

Teacher Survey on Professional Learning, Burnout, and Retention



Overview of Findings

This survey is the first in an ongoing survey series presented by Teaching Strategies that surfaces on-the-ground insights and perspectives in early childhood education to inform national conversations around policy and practice. Against the backdrop of national educator burnout and workforce gaps, Teaching Strategies sought to understand the role of professional learning in retaining early childhood educators and supporting their wellbeing. Over 2,300 early childhood educators across the U.S. responded to our first survey.

Consistent with other surveys and inputs from the media...

Early childhood educators are experiencing high levels of burnout and stress.



Early childhood educators struggle with mental health and burnout.



Early childhood educators report staffing shortages affecting their stress level.

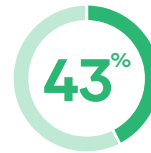
Perhaps surprisingly, only



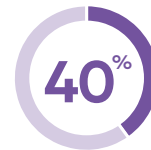
Are planning to leave in the next year.

Compensation and mental health remain the driving reasons for early childhood educators considering a career change.

Of the 20% of early childhood educators who said they are considering making a career change:



Say compensation is the driving reason



Say mental health is the driving reason

When asked about professional development...

The findings suggest that professional development matters for retention and satisfaction.

Educators planning to leave the profession are less likely to say they have access to professional development.



Of educators **planning to leave** the profession say they have access to professional development.



Of educators **planning to remain** in the profession say they have access to professional development.

Early childhood educators who report access to professional development opportunities are statistically more likely to be satisfied with their jobs. However,



Report having no such access.

When asked what kinds of resources* early educators wished they had more of in day-to-day teaching experiences...

Younger professionals are more likely to select professional development opportunities.



Of educators **under the age of 35** said professional development opportunities are among their top 3 desired resources

Compared with only,



Of educators **over the age of 45** listed professional development opportunities among their top 3 desired resources

Early childhood educators prefer professional development to be delivered online and on-demand.



Of educators surveyed say online, on-demand would be one of their **preferred methods** of participating in professional development:



Educators say this was **the only way they want** professional development.

And just,



Of educators say they **only want live in-person** professional development.

*The list of available resources included planning time, smaller class sizes, child-facing instructional materials, etc.

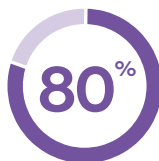
When asked about career preparedness...

Early educators feel their education prepared for them for the job.



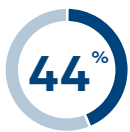
Of educators feel their education prepared them for the job.

For those who did not feel prepared,



Plan to continue their education

With



Interested in free training



Are interested in online learning

Early educators who did not feel prepared are more likely to leave the profession.

Of educators who plan to leave the profession:



Say their education **didn't prepare them.**



Say their education **did prepare them.**

Demographics and Methodology

The survey captured responses from 2,312 early childhood educators on a surveymonkey platform across all 50 states, the District of Columbia, and six US territories. Nearly half of respondents were preschool teachers (45%), followed by kindergarten teachers (21%), IT2 teachers (10%), site/district administrators (7%), curriculum directors (3%), and family child care providers (2%). Of respondents, 39% were between ages of 25 - 34, followed by 19% between the ages of 35 - 44, 14% between 45 - 54, 13% between 18 - 24, and 12% between 55 - 64. About one third of respondents are tenured over 10 years (29%), followed by 3 - 5 years (27%), 1 - 3 years (19%), 5 - 7 years (15%), and 7 - 10 years (8%).

In addition to cross tabs, one regression model was used, a logistic regression model that considered whether access to PD had an impact on the likelihood of respondents indicating high levels of satisfaction. With a satisfaction scale of 1-7, "high satisfaction" was defined as a score of 5, 6, or 7. Results were significant with $p < .05$.