Title

Teachers' Voices: Work Environment Conditions That Impact Teacher Practice and Program Quality

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Teachers' Voices:

Work Environment Conditions That Impact Teacher Practice and Program Quality

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Established in 1999, the Center for the Study of Child Care Employment (CSCCE) is focused on achieving comprehensive public investments that enable the early childhood workforce to deliver high-quality care and education for all children. To achieve this goal, CSCCE conducts research and policy analysis about the characteristics of those who care for and educate young children and examines policy solutions aimed at improving how our nation prepares, supports, and rewards these early educators to ensure young children's optimal development. CSCCE provides research and expert analysis on topics that include: compensation and economic insecurity among early educators; early childhood teacher preparation; access to educational opportunities and work environments; and early childhood workforce data sources and systems. CSCCE also works directly with policymakers and a range of national, state, and local organizations to assess policy proposals and provide technical assistance on implementing sound early care and education workforce policy.

Teachers' Voices: Work Environment Conditions That Impact Teacher Practice and Program Quality was commissioned and funded by First 5 Alameda County.

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v.2
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Glossary of Key Terms

Assistant teachers
Assistant teachers assist a lead teacher in a classroom.

Auspices
Early care and education centers operate under the auspices of a sponsoring agency or governing body that determines ratios, personnel requirements, and other features of the center. Centers in Alameda County, as across the state, can receive funding or sponsorship from multiple agencies and be subject to more than one governing body (e.g., Head Start, Title 5). For more information on auspices included in this study, see the Population and Sample: Teaching Staff section on page 4.

CLASS Pre-K[1]
The Classroom Assessment Scoring System (CLASS) is an observational assessment designed to measure classroom quality in three domains: Emotional Support; Classroom Organization; and Instructional Support. CLASS assessments are periodically completed by First 5 Alameda County for sites participating in Quality Counts, and results are one of several elements used to compute a center's QRIS rating.

ECERS[2]
The Early Childhood Environmental Rating System (ECERS) is an observational measure that examines process and structural quality in early childhood preschool classrooms. ECERS assessments are periodically completed by First 5 Alameda County for sites participating in Quality Counts, and results are one of several elements used to compute a center's QRIS rating.

Head or lead teachers
Head or lead teachers have primary responsibility for managing the classroom, planning lessons, and overseeing teachers and assistant teachers.

Program
Program denotes the overarching agency that oversees individual sites. Some programs oversee a single site, while other programs oversee multiple sites. For example, a school district may oversee multiple sites. Program is different from auspices as some sites within a program may receive different types of sponsorship.

QRIS
The QRIS Resource Guide defines QRIS as a systemic approach to "assess, improve, and communicate the level of quality in early and school-age care and education programs."[3] A quality rating is awarded to "early care and education sites that meet a set of defined program standards."[4] A QRIS may operate at the state or county level and often includes observational assessments of program quality.

Quality Counts

Alameda County's QRIS is called Quality Counts. Sites participating in Quality Counts receive an overall rating based on sub-scores on seven elements, including: Child Observation; Development and Health Screening; Minimum Qualifications for Lead Teacher; Effective Teacher–Child Interactions; Ratio and Group Size; Program Environment; and Director Qualifications. Sites are assigned a corresponding quality tier rating score on a scale of 1 to 5 with Tiers 4 and 5 indicating a High Quality Program, and Tiers 1, 2, and 3 indicating an Emerging Quality Program. See Box 1 for a detailed description of Quality Counts.

Site

Site refers to the individual center at which an early care and education program operates.

Teachers

Teachers or co-teachers in classrooms have primary responsibility for a group of children.

Teaching Staff

The term "teaching staff" refers to all teacher participants in the study. Findings reported for teaching staff are aggregated across job titles, including assistant teachers, teachers, head/lead teachers, and specialized teaching staff. Specialized teaching staff provide assistance to other teachers, teach special lessons, and/or hold roles such as supervisors of master teachers, educational coordinators, or special education teachers. When examining differences among job title in this study, the small number of specialized teaching precluded us from examining them as a separate group. However, their responses are included in data for all teaching staff as a whole.

Introduction

Research documenting the negative effects of the mediocre quality of most early care and education (ECE) settings on children's learning and development underlies decades of debate about the most effective strategies to improve services for young children in the United States.[5] Although strategies vary, there is broad consensus that high-quality ECE depends on teachers who are skilled at nurturing children's development and learning. Yet, there is no single ingredient to effectively prepare teachers of young children and to support their continual growth as professionals on the job.

Strategies focused on increased professional development and education for individual members of the workforce have historically dominated policy and practice, yet the ingredients that influence ECE workplace environments — what teachers need in addition to training and education in order to help children succeed — have been routinely overlooked in quality improvement efforts. Just as children's environments can support or impede their learning, work environments promote or hinder teachers' practice and ongoing skills development.[6] Educators' ability to apply their knowledge and skills and to continue to hone their practice requires a work environment that supports their ongoing learning, prioritizes time without child responsibilities for professional activities (such as planning and sharing with colleagues), and offers dependable benefits that ensure their well-being.

Teachers in the K-12 system can typically expect their work environment to implement program policies that allow for and promote teacher initiative and that support teachers' economic, physical and emotional well-being. They can rely on such provisions as a salary schedule that accounts for experience and level of education, paid professional development activities, and paid planning time, as well as access to such benefits as paid personal/sick leave and health care. Conversely, early childhood teachers routinely face insufficient teaching supports and inadequate rewards for their education and commitment (e.g., low pay, lack of professional supports, and lack of benefits). These shortcomings contribute to poor program quality and fuel high levels of teacher turnover, preventing program improvement and making it increasingly challenging to attract well-trained and educated teachers to work in early learning programs.[7]

In recent years, more comprehensive approaches to quality improvement in early childhood education — those that focus on the program as a whole — have garnered increased public attention and resources. These program approaches were initially exemplified by center-based and family child care accreditation by professional organizations; now they include state- or locally-governed Quality Rating and Improvement Systems (QRIS). Although participation in QRIS varies, as most systems remain voluntary[8] and participation is limited, they have become the predominant quality improvement strategy in most states.[9] As of 2015, 36 states had an operational QRIS, with some states (such as California and Florida) operating multiple QRIS at the regional or local levels. The QRIS in Alameda County is Quality Counts (see "Quality Counts, the Alameda County QRIS," p. 2).

QRIS ratings are based on standards — or "agreed upon markers of quality established in areas critical to effective programming and child outcomes" — and the elements incorporated communicate important messages to stakeholders (including policymakers, teachers, and administrators) about the values and priorities that are deemed the most important areas for focusing resources and attention.[10] The degree of

attention that a given QRIS pays to the workforce through such factors as staff education, professional development, compensation, benefits, and work environments — factors that have been linked to program quality improvement and sustainability[11] — may determine how practitioners invest their energies to enhance programs for young children, how public resources are prioritized and allocated for quality improvement, and the ultimate success of the QRIS strategy itself. To date, while staff qualifications and training are one of the most commonly assessed areas of quality and are included in nearly all QRIS,[12] fewer QRIS acknowledge the importance of positive and supportive work environment benchmarks.

Quality Counts, the Alameda County QRIS

Quality Counts, the Alameda County Quality Rating and Improvement System (QRIS) is administered by First 5 Alameda County.[13] Programs participating in Quality Counts receive technical assistance services and, based on a standard evaluation protocol, are assigned a quality tier rating score on a scale of 1 to 5, with Tiers 4 and 5 indicating a High Quality Program, and Tiers 1, 2, and 3 indicating an Emerging Quality Program. Overall program rating scores are based on sub-score ratings on seven elements organized into three categories: Child Development and School Readiness; Teachers and Teaching; and Program and Environment (see below). Ratings include scores on the Environmental Rating Scale and Classroom Assessment Scoring System (CLASS) observational assessments. Programs are re-rated every two years.

Child Development and School Readiness	Child Observation
	Development and Health Screening
Teachers and Teaching	Minimum Qualifications for Lead Teacher
	Effective Teacher–Child Interactions
Program and Environment	Ratio and Group Size
	Program Environment
	Director Qualifications

Technical assistance services include coaching specific to Environment Rating Scales and the Classroom Assessment Scoring System (CLASS), early childhood mental health consultation, Center on the Social and Emotional Foundations for Early Learning (CSEFEL) training and coaching, and technical assistance to support program use of the Ages and Stages Questionnaire (ASQ) for developmental screening. Technical assistance by trained coaches is provided throughout participation in Quality Counts, addressing goals determined by coach, director, and representative site staff.

QRIS administrators, among others, have become increasingly aware that the work environments of teachers influence the success of efforts to improve and sustain quality, and they are interested in exploring how QRIS ratings could be strengthened in this regard. Gathering teachers' perspectives on the features of their work environments that best allow them to apply their skills and continue to develop their knowledge is a starting point for generating new avenues and solutions that can lead to enhanced teacher practice and inform

improvements in the QRIS strategy. Other industries, such as health care, have used this approach and have engaged practitioners themselves in strengthening organizational capacity.[14]

To facilitate the process of bringing teachers' voices into quality improvement strategies, the Center for the Study of Child Care Employment (CSCCE) developed *Supportive Environmental Quality Underlying Adult Learning, or SEQUAL*, as a tool to document contextual information about workplace conditions that impact teacher practice and program quality and to build a vocabulary for the field around teachers' needs for workplace supports.[15] It is a multi-purpose, validated tool that addresses five critical areas of teachers' learning environments:

- Teaching supports;
- Learning opportunities;
- Policies and practices that support teaching staff's initiative and teamwork;
- Adult well-being; and
- How supervisors and program leaders interact with staff to support their teaching practice.

SEQUAL has been used by QRIS administrators and policymakers to understand the interplay between teacher education and the work environment, the relationship between teachers' work environments and indicators of quality, and as a technical assistance tool, to guide improvements to program policies, practices, and conditions necessary to support teachers' work with children.

First 5 Alameda County approached CSCCE about administering SEQUAL to teaching staff employed at programs participating in Quality Counts. In addition to providing detailed information about teaching staff's perceptions of work environments across Quality Counts participating programs, the study was viewed as a starting point for a much-needed conversation regarding how those fulfilling different roles – administrators, coaches, and policymakers – can best support teaching staff in their provision of high-quality care and education.

About This Report

This report presents the findings from the SEQUAL study focused on teaching staff employed in programs participating in Quality Counts in the spring of 2016. Almost all of the programs represented in this report were contracted with the California Department of Education or Head Start to provide services, and accordingly are held to more rigorous standards than other licensed non-contracted programs in the county. In the following section of this report, we describe the design of the study, including information about the sample, the survey instrument, and the data collection and analysis procedures. We next present findings, beginning with teaching staff responses to items in each of the five SEQUAL domains, including an analysis of how responses varied by site characteristics and quality ratings. The next section provides a detailed description of the personal and work characteristics of teaching staff and explores whether teaching staff assessments of their work environment varied with respect to these characteristics. The report concludes with a discussion of the implications of the findings and recommendations for action targeted towards funders and policymakers.

Study Design

The section includes information about: 1) the sample of teaching staff who completed the SEQUAL survey; 2) the survey instrument; 3) procedures used for data collection; and 4) a description of the analysis plan.

Population and Sample: Teaching Staff

Our population of interest included teaching staff (assistant teachers, teachers, and lead teachers) and administrators employed at the 42 center-based early care and education programs (i.e., agencies) participating in Quality Counts, Alameda County's QRIS program. These 42 early childhood programs were comprised of 149 individual sites that, at the time of data collection, represented almost all the state-funded Title 5 and Head Start programs (as well as a handful of Title 22 programs) participating in Quality Counts.[16]

We have assigned each teacher in our sample to one of five auspices based on funding and governance of the center in which she/he was employed: (1) Head Start (sites receive funding from Head Start for at least one child at the site; they include Early Head Start programs and may or may not receive other types of funding [e.g., Title 5]); (2) Title 5 school-district (sites receive funding from Title 5 funds and are nested within larger school districts); (3) Title 5 non-school-district (sites receive funding from Title 5 as well, yet are not affiliated with a school district); (4) Title 22 for-profit (for-profit sites that do not receive Title 5 nor Head Start funding); and (5) Title 22 nonprofit (nonprofit sites that do not receive Title 5 or Head Start funding).

Thirty-five of the 42 invited programs, comprised of 136 sites (representing 91.0 percent of sites in the population), consented to participate in this study. Eighteen of the 35 programs were single-site programs, and 17 programs administered more than one site (see Table 1).

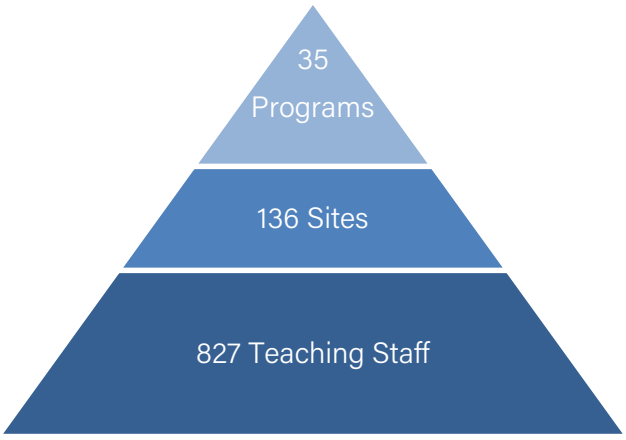


Figure 1. Number of Programs, Sites, and Teaching Staff Contacted

Administrators provided First 5 Alameda County and CSCCE with contact information for 827 teaching staff employed at the sites operated by their programs (see Figure 1). Teaching staff were invited to participate in the SEQUAL for Teaching Staff Survey. Administrators were invited to participate in the SEQUAL for Administrators Survey to provide context to teaching staff responses.

Table 1. Number of Programs and Sites in the Sample Population

	Number of programs	Number of sites represented
Programs operating at one site	18	18
Programs operating at two sites	6	12
Programs operating at three or more sites	11	106

Participation Rate

Of the 827 teaching staff receiving invitations to participate, 41 percent (n=338) completed the survey. Participating teaching staff were employed at one of 98 sites administered by 31 programs (see Figure 2 and Table 2). At least one teaching staff participant responded to the survey from 88.6 percent of programs and 72.1 percent of sites (see Table 3).

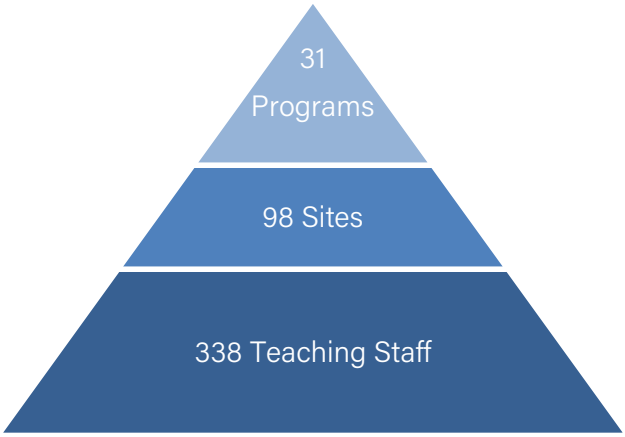


Figure 2. Number of Programs, Sites, and Teaching Staff Participants in the Sample

Across all 98 participating sites, teaching staff participation rates ranged from 9 percent to 100 percent, with an average site participation rate of 58.9 percent (see Table 3 and Table 4). At approximately two-thirds of sites, 50 percent or fewer teaching staff participated in the study. Participation rates did not differ significantly by site auspices, Quality Counts ratings, or teaching staff job title (see Tables 5 through 7). The number of participants by tier level mirror the distribution of site tier levels participating in Quality Counts: less than 5 percent of sites are Tier 2; 33 percent of sites are Tier 3; 58 percent of sites are Tier 4; and less than 5 percent of sites are Tier 5 (see Table 7).

Table 2. Number of Programs and Sites Represented in the Sample

	Number of programs	Number of sites represented
Programs operating at one site	20	20
Programs operating at two or more sites	11	78

Table 3. Participation Rate of Programs, Sites, and Teaching Staff

	Program	Site	Teaching staff
Participation rate	31 of 35 programs (89%)	98 of 136 sites (72%)	338 of 827 teachers (41%)

Table 4. Teaching Staff Participation Rate, by Site

Teaching staff participation rate	Number of sites	Percent
25% or less	18	18%
26–50%	44	45%
51–75%	16	16%
76–100%	20	20%
Total	98	100%

Table 5. Percent and Number of Teaching Staff Participants, by Site Auspices

	Number of teaching staff	Percent
Title 5 school-district	104	31%
Title 5 non-school-district	111	33%
Head Start/Early Head Start*	115	34%
Total**	338	100%

* Sites were designated as Head Start/Early Head Start sites if they received Head Start or Early Head Start funding for at least one child, even in combination with other types of funding.
** Note: Percentages do not add up to 100.0 percent. Less than 5% of teaching staff who participated were employed at Title 22 sites. Due to their small numbers, we are unable to report their data as a group, but their survey responses are included when presenting data for the total sample.

Table 6. Percent and Number of Teaching Staff Participants, by Job Title

	Number of teaching staff	Percent
Assistant teacher	119	35%
Teacher	106	31%
Head/lead teacher	99	29%
Total*	338	100%

*Note: Percentages do not add up to 100.0 percent. Less than 5% of teaching staff identified having other job titles. Due to their small numbers, we are unable to report their data as a group, but their survey responses are included when presenting data for the total sample.

Table 7. Percent and Number of Teaching Staff Participants by Quality Counts Tier Level

	Number of teaching staff	Percent
Tier 3	97	30%
Tier 4	209	65%
Tier 5	13	4%
Total*	338	100%

*Note: Percentages do not add up to 100.0 percent. The tier ratings of the sites at which teaching staff were employed were unavailable for 5% of teaching staff. Additionally, less than 5% of teaching staff were employed at Tier 2 sites. Due to their small numbers, we are unable to report their data as a group, but their survey responses are included when presenting data for the total sample. These numbers mirror the distribution of site tier levels participating in Quality Counts: less than 5% of sites are Tier 2; 33.3% of sites are Tier 3; 57.8% of sites are Tier 4; and less than 5% of sites are Tier 5.

Demographic Characteristics

Teaching staff participating in the survey were predominantly women of color (79 percent), with a mean age of approximately 46 years. Teaching staff were ethnically and linguistically diverse; more than one-half of teaching staff reported speaking another language in addition to English. Teaching staff had worked, on average, 16 years in the field of early childhood education, 10 years in their current place of employment, and eight years in their current position at their current place of employment. Approximately 75 percent of the sample had earned an associate degree or higher. Most teaching staff (68 percent) reported working with mixed age groups of children (see Table 8).

Table 8. Age Group of Children With Whom Teaching Staff Work

	Percent
Infant and/or toddlers only	10%
Age 3 only	8%
Age 4 only	14%
Mixed age groups	68%

Survey Instrument

Teaching staff completed the SEQUAL Teaching Staff Survey, which examines their perceptions of their work environment. Administrators completed the SEQUAL for Administrators Survey.

SEQUAL Teaching Staff Survey. The SEQUAL Teaching Staff Survey included two parts. Part 1 examined staff perceptions about workplace policies that affect their teaching practice. Teaching staff were asked to rate a series of statements on a scale from 1 (strongly disagree) to 6 (strongly agree). Items focused on each of following five domains:

1. Teaching Supports (33 items, including statements on the following dimensions: curriculum; observations and assessments; materials; support services for children and families; and staffing and professional responsibilities);
2. Learning Community (12 items, including statements on the following dimensions: professional development opportunities and applying learning);
3. Job Crafting (21 items, including statements on the following dimensions: making decisions in their workplace; teamwork; and input);
4. Adult Well-Being (38 items, including statements on the following dimensions: economic well-being; quality of work life; and wellness supports); and
5. Leadership (28 items, including perceptions of their supervisor and the leader of their program).

SEQUAL scores were computed first for each domain and then for each dimension (sub-scale) within each domain. Scores were computed as the average response across items for that domain or dimension.

In Part 2 of the Teaching Staff Survey, participants were asked to provide information on personal characteristics (e.g., gender, age, race/ethnicity), level of education, and work characteristics (e.g., wages, tenure, age range of children in their classroom). Additionally, teaching staff responded to the 10-item Center for Epidemiologic Studies Short Depression Scale CES-D 10[17] designed to assess depressive symptoms.[18] Prior to data collection, the survey instrument and data collection procedures were approved by the Committee for the Protection of Human Subjects at the University of California, Berkeley, and pre-tested. The survey was in English. It was administered online and took approximately 40 minutes to complete.

SEQUAL Administrator Survey. Administrators were identified by First 5 Alameda County as the person at the site who would have access to information about workplace benefits and policies as well as program and staff characteristics. Administrators were asked to complete a survey focused on program characteristics, including: the number of teaching staff employed; the number of teaching staff who had left their job in the last year; teaching staff wages and benefits; and the number and characteristics of children served at each site. This information provided important contextual information about the specific sites in which SEQUAL respondents were employed and was used to inform the research team in data analyses.[19]

Data Collection Procedures

In Spring 2016, First 5 Alameda County provided CSCCE with contact information for all teaching staff and site administrators employed at early care and education sites participating in Quality Counts, Alameda County's QRIS. A notification letter describing the purpose of the survey and encouraging participation was emailed to all administrators of centers participating in Quality Counts, who then forwarded the letter to their teaching staff. Approximately one week later, CSCCE emailed all teaching staff a link to participate in the SEQUAL survey and all administrators a link to participate in the Administrator survey. Survey participation took place between March and July 2016.

Data on Quality Counts overall and tier ratings and Environmental Rating Scale and CLASS scores[20] for sites participating in this study were provided by First 5 Alameda County. Data were current as of Summer 2016. Observational assessments and Quality Counts ratings had been completed within a year of the SEQUAL project launch. These data allowed us to examine variations in teaching staff perceptions of their work environment in relation to the different QRIS ratings and levels of observed quality. This study used site-level data from the ECERS assessment and CLASS Pre-K assessment, as ITERS scores and CLASS scores for other age groups were too few to include.

Analyses

All SEQUAL items were rated on a scale from 1 (strongly disagree) to 6 (strongly agree). In this document, these data were analyzed and reported in two ways. First, we present frequency analyses of responses for SEQUAL items (e.g., the percent of teaching staff who agreed or disagreed), as a measure of teaching staff's assessment of workplace policies, practices, and relationships was included in the survey.

Second, we computed scores for each domain and each dimension. Scores were computed as the average response across items for that domain or dimension. Multilevel analyses[21] were performed to examine differences in SEQUAL scores by site (e.g., QRIS rating) and teaching staff characteristics (e.g., job title).

Throughout this report, we denote differences in SEQUAL scores and other variables by pointing out where scores between two or more groups are *significantly different* from one another. This indicates that there is a statistical difference between group scores or a statistical relationship between variables at a rate greater than chance levels. All significant findings are reported at a p value of $<.05$.

Findings

A Guide to SEQUAL Findings

Teaching staff's assessments of their work environments are reported separately for each of the five SEQUAL domains: Teaching Supports; Learning Community; Job Crafting; Adult Well-Being; and Program Leadership. For each domain, we begin with a description of why it is important to teacher practice and development. Results are an aggregate of staff perceptions across sites, and therefore, the prevalence of issues identified in domains will vary by site.

Within domains, findings are presented for each of its dimensions (note that domains vary with regard to the number of dimensions). Each dimension is organized as follows:

- *What Teaching Staff Said*
  - Percentage of teaching staff who agree or disagree with individual items (see "Interpreting Agreement and Disagreement With SEQUAL Items," p. 11) describing various workplace policies, practices, and relationships related to a given dimension;
- *Linking Teaching Staff Assessments to Quality Practice*
  - Implications of teaching staff ratings of select items;
- *Findings by Site Characteristics*
  - Relationship among SEQUAL domain and dimension scores and program characteristics, including auspices, Quality Counts rating, and observed quality ratings as measured by ECERS and CLASS;
- *Suggestions for Further Exploration and Action*
  - Sample questions for reflection and discussion among teaching staff, coaches, and administrators; and
  - Sample strategies for addressing needs identified by teaching staff responses.

Interpreting Agreement and Disagreement With SEQUAL Items

The SEQUAL survey poses statements with which teaching staff are asked to agree or disagree. In almost all cases, teaching staff agreement with an item signals a positive work environment condition is in place or can be reliably depended upon, while disagreement indicates a lack of support for various work environment conditions that are necessary for teachers to apply their knowledge and skills and to continue to hone their practice. We note the few instances in which agreement signals a less-supportive environment.

All SEQUAL items are rated on a six-point scale, with designations of strongly agree, agree, somewhat agree, somewhat disagree, disagree, and strongly disagree. Throughout the report, agree combines both strongly agree and agree responses. Likewise, disagree combines both strongly disagree and disagree responses. Somewhat disagree and somewhat agree are handled differently depending on the item and the meaning the responses convey. Sometimes we combine the somewhat responses with the overall agree or disagree items, while other times we report the percentage of staff who somewhat agree or disagree, if we determine the additional detail provides greater understanding of the item.

Note that on a few items, we combined somewhat agree with disagree responses. For example, when teaching staff respond that they somewhat agree that they have access to a working computer, the somewhat designation suggests that a computer it is not dependably available. In our judgment, somewhat agree in this case would not be considered agreement. Similarly, when teaching staff indicate they somewhat agree or somewhat disagree that bullying is tolerated among staff at their workplace, we interpret somewhat responses negatively because they signal some degree of tolerance for behavior that is detrimental to the work environment for teaching staff.

Domain 1: Teaching Supports

The Teaching Supports domain includes a range of workplace tools that influence teaching practice. Varied in nature – ranging from specific materials and resources to levels of staffing and dedicated time for observation, planning, and sharing with colleagues – teaching supports constitute essential conditions for enabling teaching staff to apply their knowledge and skills. When missing or undependable, such supports undermine efforts to improve or sustain program quality and place additional burdens on the complex and demanding work of teaching, which includes responding to the varied needs of individual children in the classroom.

Dimension 1: Curriculum

What Teaching Staff Said

About two-thirds of teaching staff agreed that they had received training about how to use their program's curriculum (67 percent) and that the curriculum helps them decide how to teach (65 percent) as well as plan for individual children's needs (69 percent). Similarly, the vast majority agreed (77 percent) that they could explain how daily activities were part of the program curriculum. Across these items, from 6 to 14 percent of teaching staff somewhat agreed with these statements about curriculum.

The remaining teaching staff included 10 percent who reported that their program did not have a curriculum in place to guide what and how children are taught, as well as those who disagreed or somewhat disagreed that they had been trained on their program's curriculum and/or they used it to guide their teaching and work with individual children.

Linking Teaching Staff Assessments to Quality Practice

- Curriculum provides teaching teams with an organizing framework that identifies and guides the content and processes teaching staff follow to reach specific learning outcomes.
- In the absence of a curriculum or in the case of a curriculum that is not well understood or utilized, teaching staff pursue various instructional activities that may work at cross purposes, making it more difficult to achieve learning outcomes and potentially creating confusion for children.
- A supportive work environment provides dedicated time without child responsibilities for teaching teams to plan and ongoing training and support to ensure they can implement curriculum effectively.

Dimension 2: Child Observation and Assessment

What Teaching Staff Said

Almost all (96 percent) teaching staff reported that their program had a process in place for assessing children's development and learning, and most agreed that they regularly conduct assessments (82 percent) that help them to decide what children in their classroom need (84 percent). Eighty percent of teaching staff agreed that they had been trained on how to conduct assessments and observations, yet fewer agreed that they receive ongoing guidance on how to use this information to inform their teaching (72 percent) or that they had been trained on how to use assessments to talk with families about their children (68 percent).

Less than one-half of teaching staff agreed that they had time to carefully observe children (47 percent).

Less than one-half of teaching staff agreed that they had time to carefully observe children (47 percent). The remaining teaching staff only somewhat agreed (26 percent) or disagreed or somewhat disagreed (27 percent) that they had time to carefully observe children.

Linking Teaching Staff Assessments to Quality Practice

- Observations and assessments provide valuable information about children's development that can be used to tailor teaching strategies to support an individual child's social-emotional, physical and cognitive development.
- When teaching staff are not well trained or provided adequate time to complete observations and assessments, it can lead to inaccurate conclusions about a child's current abilities or progress towards developmental milestones and/or to failure to identify developmental delays that may require specialized interventions.

Dimension 3: Materials and Equipment

What Teaching Staff Said

The majority of teaching staff agreed that the materials and equipment at their disposal are appropriate for the needs of the children they teach (84 percent) and are shared fairly across classrooms (71 percent). Only about one-half of teaching staff (49 percent) agreed that materials and equipment are quickly repaired or replaced if broken; the remainder were divided evenly among those that disagreed or somewhat disagreed (24 percent) or only somewhat agreed (27 percent).

Although nearly three-quarters of teaching staff (73 percent) agreed that they have access to a working computer or printer, 17 percent disagreed or somewhat disagreed, and 9 percent only somewhat agreed that they have access to a working computer or printer.

Linking Teaching Staff Assessments to Quality Practice

- Classroom materials are essential in creating an enriching and engaging environment that allows children to explore, play, and learn.
- When children do not have access to appropriate materials, it may impact their physical, social-emotional and cognitive development.
- Teaching staff need access to materials and equipment (such as computers, printers, and copy machines) in order to prepare instructional materials, access online resources, engage in online professional development activities, and increasingly, communicate with families.

Dimension 4: Support Services for Children and Families

What Teaching Staff Said

With regard to the availability of training and other resources to assist teaching staff in meeting the needs of children and families, 73 percent of teaching staff agreed that they can rely on supervisors and coworkers for help when issues arise, and slightly fewer agreed that outside resources are available if they have a general problem with a child (66 percent) or family (67 percent). Of note, however, 26 percent of teaching staff only somewhat agreed and 20 percent somewhat disagreed or disagreed that training was available for supporting family needs.

Teaching staff assessed the availability of some supports less favorably than others, notably those relating to communicating with families with whom there is a language barrier, training related to supporting family needs, teaching children who are dual language learners, and teaching those with challenging behaviors. Nearly one in five teaching staff (19 percent) somewhat disagreed or disagreed that they can rely on outside resources for help in communicating with families when there is a language barrier.

With respect to training on supporting children who are dual language learners or children who exhibit challenging behaviors, 22 percent disagreed or somewhat disagreed that such training is available for both items.

Linking Teaching Staff Assessments to Quality Practice

- Teaching staff need support from coworkers and their supervisor to ensure effective interactions with children and families. Often they require information about how to identify and connect families to outside resources that can best meet their unique needs.
- Addressing the needs of children and families who speak a language other than English is impaired when teaching staff cannot communicate with them directly or through a translator in the language spoken in their home or when they do not understand the unique needs of children who are dual language learners.

- Teaching staff need additional training and support and often access to outside resources (such as mental health or developmental consultations) to effectively meet the needs of children who have challenging behaviors and the needs of their families.

Dimension 5: Staffing and Professional Responsibilities

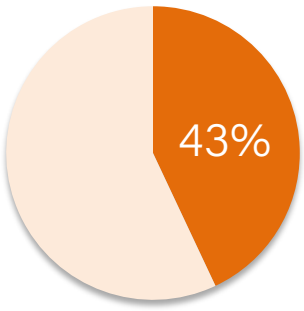
What Teaching Staff Said

Teaching staff assessed the staffing and professional responsibility policies and practices in their programs less favorably than other dimensions of teaching support. Although more than three-quarters of teaching staff (78 percent) agreed, it is troubling to consider that nearly a quarter of teaching staff disagreed or only somewhat agreed that teaching staff in their classrooms are trained to work with young children. Moreover, the problems associated with a lack of trained staff may be exacerbated by teaching staff turnover, as only 52 percent of teaching staff agreed that if turnover occurs, everything possible will be done to hire qualified new staff.

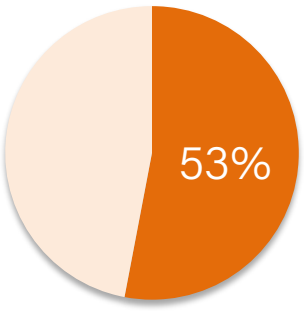
In addition to issues with availability of adequately trained professionals, teaching staff responses revealed problems related to sufficient staff coverage. Only 57 percent of teaching staff agreed that there are enough teaching staff available to help during breaks, and less than half of teaching staff agreed that there are trained substitutes/floaters available (40 percent) or that there are enough teaching staff to give children individual attention (42 percent).

Professional responsibilities essential to effective teaching are challenging to accomplish during the paid workday when coverage is insufficient, as teaching staff responses indicated. Only 43 percent of teaching staff agreed that they do most of their paperwork during paid work hours, and only 53 percent agreed that they do most of their planning during paid work hours.

Only 43% of teaching staff agreed that they did most of their paperwork during paid work hours.



Only 53% of teaching staff agreed that they did most of their planning during paid work hours.



Linking Teaching Staff Assessments to Quality Practice

- Each classroom needs an appropriate number of trained staff consistently in place in order to meet children's immediate needs and to allow teaching staff to fulfill their other responsibilities related to curriculum and assessments.
- When the staffing in a classroom is insufficient or unreliable, it makes the challenging work of educating and caring for young children more stressful, potentially degrading the ability of educators to provide a stable and nurturing learning environment for the children in their care or to tend to individual children's needs.
- Teaching staff need dedicated time without child responsibilities to plan curriculum, conduct observations and assessments, share with one another, and complete required paperwork.

Teaching Supports Findings by Site Characteristics

To further probe the meaning of teaching staff's assessments of their work environments, we examined how SEQUAL scores varied by auspices and quality ratings. Teaching Supports scores did not vary by site auspices. However, Teaching Support scores did vary by quality ratings as detailed below. For a discussion of variation in SEQUAL scores by teaching staff characteristics, see page 45.

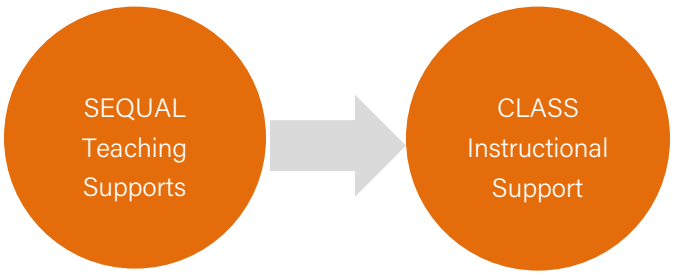
About SEQUAL Scores and Quality

Quality Counts Ratings

Teaching Support domain and dimension scores were examined by overall Quality Counts and for each of the seven Quality Counts element ratings. No differences in Teaching Supports were found by overall Quality Counts ratings or for six of the seven Quality Counts elements. However, sites rated higher in Element 7, Director Qualifications, were significantly more likely to receive higher scores from teaching staff on the Curriculum, Child Observation and Assessment, and Materials and Equipment dimensions of SEQUAL than sites with lower Director Qualifications ratings.[22]

Observed Quality

Teaching Support domain and dimension scores were also examined in relation to CLASS and ECERS ratings (see Glossary of Key Terms for descriptions of CLASS and ECERS ratings). Teaching Support scores did not predict variation in ECERS ratings. However, Teaching Support domain and select dimension scores predicted variation in CLASS scores.



Sites receiving higher scores from teaching staff on the overall Teaching Supports domain and the Support Services for Children and Families dimension were significantly more likely to be rated higher on the CLASS Instructional Support domain.[23] When CLASS Instructional Support

ratings are higher, teaching staff are more likely to promote children's higher-order thinking skills, provide feedback, and use advanced language, which stimulate conversations and expand understanding and learning.

Additionally, sites rated higher by teaching staff on the Materials and Equipment dimension were significantly more likely to be rated higher on the CLASS Emotional Support domain.[24] When CLASS Emotional Support domain ratings are higher, teaching staff are more likely to create classroom climates that are emotionally responsive to children's needs.

Suggestions for Further Exploration and Action

The findings from the Teaching Supports domain spotlight areas that need further exploration by teaching staff, administrators, coaches, policymakers, and funders. This process should begin with individual reflections that are followed by facilitated group discussions. These discussions can set the foundation for developing action steps and advocacy plans. Several themes crossed dimensions in this domain, including: staffing stability; time to meet professional responsibilities; training needs; and access to support services and equipment. SEQUAL results are an aggregate of staff perceptions across sites, and therefore, the prevalence of issues identified in this domain will vary by site. The sub-sections below outline sample questions and examples of strategies that can be utilized by teaching staff, administrators, and coaches. At the end of this report, we offer considerations for policymakers, funders, and other stakeholder committed to improving quality for all children in the community and to ensuring that all teaching staff have access to what they need to help children succeed.

Sample Questions for Reflection and Discussion

- Not having enough time to provide individual attention to children and to perform essential job responsibilities (such as planning and reflecting with other staff) surfaced as a concern among many teaching staff. How prevalent is this problem in our center? How can we structure our staff schedules to allow teaching staff more time to attend to children, have peer discussions, and meet other job responsibilities?
- Many teaching staff indicated that they do not receive enough training on curriculum, behavior management, dual language learners, and family support. Is this true for our program? If yes, let's brainstorm together on what training or strategies would help us solve this problem. Do we need to do some research to identify community training and resources that could help?
- Communicating with non-native-English-speaking families and connecting families to community resources surfaced as concerns for some teaching staff. Do we have the ability to communicate effectively with all of our families who speak a language other than English? Can our program connect families to the community resources they need? What are some specific situations in which we do not have access to the appropriate community resources or programs? Do we need more support in how to talk to parents about accessing community resources and services?
- Many teaching staff indicated that staff coverage is often inadequate at their site. How prevalent is this problem in our program? What are the specific effects of not having a stable, well-qualified

teaching staff, and how does it impact our daily work with children and families and our efforts to improve and sustain quality?

- Let's think about the areas where we need additional support. What community funders or organizations could help us address our challenges? Are there policies that need to change? What steps should we take to ensure that the appropriate groups positioned to leverage resources and change policy (First 5, Local Planning Council, California Department of Education, etc.) understand our needs and the needs of our classrooms?

Sample Strategies for Addressing Needs Around Teaching Supports

- ☐ Establish an annual staff training schedule using a combination of monthly early-closure days and quarterly one-day closures for staff training.
- ☐ Schedule 10- to 15-minute mini-sessions during each staff meeting to reinforce staff training topics. These sessions could include individual teachers or teaching teams presenting on curriculum activities and case studies.
- ☐ Establish a schedule that allows administrators to spend time in each classroom each month with a follow-up, reflective discussion with the teaching team from the classroom.
- ☐ Create professional learning teams within the program for teaching staff to engage in ongoing peer-to-peer reflection on training topics.
- ☐ Conduct an analysis of child arrival and departure times to identify times at the beginning and end of each day when classrooms or teaching staff can be consolidated to allow head teachers time away from children to plan and complete required paperwork.
- ☐ Advocate for mini-grants to programs to allow them to purchase needed classroom materials and equipment (such as computers and printers) that can be used by teaching staff to implement classroom strategies, conduct research, and engage in professional development.
- ☐ Advocate at the state and federal level to increase funding and allow programs to use existing funding to purchase materials and equipment for classrooms, increase staff, and provide computer access to staff.

Domain 2: Learning Community

The Learning Community domain addresses conditions that facilitate strengthening and refining teaching practice. Encompassing issues of policy, practice, and relationships, a professional learning community involves opportunities to participate in relevant training, occasion to practice emerging skills, and encouragement for testing new strategies and ideas. Effective learning and implementation of new approaches to teaching requires engagement among colleagues across all roles in the organization. When learning opportunities fail to address classroom challenges, to allow for opportunities to practice and reflect, or to engage all members of the team, adult learning and organizational improvement are stalled and less likely to be sustained.

Dimension 1: Professional Development Opportunities

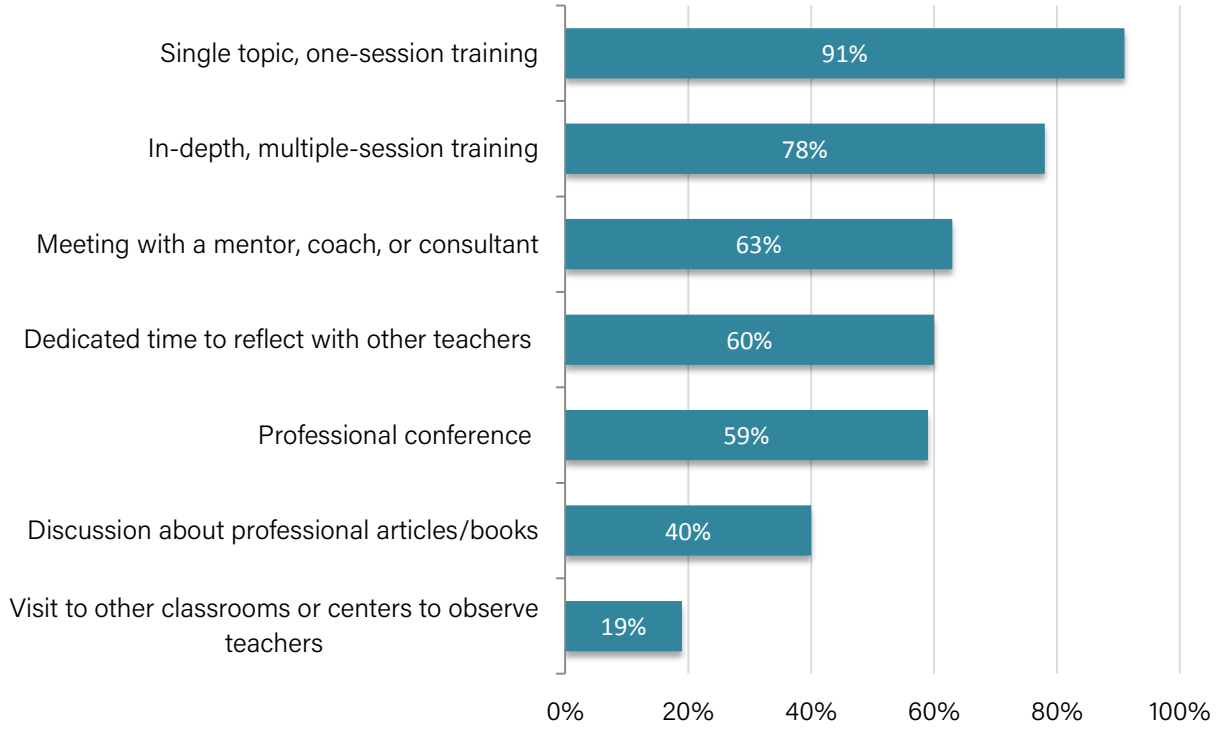
What Teaching Staff Said

Teaching staff were asked whether they had participated in any professional development activities over the past year, and if so, to indicate the types of activities (see Figure 3). Although almost all teaching staff (96 percent) reported participating in a professional learning activity, slightly less than two-thirds (63 percent) agreed that they had a choice in the professional development in which they participated, with 18 percent only somewhat agreeing and 19 percent disagreeing that they had a choice.

Access to professional development opportunities, according to teaching staff assessments, is constrained by costs and scheduling issues. Close to one-half of teaching staff (47 percent) either disagreed or only somewhat agreed that their job paid for some or all their professional development expenses. Similarly, many staff disagreed or somewhat disagreed (42 percent) or only somewhat agreed (17 percent) that over the past year, they had been able to adjust their work schedule to participate in professional development opportunities.

Inadequate opportunities for professional sharing with coworkers also surfaced in teaching staff assessments. Almost one-half of teaching staff (47 percent) disagreed or somewhat disagreed, with an additional 20 percent only somewhat agreeing that over the past year, they had sufficient opportunities to meet with other teachers during paid hours to discuss approaches to teaching.

Figure 3. Teaching Staff Participation in Professional Development



Linking Teaching Staff Assessments to Quality Practice

- Adult learners need the opportunity to design or select their own learning experiences for them to be most meaningful.
- Conducting professional development activities during paid work hours – or providing a stipend for engaging in these activities outside of work hours – demonstrates an employer's commitment to ongoing learning and reduces the personal financial burden associated with these activities.
- In order to integrate learning experiences into real-world applications, teaching staff need opportunities for reflection, peer-to-peer learning, and observation of other classrooms.

Dimension 2: Applying Learning

What Teaching Staff Said

Despite limitations of choice, access, and opportunities to engage with colleagues, most teaching staff (82 percent) agreed that they participated in professional development activities over the past year that have improved their teaching. Maximization of the impact of professional development activities requires that teaching staff be encouraged to apply what they learn to their classroom practice.

Almost three-quarters (74 percent) of teaching staff agreed that they feel comfortable trying new approaches to teaching, but somewhat fewer (62 percent) agreed that their coworkers are supportive of their doing so or that coworkers themselves are interested in trying new ways to teach. Almost one-half of teaching staff either disagreed (20 percent) or only somewhat agreed (25 percent) that teaching staff in their classroom try new ways to teach. Slightly more than one-third of teaching staff either disagreed (16 percent) or only somewhat agreed (20 percent) that everyone they work with understands why it is important to learn and grow as a teacher.

One-half of teaching staff agreed that staff changes make it difficult to try new ways to teach.

Furthermore, staff dynamics and stability may interfere with applying learning. One-half of teaching staff agreed or somewhat agreed that staff changes make it difficult to try new ways to teach. More than one-quarter (28 percent) agreed and an additional 14 percent somewhat agreed that staff conflicts make it difficult to try new ways to teach.

Linking Teaching Staff Assessments to Quality Practice

- In order for teaching staff to be able to translate learning experiences into teaching practice, they need to feel supported in experimenting with new ideas and concepts.
- Teaching staff need a supportive and stable environment free of conflict and stress to grow and learn. This environment should include opportunities to engage with the teaching team to discuss children's needs and coordinate efforts to implement teaching strategies and provide feedback.
- When a work environment is unstable, either due to internal conflict and/or staff turnover, it creates a barrier to quality improvement and undermines investments in training and professional development.

Learning Community Findings by Site Characteristics

To further probe the meaning of teaching staff's assessments of their work environments, we examined how SEQUAL scores varied by auspices and quality ratings. There were no variations in Learning Community scores by quality ratings, however as highlighted below, scores did vary by site auspices. For a discussion of variation in SEQUAL scores by teaching staff characteristics, see page 45.

About SEQUAL Scores and Site Characteristics

Auspices

Overall scores for the Learning Community domain did not vary by auspices, but scores for the Applying Learning dimension did vary by auspices. Applying Learning scores were higher in Title 5 school-district sites compared to Head Start/or Early Head Start sites.[25]

Suggestions for Further Exploration and Action

The findings from the Learning Community domain bring to the surface areas that need further exploration by teaching staff, administrators, coaches, policymakers, and funders. This effort should begin with individual reflections that are followed by facilitated group discussions. SEQUAL results are an aggregate of staff perceptions across programs, and therefore, the prevalence of issues identified in this domain will vary by program. The sections below outline sample questions and examples of strategies that can be utilized by teaching staff, administrators, and coaches. At the end of this report, there are suggestions for policymakers and funders to consider after reviewing this report.

Sample Questions for Reflection and Discussion

- Having the necessary resources and time to engage in professional development surfaced as a concern among many teaching staff. How many of you experience barriers in engaging in professional development? Are there any specific challenges you want to share with your peers or those responsible for making policy changes? What strategies have you pursued that helped you engage in professional development?
- A significant number of teaching staff indicated that they do not have an opportunity to discuss teaching strategies with their coworkers. This issue merits further exploration because peer-to-peer reflection in the absence of children is an essential activity for any educator. One of the best ways to improve practice is to have teaching staff share ideas and resources. Do you feel you have enough opportunities to discuss teaching with your peers? Who would like to share a topic they would be interested in discussing with coworkers?
- Trying new strategies can often be difficult for a variety of reasons. How comfortable are we at trying new ideas in our classrooms? How can we as a center maintain a culture that embraces experimenting with new ideas and strategies?
- *Administrator Reflection:* Programs have a culture that lands somewhere on the spectrum of active encouragement or active discouragement among peers when it comes to promoting new ideas and quality improvement. Administrators can have significant influence on where their programs fall on this spectrum. Some administrators encourage teaching staff to try new ideas independently, while others direct staff on new strategies they believe will work. What approach do you take? What is the culture at your center? How are you seeking input from teaching staff on how they see the culture? How can you create or maintain a culture of active encouragement?

Sample Strategies for Addressing Needs Around Learning Community

- ☐ Invite teaching staff to identify professional development options for a topic they select. Allocate some dedicated time during their workday and access to a computer and phone to research local trainings and online options. Set aside 15 minutes at each staff meeting to give staff time to present their findings.
- ☐ Hold a monthly or quarterly dinner in which staff sit at a table of their choosing where the discussion will focus on a specific topic identified by staff. Teaching staff should be paid for this time or be allowed to accrue time off they can use at a later date.

- ☐ During an early closure day, have staff stay together and spend 20 minutes in each classroom. When in their own classroom, have a member of the teaching team discuss a new teaching approach they have been trying or would like to try. Or teachers may choose to present an issue or challenge they are trying to address and solicit feedback from the group.
- ☐ Schedule an early-closure day and arrange to visit another center. Have teaching teams split up and visit other classrooms, making observations of new ideas they would like to try. When you gather at the end of the day, have everyone share one or two new ideas they found interesting.

Domain 3: Job Crafting

The Job Crafting domain focuses on workplace practices and relationships that give teaching staff voice about how their work is done and about decisions that impact their classrooms and the larger organization. When teaching staff consider themselves part of a well-functioning team and feel they have a meaningful say about how their classrooms operate, they are more willing to engage in the reflection, creative problem-solving, and innovation necessary for continuous quality improvement. In workplaces where employees feel well informed about program policies and changes and can identify that there is a clear process for giving input into organization-wide decisions that impact their day-to-day jobs, both morale and performance improve. When staff are active and valued participants in decision-making processes, the health of the organization benefits. When teamwork and avenues for input are lacking or input is not seriously considered, morale and engagement decrease, while turnover increases.

Dimension 1: Teamwork

What Teaching Staff Said

Most teaching staff (79 percent) agreed that teaching staff in their classroom consider themselves to be part of a team. Most also agreed that their classroom team works together well to plan learning experiences for children (71 percent). Approximately 90 percent agreed or somewhat agreed that all teaching staff do their share of the work and that opinions of all teaching staff are considered. Collaboration and teamwork extended across classrooms. Seventy-four percent of teaching staff agreed, with an additional 15 percent somewhat agreeing that teaching staff in their classroom work well with teaching staff in other classrooms. Less than 12 percent of teaching staff disagreed with any of these items.

Linking Teaching Staff Assessments to Quality Practice

- Each early educator has his/her own unique philosophy and perspective on how to achieve learning outcomes for children. An effective, high-quality classroom begins with a teaching team that respects one another's approaches and teaching styles and works together to meet the needs of their children and families.
- Effective teamwork contributes to classroom stability by improving teachers' effectiveness and job satisfaction.
- Conflict within a teaching team may occur when different ideas and approaches are not acknowledged and respected. In severe cases, animosity or conflict among teaching team members may be picked up by children and adversely affect classroom behavior and learning opportunities.

Dimension 2: Making Decisions

What Teaching Staff Said

Most teaching staff indicated that they can independently make decisions that impact their classroom practice. Seventy-five percent of teaching staff agreed they can make changes to planned classroom activities, and 72 percent agreed they have the authority to make decisions about classroom arrangement and the materials in their classroom. Slightly fewer (68 percent) agreed and 14 percent somewhat agreed that they can adjust the daily schedule to meet children's needs.

Teaching staff indicated far less authority to decide when outside visitors – other than families – could observe in their classrooms. Slightly more than one-third of teaching staff (38 percent) agreed and nearly as many disagreed (36 percent) that they are able to make decisions about outside visitors. The remaining one-quarter of teaching staff were almost evenly divided among those who somewhat agreed (14 percent) and those who somewhat disagreed (12 percent) that they have the authority to decide about visitors.

Linking Teaching Staff Assessments to Quality Practice

- Teaching staff need to know that they have a certain level of control over their classroom and learning environments. It is important that they have relative autonomy to make decisions on materials, room arrangement, and planned activities.
- Children's developmental needs are constantly changing, and teaching staff need to feel comfortable adjusting their environment and teaching strategies frequently, based on their observations.
- Outside visitors may impact the activities and schedule within a classroom, and teaching staff need to identify optimal times for visitors to conduct observations.

Dimension 3: Input

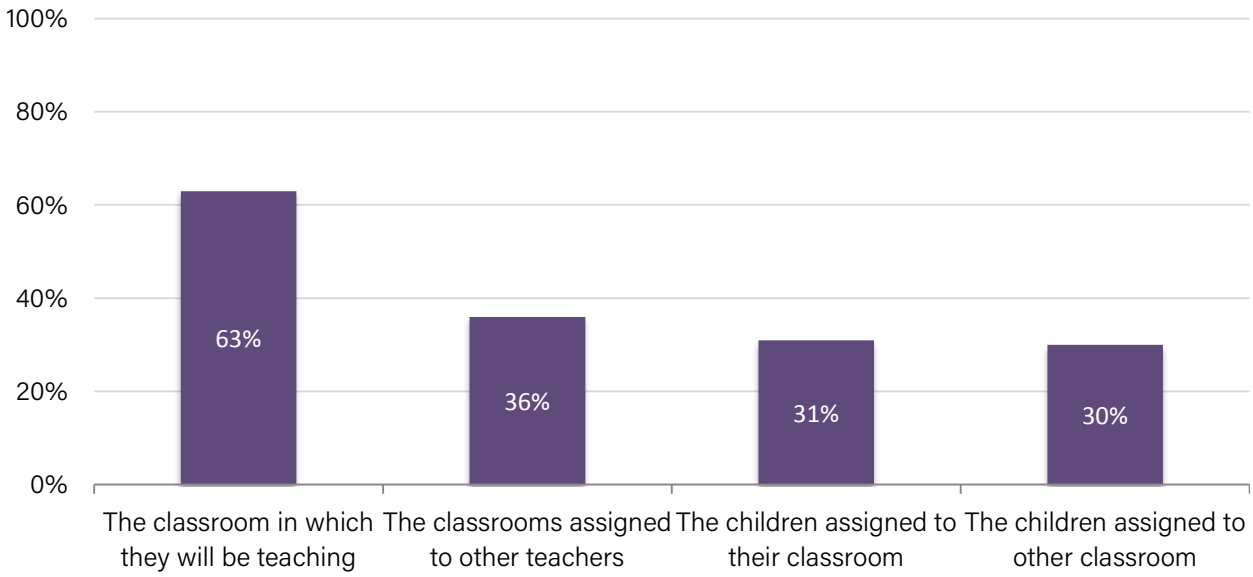
What Teaching Staff Said

Teaching staff assessed practices and opportunities for giving input less favorably than other dimensions of job crafting. Although a majority of teaching staff agreed that they are kept well informed about program policies (64 percent) and program changes (56 percent), there was less agreement that there is a clear process for teaching staff to have a say in decisions that affect their work (43 percent) or that all teaching staff are invited to give input into program policies that affect everybody (42 percent).

Teaching staff assessed input somewhat differently depending on whether it related to different teaching and child-related assignments, use of resources, or staff meeting agendas. Although 63 percent of teaching staff agreed that they have given input into decisions about the classroom in which they will be teaching, less than one-third agreed they have given input into decisions about which children should be assigned to their classrooms (30 percent) or other classrooms (31 percent) and to which classrooms other teachers should be assigned (36 percent) (see Figure 4).

Only 40 percent of teaching staff agreed that in the past six months, they have given input into agendas for staff meetings. Only one-third of staff (31 percent) agreed that they have been asked to give input into how funds or resources are used.

Figure 4. Percentage* of Teaching Staff Who Have Input on Classroom Decisions



* Percentage of teaching staff who agreed they have input on the item.

Linking Teaching Staff Assessments to Quality Practice

- Having clear information on the areas of program and classroom decisions in which teaching staff can provide input is an important component to creating a supportive work environment.
- Teaching staff need to know they have a certain level of control over their classroom and learning environment. It is important that they have opportunities to make decisions or to provide input on staff and child assignments, scheduling, room arrangement, and curriculum. Based on their direct knowledge and experience, teaching staff are a valuable resource in determining the appropriate classroom and teaching staff for children.
- Teaching staff are a valuable resource and provide a unique perspective on classroom and program needs. They should be consulted on prioritizing how resources are used and what materials or supplies are needed.
- Employees' beliefs regarding their ability to influence policies have a direct impact on their job satisfaction and their attitudes about new policies and practices.
- Teaching staff have individual preferences about the level of involvement that they wish to have in decision making at their workplace. Some prefer to be actively engaged, while others are more comfortable in a more passive role.

Job Crafting Findings by Site Characteristics

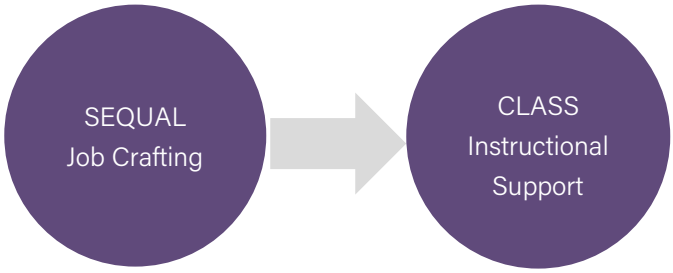
To further understand the meaning of teaching staff's assessments of their work environments, we explored how SEQUAL Job Crafting scores varied by auspices and quality ratings. Job Crafting scores did not vary by site auspices or Quality Counts ratings. However, as summarized below, Job Crafting scores did vary by observed quality ratings. For a discussion of variation in SEQUAL scores by teaching staff characteristics, see page 45.

About Job Crafting Scores and Quality

Observed Quality

Job Crafting domain and dimension scores were examined as predictors of site CLASS and ECERS ratings. Job Crafting scores did not predict variation in ECERS scores; however, overall Job Crafting domain scores and select dimension scores predicted variation in CLASS scores.

Sites receiving higher scores from teaching staff on the overall Job Crafting domain, the Making Decisions dimension and the Input dimension were significantly more likely to be rated higher on CLASS Instructional Support scores,[26] indicating that teaching staff were more likely to promote children's higher-order thinking skills, provide feedback, and use advanced language, which stimulate conversations and expand understanding and learning.



Suggestions for Further Exploration and Action

The findings from the Job Crafting domain spotlight areas that need further exploration by teaching staff, administrators, coaches, policymakers, and funders. This process should begin with individual reflections that are followed by facilitated group discussions. These discussions can set the foundation for developing action steps and advocacy plans. SEQUAL results are an aggregate of staff perceptions across sites, and therefore, the prevalence of issues identified in this domain will vary by site. The sections below outline sample questions and examples of strategies that can be utilized by teaching staff, administrators, and coaches. At the end of this report, we offer considerations for policymakers, funders, and other stakeholders committed to improving quality for all children in the community and ensuring that all teaching staff have access to what they need to help children succeed.

Sample Questions for Reflection and Discussion

- A high percentage of teaching staff reported that the teaching team in their classroom worked well together. It is important that within our center, we have ways to make sure our teaching teams are working well together. Do you feel that we have a clear process in place if teaching teams need support in working together? What are some ideas on how we can support good teamwork in our classrooms and center?
- A high percentage of teaching staff believed that they were able to make independent decisions about their classroom activities, arrangement, and materials. In other areas – such as having input into staff and child room assignments and when outside visitors come into a classroom – many teaching staff felt that they had less or no input. How are you feeling about the authority you have to make decisions concerning your classroom? Concerning staff and child assignments? Do we need to adjust our process for determining when an outside visitor can come into a classroom?
- Many teaching staff felt that there was no clear process in place for providing input in program areas such as staff meeting agendas, how funds are used, and program policies. How are you feeling about the level of input you have in these areas? Do we need to provide more information to staff on how decisions are made?

Sample Strategies for Addressing Needs Around Job Crafting

- ☐ Clarify staff expectations around input into program decisions. Develop a document that explains where and how staff have an opportunity to provide input. Provide clear rationale for each area so they understand why they have – or do not have – the opportunity to provide input for each area.
- ☐ Implement a policy to coordinate when outside visitors – other than families – may observe in a classroom. This could be a process that seeks agreement between teaching staff and the administrator for each visit, or teaching staff and the administrator could set a schedule when observations may occur (e.g., Mondays and Wednesdays from 1:00 to 3:00 p.m.).
- ☐ Dedicate staff meetings to discuss program policies and procedures. Allow staff to submit ideas for improvement or modification.
- ☐ Administrators should reflect on their own practice to ensure that all staff, at each level, have equal opportunities to provide input.
- ☐ Assign or rotate responsibility among teaching staff to gather ideas from staff on topics for upcoming staff meetings.
- ☐ Administrators should take special note to observe teamwork in classrooms, especially when new staff begin working in a classroom.

Domain 4: Adult Well-Being

The Adult Well-Being domain encompasses teaching staff's economic security, wellness, and interactions with one another, all of which are influenced by policies, practices, and relationships. Low pay and inadequate benefits common to most early childhood jobs contribute to financial worry and insecurity among many teaching staff members. Poor compensation is often exacerbated by expectations to complete job tasks during unpaid time or to work when ill, undependable breaks or schedules, and the absence of financial reward for professional advancement. Teaching young children is physically demanding work, which also includes continual exposure to illness, and requires that teaching staff be trained to protect their health and assured appropriate ergonomic equipment as well as adequate sick leave and vacations.

The tenor of relationships among colleagues in a site is another important contributor to teacher well-being, influencing the ability of staff to work effectively as a team. In a climate of respect and fairness, well-being can protect against or even alleviate stress, but such dynamics as favoritism and unresolved conflict can exacerbate it. Children's well-being and learning are directly influenced by the emotional and physical well-being experienced by the adults primarily responsible for their education and care. When adults experience high levels of stress, there is a greater likelihood that they will be unable to engage children in developmentally supportive interactions that contribute to their learning.

Dimension 1: Economic Well-Being

What Teaching Staff Said

About Economic Worry

Most teaching staff worried about paying for basic living expenses (note that stronger agreement, rather than disagreement, indicated higher levels of worry). Three-quarters of teaching staff (75 percent) agreed or somewhat agreed that they worry about having enough to pay their families' monthly bills, and 70 percent agreed or somewhat agreed that they worry about paying their housing costs or paying for routine health care costs for themselves and their families. Slightly more than one-half of teaching staff agreed or somewhat agreed that they worry about paying for transportation to and from work (56 percent), being able to take time off from their job to take care of family issues (56 percent), losing pay if they become ill or if someone in their family

Slightly more than one-half of teaching staff agreed that they worry about having enough food for their family (54 percent).

becomes ill (55 percent), and having enough food for their family (54 percent). Sixty-eight percent of teaching staff agreed or somewhat agreed that they worry about not getting a raise, although one-quarter (25 percent) did not. Most teaching staff did not see their jobs as a likely source for improving their financial situation: approximately two-thirds of teaching staff (68 percent) agreed or somewhat agreed that they worry about not getting a raise.

Additionally, many teaching staff worried about job security, although at slightly lower levels than about their basic living expenses. Forty-four percent of teaching staff agreed or somewhat agreed that they worry about getting laid off or having their job benefits reduced. Forty percent of teaching staff agreed or somewhat agreed that they worry about being sent home without pay if child attendance is low or their program has an unexpected closure; slightly fewer (35 percent) reported worry about having their hours at work reduced.

Linking Teaching Staff Assessments to Quality Practice

- An important skill for teachers is the ability to have intentional interactions with children, requiring them to remain focused and present in the moment. Economic insecurity can cause significant stress and distract teachers from focusing on children's needs.
- The stress caused by low pay and inadequate benefits is often exacerbated by expectations to complete job tasks during unpaid time or to work when ill, undependable breaks or schedules, and the absence of financial reward for professional advancement.
- Creating a nurturing and supportive environment for the children in their classroom demands the attention of teaching staff. When teaching staff are concerned about their job stability, it undermines their ability to focus on their roles as early educators.

What Teaching Staff Said

About Dependability of Policies

Many teaching staff could not depend on receiving payment for required work activities. Only about one-half of teaching staff agreed that they could depend on being paid for any required professional development activities (55 percent) or planning time during their paid work hours when they were not responsible for children (55 percent). A smaller percentage of teaching staff (37 percent) agreed that they could depend on being paid for work outside of regular work hours, such as home visits, parent conferences, and evening or weekend events.

Similarly, not all teaching staff could depend on increased financial reward related to educational attainment or assumption of advanced duties. Only one-half of teaching staff agreed that they could depend on receiving a pay raise if they complete a degree (53 percent) or were promoted to a position with more responsibility (51 percent).

Although most teaching staff agreed that they could depend on taking paid time off for holidays (75 percent) or vacation (74 percent), the remaining quarter of teaching staff could not. Similarly, more than a quarter of teaching staff (28 percent) assessed being able to take paid breaks during their workday as undependable, although required by law in most instances.[27] One in seven teaching staff (15 percent) could not depend on using paid sick leave when ill.

Linking Teaching Staff Assessments to Quality Practice

- Teaching young children is a challenging and stressful occupation, especially when coupled with the lack of dedicated paid time in the absence of children to plan and complete other required work responsibilities.
- Dependable, regular breaks during the workday and paid leave for vacation and holidays are key policies that alleviate stress and prevent staff burnout. In a field in which teaching staff are constantly exposed to children, it is important for programs to have practices in place that ensure teaching staff can stay home when they are ill.
- In order to provide a high-quality learning environment for children, teaching staff must synthesize a wide variety of information – including child assessments, observations, family situations, and resources – into lesson plans that include appropriate learning strategies. To perform this function correctly, teaching staff must have paid planning time as part of their weekly work schedule.
- Teaching staff must engage in ongoing professional development and, when needed, college coursework to meet increasing performance expectations and job responsibilities. Professional development requires time and very often includes a financial cost. A supportive work environment recognizes these needs and provides paid work time and/or financial resources to support the professional development of teaching staff.
- Many early educators are pursuing higher educational degrees or are interested in doing so. However, unlike the K-12 system, in which degree attainment results in increased compensation, early educators rarely receive a wage increase for degree attainment. If increased education is needed to meet increased job expectations, it must include an appropriate increase in salary.

Dimension 2: Wellness Supports

What Teaching Staff Said

For many teaching staff – but not all – equipment and policies are in place that support their health and minimize the likelihood of injury. Approximately three-quarters of teaching staff agreed that their program provides adult-size equipment (80 percent) and personal protective equipment or clothing such as disposable gloves or aprons (74 percent), without cost to teaching staff. Similarly, three-quarters agreed that their program implements security measures (e.g., good lighting, locks) to ensure staff safety (76 percent) and arranges for classrooms to be cleaned by someone other than teaching staff (75 percent). More staff appeared to be working in settings with insufficient regard for their personal needs. Only about two-thirds of teaching staff agreed that their program provides comfortable places for adults to sit and be with children (63 percent), a staff room for breaks or private conversation (67 percent), or a safe place to put their personal belongings (66 percent).

Training for teaching staff to help prevent staff injury and illness and support healthy behaviors was not universally available or comprehensive. About two-thirds (68 percent) of teaching staff agreed that their program provides training for teaching staff about healthy ways to perform tasks – such as preparing food, lifting children, and moving heavy objects – but less than one-half of teaching staff (44 percent) agreed that their program provides training for teaching staff on managing stress, healthy eating, and exercise.

Linking Teaching Staff Assessments to Quality Practice

- Teaching staff need a supportive and safe environment with appropriate space and furnishings, break rooms, and secure places for their belongings. These are basic accommodations that contribute to teachers' feelings of security and well-being at work.
- Teaching in early education settings is both an emotionally and physically demanding profession. Teaching staff need support in managing stress and living a healthy lifestyle.
- Teacher burnout is a condition prevalent in every level of the education system. Teachers face multiple demands throughout the day, and without support and opportunity to manage stress arising from the job, whether it be emotional or physical, they are susceptible to teacher burnout, which fuels staff turnover and undermines program quality.

Dimension 3: Quality of Work Life

What Teaching Staff Said

Interpersonal relationships greatly influence how teaching staff experience their jobs. Almost all agreed or somewhat agreed that their coworkers treat them with respect (93 percent), value their beliefs about teaching children (91 percent), and support them when they have personal issues (92 percent). But this positive assessment belies negative dynamics perceived among some teaching staff. Only 69 percent of teaching staff agreed that bullying is not tolerated in their program, suggesting that approximately a third of teaching staff may be experiencing or observing intimidating interactions among some staff members.

Additionally, only 64 percent of teaching staff agreed that all staff are held responsible for doing their share of work, suggesting that about one-third of teaching staff may witness or experience issues of unfair expectations or unequal distribution of workload. Slightly less than one-half of teaching staff (47 percent) agreed that they are confident that their complaints would be considered fairly, with the others either disagreeing (26 percent) or only somewhat agreeing (27 percent).

Linking Teaching Staff Assessments to Quality Practice

- A component of high-quality work environments includes teaching staff feeling respected and treated fairly by their coworkers and administrators. When teaching staff work in a climate that allows bullying, includes favoritism, or has staff conflicts, it can create or exacerbate existing stress.
- In order for an early education program to operate effectively, it is important that everyone be able to meet their job responsibilities and work collaboratively with one another. There must be confidence that if these conditions are not being met, staff can report issues to the administration and appropriate actions will be taken to correct the issues in a fair and consistent manner.
- When teaching staff perceive that their work is not valued or that others are being allowed to not meet their job responsibilities, it creates divisions among staff and/or administrators that adversely affect job performance and staff morale. These conditions can have a direct impact on interactions with children and the ability to create a nurturing environment.

Adult Well-Being Findings by Site Characteristics

To further probe the meaning of teaching staff's assessments of their work environments, we examined how SEQUAL scores varied by auspices and quality ratings. Within the Economic Well-Being dimension, we also explored the relationships between level of worry and dependability of program policies related to staff pay and benefits. Adult Well-Being scores did not relate to Quality Counts ratings. However, as summarized below, Adult Well-Being scores did vary by observed quality ratings, level of worry, and dependability of program policies. For a discussion of variation in SEQUAL scores by teaching staff characteristics, see page 45.

About SEQUAL Scores and Site Characteristics

Auspices

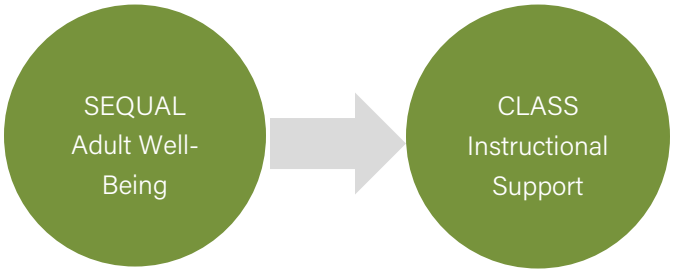
Adult Well-Being domain and dimension scores were assessed with respect to site auspices. Overall domain scores for Adult Well-Being did not differ by site auspices; however, the Economic Well-Being and Wellness Supports dimension scores did differ by auspices. Sites that were Head Start/Early Head Start sites were significantly more likely to score higher on Economic Well-Being than Title 5 non-school-district sites,[28] and sites that were Head Start/Early Head Start sites were significantly more likely to score higher on Wellness Supports than Title 5 school-district sites.[29]

About SEQUAL Scores and Quality

Observed Quality

Adult Well-Being domain and dimension scores were also examined in relation to CLASS and ECERS ratings. Adult Well-Being scores did not predict variation in ECERS ratings. However, the Adult Well-Being domain and one dimension score predicted variation in CLASS scores.

Sites receiving higher scores from teaching staff on the Adult Well-Being domain and the Economic Well-Being dimension were significantly more likely to be rated higher on the CLASS Instructional Support domain.[30] When CLASS Instructional Support ratings are higher, teaching staff are more likely to promote children's higher-order thinking skills, provide feedback, and use advanced language, which stimulate conversations and expand understanding and learning.



Pay and Benefit Policies and Economic Worry

Lower scores on pay and benefit policies were related to higher scores on Economic Worry.[31] Teaching staff who perceived these program policies[32] as less dependable were more worried about meeting their basic expenses and their job security.

Suggestions for Further Exploration and Action

The findings from the Adult Well-Being domain spotlight areas that need further exploration by teaching staff, administrators, coaches, policymakers, and funders. This process should begin with individual reflections that are followed by facilitated group discussions. These discussions can set the foundation for developing action steps and advocacy plans. There are several themes that crossed dimensions in this domain including: stress caused by financial conditions; emotional well-being; being treated respectfully; and working in a safe and nurturing environment. SEQUAL results are an aggregate of staff perceptions across sites, and therefore, the prevalence of issues identified in this domain will vary by site. The sections below outline sample questions and examples of strategies that can be utilized by teaching staff, administrators, and coaches. At the end of this report, we offer considerations for policymakers, funders, and other stakeholders committed to improving quality for all children in the community and ensuring that all teaching staff have access to what they need to help children succeed.

Sample Questions for Reflection and Discussion

A Note to Administrators: Addressing areas of adult well-being must be approached carefully with the understanding that people's financial or life situations and feelings about other staff are very personal and should be handled with sensitivity and an acute awareness about the importance of confidentiality.

- Early educators encounter many situations that can cause stress and affect our interactions with other colleagues, as well as children and families. It is important that we find ways to mitigate and reduce these stressors and seek out support before it reaches a point where it negatively impacts our work. Would anyone like to share some strategies that they may be using to help deal with stress? Are there any ideas on things we could implement at a program level that would help deal with the stress of our work?
- Receiving adequate time and financial support to engage in professional development was raised as a challenge by many teaching staff. Let's discuss some of the things that may be impacting your efforts to engage in professional development. What are some of the professional development opportunities that are available in our community now? Are there ideas around how we can structure our staff schedules that would allow more time for everyone to engage in professional development activities?
- Working in an environment that has appropriate equipment and space for staff to take breaks and to meet with children and families was a need raised by teaching staff. How do you feel our program does with these types of supports? Does anyone have any ideas of how we can improve support in these areas?
- It is widely known that our field suffers the effects of low compensation. Low compensation undermines program quality and negatively impacts the well-being of teaching staff and the care and education of children served. What are some strategies we can use to advocate for better compensation and resources for our field? What are strategies we can use to raise this issue with our parents and the broader community? How can we make sure that our voices are being heard?

Sample Strategies for Addressing Needs Around Adult Well-Being

- ☐ Discuss ways to set up a support system for people to engage in professional development, such as structuring staff schedules so that classrooms and staff are combined at the end of the day, which would allow some staff the ability to leave the facility to participate in professional development activities. This schedule could be rotated over time so everyone gets the opportunity to attend professional development activities.
- ☐ Investigate curriculum or activities that can be incorporated into the classroom routine to help reduce stress, such as yoga or meditation. Similarly, investigate ways to broaden daily curriculum to incorporate exercise and good nutrition that helps staff and children.
- ☐ Conduct a review of how the space is used in your facility throughout the day. Identify areas that could be better utilized to provide adequate space for break times and quiet places to meet with families and children.
- ☐ Focus on developing advocacy skills and tools during an early-closure or staff development day. Provide examples of letters to local legislators and have staff practice writing them. Conduct role-playing activities on how to talk with parents and community members about early education issues. Utilize the SEQUAL study to develop talking points and infographics that can be used to advocate for better compensation and resources for our field.
- ☐ Reach out to local officials, such as legislators, First 5 Commissioners, or school board members, and have them shadow a teacher for a few hours. Use social media platforms to highlight advocacy issues and tell stories about working conditions.
- ☐ Ensure that all staff receive written materials that outline your center's policies concerning staff complaints and how they will be handled. Check in with each staff member privately at least once a quarter to ensure they are being treated respectfully by their coworkers. Create a system where issues can be raised anonymously for staff who may be hesitant to raise issues directly. A required component in establishing these types of policies and procedures is that teaching staff feel they have a safe channel for addressing issues around conflict or bullying.

Domain 5: Program Leadership

The Program Leadership domain focuses on teaching staff's assessments of those fulfilling leadership functions that provide support and guidance to enable them to engage in effective and ongoing development of their practice. In center-based early care and education programs, leaders fulfill multiple functions. Here, we focus on supervision of teaching staff and oversight for daily operations of the site, which may be functions fulfilled by more than one person in a given site. When leaders are knowledgeable about child development and pedagogy, engaged in learning themselves, considered to be accessible and fair, and committed to listening to and responding to staff concerns, they create a workplace climate that supports staff morale and encourages innovation. Leaders and supervisors who regularly communicate with staff and familiarize themselves with their teaching and classroom challenges are more apt to support their teaching staff as a group to engage in quality improvement and to promote the professional development of individual teaching staff. When leaders are assessed as inaccessible, insensitive, or unfamiliar with the daily experiences of teaching staff, confidence in their authority and in the organization is undermined.

Leadership

This domain focuses on relationships with the person who directly supervises teaching staff and with the site leader who sets policies for the center, school, or site. Teaching staff were asked to identify their supervisor and the site leader based on the definitions below. Unlike the other domains, responses to items in the Leadership domain reflect teaching staff's perceptions of the individuals they identify as their supervisor and site leader.

Supervisor: The supervisor refers to the person who directly supervises teaching (e.g., this could be a head or lead teacher, educational coordinator, site supervisor, director, or principal). The person may or may not teach in the classroom on a regular basis.

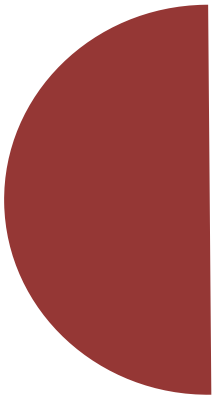
Leader: The leader refers to the person at a site who is responsible for overall daily operations in the workplace. This may be a different person from or the same person as the supervisor (i.e., this could be a director, principal, or site supervisor).

What Teaching Staff Said

About Supervisors

The vast majority of teaching staff (80 percent) agreed that their supervisors are knowledgeable about early childhood education, and nearly three-quarters (71 percent) agreed that their supervisors themselves are actively engaged in their own professional learning.

However, teaching staff's assessments of supervisors' role in professional guidance were less favorable. Only two-thirds of teaching staff agreed that their supervisors know their teaching well (66 percent) or that their supervisors understand the challenges they face in the classroom (67 percent). Less than half of teaching staff agreed that at least once a month, their supervisors meet with them to discuss their teaching (45 percent) and to offer useful suggestions that help them improve their teaching (45 percent). Similarly, only about half of teaching staff agreed that, at least once a year, their supervisors meet with them to develop a personalized professional development plan (50 percent) and to review their job description to ensure it describes what they actually do (51 percent).



Nearly 50% of teaching staff agreed that:

- At least once a month, their supervisors meet with them to discuss their teaching (47%).
- At least once a month, their supervisors offer them useful suggestions that help improve their teaching (48%).
- At least once a year, their supervisors meet with them to develop a personalized professional development plan (52%).
- At least once a year, their supervisors meet with them to review their job description to ensure it describes what they actually do (53%).

About Leaders

Similar to teaching staff's perceptions of their supervisors, teaching staff mostly agreed that their site leaders are knowledgeable about early childhood curriculum (78 percent) and actively engaged in their own professional learning (70 percent). Although most teaching staff agreed that their site leaders are easy to talk to (72 percent) and respectful of teaching staff role and expertise (71 percent), notably, almost one in five staff members disagree or somewhat disagree that their leaders treat all staff fairly (18 percent) and assist in fair and timely resolutions of teaching staff conflict (17 percent).

Site leaders were also rated mostly favorably on encouraging teaching staff to develop their skills (73 percent), to take initiative to solve problems (71 percent), and to learn from one another (71 percent). Additionally, 66 percent of teaching staff agreed that their site leaders inform them about professional development resources.

Teaching staff mostly agreed that their site leaders are involved and accessible. Although 77 percent of teaching staff agreed that their leaders know their site well, fewer agreed that their site leaders are familiar with classroom issues. Only sixty-two percent agreed that the site leaders know how teaching staff teach (62 percent) and 67 percent agreed that the site leaders understand the challenges teaching staff face in the classroom. Additionally, only 59 percent of teaching staff agreed that their site leaders are available to work in classrooms if needed, with one in four teaching staff (25 percent) disagreeing or somewhat disagreeing that their site leaders are available to work in classrooms if needed.

Although many teaching staff agreed that their site leaders consider teaching staff input about classroom and program policies (65 percent) and consider the impact of decisions on teaching staff (63 percent), only 37 percent of teaching staff agreed that their leaders have the authority to determine policies for their programs, and only 41 percent of teaching staff agreed that their leaders try to improve teaching staff salaries and benefits.

Linking Teaching Staff Assessments to Quality Practice

- Leaders and supervisors are the gatekeepers to creating high-quality early education programs. Teaching staff look to them for guidance, support, and assurance that they are performing their job well.
- Teaching staff need strong educational leaders to whom they have easy access and from whom they can receive individualized feedback on job performance and reflective supervision. It is important for leaders and supervisors to gather information on staff through observation, feedback from other staff, and direct input from the staff member themselves.
- When teaching staff perceive that their leader or supervisor is not familiar with their classroom or teaching practice, it can limit the influence those fulfilling these roles have on that teacher's performance and undermine the staff member's confidence in the program and its leadership. Spending time in classrooms is a necessary job responsibility of leaders and/or supervisors. Only through regular contact and observation can supervisors and site leaders truly understand what staff need to support children's learning. Teaching staff must feel that leaders and supervisors understand, acknowledge, and are actively working to improve the challenges of working in an underfunded field, which include low compensation, limited resources, and inadequate staffing.

Program Leadership Findings by Site Leadership Structure

Center-based early childhood programs represent a variety of staff leadership structures. In some sites, the site leader works regularly in the classroom and may even be considered a member of the teaching staff, while in others, the site leader does not typically participate in classrooms. Additionally, the leader in some sites supervises all or most of the staff, while in others, teachers supervise other members of the teaching staff, most often assistant teachers.

To further probe the meaning of teaching staff assessments of supervisors and site leaders, we examined how SEQUAL scores varied by site leadership structure and functions. Both supervisor and leader scores varied along these dimensions as described below.

About SEQUAL Scores and Supervisors

We examined differences in how teaching staff assessed their supervisor based on whether their supervisor was another teacher or an administrator. About one-third (32 percent) of teaching staff reported their supervisor was another teacher, and two-thirds (68 percent) were supervised by someone whose role was defined as administrator. Teaching staff assessments of their supervisors were comparable based on supervisor role; no patterns of difference in assessments were noted.

We also examined how teaching staff assessments varied based on whether their supervisor worked with them regularly in the classroom. Overall, sixty-five percent of teaching staff indicated that their supervisor did not work regularly in their classrooms. If supervisors were administrators, they were approximately three times less likely to work regularly in the classroom than supervisors who were teachers. Across *all* areas of supervision, teaching staff assessed supervisors who regularly worked with them in the classroom more positively than teaching staff whose supervisors do not work regularly in the classroom.

Additionally, we examined whether SEQUAL domain and dimensions scores varied by four different supervisor arrangements as follows: (1) teacher, in classroom regularly; (2) teacher, not in classroom regularly; (3) administrator, in classroom regularly; (4) administrator, not in classroom regularly. Teaching staff who reported that their supervisors were administrators who worked regularly in the classroom were more likely to report higher scores than administrators who did not work regularly in the classroom on the overall domains of Teaching Supports and Job Crafting and on the following dimensions within domains: Support Services for Children and Families; Staffing and Professional Responsibilities; Input; Wellness Supports; and Quality of Work Life.[33]

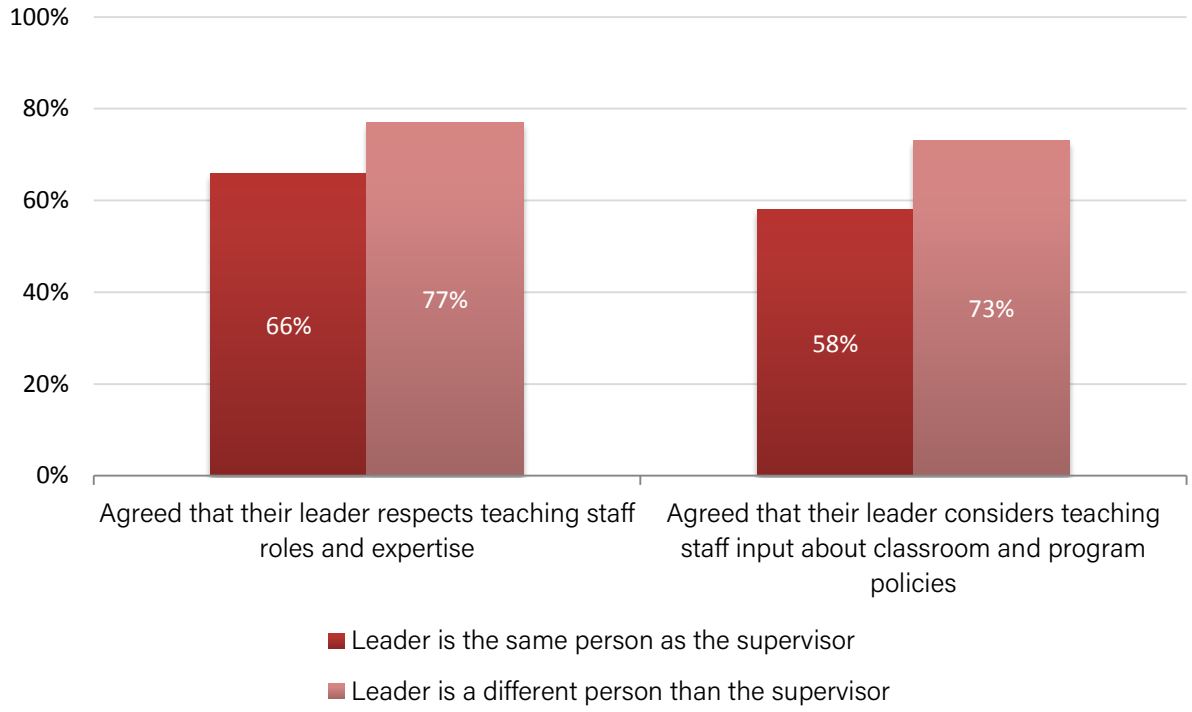
About SEQUAL Scores and Leaders

We examined differences in teaching staff assessments of the *site leader* based on whether the leader also served as the teaching staff member's supervisor or the site leader and supervisor roles were fulfilled by different people. Furthermore, we explored how site leader participation in the classroom was related to teaching staff assessments.

Teaching staff were evenly divided between those who reported that their leader was a different person than their supervisor (50 percent) and those who reported their supervisor and the site leader were the same person (50 percent). Teaching staff assessed their site leader more positively across most categories if their leader was *different* from their supervisor. For example, if their leader was the same as their supervisor, 66 percent of teaching staff agreed that their leader was respectful of teaching staff roles and expertise; however, if their leader was a different person than their supervisor, 77 percent of teaching staff agreed that their leader respects teaching staff roles and expertise. Additionally, only 58 percent of teaching staff whose leaders were the same as their supervisors agreed that their leader considers teaching staff input about classroom and program policies; 73 percent of teaching staff whose leaders were different from their supervisors agreed with respect to this area (see Figure 5). These findings suggest that teaching staff viewed

those leaders more favorably who were not providing them with direct feedback about their practice. Furthermore, it may be more difficult for direct supervisors who also act as program leaders to thoroughly respond both to supervisory *and* site leader responsibilities.

Table 5. Teaching Staff Assessment of Their Leaders



Suggestions for Further Exploration and Action

The findings from the Program Leadership domain spotlight areas that need further exploration by administrators, supervisors, and program leadership. This process should begin with individual reflections that are followed by facilitated group discussions. These discussions can set the foundation for developing action steps and advocacy plans. There are several themes that crossed dimensions in this domain, including: time spent in classrooms; response to teaching staff concerns; and administrative staffing structure. SEQUAL results are an aggregate of staff perceptions across sites, and therefore, the prevalence of issues identified in this domain will vary by site. The sections below outline sample questions and examples of strategies that can be utilized by teaching staff, administrators, and coaches. At the end of this report, we offer considerations for policymakers, funders, and other stakeholders committed to improving quality for all children in the community and ensuring that all teaching staff have access to what they need to help children succeed.

Sample Questions for Reflection and Discussion

Note: Unlike the previous domains in this study, the reflective questions below are designed specifically for program leaders and supervisors.

- Every site is required to have systems in place to ensure that supervisors and leaders are familiar with teaching staff practice. Are you visiting classrooms on a regular basis? If your schedule and workload makes it impossible to visit every classroom on a monthly basis, what is your capacity? Does your teaching staff understand why you may not be visiting them as often as you would like?
- Reviewing the professional development plan and job responsibilities of individual teaching staff should occur at least annually, however, a significant portion of teaching staff reported this was not happening. How is the leadership in your program ensuring that staff have feedback on their professional development plan and understand their job responsibilities?
- The staffing structure of leaders and supervisors within a program was identified as an area that can affect how teaching staff perceive the support they are receiving. If you are in a larger program in which the administration has multiple levels of responsibility, how are you monitoring staff perception of the various positions within this support structure? For example, do teaching staff have varying opinions on the support they receive from a supervisor versus a program leader? Do you need additional training and/or support on how to manage staff? Does your program have a clear process for managing staff who are not meeting their job responsibilities or who are causing conflict with other staff members?

Sample Strategies for Addressing Needs Around Program Leadership

- ☐ *Develop a schedule that outlines when classrooms will be visited by administrators. This plan should include contingencies for when a classroom visit is missed and needs to be rescheduled. It is important that this plan be shared with teaching staff, so they understand the schedule and that visiting classrooms is a priority for the administration.*
- ☐ *Establish a process to have professional development plans for individual staff reviewed on an annual basis, at least. One option is to schedule individual meetings with teaching staff on a professional development day or early-closure day.*

Teacher Characteristics

In addition to completing the SEQUAL survey, teaching staff also provided information about their own personal and professional characteristics. Here, we paint a detailed portrait of teaching staff and note significant differences in these characteristics by teaching staff job title, auspices, and their site's Quality Counts tier level. Finally, we examine differences in SEQUAL scores by teaching staff's personal and work characteristics.

About Teaching Staff

Personal Characteristics

Almost all teaching staff (96 percent) participating in the survey identified as female. Teaching staff age ranged from 21 to 78 years of age, with a mean age of 46 years; 14 percent of teaching staff were under 30 years of age, 46 percent were between 30 and 49 years of age, and 40 percent were 50 years of age or older. Teaching staff employed by Title 5 school-district programs were more likely to be older than teaching staff in Title 5 non-school-district and Head Start/Early Head Start sites.[34]

Three-quarters of teaching staff reported that their highest level of education was an associate degree or higher. Across all teaching staff, 24 percent of participants reported that their highest level of education was some college or less (including those with a high school diploma), 35 percent reported that their highest level of education was an associate degree, 24 percent reported a bachelor's degree, and 18 percent reported that their highest level of education was a graduate or professional degree. Also, teachers and head/lead teachers were more likely to have a higher level of educational attainment than assistant teachers[35] (see Table 9). Teaching staff employed by Title 5 school-district programs were more likely to have a higher level of educational attainment than teaching staff in Title 5 non-school-district and Head Start/Early Head Start programs.[36] Teaching staff reported a diverse set of California Child Development Permit Levels[37] (see Table 10).

Table 9. Teaching Staff's Highest Level of Education, by Job Title

	Assistant teacher	Teacher	Head/lead teacher
Up to a high school diploma or some college	43%	20%	11%
Associate degree	41%	32%	34%
Bachelor's degree	14%	27%	33%
Graduate or professional degree	3%	22%	22%
Total	100%	100%	100%
Number of teaching staff*	115	102	97

* The number of teaching staff does not add up to our total sample. Less than 5% of teaching staff identified having other job roles. Due to their small numbers, we are unable to report their data as a group, but their survey responses are included when presenting data for the total sample.

Table 10. Teaching Staff Who Hold Various Levels of the California Child Development Permit

California Child Development Permit Level	Percent
Assistant teacher	4%
Associate teacher	16%
Teacher	18%
Master teacher	11%
Site supervisor	25%
Program director	10%
No permit	15%
*Number of teaching staff**	*316*

* The number of teaching staff does not add up to our total sample due to item non-response for this question.

Teaching staff were ethnically diverse, with the majority being women of color. One-third of teaching staff (31 percent) identified as Hispanic or Latino, 21 percent identified as white, 20 percent identified as black or African American, and 21 percent identified as Asian; there were no differences by job title or site auspices. Teaching staff were also linguistically diverse; slightly more than one-half (59 percent) of teaching staff reported speaking another language in addition to English, primarily Spanish (29 percent) or Mandarin/Cantonese (10 percent).

Teaching staff were split evenly with respect to parental status: 51 percent of teaching staff reported having at least one child under 18 in their household; and 22 percent reported at least one child under age five. Teaching staff employed by Head Start/Early Head Start programs were more likely to have children under age five in their households than teaching staff in Title 5 school-district programs.[38] Additionally, 57 percent of teaching staff were married or living with a partner, and the remaining teaching staff were single or not living with a partner.

More than one-half (60 percent) of teaching staff reported that all or almost all of their household income came from their early childhood job. Most teachers (84 percent) reported that they did not work another job in addition to their ECE employment. Approximately one out of six teaching staff reported receiving public supports (17 percent), including: Temporary Assistance for Needy Families (TANF); Medicaid; Supplemental Nutrition Assistance Program (SNAP); Women, Infants and Children (WIC); or subsidized housing. Teaching staff employed in Title 5 non-school-district programs were more likely to receive public supports than teaching staff employed in Title 5 school-district programs.[39]

Work Characteristics

Teaching staff who completed the SEQUAL study had worked, on average, 16 years in the field of early childhood education, 10 years in their current place of employment, and eight years in their current position at their current place of employment. See Table 11 for additional information on teacher tenure.

Table 11. Percent of Teaching Staff With Different Years of Tenure

	Percent
Tenure: Number of years in the field (n=321)*	
5 years or less	18%
6–15 years	34%
16–20 years	22%
More than 20 years	26%
Tenure: Number of years at current place of employment (n=321)	
2 years or less	24%
3–10 years	39%
More than 10 years	37%
Tenure: Number of years in current position at current place of employment (n=320)	
2 years or less	35%
3–10 years	39%
More than 10 years	26%

* The number of teaching staff in this table do not add up to our total sample due to item nonresponse for these questions.

More than half (54 percent) of teaching staff did not provide us with wage information. For those who did, 24 percent reported earning less than $15 per hour, 55 percent reported earning $15–20 per hour, and 21 percent reported earning more than $20 per hour. Lead or head teachers reported earning significantly more per hour on average (Mean=$23.70 per hour) than teachers (Mean=$17.91 per hour) and assistant teachers (Mean=$14.62 per hour).[40]

Most teaching staff reported that they were not members of professional organizations (81 percent), but the majority (62 percent) were represented by a union at significantly higher rates than center-based ECE teaching staff in the country at large (10 percent).[41]

SEQUAL Scores and Teacher Characteristics

We examined SEQUAL scores by variation in teaching staff's personal characteristics (e.g., age, ethnicity, parental status) and work characteristics (e.g., tenure, professional affiliation). Here, we report on the significant relationships between SEQUAL scores and teaching staff's job title, education, and depressive symptoms.

Job Title and Education

Teaching staff participants held one of three primary job titles – assistant teacher, teacher, or head/lead teacher – each constituting a different set of classroom responsibilities (see Glossary of Key Terms for further explanation of job titles). We examined whether there were differences in SEQUAL scores by job title due to their differing work environment responsibilities and expectations.

Generally, assistant teachers rated SEQUAL supports more favorably than teachers and head/lead teachers. Assistant teachers reported higher scores for the Learning Community domain, and the Support Services for Children and Families, Staffing and Professional Responsibilities, and Applying Learning dimensions.[42] These findings may reflect the varied expectations and responsibilities among job titles. Assistant teachers, who may have fewer classroom responsibilities, may utilize supports less frequently and, therefore, may give higher ratings to the availability and dependability of these supports. In line with this finding, teachers and head/lead teachers reported higher scores for the Making Decisions dimension than assistant teachers.[43] This underscores their greater responsibility in the classroom, which may lead to differences in their ability and opportunity to make decisions about classroom practice.

However, assistant teachers reported higher scores than teachers and head/lead teachers with regard to the Worry component of the Economic Well-Being dimension.[44] This response is likely due, in large measure, to the lower wages earned by assistant teachers compared to those fulfilling other teaching roles.

Teaching staff scores on the Worry dimension also differed by education: teaching staff whose highest level of education was a graduate degree reported less worry than those with some college or high school or less as their highest level of education.[45]

Depressive Symptoms

Teaching staff also responded to the 10-item Center for Epidemiologic Studies Short Depression Scale (CES-D 10)[46] designed to assess depressive symptoms. Responses from 17 percent of teaching staff were consistent with a diagnosis of depression. In comparison, several studies using the CES-D have found rates of depressive symptoms among early childhood teachers to be between 7.1 and 9.4 percent.[47] We examined whether SEQUAL responses varied by teaching staff's depressive symptoms. Teaching staff whose scores were consistent with a diagnosis of depression reported lower scores across four SEQUAL domains – Teaching Supports, Learning Community, Job Crafting, and Adult Well-Being – and across multiple dimensions, including Professional Development Opportunities, Applying Learning, Making Decisions, Input, and all dimensions of Adult Well-Being (Economic Well-Being, Wellness Supports, and Quality of Work Life).[48] Additionally, teaching staff whose scores were consistent with a diagnosis of depression reported higher scores on the Worry dimension.[49] CES-D scores did not differ based on teaching staff education, ethnicity, job title, or wages. CES-D scores were not related to Quality Counts ratings, CLASS scores, or ECERS scores from the sites where teaching staff were employed.

Responses from 17 percent of teaching staff were consistent with a diagnosis of depression.

Final Thoughts and Recommendations for Funders and Policymakers

SEQUAL provides a framework for examining work environments through the lens of teaching staff's perceptions and experiences. By reviewing the results of this study, funders and policymakers can develop a deeper understanding of how systemic challenges faced by the early education field translate into daily challenges faced by teaching staff. This study documents the strong relationship between teachers' work environments, their well-being, and the quality of their teaching practices.

Specifically, teaching staff who perceived their work environments more positively with regard to teaching supports, their ability to make decisions and have input, and their well-being worked in sites with higher CLASS scores. Notably, sites with higher CLASS Instructional Support ratings received higher scores on multiple SEQUAL domains and dimensions. Furthermore, teaching staff who expressed lower degrees of economic worry worked in sites that they rated more positively with regard to financial policies related to paid time for professional responsibilities, leave, and reward for job promotion or completion of a degree. Of particular concern, teaching staff whose scores were consistent with symptoms associated with a diagnosis of depression reported higher scores on the Worry dimension; depression among caregiving adults has been associated with less positive adult–child interactions.[50] Lastly, SEQUAL findings suggest that director qualifications and the amount and nature of interactions between teachers and their supervisors influence teachers' assessment of their work environments.

This following section provides an overview of several overarching themes that emerge from the findings of this study. Caution should be used when attempting to generalize results described in this report to the work environments of all teaching staff employed in Alameda County, as almost all of the programs represented in this report were contracted with the California Department of Education or Head Start to provide services. Teaching staff working in other community-based programs, and/or programs who are not affiliated with a QRIS, may have different experiences in their work environments. Nonetheless, these findings can provide guidance to policymakers and funders as they examine and evaluate their priorities for funding quality improvement and advocacy efforts.

In reflecting on SEQUAL results, it is important keep in mind the increasing expectations that are placed on teaching staff to achieve program quality. Often, policy and funding discussions focus on one or only a few aspects of a teacher's role, but it is important to take into account the full breadth of teaching responsibilities when developing support systems and engaging in advocacy efforts. This list highlights activities commonly expected of teaching staff:

- Conduct focused observations of each child in their classroom on a regular basis.

- Complete periodic developmental assessments of all children, analyze the results, and identify activities to meet both individual and classroom needs.
- Actively communicate with and engage with families, linking them to appropriate community resources when needed.
- Engage in professional development activities to remain current on best practices in typical and atypical child development and teaching strategies.
- Explore new ideas and implement new strategies to bring knowledge into practice, including individual reflection and reflecting with peers, supervisors, and parents.
- Adapt teaching strategies to meet the needs of a variety of children, including those with special needs or behavioral concerns or those who are dual language learners.
- Complete required paperwork and maintain individual child portfolios.
- Learn and incorporate best practices related to adult–child interactions, nurturing environments, behavior management, and family engagement.
- Engage in rich instructional practices that facilitate children's language and literacy, mathematical and scientific learning, and socio-emotional development.
- Establish and maintain positive and respectful working relationships among colleagues working in the same classroom and across classrooms.
- Develop lesson plans that align with the program's curriculum and incorporate and synthesize all items listed above.

A fundamental question to ask while considering the results of the SEQUAL study is:

"Under existing work environment conditions, can teaching staff realistically meet the current expectations of what they should know and be able to do?"

The section below examines three themes that were prevalent throughout the results of this study: time and stability, professional development, and teacher well-being. These interrelated themes represent the foundation of a supportive work environment and have a direct impact on achieving and maintaining program quality.

Time and Stability

An essential component of a supportive work environment is paid time for teaching staff to meet their job expectations. Such remuneration is considered a basic condition of employment in almost every other profession. The early care and education field, however, has been underfunded since its inception, making it almost complacent around substandard employment conditions. Throughout the SEQUAL study, teaching staff identified numerous areas in which paid time is not provided or is inadequate. Teaching staff need time to conduct observations, take breaks, meet with their supervisors, reflect with peers, plan activities, engage in

professional development, and complete paperwork. Many teaching staff reported using their own unpaid time to bridge this gap or completing these activities while supervising children on the playground or during nap time. Another essential component that teaching staff require to meet their job expectations is stable and reliable working conditions. Several of the SEQUAL dimensions raised concern about the stability of teaching staff's work environment, such as sufficient staffing (including available substitutes), job security, and staff turnover.

Important Questions for Funders and Policymakers

- *What changes around policy and funding need to occur to create a system in which teaching staff are paid for all their required work activities?*
- *If teaching staff do not have sufficient paid time to meet the basic needs of designing and implementing a quality program, how can we allow the trend of increasing or changing expectations to continue?*
- *Can we expect teaching staff to meet quality expectations or engage in improving their practice when their staffing structure is insufficient or unreliable?*

Note: There is evidence that the staffing conditions in some programs may be at critical levels, with insufficient staff to meet basic needs. Identifying and supporting these programs should be prioritized and may mitigate some of the concerns listed in this section.

Professional Development

Having the necessary conditions, resources, and time to engage in professional development surfaced as an issue among many teaching staff in this SEQUAL study. In addition, teaching staff reported many barriers to applying what they have learned and integrating it into their daily teaching practice. Professional development requires time and often includes a financial cost. In most professions, allowing employees to complete necessary professional development during work hours is common practice. In the early education field, the majority of professional development supports focus on covering the costs of and/or including a stipend for professional development that occurs outside of regular work hours. Even these supports are limited and not accessible to the majority of the teaching staff. Some teaching staff reported that they didn't have a choice of professional development activity. Adult learners need the opportunity to design or select their own learning experiences for them to be most meaningful, however, many of the professional development supports available today require specific activities or limit the available choices. In some cases, due to California's fragmented and convoluted professional development system, teaching staff need expert guidance in choosing their professional development activities. Many program leaders and supervisors would need specialized training and support to meet this need, and currently, this type of support is not available.

Important Questions for Funders and Policymakers

- *How can we structure a system that allows teaching staff access to professional development opportunities during paid work time?*
- *Are investments in training and college coursework having the intended impact if teaching staff cannot apply and integrate what they are learning?*
- *Do we have a system that supports pedagogical leadership at the site level?*

- *Are there currently supports available that allow teaching staff to select professional development activities that they believe will best improve their practice?*
- *What do teachers need in a work environment that would allow them to apply what they learn and continue to grow on the job? Are we providing support and resources to programs to create and maintain this kind of work environment?*

Teacher Well-Being

Children's well-being and learning are directly influenced by the emotional and physical well-being experienced by the adults primarily responsible for their education and care. One of the most important findings from this study is the breadth of financial concerns affecting many teaching staff, including being able to feed their families or meet monthly expenses. The stress caused by low pay and inadequate benefits is often exacerbated by expectations to complete job tasks during unpaid time or to work when ill, undependable breaks or schedules, and the absence of financial reward for professional advancement. The tenor of relationships among colleagues in a program is another important contributor to teacher well-being, influencing the ability of staff to work effectively as a team. In a climate of respect and fairness, well-being can protect against or even alleviate some stress, but such dynamics as favoritism, unresolved conflict, and intimidation among staff can exacerbate it. Other aspects that impact emotional well-being include job stability and personal safety.

This study also revealed staff perceptions of supports that impact their physical well-being. Teaching young children is physically demanding work, which also includes continual exposure to illness, and requires that teaching staff be trained to protect their health and assured appropriate ergonomic equipment as well as adequate sick leave and vacation. In a system dedicated first and foremost to the well-being of children that often struggles to maintain adequate supervision and basic health and safety standards, the emotional and physical well-being of its workforce is often neglected. In providing support services to children, one must consider a variety of risk factors and how they can impact children's development. It is important to acknowledge that emotional or physical stress should be also be considered risk factors that impact teaching staff's work with children.

Important Questions for Funders and Policymakers

- *In a county with an ever-rising cost of living, can we continue to raise expectations while compensation remains almost stagnant?*
- *The United States is currently having a national dialogue around fair wages and equity. How can early education use this time to raise awareness about the economic needs of our field?*
- *Can we continue to allow new funding and new initiatives to ignore the effects that low wages and inadequate benefits are having on our field?*
- *What is being done to specifically address the emotional and physical well-being of the early education workforce?*

Recommendations for Further Action

- Incorporate work environment supports into the existing QRIS rating matrix. Identifying areas where programs will be rated not only drives quality support efforts, it sends a message to the field on what conditions are needed to maintain and improve program quality. In the current study, the link between work environment conditions and program quality is underscored by the significant relationships among four SEQUAL domain scores (Teaching Supports, Learning Community, Job Crafting, and Adult Well-Being) and CLASS Instructional Supports. Enhancing teaching staff's work and learning environments may therefore improve observed classroom and program quality. Integrating indicators of work environment supports into QRIS is an important step in sustaining quality improvement in early childhood education.
- Provide funding to institutions of higher education and training programs to develop and offer classes and workshops related to emotional and physical well-being among adults in the workforce, such as dealing with stress, managing internal conflicts, and financial management.
- Develop and implement training programs that support programs leaders, supervisors, and coaches to address work environment issues. The majority of work environment supports need to be implemented at the site or program level. Leaders, supervisors, and coaches all require support and training on how to implement and sustain these types of changes.
- Identify strategies that will allow teaching staff to complete required activities and engage in professional development during paid work time. This effort should go beyond the common approach of allowing funding to be used for staff release time. This approach can often exacerbate work environment issues, since programs are already struggling to find adequate substitutes and often end up stretching existing staff for coverage. What programs need is long-term, dedicated, reliable funding to hire additional staff who are floaters and can rotate into classrooms to free up teaching staff.
- Advocate for higher teaching standards, better teacher preparation, and increased compensation. The current California standards for teaching staff to work in facilities are too low, which results in an underprepared workforce. Offering new and better training programs and coaching support can mitigate this situation, however, this improvement will not keep unprepared professionals from reoccurring as new teachers enter the field. The ultimate solution lies in increasing teaching standards and restructuring educational systems to properly prepare teachers to meet the new standards and current work expectations. This solution must include an appropriate increase in wages that recognizes the work required by teaching staff. Currently, several efforts are underway in California in which policymakers and funders can utilize findings from this study to enhance advocacy efforts around teacher preparation and challenges that teaching staff are facing in their work environment. These include:
    - The revision of the Child Development Permit;
    - The revision of QRIS rating elements;
    - The Transforming the Workforce Birth to Age 8 Work Group;
    - The development of Adult Educator Competencies; and
    - The State Advisory Council on Early Learning and Care (SAC).
- Utilize SEQUAL results to develop new materials to advocate for better work environment supports. SEQUAL provides specific data points that bring into focus the current conditions that teachers are facing. For example, rather than simply saying, "we need to raise compensation," it would be useful

to develop an infographic that highlights how many teachers are worried about housing costs, paying their monthly bills, and feeding their families.

The state of California and local counties like Alameda have made significant investments in improving the quality of early care and education programs. The emergence of the Quality Rating and Improvement System is helping stakeholders to better understand the current state of early childhood programs and allowing communities to engage in a deeper dialogue around what factors contribute to program quality. However, these efforts have yet to address the financing of the current system in which teaching staff and administrators are underpaid and parents are either paying too much or not able to access subsidies. In many community and statewide efforts, the voices and needs of teaching staff have been lost. SEQUAL provides the vocabulary and opportunity for those fulfilling varied roles across the early care and education field (e.g., teachers, administrators, policymakers) to address the needs of the workforce. By ignoring the economic insecurities and other needs of the adults responsible for caring for young children, we are resigning ourselves to an unobtainable goal of a high-quality system of care.

Endnotes

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[18] 96.4 percent of teaching staff responded to the CES-D 10 items.
[19] Of the 31 sites whose teaching staff responded to the survey, 26 administrators likewise completed the administrator survey (84 percent).
[20] Harms et al. (2005); Pianta et al. (2008).
[21] Multiple teachers in the sample were employed at the same site. Multilevel analysis takes into account the similarity among teaching staff working at the same site and allows comparisons to be made across sites.
[22] Curriculum (p=.01); Child Observation and Assessment (p=.03), and Materials and Equipment (p=.01).
23 Teaching Supports (p=.01); Support Services for Children and Families (p=.01).
[24] Emotional Support (p=.02).
[25] Applying Learning (p =.01).
[26] Job Crafting (p=.02), Making Decisions (p=.05), and Input (p=.02).
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[28] p=.01.
[29] p=.04.
[30] Adult Well-Being (p=.03) and Economic Well-Being (p=.02).
[31] p=.00.
[32] Including payment for planning time, breaks, and other work responsibilities that may occur outside of the scheduled work day; assistance with professional development costs; pay raises in the event of a promotion or the completion of degree; and paid holidays, vacation, and sick leave.
[33] Teaching Supports (p=.02), Job Crafting (p=.01), Support Services for Children and Families (p=.05), Staffing and Professional Responsibilities (p=.01), Input (p=.01), Wellness Supports (p=.01), and Quality of Work Life (p=.05).
[34] $F(2, 61.08)=9.95$, p=.00).
[35] $F(3, 304.61)=36.36$, p=.00).
[36] $F(2, 82.04)=7.23$, p=.02).
[37] All teaching staff are required to have a California Child Development Permit to work in Title 5 programs.
[38] $F(2, 62.76)=3.32$, p=.04.
[39] $F(2, 51.04)=3.73$, p=.03.
[40] $F(2, 127.67)=41.47$, p=.00.
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[42] Learning Community (p=.05), Support Services for Children and Families (p=.04), Staffing and Professional Responsibilities (p=.01), and Applying Learning (p=.01).
[43] p=.00.
[44] p=.02.
[45] p=.01.
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