

Understanding Classroom Quality

A look at classrooms' strengths and challenges on multiple quality assessment tools and implications for technical assistance

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North Carolina Rated License Assessment Project

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Who is in the audience?

- North Carolina
- Out-of-state
- Technical assistant
- Teacher/Program Administrator
- Researcher
- Other

Outline

- Overview of study
- Discussion of assessment tools and findings
- Discussion questions

• Feel free to ask questions or respond throughout!

Study overview

- Purpose and goals of project
 - Understand quality in NC
 - Pilot new measures
- Who is involved?
 - DCD
 - NCRLAP
 - HDFFS faculty

Sample

- 101 centers
- Classroom breakdown
 - 247 total
 - 94 toddler
 - 98 preschool
 - 55 school age
- Star breakdown
 - 1 star – 16
 - 2 star – 13
 - 3 star – 26
 - 4 star – 22
 - 5 star – 24
- Representative of state wide distribution

Summary of measures

- Demographic information
 - On teachers and children
 - Teacher report
- Observations
 - Toddlers
 - Preschoolers
 - School age
- Teacher Measures
- Child Measures

Assessor training and reliability

- Goal = consistent, reliable information
- Process similar to typical ERS training for assessors
 - Orientation – content provided by scale authors or other experts currently using the selected tools
 - Practice observations
 - Video training was also used for some scales
- Required to maintain reliability during re-checks

Do you use any of the tools?

- Classroom Assessment Scoring System (CLASS)
- Early Childhood Environment Rating Scale-Extension (ECERS-E)
- Out of School Time (OST)
- Preschool Outdoor Environment Measurement Scale (POEMS)
- Contentedness and Comfort of Children in Child Care (C5)

CLASS: About the observation

- Structure
 - 2-3 hours(4-6 cycles)
 - Cycles - 20 minutes of observation/10 minutes of coding
- Scoring
 - 7-10 dimensions, each scored from 1 to 7
- Considerations
 - No outdoor play for preschool version
 - Teacher and child behavior
 - New version for toddlers

CLASS: About the tool

- Age group
 - Toddlers (15-36 months)
 - Preschoolers (3-5 years)
- Measures
 - Process quality
- Domains
 - Emotional Support
 - Instructional Support
 - Classroom Organization
 - Behavior Guidance (toddlers)

CLASS: Findings (Toddlers)

| Dimension | Emotional Support | Behavior Guidance | Instructional Support |
|------------------|-------------------|-------------------|-----------------------|
| Positive Clim. | 5 | | |
| Negative Clim.* | 6 | | |
| Sensitivity | 4 | | |
| Regard for Child | 4 | | |
| Behavior Guide | | 4 | |
| Fac. Learning | | | 3 |
| Language | | | 2 |

CLASS: Findings (Toddlers)

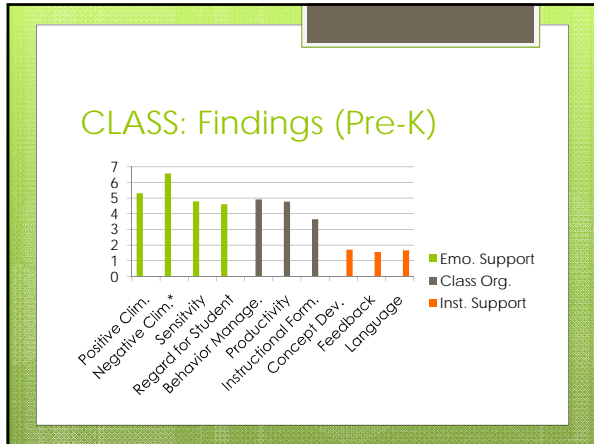
Highest scores

- Emotional climate
 - Positive, $x = 5.05$
 - Negative, $x = 6.31^*$

Lowest scores

- Instructional support
 - Facilitation of learning, $x = 3.47$
 - Language modeling, $x = 2.23$

* Indicates reverse coding



CLASS: Findings (Pre-K)

Highest scores

- Emotional climate
 - Positive, x = 5.31
 - Negative, x = 6.57*
- Classroom org.
 - Behavior management, x = 4.92

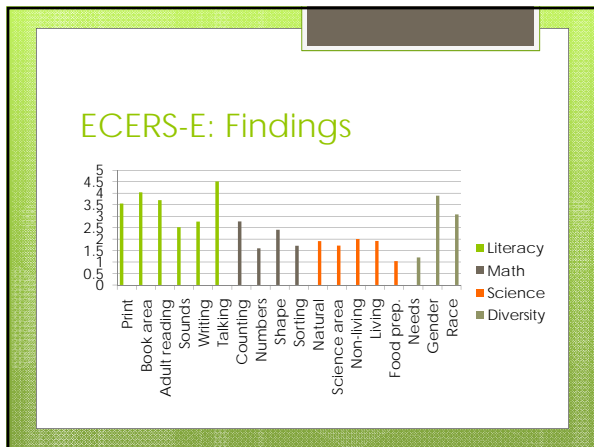
Lowest scores

- Instructional support
 - Concept dev., x = 1.7
 - Quality of feedback, x = 1.56
 - Language modeling, x = 1.66

* Indicates reverse coding

- ### ECERS-E: About the tool
- Age group
 - Preschool (3-5 years)
 - Measures
 - Curricular activities and interactions
 - Subscales
 - Literacy
 - Math
 - Science
 - Diversity

- ### ECERS-E: About the observation
- Structure
 - 2-3 hours
 - Usually combined with ECERS-R
 - Includes teacher interview
 - Scoring
 - 18 items scored from 1 to 7
 - Considerations
 - Materials and teacher behavior
 - Newer version



ECERS-E: Findings

Highest scores

- Literacy
 - Book and literacy areas, x = 4.04
 - Talking and listening, x = 4.51
- Diversity
 - Gender equality, x = 3.89

Lowest scores

- Math
 - Reading numbers, x = 1.60
 - Sorting, x = 1.71*
- Science
 - Natural materials, x = 1.91
 - Science areas, x = 1.72
 - Living processes, x = 1.92*
 - Food prep, x = 1.04*
- Diversity
 - Individual needs, x = 1.20

* Indicates fewer classrooms scored (N/A)

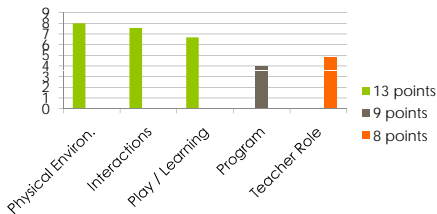
POEMS: About the tool

- Age group
 - Preschool (3-5 years)
- Measures
 - Quality of outdoor and natural environment
- Domains
 - Physical Environment
 - Interactions
 - Play and Learning Settings
 - Program
 - Caregiver Role

POEMS: About the observation

- Structure
 - 30-45 minute observation
 - 15 minute interview
- Scoring
 - 56 items scored Yes/No
 - Percentage of "yes" answered within domain
- Considerations
 - Materials, teacher and child behavior

POEMS: Findings



POEMS: Findings

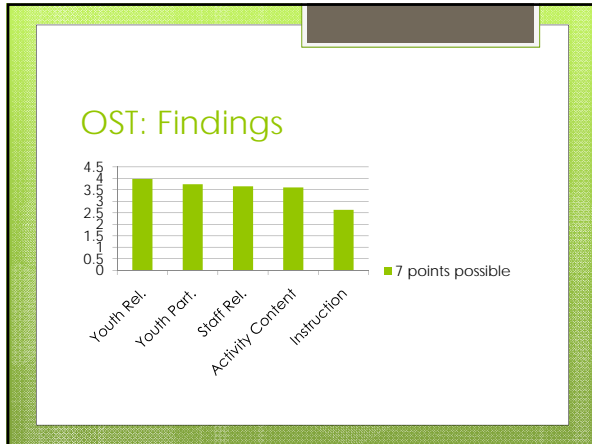
- | | |
|---|---|
| <p>Highest scores</p> <ul style="list-style-type: none"> ● Windows, $x = .88$ ● Outdoor toys (DAP, enough, access), $x = .81$ to $.97$ ● Physical activity, $x = .95$ ● 1 hour outside, $x = .93$ ● Attend to health, $x = .93$ | <p>Lowest scores</p> <ul style="list-style-type: none"> ● Natural impression, $x = .07$ ● Open-ended questions, $x = .32$ ● Natural loose parts, $x = .26$ ● Decorative, $x = .04$ ● Lang., art, math / science, $x = .00$ to $.10$ ● Outside resource people, $x = .28$ ● Value of outdoors, $x = .58$ |
|---|---|

OST: About the tool

- Age group
 - School age (5-12 years)
- Measures
 - Process quality
- Domains
 - Youth relationship building
 - Relationship building among youth and staff
 - Youth participation in activities
 - Activity content and structure
 - Instructional strategies

OST: About the observation

- Structure
 - 1 to 2 hours (4 to 6 cycles)
 - Cycles – 15 minutes of observation / 5-10 minutes of coding
- Scoring
 - 28 items scored from 1 to 7
 - Averaged within domain
- Considerations
 - Homework time
 - Teacher and child behavior



- ### OST: Findings
- | | |
|---|--|
| <p>Highest scores</p> <ul style="list-style-type: none"> Youth socialize, $x = 4.96$ Youth on task, $x = 4.79$ Staff encourage all to participate, $x = 4.98$ Staff show positive affect, $x = 4.53$ | <p>Lowest scores</p> <ul style="list-style-type: none"> Youth take leadership, $x = 2.11$ Staff engage personally with youth, $x = 1.78$ Staff ask youth to expand, $x = 1.36$ Staff ask youth to collaborate, $x = 2.17$ |
|---|--|

- ### C5: About the tool
- Age group
 - Toddlers, preschool, and school age
 - Measures
 - Children's emotional experiences and behavior
 - Domains
 - Positive and negative
 - Across daily activities (routines, indoor and outdoor free play, large and small group, overall)

- ### C5: About the observation
- Structure
 - 2 hour observation
 - Usually conducted with ERS
 - Scoring
 - 10 items within each activity, scored 0 to 5
 - Sums of positive and negative items
 - Considerations
 - Only child behavior
 - Still in draft form

- ### C5: Findings (Preschoolers)
- | | |
|---|--|
| <p>Positive scores</p> <ul style="list-style-type: none"> Indoor free play, $x = 4.16$ to 4.43 Large group, $x = 4.05$ to 4.08 Outdoor free play, $x = 3.91$ to 4.05 Small group, $x = 1.98$ to 2.08 | <p>Negative* scores</p> <ul style="list-style-type: none"> Transitions, $x = 1.86$ to 2.37 Indoor free play, $x = 1.24$ to 1.81 Large group, $x = 1.22$ to 1.51 Outdoor free play, $x = 1.07$ to 1.40 |
|---|--|

- ### Assessor Feedback
- Measurement of areas/items beyond the ERS was helpful and important. This included:
 - Outside environments
 - Teacher/child interactions
 - Quality of activities for math/science/literacy
 - Concerns included:
 - Challenges of measuring subjective items such as interactions (important, but challenging)
 - Using cycles of measurement

What does this mean?

- Strengths
 - Emotional support
- Challenges
 - Instructional support, activities, and outdoor areas need attention
- Higher scores
 - Similar to items on ERS
- Lower scores
 - Items "above and beyond" ERS

What could this mean for providing technical assistance?

- How can you enhance the quality of
 - Instruction?
 - Diversity/equality?
 - Outdoor areas?
- How could you use the tools?

Resources for tools

- CLASS
 - Brookes Publishing and Teachstone
 - <http://brookespublishing.com/store/books/pianta-class/index.htm>
 - <http://www.teachstone.org/training-programs/>
- ECERS-E
 - Teachers College Press
 - <http://store.tcpress.com/0807751502.shtml>
- POEMS
 - Kaplan
 - http://www.kaplanco.com/store/trans/productDetailForm.asp?C_atID=29110&PID=39502
- OST (Out-of-School Time Observation Instrument)
 - Policy Studies Associates, Inc.
 - www.policystudies.com/studies/?id=30
- C5
 - UNCG/NCRLAP
 - <http://ncrlap.org/>

Related presentations

- The Emotional Dance of Child Care
 - C5 and teachers' emotional health
 - Today, 10-11:30, Auditorium IV
- What are the differences in NC's star-ratings?
 - Results from larger study, link to child outcomes
 - Today, 2-3:30, Cedar BC
- Visit www.ncrlap.org for other presentation handouts and information about this study