

Feedback From the Field: 2025 Early Childhood Educator Survey

Overview

This survey is the third in an ongoing series presented by Teaching Strategies that surfaces on-the-ground insights into early childhood education to inform conversations around policy and practice. This year, over 2,700 early childhood educators from across the U.S. responded.

Good news first! Overall, teachers have a positive outlook toward the field of early childhood education, and it's improving.



of educators have a passion for working with young children



of early childhood educators reported feeling satisfied or very satisfied with their jobs, **up from 73%** in 2024



are considering leaving the field within the next 5 years, **down from 26%** in 2024

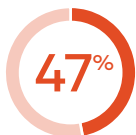
However, there's more we could be doing to retain and support dedicated educators.



say there is not enough time for them to do all that they need to do each day



say administrative tasks and paperwork detract from the time they can spend educating children



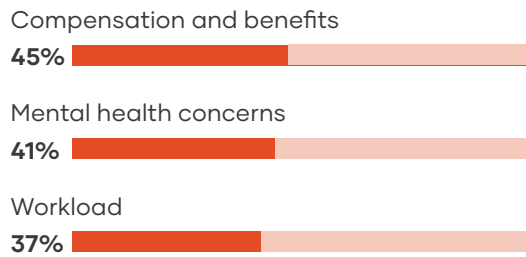
are overwhelmed by their workload



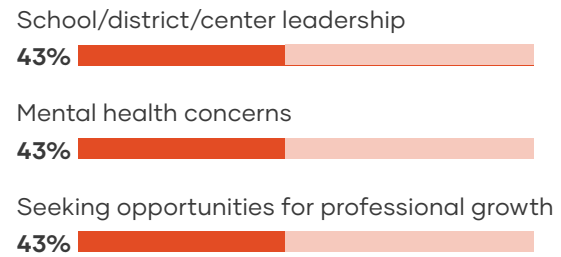
face insufficient time for lesson planning

Nearly 1/3 of educators are considering leaving their position or the field altogether.

These are the top three reasons educators cited for wanting to leave the field.

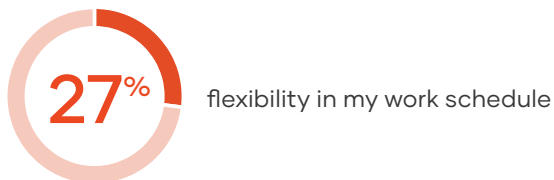
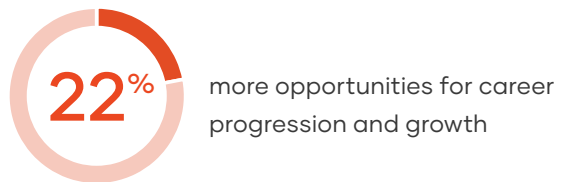
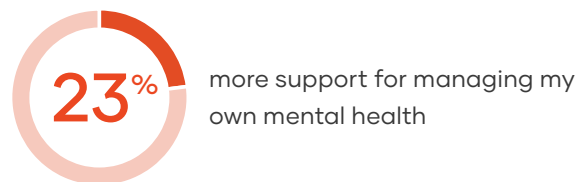


For educators considering leaving their school or center specifically, three factors tie.

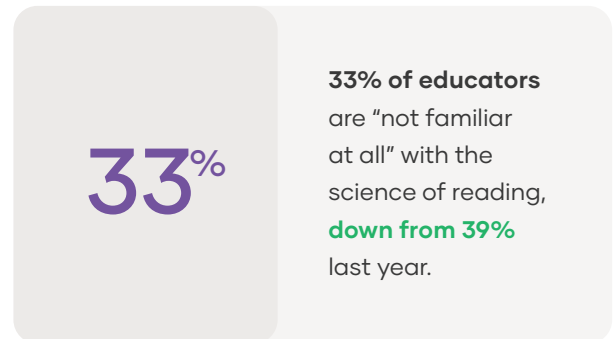


What's to be done? The research points to several key solutions.

When asked what could help retain them beyond compensation, educators looking to leave their position highlighted the following desired improvements.

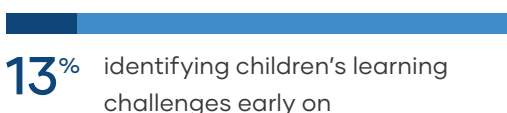
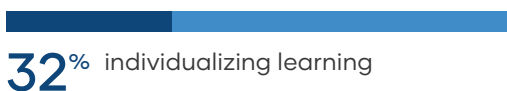
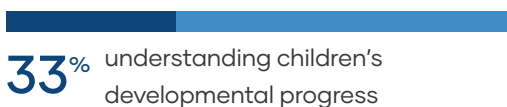


When it comes to building students' early literacy skills, educators express a need for additional resources and support.

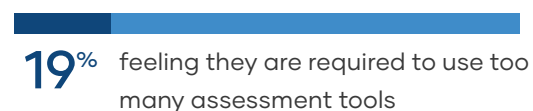
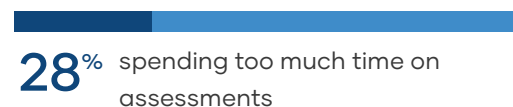
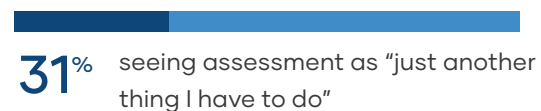


While many educators see value in assessment, it adds to their daily workload.

Educators find assessment most valuable for informing their instruction.



These are educators' biggest challenges with assessment.



The vast majority of educators are using technology in their classrooms today, though many want more training and support.

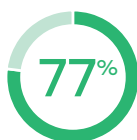


of early educators are using technology tools daily



struggle to find high-quality, developmentally appropriate technology

Educators see the value of child-facing technology but want clear limits.



agree that child-facing technology is best used with clear time limits



believe child-facing technology can have great benefits when used appropriately



are comfortable with children using technology like iPads in their classrooms



of educators report they have not received sufficient training to help children use technology

To help them meet these challenges and achieve professional growth, early childhood educators are seeking continued education and development.

65%

of educators are interested in pursuing continued education.

Educators want professional development with the following characteristics.



66% is online, with self-paced courses



49% is designed with shorter modules that collectively deliver additional credentials



41% provides short, in-the-moment videos that show how to conduct an activity or lesson

To help them earn additional credentials, educators would like these forms of support.



58% training offered for free



42% financial assistance to pay for training



37% paid time off for training

Methodology and Demographics

The survey, conducted in April 2025, included approximately 2,700 respondents working in various early childhood education roles and settings across the United States. The respondents were primarily female (96%), with a significant proportion between the ages of 35 and 64 (75%). 38% of respondents (856) worked in a public school setting, 21% (476) in Head Start, 12% (273) in Early Head Start, 13% (287) in private childcare, 8% (189) in private schools, and 3% (59) in family child care centers.