Teachers’ Education, Classroom Quality, and Young Children’s Academic Skills: Results from Seven Studies of Preschool Programs

Introduction:

Research typically states more education for preschool teachers will lead to increase student achievement. However, there is no clear evidence that a Bachelor’s degree or a certain level of education will lead to a high level of learning in the classroom. This article looks at the connections between a preschool teachers education and the classroom quality and the children’s academic skills.

Results

There was no evidence between the teachers’ education and the children’s academic skills. Although there was some statistical association found in the analysis, a clear pattern was no established in the data. The authors note that the incorrect conclusion from this study is that anybody can effectively teach preschool; rather, they believe that the results from this study must be interpreted cautiously and that they raise more questions than answers.

The authors noted there were three reasons why these teachers were performing poorly during the study:

1. The teacher preparation program did not prepare the teachers properly;
2. The teachers did not receive proper support to implement what they had learned;
3. The market forces has stimulated a short-term wave in the profession for early education teachers.

Recommendations

* More research is needed in this area
* Education should not be the only thing considered when hired. Skills, past experience, and references are important in the hiring process.

Early, D., Zill, N., Burchinal, M., Pianta, R., Bryant, D., Clifford, R., Iriondo-Perez, J., Jeon, J., Maxwell, K., Cai, K., Alva, S., Griffin, J., Henry, G., Bender, R., Ebanks, C., Mashburn, A., Peisner-Feinberg, E., Vandergrift, & N., Howes, C. (2007). Teachers’ Education, Classroom Quality, and Young Children’s Academic Skills: Results From Seven Studies of Preschool Programs. *Child Development*, 78 (2) 558-580.