

The Evaluation of Quality of NJ's Abbott Preschool Classrooms 2006



NJ DOE Office of Early Childhood Education

Rutgers University

The College of New Jersey

William Paterson University

The Early Learning Improvement Consortium 2006

A random sample of 11% or 316 classrooms (out of 2,848) were evaluated using the ECERS, PCMI (math), and SELA (literacy) in 2006

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

ECERS-R Subscale Scores

SUBSCALE	Low	High	Average 2005	Average 2006
space & furnishings	2	6.88	4.57	4.72
personal care	1.17	7	4.47	4.16
language	1.5	7	4.97	5.03
activities	1.8	6.80	4.12	4.34
interactions	1	7	5.98	5.93
program structure	1	7	4.91	5.02
parents & staff	2.33	7	5.17	5.19
ECERS Overall	2.55	6.60	4.77	4.81

The Lowest Average Scores (2.6 – 3.9)

Space for Gross Motor	3.03
Gross Motor Equipment	3.55
Meals & Snacks	2.72
Nap/Rest	3.81
Safety	2.60
Using Language to Develop Reasoning	3.83
Nature/Science	3.37
Use of Computer	3.80

The Highest Average Scores (5.0 – 7.0)

Furniture for care, play	6.49
Furnishings for relaxation	5.17
Room arrangement	5.50
Greeting/departing	6.15
Health practices	5.00
Encouraging children to communicate	6.16
Informal use of language	5.47
Supervision of gross motor	5.65
General supervision	5.85
Discipline	5.63
Staff-child interactions	6.44
Interactions among children	6.06
Free play	5.19
Group time	5.60
Provisions for children w disabilities	5.54
Provisions for parents	5.12
Staff interaction and cooperation	6.28
Supervision and evaluation of staff	6.09

The Main Dish: The Activities Average Scores

Fine motor	4.95
Art	4.69
Music/movement	4.26
Blocks	4.59
Sand/water	4.62
Dramatic play	4.29
Nature/science	3.37
Math/number	4.51
Use of tv, video, computer	3.80
Promoting acceptance of diversity	4.30

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

Literate Environment





big books

THE DUCK LIVED

Have you seen my cat?

HARRY THE DIRTY DOG

LA OBRERA Y LA HAMBRENTA

Eating the Alphabet

ASK MR. BEAR

A POCKET FOR CORDUROY

UN BOLSILLO PARA CORDUROY

CORDUROY

CORDUROY

HARRY THE DIRTY DOG





Literate Environment

2006
Averages

1. *Using print in the environment for a purpose.*

3.97

2. *Creating inviting places to look at books.*

4.34

3. *Inviting interest in a wide variety of books in the classroom.*

3.91

4. *Writing materials are available and easy to use.*

4.31

5. *A variety of literacy items and props are used in the pretend play area.*

3.35

Teacher support for children's language development





Language Development

2006 Averages

6. <i>Teachers encourage and extend oral language.</i>	3.68
7. <i>Using language that introduces new words, concepts and linguistic structures.</i>	2.99
8. <i>Organizing activities that promote language development.</i>	3.72
9. <i>Sharing books to build language, knowledge, and a love of bookreading.</i>	4.23

Print/Book Concepts

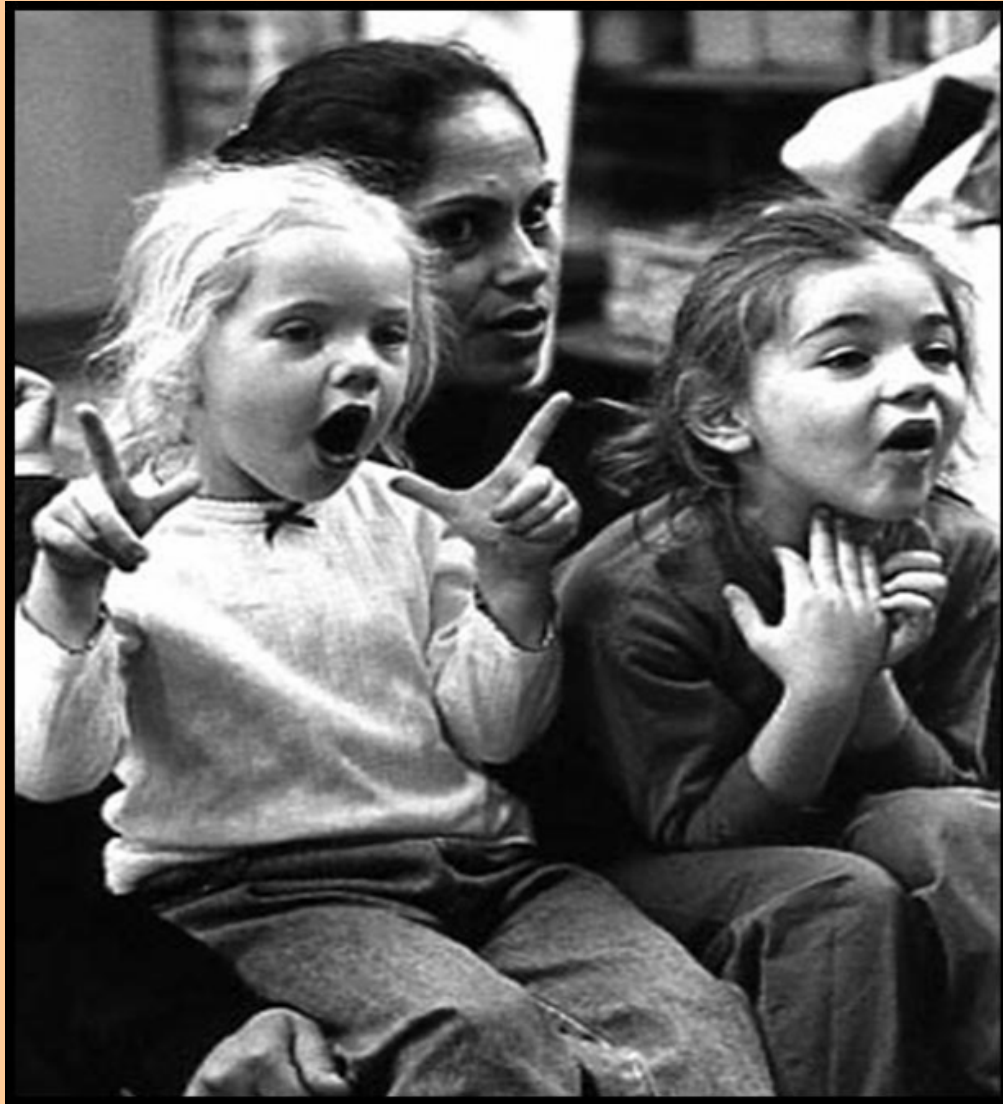


Print/Book Concepts

2006
Average

*10. Calling attention to the functions
and features of print.*

3.20



Phonological Awareness

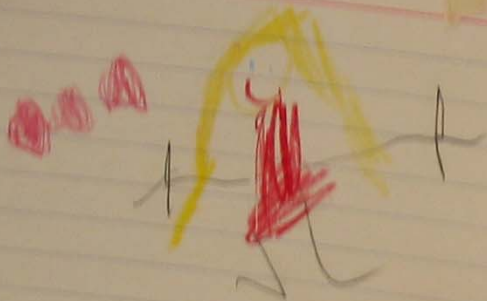
Phonological Awareness

2006
Average

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

2.40

RESTAURANT



ANNA
RADIO
CITY.



Letters and Words

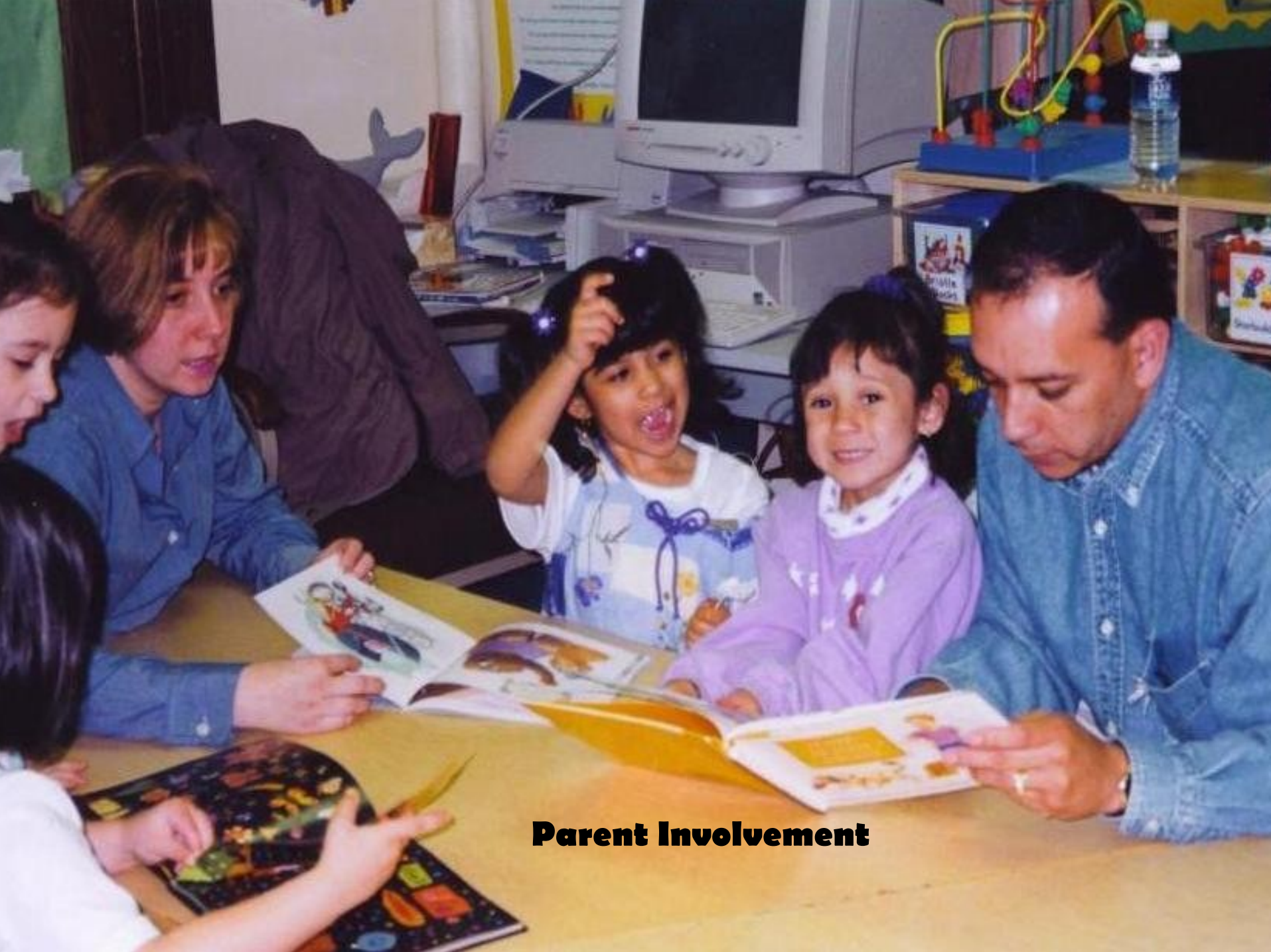
2006 Average

12. Helping children recognize letters.

3.01

13. Promoting children's interest in writing.

3.27



Parent Involvement

Parent Involvement

2006
Average

14. *Promoting home-based supports for early literacy through regular communications with parents.*

3.24

15. *Special activities and supports to involve parents in supporting children's literacy development.*

2.69

Pumpkin Picking



We picked pumpkins
Yo me senté 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 Average

20. Promoting the maintenance and development of children's native language.

2.95

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

Materials





Preschool Classroom Mathematics Inventory

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

Activities/Interactions







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