Who are the lead teachers in Illinois’s Preschool for All (PFA) programs?

The Preschool for All (PFA) evaluation collected information from teachers and administrators about teachers’ demographics, their preparedness to teach, their professional development needs, and their attitudes about their jobs.

**PFA lead teachers are predominantly white, female, 30 years old or older, and English-speaking.**

- The majority of lead teachers (93%) are white, and 99% of lead teachers are female.
- Three-fourths (75%) are 30 or older, and almost half (44%) are 40 or older.

- Almost all teachers (99%) speak English as their primary language. A small percentage (5%) of teachers can speak Spanish fluently.

**PFA programs have qualified and experienced teachers.**

All lead teachers hold a bachelor’s degree and a Type 04 teaching certificate, and approximately one-third of teachers (34%) have a master’s degree. More than half of teachers (61%) have six or more years of experience teaching preschool. The majority of teachers (83%) earned their highest degree in an education-related field, and more than half of teachers (60%) earned their highest degree in early childhood education.
Most PFA teachers believe they are prepared to teach the curriculum, but some report being less prepared to teach diverse populations of children.

Most teachers (68%) indicate that they are well prepared to implement the program’s curriculum.

Fewer teachers believe they are prepared to work with students with diverse needs:
- About one-third of teachers report being well prepared to work with children with special needs (34%).
- Slightly more than half of teachers (52%) report being well prepared to work with children with challenging behaviors.
- Approximately one-third of teachers (35%) report being well prepared to work with dual language learners.

PFA Lead Teacher Perceptions of Preparation to Work with Various Populations
Source: Teacher surveys (n=150)

Next to the chart, there are three vertical bars representing the percentage of teachers well prepared, somewhat prepared, and not prepared to work with different populations:
- Children with special needs: 34% well prepared, 62% somewhat prepared, 5% not prepared.
- Children with challenging behaviors: 52% well prepared, 47% somewhat prepared, 1% not prepared.
- Dual language learners: 35% well prepared, 49% somewhat prepared, 16% not prepared.

PFA administrators identified behavior management as the area of greatest need for professional development for teachers.

PFA program administrators identified several areas where they believed teachers in their programs needed more professional development. The most common training needs identified by administrators include how to manage child behavior (35%), implement curriculum (30%), and effectively include and serve children with disabilities and other special needs (22%).

Professional Development Needs of Staff in PFA Programs, as Reported by Program Administrators
Source: Administrator interviews (n=99)

The chart shows the following percentages:
- Behavior management/social skills: 35%
- Curriculum implementation: 30%
- Inclusion of children with disabilities and other special needs: 22%
- Response to intervention for preschool: 17%
- Addressing needs of dual language learners: 17%

Most PFA teachers report positive perceptions about their jobs and the support they receive from their programs.

PFA teachers were asked about their career choice, their present job, and the support they receive from their PFA program. Overall, teachers report positive perceptions about their jobs and program support. The vast majority of teachers (92%) agree or strongly agree that they would choose teaching again, and 83% agree or strongly agree that their programs provide them with enough professional development.
PFA Teacher Perceptions About Their Career

Source: Teacher surveys (n=150)

<table>
<thead>
<tr>
<th>Would choose teaching career again</th>
<th>Certain “making a difference”</th>
<th>Enjoy present job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td></td>
</tr>
<tr>
<td>16%</td>
<td>22%</td>
<td>21%</td>
</tr>
</tbody>
</table>

PFA Teacher Perceptions About Program Support

Source: Teacher surveys (n=150)

<table>
<thead>
<tr>
<th>Provides enough professional development</th>
<th>Helps teachers feel good about their jobs</th>
<th>Provides enough assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td></td>
</tr>
<tr>
<td>38%</td>
<td>43%</td>
<td>47%</td>
</tr>
</tbody>
</table>

About the data: The evaluation team collected data from multiple sources, including a web-based survey and interviews with program administrators, interviews with parents, teacher surveys, classroom observations, and direct assessments of children. The evaluation took an in-depth look at 120 programs and nearly 700 children and their families throughout the state (excluding the city of Chicago).

For more information about the Illinois Preschool for All (PFA) Evaluation, visit www.erikson.edu/PFAEvaluation.