



# Teacher/Principal Credentials and KIDS Implementation

**Kindergarten Readiness in  
Illinois Series**

**Addendum Report**

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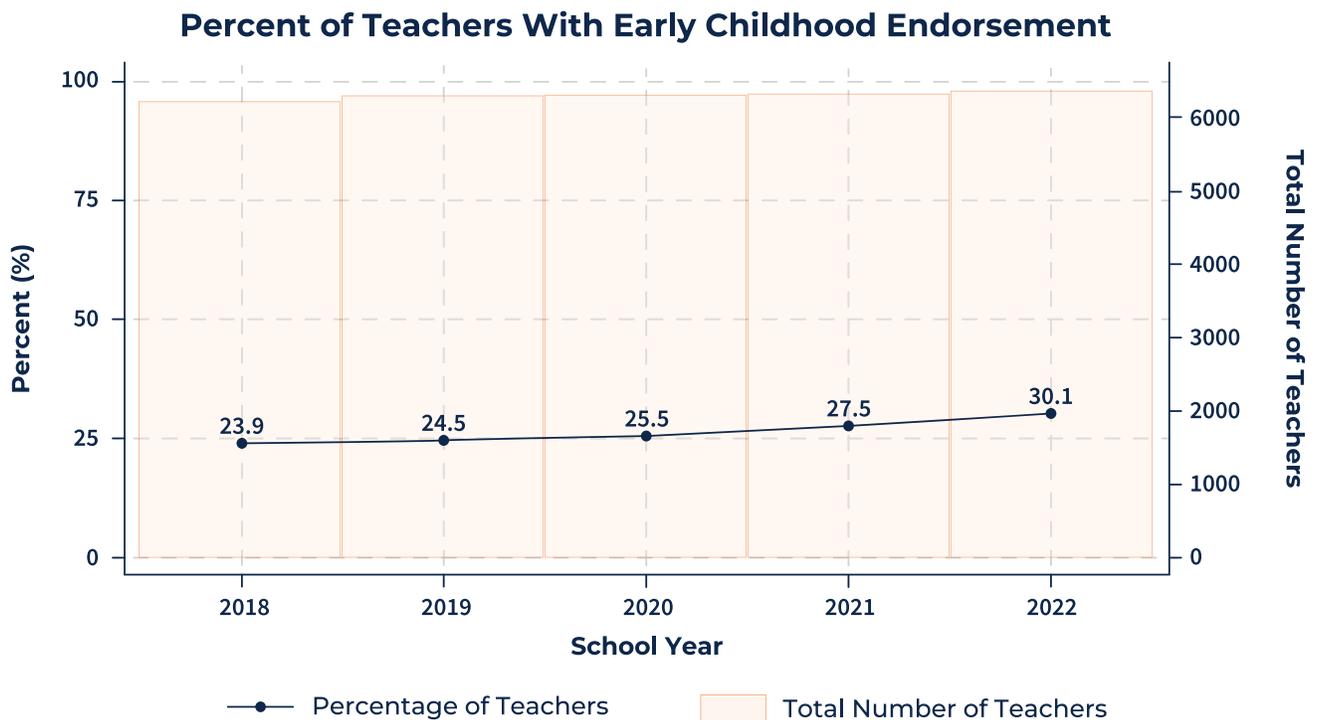
# KIDS Series Addendum 1: Teacher/Principal Credentials and KIDS Implementation

## Background.

After the release of the first two reports in the KIDS series, we were asked whether teacher and principal background related to KIDS implementation in schools. To answer this, we asked: 1) What are the educational and demographic characteristics of the teachers and principals administering KIDS? 2) How do these characteristics relate to KIDS implementation?

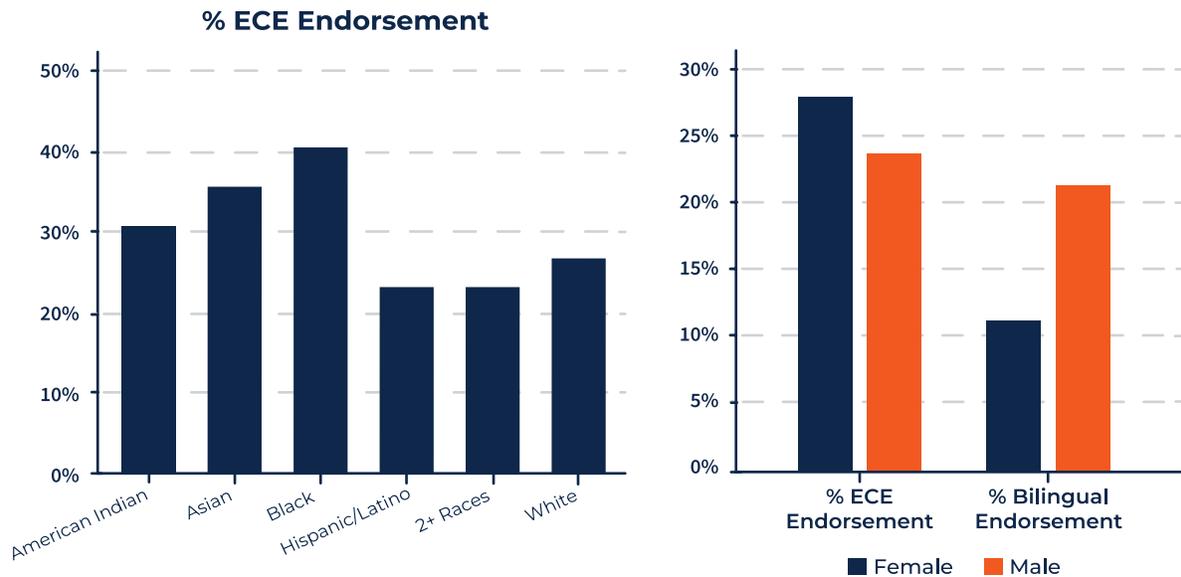
**Kindergarten Teachers:** We obtained data on 11 thousand kindergarten teachers in Illinois between SY2017-18 and SY2021-22

- Virtually all kindergarten teachers were appropriately certified to teach at the kindergarten grade level (>98%).
- Less than 1/3 of kindergarten teachers held the specific “Early Childhood Birth-Grade 2 Endorsement (ECE)” (as opposed to an elementary or other endorsement), but the proportion is climbing.
- 11% held a bilingual endorsement, while 2% had a bilingual certificate.



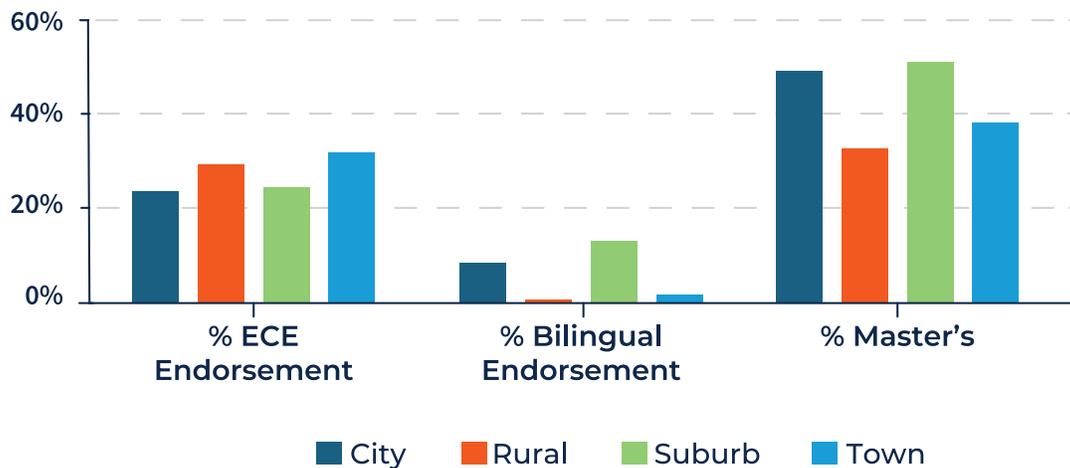
## There were differences in certificates and endorsements by key teacher characteristics.

- A higher percentage of Black and Asian teachers had an ECE endorsement, compared to teachers of other races/ethnicities.
- Hispanic/Latino teachers were the most likely to have a bilingual endorsement (70%).
- Female teachers were more likely to hold an ECE endorsement, while male teachers were more likely to hold a bilingual endorsement. However, there were very few male kindergarten teachers (97% of kindergarten teachers were female).



**Certification also varied by district urbanicity.**

- A slightly higher percentage of kindergarten teachers in Rural and Town districts held ECE endorsements, compared to Cities and Suburbs.
- Virtually no kindergarten teachers in Rural and Town districts held bilingual endorsements.
- Kindergarten Teachers in Cities and Suburbs were more likely to have a master’s degree, compared to Rural and Town districts.



**Are teacher credentials or demographics related to KIDS implementation?**

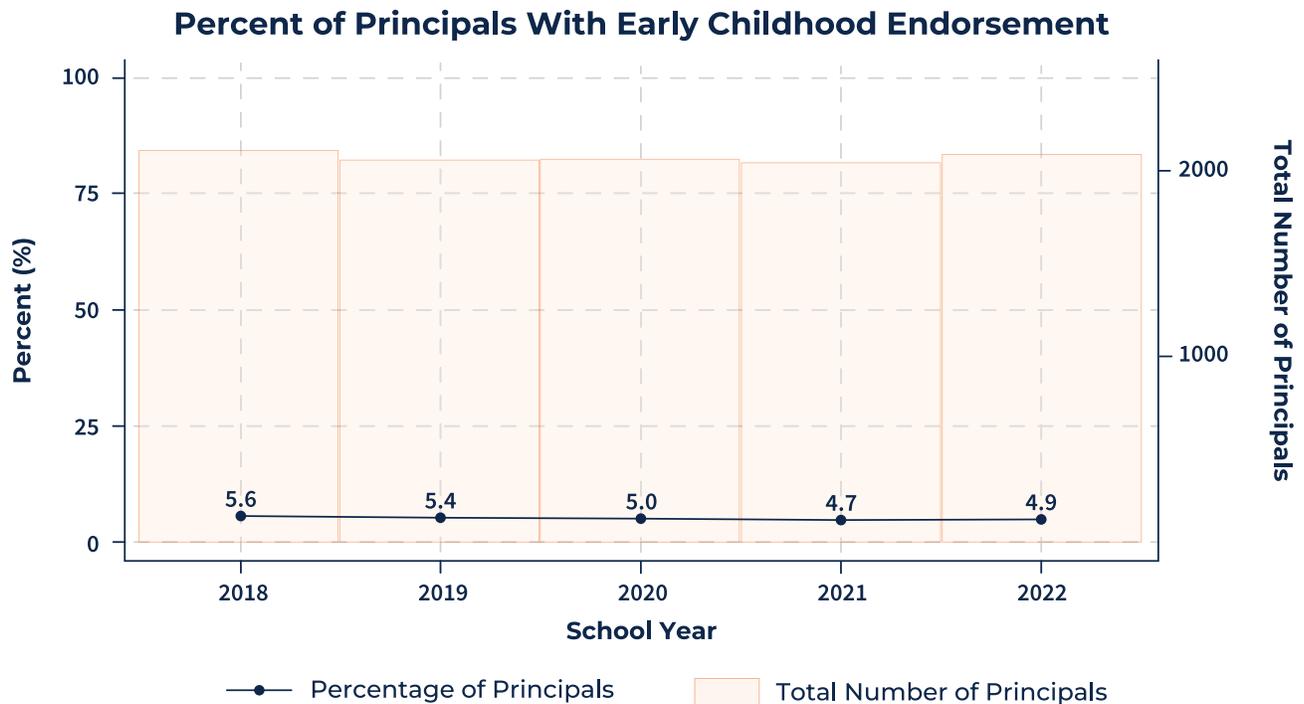
- Teachers with ECE endorsements rated children slightly higher (3 percentage points more likely to be kindergarten ready), holding student characteristics constant.
- Teacher ratings were consistent over time. By comparing average scores between teachers and within teachers over time, we found evidence that mean teacher ratings were stable over time (Intraclass Correlation Coefficient = 0.59).

**Summary:**

1. The share of kindergarten teachers with an ECE endorsement is increasing steadily.
2. Teachers with ECE endorsements rated children slightly higher on KIDS.
3. Teacher ratings were consistent over time.

**Elementary School Principals:** We obtained data on 3 thousand principals in schools that include a kindergarten grade level between SY2017-18 and SY2021-22. We examined their endorsements and teaching history.

- Virtually all principals were certified such that they could teach the kindergarten grade level.
- Only 5% of principals held the specific ECE endorsement.
- Less than 5% of principals possessed a bilingual endorsement.



**Principal teaching history.** We obtained the teaching history of these principals as far back as 2012. We found that...

- 11% had taught **Kindergarten** specifically.
- 41% had taught a **K-3** grade(s).
- 62% had taught at the **elementary level**.

**Are principal credentials and teaching history related to KIDS implementation?**

- Principal credentials were not related to schools’ participation in the KIDS assessment.
- Participation was similar regardless of principal teaching history.
- Any differences were small, inconsistent, or likely related to small cell size.

**Summary:**

1. Few principals overseeing a school with a kindergarten grade level held an ECE endorsement, and only 11% had experience teaching in kindergarten. However, 41% had experience teaching in a primary grade (K-3).
2. Neither principal credentials nor principal teaching history were related to KIDS implementation.

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# Appendix

**TABLE 1.** Teacher demographics and certification.

Teacher Race/Ethnicity	% ECE Endorsement	% Bilingual Endorsement	% Bilingual Certificate	Highest Degree	
				% Bachelor's	% Master's
American Indian	31%	34%	21%	34%	66%
Asian	36%	14%	2%	47%	52%
Black or African American	41%	1%	0%	37%	60%
Hispanic or Latino	23%	70%	21%	48%	51%
Two or More Races	23%	35%	7%	41%	59%
White	27%	3%	1%	52%	47%

Teacher Gender	% ECE Endorsement	% Bilingual Endorsement	% Bilingual Certificate	% Bachelor's	% Master's
Female	28%	11%	3%	51%	48%
Male	24%	21%	8%	45%	53%

By Urbanicity	% ECE Endorsement	% Bilingual Endorsement	% Bilingual Certificate	% Bachelor's	% Master's
City	24%	9%	3%	50%	49%
Rural	30%	0%	0%	67%	33%
Suburb	25%	13%	4%	49%	51%
Town	32%	2%	0%	61%	38%

<b>Total</b>	28%	12%	3%	51%	48%
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**TABLE 2.** Principals' teaching experience.

Teacher Experience	Percentage
Elementary	62%
ELA	70%
Life and Physical Science	56%
Social Sciences and History	57%
Taught Kindergarten	11%
Taught Grade 1	21%
Taught Grade 2	22%
Taught Grade 3	25%
Taught K-3	41%

**TABLE 3.** School Average KIDS Participation by Principal Credentials and Teaching Experience.

Teacher Experience		Rated on 14 Measures	Rated on More than 14	Rated on All Measures
ECE Endorsement	No	92%	16%	0%
	Yes	86%	18%	1%
Bilingual Endorsement	No	91%	16%	0%
	Yes	90%	23%	2%
Certified to Kindergarten Grade	No	87%	22%	0%
	Yes	91%	16%	0%
Taught Kindergarten	No	91%	14%	0%
	Yes	91%	16%	0%
Taught K-3	No	92%	15%	0%
	Yes	91%	13%	0%