

The Evaluation of Quality of NJ's Abbott Preschool Classrooms 2008



NJ Office of Preschool Education

Classroom Evaluations, 2008

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

William Paterson University conducted the evaluations.

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

2008 STATEWIDE AVERAGE SCORE: 3.82

Literate Environment



collage

scissors

Collage

markers

collage

crayons

Brushes

chalk

play dough

water paint

Lakeshore

Yhibbey

Literate Environment	2006	2007	2008
<i>1. Using print in the environment for a purpose.</i>	3.97	4.19	4.33
<i>2. Creating inviting places to look at books.</i>	4.34	4.38	4.59
<i>3. Inviting interest in a wide variety of books in the classroom.</i>	3.91	4.06	4.20
<i>4. Writing materials are available and easy to use.</i>	4.31	4.43	4.53
<i>5. A variety of literacy items and props are used in the pretend play area.</i>	3.35	3.52	3.65

Supports for language development



Language Development	2006	2007	2008
6. <i>Teachers encourage and extend oral language.</i>	3.68	3.64	4.12
7. <i>Using language that introduces new words, concepts and linguistic structures.</i>	2.99	3.15	3.63
8. <i>Organizing activities that promote language development.</i>	3.72	3.49	3.90
9. <i>Sharing books to build language, knowledge, and a love of book reading.</i>	4.23	4.27	4.47



Print/Book Concepts

Print/Book Concepts	2006	2007	2008
<i>10. Calling attention to the functions and features of print.</i>	3.20	3.06	3.57

Phonological Awareness



Phonological Awareness

2006

2007

2008

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

2.40

2.56

2.78

Letters and Words



Letters and Words	2006	2007	2008
<i>12. Helping children recognize letters.</i>	3.01	2.83	3.33
<i>13. Promoting children's interest in writing.</i>	3.27	3.29	3.87

Parent Involvement



Parent Involvement	2006	2007	2008
<i>14. Promoting home-based supports for early literacy through regular communications with parents.</i>	3.24	3.24	3.65
<i>15. Special activities and supports to involve parents in supporting children's literacy development.</i>	2.69	2.68	3.00



Supporting Home Language

Supporting Home Language	2006	2007	2008
<i>20. Promoting the maintenance and development of children's native language.</i>	2.95	3.21	3.46

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

2008 STATEWIDE AVERAGE SCORE: 2.62

Math materials




Preschool Classroom Mathematics Inventory

Materials	2006	2007	2008
<i>1. Counting, comparing, estimating, and recognizing number symbols.</i>	3.81	3.87	4.07
<i>2. Measuring and comparing amount: volume, weight, length, height, distance, and area.</i>	3.28	3.46	3.69
<i>3. Classifying and seriating.</i>	2.91	3.00	3.41
<i>4. Geometry and spatial positions/relations.</i>	3.46	3.50	3.86

Activities/Interactions

Did you see a square on your way?

	yes	or	no
1	Jonathon		Dominick
2	Emily		Frankie
3	Maxwell		Shawn
4	Matalia		Taylor
5	Alyssa		
6	Michell		
7			
8			



Numeracy & Other Mathematical Concepts

Teachers encourage children to:	2006	2007	2008
<i>5. Use one-to-one correspondence</i>	1.70	1.28	1.97
<i>6. Count and/or write numbers for a purpose</i>	2.30	2.24	2.78
<i>7. Estimate and compare</i>	1.49	1.46	1.74
<i>8. Use mathematical terminology and reflection on mathematical problems</i>	1.66	1.56	2.09
<i>9. Measure and compare amount: volume, weight, length, height, distance, area</i>	1.48	1.37	1.62
<i>10. Classify and seriate</i>	1.53	1.44	1.86
<i>11. Explore concepts of geometry and spatial positions/relations</i>	1.60	1.34	1.77

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

2008 STATEWIDE AVERAGE SCORE: 5.20

ECERS-R Subscale Scores

SUBSCALE	2005	2006	2007	2008
space & furnishings	4.57	4.72	4.90	5.03
personal care	4.47	4.16	4.30	4.29
language	4.97	5.03	5.08	5.46
activities	4.12	4.34	4.62	4.85
interactions	5.98	5.93	6.16	6.44
program structure	4.91	5.02	5.41	5.41
parents & staff	5.17	5.19	5.38	5.59
ECERS Overall	4.77	4.81	5.03	5.20

The Lowest (3.0 – 3.9)

Individual ECERS-R Items	2006	2007	2008
Space for Gross Motor	3.03	3.28	3.49
Gross Motor Equipment	3.55	3.81	3.65
Meals & Snacks	2.72	3.33	3.73
Nap/Rest	3.81	3.91	3.91
Safety	2.60	3.38	2.61
Using Language to Develop Reasoning	3.83	3.84	4.24
Nature/Science	3.37	3.92	4.19
Use of Computer	3.80	3.74	4.02

The Main Dish: The Activities Scores

Item	2006	2007	2008
Fine motor	4.95	5.45	5.63
Art	4.69	4.85	5.18
Music/movement	4.26	4.59	4.90
Blocks	4.59	4.77	4.81
Sand/water	4.62	4.88	5.14
Dramatic play	4.29	4.54	4.71
Nature/science	3.37	3.92	4.19
Math/number	4.51	4.81	5.15
Use of TV, video, computer	3.80	3.74	4.02
Promoting acceptance of diversity	4.30	4.57	4.65

The Highest

Item	2007	2008
Furniture for routine care	6.47	6.60
Furnishings for relaxation	5.43	5.76
Room arrangement	5.31	5.38
Child-related display	5.30	5.58
Greetings/departing	6.20	6.16
Encouraging children to communicate	6.24	6.48
Informal use of language	5.39	6.00
Fine motor	5.45	5.63
Supervision of gross motor	5.82	6.21
General supervision	6.22	6.46

The Highest

Item	2007	2008
Discipline	5.92	6.09
Staff-child interactions	6.62	6.79
Interactions among children	6.28	6.63
Free play	5.82	5.90
Group time	5.73	5.83
Provisions for disabilities	6.08	5.80
Provisions for parents	5.29	5.47
Staff interaction and cooperation	6.53	6.60
Supervision of staff	6.27	6.41
Opportunities for professional growth	5.07	5.12