

The Evaluation of Quality of NJ's Abbott Preschool Classrooms 2007



The Early Learning Improvement Consortium

The Early Learning Improvement Consortium 2006

A random sample of 11% or 317 classrooms (out of 2,852) were evaluated using the ECERS, PCMI (math), and SELA (literacy) in 2007

The Early Childhood Environment Rating Scale-Revised Results

1= Inadequate

3= Minimal

5= Good

7= Excellent

2005 STATEWIDE AVERAGE SCORE: 4.77

2006 STATEWIDE AVERAGE SCORE: 4.81

2007 STATEWIDE AVERAGE SCORE: 5.03

ECERS-R Subscale Scores

SUBSCALE	2005	2006	2007
space & furnishings	4.57	4.72	4.90
personal care	4.47	4.16	4.30
language	4.97	5.03	5.08
activities	4.12	4.34	4.62
interactions	5.98	5.93	6.16
program structure	4.91	5.02	5.41
parents & staff	5.17	5.19	5.38
ECERS Overall	4.77	4.81	5.03

The Lowest (3.0 – 3.9)

Item	2006	2007
Space for Gross Motor	3.03	3.28
Gross Motor Equipment	3.55	3.81
Meals & Snacks	2.72	3.33
Nap/Rest	3.81	3.91
Safety	2.60	3.38
Using Language to Develop Reasoning	3.83	3.84
Nature/Science	3.37	3.92
Use of Computer	3.80	3.74

The Highest (5.0 – 7.0)

Furniture for routine care	6.47
Furnishings for relaxation	5.43
Room arrangement	5.31
Child-related display	5.30
Greetings/departing	6.20
Encouraging children to communicate	6.24
Informal use of language	5.39
Fine motor	5.45
Supervision of gross motor	5.82
General supervision	6.22

The Highest (5.0 – 7.0)

Discipline	5.92
Staff-child interactions	6.62
Interactions among children	6.28
Free play	5.82
Group time	5.73
Provisions for disabilities	6.08
Provisions for parents	5.29
Staff interaction and cooperation	6.53
Supervision/eval. of staff	6.27
Opportunities for professional growth	5.07

The Main Dish: The Activities Scores

Item	2006	2007
Fine motor	4.95	5.45
Art	4.69	4.85
Music/movement	4.26	4.59
Blocks	4.59	4.77
Sand/water	4.62	4.88
Dramatic play	4.29	4.54
Nature/science	3.37	3.92
Math/number	4.51	4.81
Use of TV, video, computer	3.80	3.74
Promoting acceptance of diversity	4.30	4.57

The Supports for Early Literacy Assessment

1 = low quality

2 = poor quality

3 = fair quality

4 = good quality

5 = ideal quality

2005 STATEWIDE AVERAGE SCORE: 3.42

2006 STATEWIDE AVERAGE SCORE: 3.46

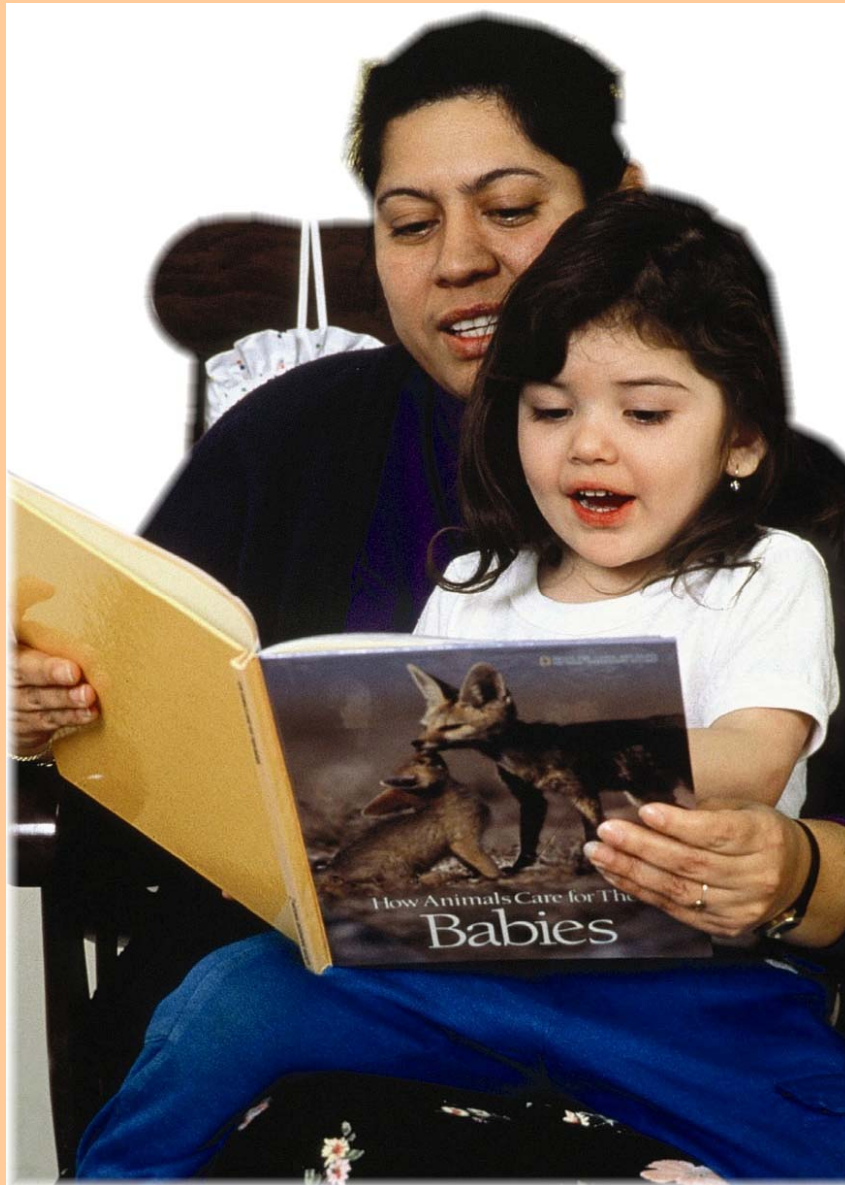
2007 STATEWIDE AVERAGE SCORE: 3.50

Literate Environment



Literate Environment	2006	2007
<i>1. Using print in the environment for a purpose.</i>	3.97	4.19
<i>2. Creating inviting places to look at books.</i>	4.34	4.38
<i>3. Inviting interest in a wide variety of books in the classroom.</i>	3.91	4.06
<i>4. Writing materials are available and easy to use.</i>	4.31	4.43
<i>5. A variety of literacy items and props are used in the pretend play area.</i>	3.35	3.52

Teacher support for children's language development



Language Development

2006

2007

6. *Teachers encourage and extend oral language.*

3.68

3.64

7. *Using language that introduces new words, concepts and linguistic structures.*

2.99

3.15

8. *Organizing activities that promote language development.*

3.72

3.49

9. *Sharing books to build language, knowledge, and a love of bookreading.*

4.23

4.27



Print/Book Concepts

Print/Book Concepts	2006	2007
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<i>10. Calling attention to the functions and features of print.</i>		
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3.20

3.06

Phonological Awareness



Phonological Awareness

2006

2007

11. Drawing children's attention to the sounds they hear in words.

2.40

2.56

Letters and Words



Letters and Words	2006	2007
<i>12. Helping children recognize letters.</i>	3.01	2.83
<i>13. Promoting children's interest in writing.</i>	3.27	3.29

Parent Involvement



Parent Involvement	2006	2007
<i>14. Promoting home-based supports for early literacy through regular communications with parents.</i>	3.24	3.24
<i>15. Special activities and supports to involve parents in supporting children's literacy development.</i>	2.69	2.68

Pumpkin Picking



We picked pumpkins
Yo me sente' para
la carreta.
Por que nos sentamos
en la carreta me
gusto el viaje.
When you took pictures
I smiled.
I see my pumpkin.
We liked the
field trip.

Supporting Home Language	2006	2007
<i>20. Promoting the maintenance and development of children's native language.</i>	2.95	3.21

The Preschool Classroom Mathematics Inventory

1 = low quality

2 = poor quality

3 = fair quality

4 = good quality

5 = ideal quality

2005 STATEWIDE AVERAGE SCORE: 2.47

2006 STATEWIDE AVERAGE SCORE: 2.29

2007 STATEWIDE AVERAGE SCORE: 2.23

Materials



Preschool Classroom Mathematics Inventory

Materials	2006	2007
<i>1. Counting, comparing, estimating, and recognizing number symbols.</i>	3.81	3.87
<i>2. Measuring and comparing amount: volume, weight, length, height, distance, and area.</i>	3.28	3.46
<i>3. Classifying and seriating.</i>	2.91	3.0
<i>4. Geometry and spatial positions/relations.</i>	3.46	3.5

Activities/Interactions



Numeracy & Other Mathematical Concepts

Teachers encourage children to:	2006	2007
<i>5. Use one-to-one correspondence</i>	1.70	1.28
<i>6. Count and/or write numbers for a purpose</i>	2.30	2.24
<i>7. Estimate and compare</i>	1.49	1.46
<i>8. Use mathematical terminology and reflection on mathematical problems</i>	1.66	1.56
<i>9. Measure and compare amount: volume, weight, length, height, distance, area</i>	1.48	1.37
<i>10. Classify and seriate</i>	1.53	1.44
<i>11. Explore concepts of geometry and spatial positions/relations</i>	1.60	1.34