children in their communities. The following consistent themes emerged from the text comments:

Funding for more classrooms, books/CDs, classroom libraries, personnel, playgrounds, outdoor learning/field trips, curriculum, replacement materials for centers and older classrooms, technology/iPads, Smartboards, professional development, and pay parity

Professional development and mentoring for dealing with children with social-emotional issues, working in teams in classrooms, science, developmentally appropriate practices, relationships with families, use of technology, Teaching Strategies GOLD, Creative Curriculum, and autism

Materials, trainings, hands-on and informational sessions for parents about First Class Pre-K (what the program is and its expectations), parenting skills, school readiness, etc.

Providing opportunities for community and schools to better understand what First Class Pre-K is and the importance of developmentally appropriate practices

Collaboration and networking among First Class Pre-K classrooms

M. Benefits of First Class Pre-K for teachers, children, the facility, and the local community

Respondents were provided a space to share their thoughts on the benefits of First Class Pre-K for children, the facility, and the local community. The following consistent themes emerged from the text comments:

Increased number of four-year-olds who are ready to learn and develop the needed skills to successfully transition to Kindergarten (Kindergarten readiness skills overall)

Improved social-emotional, cognitive, and problem solving skills for children who participate in First Class Pre-K

Resources and supports provided by First Class Pre-K to teachers and classrooms

Better understanding of high quality early childhood environments and developmentally appropriate practice in classroom (teacher-child interactions, vocabulary-building, play)

Improved access to high quality early childhood education for children who would not normally have access due to high cost/lack of affordability

Better parent and teacher understanding of the value of play in learning