ADMINISTRATIVE WORK CLIMATE AND ITS RELATIONSHIP TO GLOBAL

CLASSROOM LEARNING ENVIRONMENT

A Dissertation Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
Of the Requirements for the Degree

Doctor of Education

by

Kenneth Lee Powers

December 2016

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Abstract

Early childhood center directors have a large measure of influence on the administrative work climate experienced by staff teachers. One specific way in which a center director has an effect on staff teachers is through the promotion of an administrative work climate that embodies a culture of learning (Bloom & Sheerer, 1992; Carter & Curtis, 2010; Quinn, 2002). As teachers acquire professional development as a result of the culture of learning, the impact on classroom environment and teacher-child interaction can be measured through the use of environmental and interaction assessments (Bloom & Sheerer, 1992; Coldren & Spillane, 2007; Quinn, 2002). Because high quality classroom environments and positive teacher-child interactions have been shown to positively correlate with child outcomes (Lower & Cassidy, 2009; Mims et al., 2009), it is important to understand if the administrative work climate is correlated to the quality of the environment or teacher-child interaction in an effort to determine if the director through the development of the administrative work climate has an indirect influence on child outcomes.

This study explores the relationship between center administrative work climate, teacher-child interactions, as well as the relationship between center administrative work climate and classroom learning environments. Scores on the *AWC* (administrative work climate), *CLASS* (teacher-child interaction), and *ITERS-R and ECERS-R* (classroom learning environment) for 12 early childhood centers (comprising 40 classrooms) were correlated using a Pearson product-moment to investigate the relationships between

administrative work climate, teacher-child interactions, and classroom learning environment.

The results of this study showed that teacher-child interactions and classroom learning environment can be influenced by administrative work climate. Specifically, provision of staff orientation and scheduling showed statistically significant correlations with space and furnishings, personal care routines, classroom organization and instructional support.

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Chapter I

Introduction

Research has shown that early childhood education provides an essential

foundation for a child's later academic achievement. Furthermore, research has focused

on relational (peer-to-peer, teacher-child) and environmental factors (classroom structure,

materials available) appearing to have a direct impact on child outcomes (Garner, &

Waajid, 2012; Lower & Cassidy, 2009; Mims, Scott-Little, Lower, Cassidy, & Hestenes

2009). To measure the impact of early childhood education, global classroom

environment validated assessment tools such as the Early Childhood Environmental

Rating Scale (ECERS) are used to measure relational and environmental factors (Mims,

et. al, 2009).

Early childhood center directors have a large measure of influence on the working

environment experienced by staff teachers. One specific way in which a center director

has an effect on staff teachers is through the promotion of a culture of learning such as

offering professional development (Bloom & Sheerer, 1992; Carter & Curtis, 2010;

Quinn, 2002). As teachers participate in this culture of learning, a positive impact on

global classroom environment can be observed through the use of environmental

assessments (Bloom & Sheerer, 1992; Coldren & Spillane, 2007; Quinn, 2002).

Background

The implementation of No Child Left Behind legislation in 2001 brought about an

increased emphasis on the school readiness gap that exists between various student

groups and brought an increase in the allocation of resources to alleviate the observed

school readiness gap (Causey-Bush, 2005). A child living in poverty is much more likely

to enter school not ready to learn. Poverty fosters the creation of a school readiness gap between children with readiness skills seen as positive predictors of school success (i.e. language skills, social skills), and those children entering school lacking these skills who are more likely to experience difficulty in the education system. This growing school readiness gap is significant when we look at the number of children showing up for kindergarten behind their peers in the language, numeracy, and social-emotional domains (Garner, Waajid, 2012; Guo, Kaderavek & McGinty, 2012; Henry, Gordon, & Rickman, 2006). Finally, this lack of school readiness has been shown to be a predictor of grade failure among elementary students.

      Preschool. Efforts to alleviate the gap in school readiness have seen a greater emphasis on the systems and activities that could improve academic outcomes for children identified as at-risk for school failure. One method of improving school readiness is to provide pre-K to young children in poverty and language minority students. Preschool is not a new concept but has seen the implementation of many different approaches in the past 150 years. Samuelsson and Carlsson (2008) show the diversity present in preschool approaches over time by citing Froebel, Montessori, Dialogue Pedagogy, Reggio Emilia, and High/Scope as representative preschool approaches. All perspectives have the credo that children learn by being active within their environment (Samuelsson & Carlsson, 2008). In all approaches, play is the center of learning.

      Child-directed activities couched in a curriculum structure are important in keeping children motivated and engaged in the learning process (Eisner, 1985; Samuelsson & Carlsson, 2008). However, this does not mean that teachers are not

important to the learning that takes place in the early childhood classroom. Teachers play a significant role in providing an environment in which children engage in child-directed activities. For example, teachers intentionally organize curriculum and learning activities around the greatest possible amount of interaction and communication between children and their peers as well as children and teachers (Samuelsson & Carlsson, 2008).

The majority of current early childhood curriculum revolves around children engaging in some form of activity. Engagement in child-directed activities with others (children and teachers) helps children arrive at meanings in the world around them (i.e. socio-emotional, self-regulation). Finally, teachers provide the time and space for children to engage in learning play.

Early childhood education (ECE) teachers create learning environments that facilitate child-directed learning within a classroom (Lower & Cassidy, 2009; Mims et al., 2009). The quality of the classroom learning environment has been associated with child learning outcomes and the classroom learning environment encompasses all aspects of a classroom which may at some point affect student school readiness (Lower & Cassidy, 2009; Mims et al., 2009). Unfortunately, not all teachers understand the relationship between classroom learning environment and child learning outcomes. In such cases, a center director should provide the professional development and guidance to teachers for making changes to classrooms.

Encouragement and opportunity for professional development are two ways in which early childhood center directors have a large measure of influence on the creation and sustainability of an effective work environment (Carter & Curtis, 2010). Warash, Markstrom, and Lucci (2005) explored centers making changes to classroom quality. The

purpose of their study to understand how directors communicated with teachers in guiding their classrooms towards higher quality using the Early Childhood Environmental Rating Scale-Revised (ECERS-R) as a useful tool to judge what constitutes quality classrooms. The researchers found that director's communication skills had a positive influence on changes to classroom environment.

Work Environment

The center director has to have a vision for how their center operates. Carter and Curtis (2010) state, "Your vision plays the same role in your program as your breath plays in your body distributing the life force of oxygen through your system, exploring where things are tense and need some attention, and providing a rhythm for your muscles to do their collaborative work" (Carter and Curtis, 2010, p. 10) In other words, the vision of center operations promoted by the center director provides the classroom teachers with the motivation to enhance the learning experienced of young children in their care. Through the center director, classroom teachers can implement strategies that foster learning within the classroom environment (Sheer & Bloom, 1992; Lower & Cassidy, 2009; Quinn, 2002).

The work environment of the early childhood center includes all aspects of the center activity that influences student learning and all aspects that affect teachers (Bloom & Sheerer, 1992; Lower & Cassidy, 2009; Quinn, 2002). Teachers experience their work environment in two distinct ways: organizational climate and administrative climate. The different work environments are defined by proximal location in relationship to child outcomes (Bloom & Sheerer, 1992; Lower & Cassidy, 2009; Quinn, 2002; Spillane, Halverson & Diamond, 2001).

Organizational Climate. The organizational climate is that aspect of the center that primarily involves business matters, for example, meeting the needs of a governing organization which does not directly influence the activities in the classroom (Bloom & Sheerer, 1992; Quinn, 2002; Spillane, Halverson & Diamond, 2001). There have been minimal studies looking at the influence of director's in the creation of an organizational climate and subsequent impact on classroom quality.

Research conducted by Heikka and Hujala (2013) looked at how people involved in leading early childhood policy and programs within local communities in Finland allocated leadership responsibilities. The purpose of this study was to investigate the distribution of responsibilities for leadership in the early childhood education (ECE) context. Participants were employed as ECE government officials, center directors or teachers. Data was collected using 21 small focus groups with two main themes evolving from the discussions: core purpose of ECE and leadership of ECE. Qualitative content analysis revealed that leadership responsibilities were split between primary duties such as tasks that affect the children and secondary duties that are further removed from the classroom such as funding. Quality improvement and pedagogical leadership were the two most emphasized primary duties. Center directors were seen as performing secondary duties such as administrative tasks (i.e. managing financial resources) in service to and in facilitation of the primary goals and duties within their center.   The results of this study showed that the pedagogical work of leaders, directors, and teachers is critical to quality service delivery of early childhood education. However, better enactment of distributing leadership responsibilities could contribute to the sustained quality improvement and enhance the director's capacity to deal with competing and changing leadership

responsibilities that are not related to organizational climate activities such as providing pedagogical leadership to classroom teachers.

Administrative Climate. Few studies have explored the influence of early childhood center directors on child outcomes. This is primarily by the absence of a direct link between the center director and the child in the classroom (Coldren & Spillane, 2007; Deutsch & Tong, 2011; Heikka & Hujala, 2013; Ho, 2012; Lower & Cassidy, 2009; Singh, Han, and Woodrow, 2012). While the influence of an early childhood education center director on child outcomes is difficult to quantify, there have been studies that have looked at administrative work climate and its influence on classroom environment and teacher-child interactions. Study results show that the center director can influence child outcomes through the creation of an administrative work climate that supports teachers in their efforts to enhance the learning of children (Bloom & Sheerer, 1992; Lower & Cassidy, 2009; Quinn, 2002; Spillane, Halverson & Diamond, 2001).

Summary

Early childhood educators value a quality classroom learning environment for young children. The role of leadership has been shown to promote a work environment that enhances teacher-child interactions and improves the learning environment related to positive child outcomes. Before teachers implement strategies to foster a quality learning environment in the classroom, a clear vision proposed by center leadership identifying what constitutes an effective learning environment is needed. When classroom teachers adopt this agreed upon concept of an effective learning environment, the stage for the development of quality classroom learning environment is set. Therefore, the center

director can best affect change in the classroom learning environment through a change in teacher practices.

Research Problem. The center director in the early childhood education context can affect classroom teacher practice and classroom environment. This can be done through the creation of a center administrative work climate which supports the efforts of classroom teachers. There is a dearth of research examining the relationship between the administrative work climate and teacher-child interactions and the classroom environment.

Research Purpose. There is no direct link between center director and child outcomes, but studies have shown a link between classroom learning environment and child outcomes. Additionally, research has shown positive relationships between teacher-child interactions and child outcomes. The center director has the ability to affect change in the classroom environment and teacher-child interaction through professional development and coaching. If the change in these factors is positive and of high quality, the director could be seen as providing an indirect impact on the child. This study will look at the influence of administrative work climate on classroom environment and teacher practices. . First, the study will look at the relationship between center administrative work climate and teacher-child interactions. Second, the study will look at the connection between center administrative work climate and the classroom environment experienced by young children.

Research Questions

RQ1: Is there a relationship between program administrative work climate and teacher-child interactions?

RQ2: Is there a relationship between program administrative work climate and classroom learning environment?

Definition of Terms

      School Readiness is defined as a child entering kindergarten with the skills to succeed in the regular public school curriculum, including language, mathematics, and social skills (Barnett & Belfield, 2006; Weiland & Markstrom, 2013; Xin, Shen, & Krenn, 2015).

      Work environment in the context of an early childhood education center is all aspects of the center activity that have both direct and indirect impact on child outcomes. The work environment is influenced by the center vision supported by the center director. Direct impact on child outcomes is exemplified by the provision of classroom materials to facilitate child's learning while an indirect effect on child outcomes can be seen in the provision of funds to keep the classroom lights on.

      Organizational climate includes center director activities that do not have a direct impact on the classroom such as working with an organization to secure funding for the center (Bloom & Sheerer, 1992; Quinn, 2002; Spillane, Halverson & Diamond, 2001).

      Administrative climate duties bring the center director closer to the classroom through the provision of materials and furnishings for the classroom along with the hiring and mentoring of qualified teachers to enhance student learning (Bloom & Sheerer, 1992; Lower & Cassidy, 2009; Quinn, 2002; Spillane, Halverson & Diamond, 2001).

      Teacher-child interactions are those activities peformed by teachers to enhance the learning of young children. These activities include teacher-child interaction and

implementation of developmentally appropriate activities for children. This study operationalizes teacher-child interactions through the use of the Classroom Assessment Scoring System (CLASS) (Medive, Yoshikawa, Weiland, & Snow, 2016; Pinta, La Paro, & Hamre, 2008).

Classroom learning environment includes the furnishings and learning materials that foster the development of young children. This study operationalizes classroom learning environment through the use of the Infant and Toddler Environmental Rating Scales-R (ITERS-R) and the Early Childhood Environmental Rating Scale-R (ECERS-R) (Harms, Cryer, & Clifford, 2003; Lower & Cassidy, 2009).

Chapter II

Review of Related Literature

Introduction

Early childhood center directors have a large measure of influence on the working environment experienced by staff teachers. One specific way in which a center director has an influence on staff teachers is through the promotion of a culture of learning in the administrative work climate within the center (Bloom & Sheerer, 1992; Carter & Curtis, 2010; Davis, 2012; Quinn, 2002). As teachers acquire professional development as a result of the administrative work climate, a positive impact on global classroom environment can be measured through the use of environment assessment tools (Bloom & Sheerer, 1992; Quinn, 2002). Therefore, in this study, we will examine the administrative work climate established by a center director and its relationship to classroom environement and teacher-child interaction.

Administrative Work Climate

As introduced in the previous chapter, the influence of an early childhood education center director on child outcomes is difficult to quantify. Prior studies have not shown a direct link between the center director and child outcomes (Deutsch & Tong, 2011; Heikka & Hujala, 2013; Ho, 2012; Lower & Cassidy, 2009; Singh, Han, and Woodrow, 2012). Therefore, the center director can best influence child outcomes through the creation of an environment that supports children in their learning. The following studies investigated the relationship between director influence on the administrative work climate and teacher-child interactions as well as the relationship between administrative work climate and classroom learning environment.

Teacher-child interactions. Research conducted by Heikka and Hujala (2013) investigated how people involved in leading early childhood policy and programs within local communities in Finland allocated leadership responsibilities**.** Findings revealed quality improvement and pedagogical leadership as the two most emphasized leadership responsibilities. Center directors performed secondary duties such as administrative tasks (i.e. managing financial resources and other tasks) in service to and in facilitation of the primary goals and duties within their center. The results of this study showed that the pedagogical work of leaders, directors, and teachers are critical for quality service delivery of early childhood education. Directors act as pedagogical leaders when they provide professional development and coaching to teacher on classroom environment changes and teacher practice changes. This study shows that the center director can influences teacher-child interactions through the creation of the administrative work climate which ultimately enhances the learning experienced by young children.

A further study by Lower and Cassidy (2009) explored the relationship between child care program administration, organizational climate, and global classroom quality. The goal of this study was to provide a foundation for improving work environments by focusing on the needs of teachers to do their jobs the best they can. The needs of the teacher are defined as their engagement with both the organizational and administrative work climate. Participants in the study were directors and teachers recruited from centers throughout the state of North Carolina (including rural, suburban, and urban areas) that have been measured using the Program Administration Scale (PAS) and the Early Childhood Environmental Rating Scale (ECERS-R). These measures were performed either at a center that volunteered as a practice site for the North Carolina Rated License

Assessment Project or requested an assessment as a precursor to a state-rated license. Global classroom quality was assessed using the ECERS_R, and administration was measured using the PAS while the organizational climate was measured using the Early Childhood Work Environment Survey (ECWES). The final sample size comprised 225 teacher surveys, representing 26 centers with a response rate greater than 20 percent. The results of the study show a moderate positive correlation existed between organizational climate and classroom global quality r (44) = .301, p = .045. Similarly, program administration, as measured by the PAS, was significantly related to global classroom quality with a statistically significant moderate correlation between PAS scores and ECERS-R classroom scores r (54) = .291, p = .031. Furthermore, a Pearson r correlation revealed statistical significance between the program administration score, as measured by the PAS, and the organizational climate r (25) = .331, p = .098. The researchers noted that a small center sample size presented the possibility that results could have been statistically significant with a larger sample size and greater power. This study suggests that the administrative work climate implemented by the center director influences both the classroom learning environment and teacher-child interactions. Therefore, the director can influence child outcomes through both the provision of developmentally appropriate materials in the classroom and professional development opportunities for classroom teachers that enhance teacher child interaction.

Additional research conducted by Mims, Scott-Little, Lower, Cassidy, and Hestenes (2009) went beyond the effects of teacher academic achievement and how it relates to early childhood classroom quality. One question explored the association between the director's education level and ongoing education of directors, and overall

program quality (Mims et al., 2009). The continuing professional development of the center director will provide a work environment that promotes classroom teacher professional development and implementation of new strategies in the classroom. Participation in the study was predicated on an early childhood education center (ECE) taking part in a program quality assessment in order to be rated by the North Carolina licensure rating system. Program quality was assessed using the Early Childhood Environmental Rating Scale (ECERS-R), Infant/Toddler Environmental Rating Scale (ITERS-R), and School-Age Care Environment Rating Scale (SACERS). Only programs that had completed the quality rating baseline assessment and three-year follow-up had surveys sent to teachers and directors. All of the directors and teachers in this study had been employed at their respective programs for a minimum of three years and had been employed during both the first and second assessment. Surveys were sent to a total of 1,588 teachers with a total of 540 being returned for a response rate of 34% of teachers. Directors of 465 participating centers were sent a survey with 231 being returned for a response rate of 50%. Director and teacher education level attained were self-reported. This study suggests that directors with higher levels of education and who are participating in further professional development are more likely to provide a work environment that supports the classroom teacher in the acquisition of new classroom strategies that will enhance the education outcomes of young children.

A study conducted by Deutsch and Tong (2011) explored whether childcare center directors are well-situated to influence their staff to pursue early childhood professional development. The study explores the childcare center director's role as mentor in facilitating teachers' and teachers' aides' pursuit of higher education. Childcare

center directors are well positioned to offer both educational encouragement and instrumental support. Educational encouragement is defined as providing a work environment that encourages professional development of classroom teachers, whereas instrumental support is defined as the center director providing the classroom teacher with the time and materials to pursue professional development (Deutsch & Tong, 2011). Center directors took part in a 40 minute, structured telephone interview. Directors rated items on five-point scales (ranging from 1 *strongly disagree* to 5 *strongly agree*) unless otherwise noted. Educational encouragement of center directors was significantly positively related to college enrollment of both teachers (Wald = 3.67, $p = .055$) and teacher assistants (Wald = 7.83, $p = .005$). One important finding from this research is that educational encouragement from an early childhood center director positively influences a classroom teacher's motivation to pursue further professional development. Ultimately through the director providing teachers the opportunity to acquire new teaching strategies, child outcomes will be enhanced.

A further study conducted by Singh, Han, and Woodrow (2012) reported on pedagogical shifts through distributed leadership occurring while mentoring of early childhood teachers in literacy teaching strategies. This study took place in the context of Chilean early childhood education. The program called *Programa Futuro Infantil Hoy (PFIH)* provided mentorship to early childhood teachers. The *PFIH* included professional workshops and observations of early childhood centers in Australia. The study used data collected through interviews with program participants that represented four groups of key informants: center-based early childhood teachers (T), early childhood education center directors (CD), education department directors of service provider organizations

(DD), and teaching assistants. The interviews included eleven teachers, three teaching assistants, five center directors, and two education directors of Chilean early childhood provider organizations. Interviews ranged in length from 45 minutes to one hour. Questions included in the interviews regard educational practices before participation in *PFIH,* which revealed that children were quiet, and their needs and interests were rarely considered (Singh, Han, & Woodrow, 2012). The coding of interviews revealed five themes where stakeholders indicated changes in their leadership as a result of participation in *PFIH*: teaching philosophy, leadership, curriculum, teaching strategies, and literacy content. The majority of participants have reported positive outcomes on changes in their teaching philosophy, leadership, curriculum, teaching strategies, and literacy teaching models. One major finding from this study is center directors reported a greater understanding of the role mentorship has in motivating the classroom teacher to acquire new teaching strategies to enhance the learning of young children. When these new teaching strategies are put into practice in the classroom, children will experience enhanced learning outcomes.

Another study conducted by Fitzgerald and Theilheimer (2013) tested the impact of professional development activities on early childhood educators specifically in the promotion of workplace teamwork. The purpose of this study was to observe how professional development activities specifically support teamwork in an early childhood education (ECE) Center. A stratified sample of one high, one medium-high, and one medium quality center was chosen to participate. All three centers conducted professional development activities in compliance with Head Start requirements. Each center employed from 20 to 68 teachers and teacher assistants at multiple locations. Self-

administered questionnaires were distributed to 104 prospective participants, and 67 teachers returned sealed envelopes. The return response rate was 64%. Interviews were conducted with each delegate's education coordinator since she plays an essential role in the professional development. Finally, six focus groups of teachers and teacher assistants were conducted. Study findings showed that the administrative work climate of each center determined the degree to which staff members learned together. Therefore, the center director in the creation of the administrative work climate influenced the motivation for teachers to enhance their own classroom teaching practices. Ultimately, through the director providing learning opportunities to teachers, the outcomes experienced by young children will be enhanced.

Studies have shown that administrative work climate influences teacher classroom behaviors. This is done through the center director providing mentorship and the resources for classroom teachers to seek further early childhood professional development. Therefore, the center director does influence teacher-child interactions.

Classroom Learning Environment. The creation of a center administrative work climate and the director's influence on teacher implementation of classroom strategies that foster quality teacher-child interactions have been shared. It is now time to explore how the classroom learning environment is influenced by the center director through the creation of the administrative work climate.

First, Warash, Markstrom, and Lucci (2005) explored what were the factors that lead to quality child care centers. The purpose of this study was an examination of the Early Childhood Environmental Rating Scale-Revised (ECERS-R) as a training tool to improve the quality of child care classrooms. The researchers used Vygotsky's (1978)

theoretical principle of scaffolding in which the director is equipped through professional development to provide support for the classroom teacher so that child care centers could achieve higher levels on the ECERS-R. Professional development occurred when the researchers provided the director's with specific objectives that could improve the quality of their teachers' classrooms. The centers that participated in this study also participated in the Educare Project that was a collaborative effort to improve preschool experiences for young children in West Virginia. Participating centers were from a targeted county in northern West Virginia. Four centers purposely selected had a total of eight different classrooms. The children in classrooms were between ages three and five. Each classroom was observed using the ECERS-R. Child development students from the local state university were trained by a graduate assistant and the lead investigator to use the ECERS-R. Quasi-experimental design was employed in this study. A baseline assessment allowed assessors to provide center directors with an individualized training plan for each observed teacher. The director then communicated the training plan to the individual teacher on how to achieve higher scores on the ECERS-R based on best practices. A second round of observations was conducted seven to ten months after the initial ECERS-R observation. Baseline and post-test scores of the ECERS-R were compared for the seven subscales and the total score. Overall scores did increase from baseline to post-test. Therefore, the center director through effective communication with the classroom teacher develops an administrative climate which supports the classroom teacher and influences child outcomes.

A second study conducted by Denny, Hallam, and Horner (2012) was a statewide study of preschool classroom quality using three distinct classroom measures in order to

provide information on the quality of preschool classrooms in the state of Tennessee. There was a total of 114 programs, all licensed by the Tennessee Department of Human Services, chosen for participation in the study out of a total of 304 study-eligible programs. The participating centers were arrived at through a stratified random selection method based on state test scores. Eligibility for participation in this study was based on four criteria: contain one preschool classroom, be open and operational for the six months before study initiation, operate on a continuing child care license, and serve children at least 20 hours a week. Assessments were performed at participating centers over two days. The data collector observed the classroom using the ECERS-R and the ECERS-E or the CLASS. The second day of data collection included an observation with the other observation tool not used the previous day. Correlations among the measures were computed to examine the relationship between the quality measures. The three measures of quality are highly correlated. Findings of this study show that program quality can be effectively measured through classroom observations.

Finally, a study on the impact of program and classroom environment on student outcome was conducted by Pianta et al. (2005). The study examined the extent to which program, classroom, and teacher attributes of the program ecology predict observed quality and teacher-child interactions. Participating program centers included forty centers representing six states. Centers were selected to maximize diversity about geography, program location, program length, and educational requirements of teachers. One classroom in each center or school was selected at random for observation. Classroom quality was measured using three assessment systems: ECERS-R, CLASS for global quality, and Snapshot, which assessed teaching practices reflective of quality. The

findings indicate that individually and collectively program and teacher professional attributes are modest predictors of observed quality in pre-kindergarten classrooms. These findings align with studies that operationalize classroom environment as one aspect of administrative climate through the use of assessment instruments (Denny et al., 2012; Warash et al., 2005).

Classroom learning environment can be influenced by administrative work climate. Through an administrative work climate that promotes teacher professional development the classroom learning environment can experience improvement. Therefore, the center director through the implementation of an administrative work climate can influence the classroom learning environment and ultimately enhance student learning outcomes.

Child Outcomes. We have looked at the impact of administrative climate on both teacher-child interactions and classroom learning environments. We now will explore how teacher-child interactions and classroom learning environments influence child outcome.

The study conducted by Garner and Waajid (2012) examined whether emotion knowledge and self-regulation predict cognitive competence, social competence, and classroom behavior problems. Participants in the program were 74 preschoolers from diverse contexts such as a university center, head start centers, and a community-based center. Once selected for participation children were divided by socio-economic status into low income, middle income, and higher income. 97% of low-income families of origin were African American with 3% Caucasian. The study involved children being presented with six facial displays and ten vignettes that were used to assess knowledge of

emotional expressions and emotion-eliciting situations. Eighteen teachers completed the Child Behavior Checklist-Preschool concerning the focus and sustained attention of students. A participating child's cognitive competence was directly measured using the Developmental Indicators for the Assessment of Learning – R (DIAL-R). Study showed that emotional knowledge/self-regulation is correlated to a child's cognitive competence. Further, the analysis produced correlational linkages between emotional knowledge/self-regulation and the observed classroom behaviors of participating children. This study furthers the knowledge of the importance of including socio-emotional factors and cognitive competence as part of the curriculum. Therefore, the center director can influence child outcomes in two ways: first, by providing the classroom teacher strategies to enhance teacher child interactions in the promotion of positive socio-emotional responses from young children; second, the provision of classroom materials that are developmentally appropriate for young children.

The study by Weiland and Yoshikawa (2013) looked at the impact of a pre-K program on children's mathematics, language, literacy, executive function (EF), and emotional skills. One aspect of the study examined how support of the center director influenced the fidelity of implementation (FE) of classroom teachers. Specifically strategies provided to classroom teachers through professional development training. In the school year 2008-2009 the Boston Public School (BPS) 4-year-old pre-K program served approximately 2,045 children in 69 elementary schools and children all received a year of full-day pre-K in an urban public school. The evaluation year was the second year of full implementation of the literacy and language curriculum Opening the World of Learning (OWL; Schickedanz & Dickinson, 2005) and the mathematics curriculum

Building Blocks (Clements & Sarama, 2007). Fidelity of implementation of both programs was conducted by coaches trained on fidelity measures and reported teacher implementation of curriculum occurred with moderately high fidelity.

The OWL curriculum targets children's early language with a social skills component embedded in each unit. The Building Blocks curriculum targets early mathematics skills with some activities intentionally child-directed, with children making up their own problems or creating their own geometric designs. Its pedagogical approach has a heavy focus on language as children are required to explain their mathematical reasoning verbally. Neither curriculum targets children's executive functioning skills directly.

Teachers were given professional development training along with supports. Teachers all had to have at least a bachelor's degree and a master's degree obtained within 5 years. Pre-K teachers received a variety of supports in the year prior to evaluation and in the evaluation year itself, including curriculum-specific training and weekly to biweekly on-site support from an early childhood coach trained in both curricula. Coaching sessions were tailored to address the individual needs of each teacher in implementing the curricula and managing the classroom. All early childhood coaches held master's degrees.

In the fall of 2009, children in the BPS pre-K program were eligible for the study. Children in special-education-only classes were excluded due to the inappropriateness of the assessment battery for children who are not mainstreamed. Of 79 schools with eligible children, 12 principals declined to participate (15%). 93% (N=250 out 270) of teachers at 67 participating schools agreed to assist in the collection of student level data

collection in fall 2009. Children were tested by study-trained child assessors having to show good rapport and child management skills in both simulated and real testing situations. On average the complete battery of nine tests took 45-50 minutes to administer. The order of instrument administration was randomized to limit the possibility of biasing results systematically due to child fatigue. Receptive vocabulary was measured using the Peabody Picture Vocabulary Test III (PPVT-III) with the raw score total as the outcome measure (Dunn & Dunn, 1997). Pre-reading and reading skills were tested using the Woodcock-Johnson Letter-Word Identification subscale, numeracy and early math was measured using the Woodcock-Johnson (Woodcock, McGrew, & Mather, 2001). There were also instruments employed to measure executive functioning skills and emotional development. Any differences in average school readiness outcomes in fall 2009 (the beginning of the 2009-2010 school year, or Year 2) between children who fell just to one side, or the other, of the cutoff provided unbiased estimates of the causal impact of the program for children of this age. In this study the only children tested are those who actually show up at the schools at the point of testing (fall 2009).

The results showed that program participation led to statistically significant improvements in mathematics, literacy, and language skills with effect sizes as follows: 0.45 for receptive vocabulary (PPVT), 0.62 for early reading (Letter-Word Identification), and 0.58 for numeracy (Applied Problems), with positive effects for other test measures. The researchers were "unable to pinpoint the specific active ingredients that led to detected effects" (Weiland & Yoshikawa, 2013, p. 2126) but they do believe the combination of curricula and coaching, implemented with majority masters-level teachers, likely played a key role. These findings align with the likely influence of the

administrative work climate in terms of director support that promotes content specific

training along with good coaching which ultimately influences child outcomes.

A further study looking at the implementation of professional development

strategies by early childhood teachers was conducted by Mendive, Yoschikawa, Weiland

and Snow (2016). The study purpose is to unpack why in a large randomized trial, the

program showed moderate to high impacts on classroom quality but no impacts on

targeted child outcomes. This study took place in Chile, where pre-K is not compulsory.

Un Buen Cominezo (UBC; A Good Start) was a professional development program

implemented with pre-K and kindergarten teachers in Chilean public schools serving

low-income families.

Sixty-four schools located in six low-income municipalities in Santiago, Chile,

were randomly assigned to either treatment (training, coaching, and roughly 100 books

per classroom) or control condition (10 books per classroom and one workshop on self-

care issues). Randomizing at the school level minimized the threat of potential

contamination of conditions, specifically adoption of aspects of UBC in the control

condition.

Treatment group included 32 schools, 51 classrooms, and 1,033 children. In the

control group there were 32 schools, 39 classrooms, and 843 children. All baseline

characteristics of teachers and children were balanced at pretest by treatment group

status. Child assessments were conducted at the schools during one of two individual 30-

50-min sessions where students were provided intervention treatment outside the

classroom. Trained assessors spent time in the classroom and build rapport with the

children during the individual assessment sessions.

Teachers were asked to fill out surveys. Classrooms were videotaped at baseline, before delivery of professional development (PD), at the end of pre-K, and at the end of kindergarten (between October and December). In pre-K, end-of-year assessments and PD delivery overlapped during October and November, and in kindergarten, during November. Trained assessors video recorded the entire duration of a school day (approximately 4 hours), randomly selected within the beginning- or end-of-year window, following directions to minimize disruption in the classroom while video recording.

Four 20-min segments of video from each sample classroom at each time point had been previously selected for coding using the sampling guidelines of the Classroom Assessment Scoring System (CLASS; Pianta, La Paro, & Hamre, 2008). All videos were seen twice, first for dosage and then for adherence, by different teams.

Child outcomes in terms of language and literacy skills were assessed using subsets from the Woodcock-Munoz Language Survey Revised Spanish Form (Woodcock, Munoz-Sandoval, Ruef, & Alvarado, 2005): Picture Vocabulary, Letter-Word Identification, Dictation, and Passage Comprehension. Reliability coefficients ranged from 0.76 to 0.97 depending on the child's age. Raw scores for each subset were used in all analyses.

To examine whether treatment group teachers showed higher UBC adherence than control group teachers Tobit regression analysis was used (McDonald & Moffat, 1980). This approach allowed the researchers to simultaneously model the difference by treatment group in the likelihood that a UBC instructional event occurred, and if so, that this event was implemented as intended (adherence).

A multilevel equation was used to explore whether regardless of experimental condition higher language and early literacy dosage predicted gains in children's language and literacy outcomes at the end of pre-K and kindergarten. To control for Type 1 error researchers fit domain-specific dosage models only if a global test showed that overall UBC dosage was associated with gains in children's outcomes.

Study results show that at the beginning pre-K classrooms spent very little time on UBC-targeted instructional domains: 9.33 minutes in control classrooms and 10.48 minutes in treatment classrooms. The average strategy adherence score across all vocabulary events in 31 of 32 treatment group classrooms at the end of pre-K was 0.33; in other words, teachers were observed implementing 33% of UBC-prescribed teaching practices, or an average of four of the total of 13 practices, at this time point. Study results showed that when early childhood center teachers are provided professional development they are not consistently implementing new strategies that have been shown to enhance student outcomes. This lack of consistency in implementation could be the result of an administrative work climate where the center director does not support the teacher in the acquisition and implementation of new strategies in the classroom.

A further study looking at child outcomes was conducted by Ma, Nelson, Shen and Krenn (2015). The purpose of the study was to examine whether (targeted) intervention strategies (implemented individually during a preschool program) exhibit any effects on children's school readiness in kindergarten, utilizing data gathered through the Supporting Partnerships to Assure Ready Kids (SPARK) initiative. This program aims to create a seamless transition into kindergarten for kids at risk of not being school ready.

The SPARK initiative is a collaborative effort bringing together childcare providers, schools, and community stakeholders to share promising practices, ideas, resources. One aspect of SPARK is the provision of coaching, professional development, and technical assistance to teachers and administrators to build social, emotional, physical, and cognitive skills that children need as they transition from home or preschool to kindergarten.

Longitudinal data was obtained from a preschool program in which intervention strategies were implemented to SPARK children. There were two cohorts of children one measured in the fall of 2008 and again in the spring of 2009, whereas children in the other cohort were measured in fall of 2009 and the spring of 2010. Because children in both cohorts were similar and went through an identical preschool program, researchers combined children from both cohorts to obtain a much larger sample so as to increase the statistical significance of the data analysis. This combining of the two cohorts resulted in a sample size of 477 children with valid outcome measures in the spring data collection.

Outcome measures were obtained from children at the time of entering kindergarten (the fall data collection) and nine months later (the spring data collection). They included two scales from the Preschool and Kindergarten Behavior Scales (PKBS; Merrill, 2003) and two scales from the Bracken Basic Concept Scales Receptive (BBCS; Bracken, 2006).

Each outcome measure was a dependent variable for data analysis. Key independent variables were intervention strategies, including using learning advocates, consultation to ECE setting, initial development screening, SPARK developed learning plan, parent as teacher (PAT), and home visits.

There are two distinct analysis strategies used to examine both long term and short term program effects on child outcomes. The short term program effects on child outcomes are presented below. Pre-test and post-test descriptive statistics indicated that SPARK children gained little once they entered kindergarten. The findings showed no short-term effects of any strategy on social skills. There was a statistically significant short term effect of PAT on behavior problems. There was also found a statistically significant short term effect of learning materials on overall conceptual development. In other words, children demonstrated better overall conceptual development when given more learning materials.

The results of this study in terms of short term outcomes showed that providing coaching and professional development to teachers and directors and the faithful implementation of specific strategies does slightly influence a child's social, emotional, physical, and cognitive development. These results could be explained by the early childhood center director supporting the classroom teacher in acquiring and implementing classroom strategies that enhance the learning experience of young children.

Summary

The review of literature supports the idea stated by Quinn (2002) that strong (administrative) leadership "is the kind of leadership that translates into higher pupil achievement" (p. 20). Research has shown that when the center director establishes the vision for what constitutes a quality learning environment, the stage is set for the classroom teacher to provide a quality learning environment that influences child development and learning. Further, during the implementation of an administrative work

climate, the center director can indirectly affect child outcomes. Finally, research literature indicates that when children are provided a high-quality classroom learning environment and have responsive and responsible teacher interactions, the acquisition of academic skills for school success are enhanced.

Chapter III

Methodology

Introduction

Early childhood quality improvement programs exist throughout the United States. Programs such as United Way Bright Beginnings provide participating center directors and teachers access to professional development. In 2002 United Way Bright Beginnings (UWBB) was created by the United Way of Greater Houston and ExxonMobil as an innovative early education program designed to help children from lower-income families achieve social, emotional, physical, and cognitive milestones and enter school ready to succeed. Participating center directors receive training which includes program administration and organizational training. Program administration training includes human resources development and program planning and evaluation. A description of specific training provided to directors and the respective benefits is provided in Appendix B. This study explored the center director creation of an administrative work climate and its relationship to both classroom learning environment and teacher-child interactions. There were two research questions for this study .

Research Questions

RQ1: Is there a relationship between program administrative work climate and teacher-child interactions?

RQ2: Is there a relationship between program administrative work climate and classroom learning environment?

Research Method

This study was a correlational study with no manipulation of variables. This study was of a non-experimental design exploring relationships between variables, not a study looking at cause and effect (Frankel, Wallen & Hyun, 2012). The subjects were purposely selected from United Way Bright Beginnings Directors using specific criteria (Frankel, Wallen & Hyun, 2012). Purposive sampling was appropriate for this study based on the specific characteristics of prospective subjects. These criteria include being a center director at a UWBB participating center in their present position for both baseline assessments and assessments following 18-24 months of UWBB participation (Frankel, Wallen & Hyun, 2012).

Participants

A total of 12 UWBB participating centers met the criteria for inclusion in this study. Criteria for inclusion in the study is a center director that has been in place for both a baseline assessment and a follow-up assessment following completion of a full cycle of professional development consisting of 4 to 6 trainings in a 24 month period. An example of the training provided to directors in a calendar year is presented in Appendix B. The professional development training program is designed and facilitated by United Way Bright Beginnings. The demographic data used to determine inclusion in the study was obtained using archival data resulting from center director self reporting of time in position and changes in position status.

Research Procedures

The tools used to operationalize classroom learning environment are the ITERS-R and ECERS-R, while teacher-child interactions were measured using the CLASS

assessment tool. When collecting archival data it was discovered that not all participating centers received a baseline and second assessment. Even though not all centers were assessed twice the small *n* of this study made it not feasible to exclude those centers from our study.

Additional new data was collected using a survey designed to be completed by participating center directors. The survey is a modification of the interview protocol developed by Talan and Bloom (2011) as a framework for measuring administrative work climate of individual centers. A copy of the instrument is in Appendix A5. In the current study, the total of ratings on this instrument for each center is called the center's Administrative Work Climate Scale (AWC) score.

Instrumentation

As mentioned above, the ITERS-R and ECERS-R assessment tools are used to operationalize classroom learning environments, with the CLASS assessment tool used as a measure of teacher-child interactions. Along with the above assessments the *Administrative Work Climate* (AWC) devised from the interview protocol developed by Talan and Bloom (2001) was distributed to subjects to measure administrative work climate of individual centers. The following provides a description of each assessment tool, how each is scored, and the validity and reliability in measuring the target concepts.

CLASS. The CLASS focuses on the quality of the classroom *interactional processes* or the quality of teacher-child interactions. "For CLASS, the physical environment (including materials) and curriculum matter in the context of *how* teachers put them to use in their interactions with children" (Hamre, Goffin, & Kraft-Sayre, 2009, p. 5). CLASS is an observation tool used to help teachers and schools improve their

effectiveness of classroom interactions. By comparison, the ITERS-R and ECERS-R measurements are environmental rating scales that concentrate on the quality of the program, activities, and physical environment of the center. Research shows that the quality assessed using CLASS is associated with children's overall growth over time. There are predictive associations with the domains of instructional support and overall growth and emotional support with growth in expressive and receptive language (Guo, Justice, Kaderavek & McGinty, 2012).

Class for Toddler classrooms assesses two domains of classroom interactions between teachers and children *Emotional Support* and *Support Learning.* CLASS for Pre-K classrooms assesses three *domains* of interactions among teachers and children: *Emotional Support, Classroom Organization,* and *Instructional Support*. Within each domain, several *dimension*s assess teacher interactions on a one to seven scale (as does ITERS-R and ECERS-R). This data will be used to answer the research question, "Is there a relationship between program administrative work climate and teacher-child interactions?"

ITERS-R and ECERS-R. The ITERS-R is designed to assess center-based child care programs for infants and toddlers up to 30 months of age (Harms, Clifford, & Cryer, 2003b). Scale consists of 39 items organized into 7 subscales (Appendix A1):

- Space and Furnishings
- Personal Care Routines
- Listening and Talking
- Activities
- Interaction

- Program Structure

- Parents and Staff (not assessed by UWBB)

The ECERS-R is designed to assess center-based child programs for children 31 months to 5 years of age. The ECERS-R of 43 items organized into 7 subscales (Appendix A2):

- Space and Furnishings

- Personal Care Routines

- Language-Reasoning

- Activities

- Interactions

- Program Structure

- Parents and Staff (not assessed by UWBB)

Harms, Clifford, and Cryer (2003a; 2003b) conducted a field test following revisions to the original assessment tool and found the instrument to be reliable at the domain and item level, and at the level of the total score. The percentage of agreement was 86.1% across all domains. These figures are all within the generally accepted range with the total levels of agreement being quite high (Harms, Clifford, & Cryer, 2003a; Harms, Clifford, & Cryer, 2003b). These scores will be used to answer the research question, "Is there a relationship between program administrative work climate and classroom learning environment?"

Administration and Scoring. The above assessments are conducted on an annual basis by outside consultants. Consultants are selected by the Collaborative for

Children based on their expertise. All consultants are trained by one individual and all assessments are overseen by the same individual. At the conclusion of training an inter-rater reliability of 85% on ITERS-R and ECERS-R, and CLASS inter-rater reliability of 85% as detailed in the assessment training manuals (Hamre, et al., 2009; Harms, et al., 2003a; Harms, et al., 2003). A sample scoring sheet for the ITERS-R, ECERS-R, and CLASS assessment tools are provided in Appendices A1-A4.

Scale. Administrative work climate activities bring the center director closer to the classroom through the provision of materials and furnishings for the classroom along with the orientation and mentoring of qualified teachers to enhance student learning (Bloom & Sheerer, 1992; Lower & Cassidy, 2009; Quinn, 2002; Spillane, Halverson & Diamond, 2001). The scale for this study is designed to explore the concepts of staff orientation, communication with staff, and scheduling of staff. Participating center directors self-reported in answering survey questions.

The scale for this study is titled *Administrative Work Climate* (AWC) which is a set of twelve questions that employ a four-point scale. The four-point responses are *Never, Sometimes, Often, and Almost always.* Sample of survey is located Appendix A.3. The AWC is a modification of the interview protocol developed for the *Program Administration Scale* (PAS) (Talan, & Bloom, 2011). Specifically, the guiding questions used during the semi-structured director interviews are the foundation in the development of the scale used during the present study.

The PAS is composed of a structured interview followed by a review of center administration documentation. The structured interview produces a scaled score which is used in conjunction with documentation review to produce a total program administration

score. Talan and Bloom (2011) were guided by seven psychometric criteria in the

development of the PAS:

- The PAS should measure distinct but related administrative practices of an early childhood program.
- The PAS should be able to differentiate low- and high-quality programs.
- The PAS should be applicable for use in different types of programs.
- The PAS should be applicable for use in programs of varying sizes.
- The PAS should demonstrate good inter-rater reliability.
- The PAS should be easy to score and generate an easy-to-understand profile to support program improvement efforts.

Talan and Bloom (2011) performed two reliability and validity studies: Study One

includes data collected in 2003 from 67 center-based early care and education programs

in Illinois; Study Two includes data collected between 2006 and 2009 from 564 centers in

25 states (Talan & Bloom, 2011). Internal consistency was determined through

computation of Cronbach's alpha. Cronbach's alpha for the total scale for Study One was

.85 and for Study Two was .86, indicating that the PAS has acceptable internal

consistency among items. In addition, the 10 subscales were correlated to determine the

extent to which they measured distinct, though somewhat related, aspects of early

childhood administration. Subscale inter-correlations for Study One ranged from .09 to

.63, with a median value of .33. Subscale inter-correlations for Study Two ranged from

.04 to .72, with a median value of .33. The data analyses confirm that the subscales, for

the most part, measure distinct but related characteristics of the administration of an early

childhood learning center. Item inter-correlations were also calculated using Pearson's *r;*

these coefficients ranged from .02 to .78 for Study One and .01 to .58 for Study Two

confirming that individual items on the PAS measure somewhat distinct but related

characteristics of early childhood center administration. The above findings are the

rationale for the use of specific parts of the PAS in the development of the AWC.

Data Analysis. As mentioned above, the ITERS-R and ECERS-R assessment

tools were used to operationalize classroom learning environments, with the CLASS

assessment tool used as a measure of teacher-child interactions. Along with the above

assessments, the *Administrative Work Climate* (AWC) devised from the interview

protocol developed by Talan and Bloom (2011) will be distributed to subjects to measure

administrative work climate of individual centers. The following calculations were

performed for all centers: calculate a score of the AWC for the center directors, a mean

score for baseline and post-test ITERS-R instrument, a mean score for baseline and post-

test ECERS-R instrument, and a mean score for baseline and post-test CLASS

instrument. These calculations were used to explore the UWBB center director

understanding of the administrative work environment following participation in UWBB

professional development training and its influence on both classroom learning

environment and teacher-child interactions. High positive correlations (.65 and over)

imply that the influence of UWBB director understanding of administrative work

environment is related to good classroom environment and teacher-child interaction

(Field, 2013; Pallant, 2013).

AWC

Administrative Climate

+

CLASS1

+

ITERS-R/ ECERS-R1

Teacher Classroom Practices

+

Classroom Environment

CLASS2

ITERS-R/ ECERS-R2
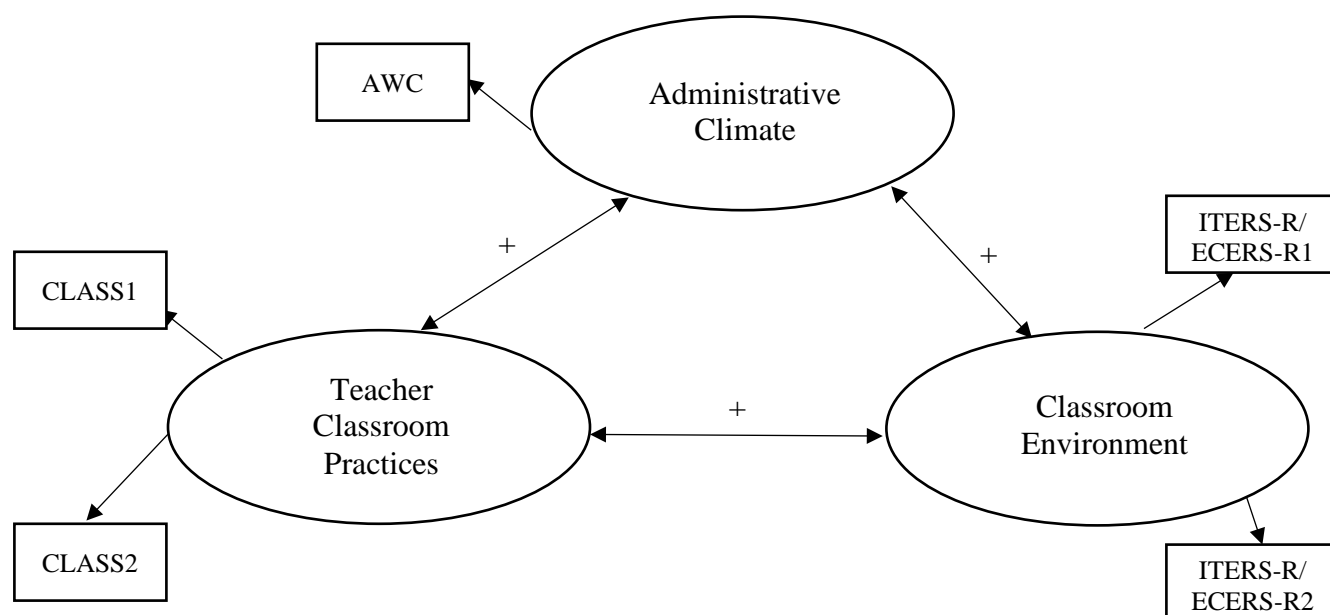
Figure 1. **Relationship model being tested. Administrative climate as measured by AWC is expected to have a positive relationship to teacher-child interactions as measured by CLASS in answering research question one. Administrative climate as measured by AWC is expected to have a positive relationship to classroom environment as measured by ITERS-R/ECERS-R in answering research question two. Classroom environment as measured by ITERS-R/ECERS-R and teacher-child interactions as measured by CLASS are expected to have a positive relationship with one another.**

Once the data was collected and inputted into SPSS, a test of linearity was performed for model validity and with the small sample size a test of normality was conducted (Field, 2013; Pallant, 2013). For small sample sizes like ours, these tests use the same operation in SPSS the interpretation of a scatterplot. The test for linearity is met when the scores represented by the scatter plot align roughly along a line. Normality is met when the scatterplot presents scores that are distributed normally with a minimum of outliers. Once these two tests have been met we will proceed with our data analysis.

RQ1: Is there a relationship between program administrative work climate and teacher-child interactions?

Research question one was answered through an examination of the bivariate correlation between the AWC mean score for all center directors and the CLASS Toddler and CLASS Pre-K mean of all baseline scores and the CLASS Toddler and CLASS Pre-K mean score of all post-test scores. The correlation coefficient has to lie between -1 and +1 with -1 representing a perfect negative relationship, +1 representing a perfect positive relationship and a coefficient of 0 indicating no linear relationship at all. In determining the strength of the relationship between a Pearson's correlation coefficient represented by r is performed (Field, 2013; Pallant, 2013). In this study values of $\pm.1$ represents a small relationship size, $\pm.3$ is a medium relationship and $\pm.5$ is a large relationship size (Field, 2013; Pallant, 2013). In other words, the larger the effect size the stronger the relationship between administrative work climate and teacher-child interactions. The expected outcome is that administrative work climate and teacher-child interactions at baseline should show a weak relationship whereas administrative work climate and teacher-child interactions at time of second assessment should show a medium to strong relationship. A weak positive relationship between AWC and teacher-child interactions at baseline could be the result of not having participated in professional development through UWBB in the areas of orientation, communication, and scheduling. On the other hand, a strong positive relationship between AWC and teacher-child interactions on second assessments could be explained by the center director implementing strategies learned through professional development that influence teacher-child interactions.

RQ2: Is there a relationship between program administrative work climate and classroom learning environment?

Research question two was answered through an examination of the bivariate correlation between the AWC mean score for all center directors and the ITERS/ECERS mean of all baseline scores and the ITER/ECERS mean score of all post-test scores. As stated above the correlation coefficient has to lie between -1 and +1 (Field, 2013; Pallant, 2013). In determining the strength of the relationship Pearson r is performed. In this study values of $\pm.1$ represents a small relationship size, $\pm.3$ is a medium relationship and $\pm.5$ is a large relationship size (Field, 2013; Pallant, 2013). Therefore, the larger size of the Pearson r the stronger the relationship between administrative work climate and the classroom learning environment. There is expected to be two observed relationships for administrative work climate and classroom learning environment. At baseline the expectation is a weak relationship observed between administrative work climate and classroom learning environment. This outcome can be explained by the center director not having been exposed to the professional development provided by the UWBB program. While at time two there will be a medium or strong relationship between administrative work climate and classroom learning environment which could be the result of implementing strategies learned through the professional development provided by UWBB.

Summary

UWBB participating center directors participated in the professional development that included program administration and organizational training. The program administration training included human resources development and program planning

and evaluation. This study explored the the relationship of administrative work climate created after training to both teacher-child interactions and classroom learning environment. Scores on the *AWC* (administrative work climate), *CLASS* (teacher-child interaction), and *ITERS-R and ECERS-R* (classroom learning environment) scales for 12 early childhood centers (comprising 40 classrooms) were correlated to investigate the relationships between administrative work climate, teacher-child interactions, and classroom environment.

The relationship between administrative work climate and teacher-child interactions was anticipated to be strong and positive after the center director participated in professional development provided by UWBB. Similarly, the relationship between administrative work climate and classroom learning environments is likely to be positive in nature after the center director participated in professional development training.

Chapter IV

Results

This chapter will present the quantitative analysis used to explore the research

questions "*Is there a relationship between program administrative work climate and*

teacher-child interactions?" and "*Is there a relationship between program administrative*

work climate and classroom learning environment"? Research question one was

explored through an examination of the bivariate correlation between the *Administrative*

Work Climate (AWC) mean score for all center directors and the CLASS Toddler and

CLASS Pre-K mean of all baseline scores and the CLASS Toddler and CLASS Pre-K

mean score of all post-test scores. The second research question was examined through a

bivariate correlation between the AWC mean score of all center directors and the ITERS-

R and ECERS-R mean of all baseline scores and the ITERS-R and ECERS-R mean of all

post-test scores.

Data

      CLASS. A CLASS assessment at both entry into UWBB program and another

after 18-24 months of program participation are used as a measure of teacher-child

interactions. There are assessments for Toddlers (Appendix A1) and Pre-K (Appendix

A2).

      Table 1 is a visual representation of the total number for each assessment

including the mean and standard deviation computed from all the scores for each

assessment.

Table 1

Mean scores of all CLASS Assessments

	N	Minimum	Maximum	Mean	Std. Deviation
Classtoddler_Baseline	12	1.94	6.28	3.95	1.24
Classtoddler_Year2	6	2.91	5.20	4.01	0.99
ClassPre-K_Baseline	12	2.79	5.87	4.82	0.78
ClassPre-K_Year2	7	3.99	6.31	5.45	0.88

As shown in Table 1 all centers which participated in this study had a baseline CLASS assessment for both age groups, however, there were centers which did not receive a second assessment. The CLASS Toddler and CLASS Pre-K scale ranges from 1-7. Table 1 shows larger discrepancy on baseline scores on CLASS Toddler. The mean baseline scores are both close to midpoint, but with large standard deviations. For year 2 results, the range of scores is smaller and the means show increases from baseline with a reduction in the size of the standard deviation.

ITERS-R and ECERS-R. ITERS-R (Appendix A3) and ECERS-R (Appendix A4) assessments at both time of entry into the UWBB program and after 18-24 months of participation are used to operationalize classroom learning environments. The data is represented below in Table 2.

Table 2

Mean of ITERS-R and ECERS-R

	n	Minimum	Maximum	Mean	Std. Deviation
ITERS_Baseline	12	1.73	5.59	3.43	1.24
ITERS_Year2	9	3.48	6.43	5.14	1.21
ECERS_Baseline	9	2.43	6.41	3.72	1.47
ECERS-Year2	8	4.36	6.58	5.37	0.96

Table 2 gives the descriptive data for UWBB center ITERS-R and ECERS-R assessments. Centers which participated in this study received baseline ITERS-R; conversely not all centers received a second assessment. As for the ECERS-R there were centers that did not receive either the baseline or the second assessment. The ITERS-R and ECERS-R scale ranges from 1-7. Table 2 shows larger discrepancies for baseline scores for both the ITERS-R and ECERS-R results. The mean baseline scores are both close to midpoint, but with large standard deviations. For year 2 results, the range of scores is smaller and the means show increases from baseline. However, the standard deviation of year 2 results still remains high

AWC. Along with the above assessments, the *Administrative Work Climate* (AWC) devised from the interview protocol developed by Talan and Bloom (2001) was distributed to subjects via *Qualtrics* online survey software to measure administrative work climate of individual centers. Appendix A5 is an example of survey presented to center directors.

Table 3 shows the mean and standard deviation for each individual item of *AWC* computed from center director responses.

Table 3

Mean of Individual AWC Items, Domains and Total AWC score

	n	Minimum	Maximum	Mean	Std. Deviation
ORIENTATION1	12	4.00	4.00	4.00	0.00
ORIENTATION2	11	3.00	4.00	3.73	0.47
ORIENTATION3	10	3.00	4.00	3.80	0.42
ORIENTATION4	12	3.00	4.00	3.92	0.29
ORIENTATION TOTAL	12	3.50	4.00	3.86	0.18
COMMUNICATION1	12	2.00	4.00	3.42	0.79
COMMUNICATION2	12	1.00	4.00	3.08	1.00
COMMUNICATION3	12	1.00	4.00	3.08	0.90
COMMUNICATION4	12	1.00	4.00	2.83	1.03
COMMUNICATION TOTAL	12	2.00	3.75	3.10	0.51
SCHEDULING1	12	2.00	4.00	3.83	0.58
SCHEDULING2	12	1.00	4.00	2.58	1.16
SCHEDULING3	12	3.00	4.00	3.92	0.29
SCHEDULING4	12	2.00	4.00	2.17	0.58
SCHEDULING TOTAL	12	2.50	4.00	3.13	0.42
IND_AWC TOTAL	12	2.92	3.83	3.36	0.25

Table 3 shows means scores for director responses were all above the midpoint. Further, the standard deviation was low with the exception of specific questions concerning communication both how center meetings are conducted and if meeting notes are taken, as well as scheduling with regards to having one staff member scheduled to be alone with a child in the classroom. These same areas also showed a larger range in scores.

Analysis. Initially, scores for individual domains and a total score of the AWC for center directors was calculated and entered into SPSS software. Further, a mean score of each domain assessed for baseline and post-test ITERS-R, ECERS-R, and CLASS Toddlers and Pre-K instruments was calculated and entered into SPSS software. These calculations were used to explore the UWBB center director implementation of the administrative work environment following participation in UWBB professional

development training and its influence on both classroom learning environment and teacher-child interactions.

Teacher-child Interactions

In exploring teacher-child interactions and possible correlation to AWC computations were performed with all CLASS assessment domains and the domains - *Orientation, Communication,* and *Scheduling* that comprise the AWC scale.

CLASS-Toddler. Initially, a Pearson product-moment correlation coefficient was computed to assess the relationship between each AWC domain and teacher-child interactions in terms of *Emotional Support* and *Support Learning* at baseline. The results of the correlation are displayed in Table 4.

Table 4

Correlation of CLASS Toddler Baseline Domains and AWC Domains (N=12)

		ES	SL
Orientation	Pearson Correlation	.157	.221
	Sig. (2-tailed)	.625	.490
Communication	Pearson Correlation	.180	.401
	Sig. (2-tailed)	.575	.197
Scheduling	Pearson Correlation	.621*	.484
	Sig. (2-tailed)	.031	.111

Note. ES = Emotional Support; SL = Support Learning
* $p < .05$.

Table 4 shows computations that produced a strong positive statistically significant relationship between AWC domain *Scheduling* and the domain *Emotional Support* as measured on CLASS Toddler baseline $r = .621$, $n = 12$, $p = .031$.

A Pearson product-moment correlation coefficient was computed to assess the relationship between each AWC domain and the individual domains of the CLASS Toddler year 2 results. The results of this correlation are presented in the Table 5.

Table 5

Correlation of CLASS Toddler Year 2 Domains and AWC Domains (N=6)

		ES	SL
Orientation	Pearson Correlation	-.801	-.162
	Sig. (2-tailed)	.056	.758
Communication	Pearson Correlation	.480	.355
	Sig. (2-tailed)	.335	.490
Scheduling	Pearson Correlation	-.037	.149
	Sig. (2-tailed)	.945	.778

Note. ES = Emotional Support; SL = Support Learning
* *p* < .05.

The results presented in Table 5 showed a strong suggestive association between

AWC domain *Orientation* and *Emotional Support* as measured on CLASS Toddler year 2

r = -.801, *n* = 6, *p* = .056.

CLASS-Pre-K. A Pearson product-moment correlation coefficient was

computed to assess the relationship between individual domains of the AWC scale and

the domains which make-up the CLASS Pre-K baseline assessments. The results of these

correlations are presented in Table 6.

Table 6

Correlation of CLASS Pre-K Baseline Domains and AWC Domains (N=12)

		ES	CO	IS
Orientation	Pearson Correlation	.052	.319	.339
	Sig. (2-tailed)	.871	.312	.282
Communication	Pearson Correlation	.059	-.233	-.402
	Sig. (2-tailed)	.855	.486	.195
Scheduling	Pearson Correlation	-.021	-.176	-.118
	Sig. (2-tailed)	.972	.585	.715

Note. ES = Emotional Support; CO = Classroom Organization; IS = Instructional Support.
* *p* < .05.

The computations produced no statistically significant relationship between

domains of the AWC and CLASS Pre-K baseline assessment domains (Table 6).

Then a second Pearson product-moment correlation coefficient was computed to assess the relationship between individual domains that make-up the AWC and CLASS Pre-K Year 2 instrument domains (Table 7).

Table 7

Correlation of CLASS Pre-K Year 2 Domains and AWC Domains (N=7)

		ES	CO	IS
Orientation	Pearson Correlation	-.703	-.699	-.428
	Sig. (2-tailed)	.078	.081	.338
Communication	Pearson Correlation	.362	.081	-.054
	Sig. (2-tailed)	.248	.863	.908
Scheduling	Pearson Correlation	-.619	-.789*	-.817*
	Sig. (2-tailed)	.138	.035	.025

Note. ES = Emotional Support; CO = Classroom Organization; IS = Instructional Support.
$* p < .05$.

The results presented in Table 7 show a strong negative relationship between *Scheduling* and the *Classroom Organization* as measured on the CLASS Pre-K year 2 $r = -.789$, $n = 7$, $p = .035$. There is a strong negative relationship between the *Scheduling* domain on the AWC and *Instructional Support* as measured on the CLASS Pre-K year 2 $r = -.817$, $n = 7$, $p = .025$.

Classroom Learning Environment

In exploring classroom learning environment there are a series of computations performed with all ITERS-R and ECERS-R assessment domains and the individual domains that comprise the AWC scale.

ITERS-R. A Pearson product-moment correlation coefficient was computed to assess the relationship between domains of the AWC and the domains of the ITERS-R baseline assessments. The results of these correlations are presented in Table 8.

Table 8

Correlation of ITERS-R Baseline Domains and AWC Domains (N=12)

		SF	PCR	L	A	I	PS
Orientation	Pearson *r*	.247	.252	.216	.167	.258	.121
	Sig. (2-tailed)	.439	.430	.501	.603	.418	.708
Communication	Pearson *r*	.055	-.014	-.041	.038	-.101	.051
	Sig. (2-tailed)	.864	.965	.900	.907	.754	.875
Scheduling	Pearson *r*	-.037	-.087	-.043	-.021	-.092	-.158
	Sig. (2-tailed)	.910	.789	.894	.948	.775	.625

Note. SF = Space and Furnishings; PCR = Personal Care Routines; L = Language; A = Activities;
I = Interaction; PS = Program Structure.
* $p > .05$.

Table 8 shows no statistically significant relationship between AWC domains and ITERS-R domains at baseline.

A Pearson product-moment correlation coefficient was computed to assess the relationship between domains of the AWC and ITERS-R year 2 assessment domains and the results are presented in Table 9.

Table 9

Correlation of ITERS-R Year 2 Domains and AWC Domains (N=9)

		SF	PCR	L	A	I	PS
Orientation	Pearson *r*	.451	.770*	.485	.440	.399	.288
	Sig. (2-tailed)	.223	.015	.185	.236	.287	.453
Communication	Pearson *r*	.021	.021	.044	-.056	.189	.298
	Sig. (2-tailed)	.957	.604	.911	.887	.627	.436
Scheduling	Pearson *r*	.502	.129	.421	.507	.520	.285
	Sig. (2-tailed)	.168	.741	.259	.164	.151	.457

Note. SF = Space and Furnishings; PCR = Personal Care Routines; L = Language; A = Activities;
I = Interaction; PS = Program Structure.
* $p < .05$.

Table 9 shows a strong positive relationship that is statistically significant between *Orientation* and *Personal Care Routines* $r = .770$, $n = 9$, $p = .015$.

ECERS-R. A Pearson product-moment correlation coefficient was computed to assess the relationship between AWC domains and ECERS-R baseline individual domains. The computations are presented below in Table 10.

Table 10

Correlation of ECERS-R Baseline Domains and AWC Domains (N=9)

		SF	PCR	L	A	I	PS
Orientation	Pearson *r*	.130	.193	.080	.095	.168	.039
	Sig. (2-tailed)	.740	.620	.838	.808	.665	.920
Communication	Pearson *r*	.358	.309	.113	.309	.348	.384
	Sig. (2-tailed)	.345	.418	.773	.418	.359	.307
Scheduling	Pearson *r*	.087	.324	-.023	.133	.146	.198
	Sig. (2-tailed)	.824	.395	.953	.733	.707	.610

Note. SF = Space and Furnishings; PCR = Personal Care Routines; L = Language; A = Activities;
I = Interaction; PS = Program Structure.
* *p* < .05.

Table 10 shows that the computations produced no statistically significant relationships between the domains of the AWC and domains of the baseline ECERS-R.

A Pearson product-moment correlation coefficient was computed to assess the relationship between the three domains of the AWC and the six scored domains of the ECERS-R for year 2 (Table 11).

Table 11

Correlation of ECERS-R Year 2 Domains and AWC Domains (N=8)

		SF	PCR	L	A	I	PS
Orientation	Pearson *r*	.794*	.334	.244	.590	-.039	.689
	Sig. (2-tailed)	.019	.419	.560	.124	.928	.059
Communication	Pearson *r*	-.284*	.325	-.243	-.271	.086	-.213
	Sig. (2-tailed)	.045	.433	.563	.516	.840	.612
Scheduling	Pearson *r*	.335	.693	.328	.467	.564	.451
	Sig. (2-tailed)	.415	.057	.428	.243	.145	.262

Note. SF = Space and Furnishings; PCR = Personal Care Routines; L = Language; A = Activities;
I = Interaction; PS = Program Structure.
* *p* < .05.

Table 11 shows a strong positive statistically significant relationship between *Orientation* and *Space and Furnishings* r = .794, *n* = 8, *p* = .019. *Communication* has a small negative statistically significant relationship to *Space and Furnishings* on the ECERS-R year 2 *r* = -.284, *n* = 8, *p* = .045. There is a suggestive positive association between *Scheduling* and *Personal Care Routines r* = .693*, n* = 8*, p* = .057 and a suggestive positive association of medium strength between *Orientation* and *Program Structure r* = .689, *r* = 8, *p* = .059.

Summary

The relationship between administrative work climate created after training with both teacher-child interactions and classroom learning environment was explored in this study. The data showed director staff scheduling of baseline assessment of the teacher-child interaction scale was strongly significantly related to the emotional support provided to toddler age children by the classroom teacher. However, this significant relationship no longer existed. No other relationship between administrative work climate and the baseline scores on the two scales showed significant significance.

Second assessment scores during year two on the teacher-child interaction scale for pre-K classrooms showed significant relationships with the administrative work climate while no significant relationships occurred for toddler classroom teacher-child interactions. Specifically, a strong negative relationship existed between scheduling and both classroom organization and instructional support in the pre-K classroom.

Statistical relationships did not exist between the administrative work climate scale and either baseline classroom environmental scales. Conversely, two statistically significant relationships were seen when correlating the year 2 scores on the classroom

environmental scales for pre-K and toddler classrooms with the administrative work

climate scale. Precisely, the study data showed a strong statistically significant

relationship between director orientation practices and both the classroom personal care

routines for toddler classrooms and the space and furnishing for pre-K classrooms.

Finally, while the data showed no other statistical relationship between domains on the

AWC, ITERS and ECERS, several suggestive associations occurred.

Chapter V

Discussion

This chapter summarizes the findings of this study, places them in the context of previous research, discusses practical implications of the study and suggests possible future research efforts. This study explored the research questions *"Is there a relationship between program administrative work climate and teacher-child interactions?"* and *"Is there a relationship between program administrative work climate and classroom learning environment?"*

The findings of this study are in line with previous explorations of the role of director leadership in the creation of an administrative work climate that fosters positive teacher-child interactions and classroom learning environments that support the learning of young children (Bloom & Belfield, 1992; Carter & Curtis, 2010; Coldren & Spillane, 2007; Lower & Cassidy, 2009). Denny et al. (2012) and others (Fitzgerald, & Theilheimer, 2013), for instance, viewed that the director's design and implementation of an administrative work climate, specifically the domains of *Orientation, Communication,* and *Scheduling,* had a positive relationship to the classroom environment experienced by young children.

Assessment Aggregate Scores

When reviewing descriptive statistics of the AWC, CLASS Toddler and CLASS Pre-K, as well as the ITERS-R and ECERS-R, there were a number of items on each instrument that showed a wide range of mean scores and large standard deviations in certain domains.

AWC. Questions on the AWC that regarded elements of staff orientation had a small standard deviation and the majority of recorded responses were close to the midpoint. However, there were two elements within the communication domain which had a wide range of scores. These domains concerned the planning of staff meetings and the recording of staff meeting minutes. This wide range of scores could be the result of unclear or ambiguous questions presented in the instrument. Finally, there was a large standard deviation on one item within the staffing domain that asked the director if scheduling allows for a teacher to be alone in the classroom with the child. Again, the wide range in scores could be the result of the question being open to a wide variety of interpretations. One reason for the wide variety of interpretations could be that the question was modified from a semi-structured interview where the interviewee could be provided with clarification by the interviewer.

CLASS Toddler and CLASS Pre-K. The wide range of scores on baseline scores could be the result of different levels of professional development for individual directors prior to entry into UWBB professional development. There were observed differences in the range of scores between both toddler and pre-K baseline and year 2 scores with toddler scores having a larger standard deviation at baseline that could be the result of toddler classroom teachers receiving greater attention after a center begins participating in UWBB.

ITERS-R and ECERS-R. The size of the standard deviation at baseline for both ITERS-R and ECERS-R are large and could possibly be explained by centers at entry into UWBB not having the same facilities to provide young children in the classroom. The decrease in the size of the standard deviation for ECERS-R year 2 could be

explained by the center implementing new strategies after director training to improve classroom environments and receiving funding through UWBB to improve classroom facilities.

Teacher-Child Interaction

As expected, scheduling of staff as measured on the AWC had a strong statistically significant relationship to the emotional support that children receive from the classroom teacher at baseline for toddler classrooms (Deutsch & Tong, 2011; Heikka & Hujala, 2013; Lower & Cassidy, 2009; Mims et al., 2009). One possible explanation for this observed relationship is that the classroom teacher could have already embraced the importance of emotionally supporting young children as a daily practice to enhance student learning prior to the implementation of AWC. After 18 months of professional development, there was a suggestive negative association between director staff orientation practices and measures of emotional support enjoyed by young children in the toddler classroom. These findings were in contrast to prior research by Heikka and Hujala (2013) that found that ECE director practices, such as staff orientation, are positively related to teacher-child interactions. A possible explanation for this contrast to expected outcomes is director professional training provided does not emphasize staff orientation practices in terms of providing feedback to classroom teachers on teacher-child interactions. Future director professional development should include a component concerned with staff orientation that allows the center director to provide feedback to classroom teachers that foster the center director vision of child development and growth.

There were no statistically significant relationships between domains of the AWC and CLASS Pre-K at baseline. At year 2, however, there was a strong negative significant

relationship between scheduling and classroom organization as well a strong negative significant relationship between scheduling and instructional support for children in the pre-K classroom. One possible explanation for both relationships is that the classroom teacher is not given time to plan and prepare developmentally appropriate learning activities in the pre-K classroom.

Classroom Environment

As expected the three AWC domains showed non-significant weak relationships to the classroom environment domains of the ITERS-R experienced by toddler age young children at baseline. However, after 18-24 months of program participation there was a statistically strong positive relationship between director staff orientation practices and the personal care routines experienced by toddler age children. The reason for this outcome could be that center director provided the classroom teacher with a clear vision of center expectations for classroom learning environments during the orientation process and continued monitoring for classroom environment changes.

There was a suggestive positive association observed between scheduling and interactions as measured on the ITERS-R year 2. Interaction on the ITERS-R is comprised of four elements: *supervision of play and learning, peer interaction, staff-child interactions,* and *discipline.* Two of the four elements that make up the staff domain on the AWC are the director collaborating with classroom teachers on curriculum planning and the director giving teachers time to plan and prepare the classroom environment. A possible explanation for the observed relationship between scheduling and interaction could be the center director providing the classroom teacher with supports in the form of

curriculum planning and time for the classroom teacher to prepare the classroom environment for the interaction needs of young children.

While there were no statistically significant relationships observed between the three domains of the AWC and the six domains of the ECERS-R, a statistically strong positive relationship between staff orientation and space and furnishings in the pre-K classroom at year 2 was observed. The space and furnishings domain as measured on the ECERS-R is made up of eight elements:

- Indoor spaces
- Furniture for routine care, play & learning
- Furniture for relaxation
- Room arrangement for play
- Space for privacy
- Child-related display
- Space for gross motor
- Gross motor equipment

A possible explanation for the observed relationship could be that the director, as part of the orientation process, observed new teachers in their assigned classrooms before they assumed their job responsibilities, and through this observation the director was able to re-enforce the center vision for the classroom learning environment.

A suggestive positive association between orientation and activities as measured on the ECERS-R year 2 was observed. Activities, as measured on the ECERS-R, is made up of ten elements (Appendix A4). A possible explanation for this relationship is the process in which the director provides feedback during the orientation process on activities within the classroom learning environment.

Another suggestive positive association was observed between scheduling domain of the AWC and the personal care routines domain as measured on the ECERS-R year 2

(Appendix A4). This could be explained by the center director through the orientation process providing feedback on the center expectation for personal care of young children.

Future Study

The first step in any future study would be to investigate the reasons behind the wide range of scores on the AWC. The instrument questions were not pilot tested and results provided a large range of mean scores on several items. Another study should consider using the same instruments, but with a larger sample size to provide more data for a finer analysis. A final suggestion for a future study would be to collect a baseline AWC to allow for exploration of change in director following exposure to professional development.

Summary

During the review of literature, studies were presented showing the effect a classroom learning environment and responsive and responsible teacher interactions have on children's acquisition of academic skills for school success. Further, the role and effect a director has in a childcare center were presented. During the implementation of an administrative work climate, the center director can indirectly affect child outcomes when teacher practices are changed. This study investigated the relationship between the administrative work climate created by a director and measures of the classroom learning environment and teacher-child interactions to determine if specific areas of the administrative work climate are more strongly related to domains of classroom environment and teacher-child interaction.

The results of this study showed that teacher-child interactions and classroom learning environment can be influenced by administrative work climate. Center director

provision of staff orientation has a positive significantly statistical relationship to space and furnishings in pre-K classrooms and a positive significantly statistical relationship to personal care routines in toddler classrooms. However, results showed a negative statistically significant relationship between director scheduling and classroom organization and instructional support in pre-K classrooms. Therefore, the center director through the implementation of an administrative work climate in terms of staff orientation and scheduling can influence teacher-child interactions and the classroom learning outcomes.

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Appendix A

Assessment Instruments

SCORING SUMMARY SHEET

Teacher: _____ Observer: _____

Center/ID: _____ Date: _____

Start time: _____ End time: _____

DIRECTIONS:

Copy scores from observation sheets. Compute average scores for each dimension by adding cycle scores and then dividing by the number of cycles completed. Finally, compute domain scores as indicated.

	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Average
Number of children							
Number of adults							
Activity (circle all; check majority)	Free choice/ interest areas / Routine / Transition / Group time	Free choice/ interest areas / Routine / Transition / Group time	Free choice/ interest areas / Routine / Transition / Group time	Free choice/ interest areas / Routine / Transition / Group time	Free choice/ interest areas / Routine / Transition / Group time	Free choice/ interest areas / Routine / Transition / Group time	
Grouping	Whole group / Small group / Individual	Whole group / Small group / Individual	Whole group / Small group / Individual	Whole group / Small group / Individual	Whole group / Small group / Individual	Whole group / Small group / Individual	
Content (circle all; check majority)	Lit/lang arts / Social studies / Math/numbers / Art / Music/movement / Science / Other:	Lit/lang arts / Social studies / Math/numbers / Art / Music/movement / Science / Other:	Lit/lang arts / Social studies / Math/numbers / Art / Music/movement / Science / Other:	Lit/lang arts / Social studies / Math/numbers / Art / Music/movement / Science / Other:	Lit/lang arts / Social studies / Math/numbers / Art / Music/movement / Science / Other:	Lit/lang arts / Social studies / Math/numbers / Art / Music/movement / Science / Other:	
Start time							
End time							
PC	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
NC	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
TS	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
RCP	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
BG	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
FLD	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
QF	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
LM	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	

Emotional and Behavioral Support

___ PC + ___ reversed NC[1] + ___ TS

+ ___ RCP + ___ BG /5 = [____]

[1]To reverse NC, subtract the average score from 8.

Engaged Support for Learning

___ FLD + ___ QF + ___ LM

/3 = [____]

Appendix A1

CLASS™

SCORING SUMMARY SHEET

Teacher: _____ Observer: _____
Center/ID: _____ Date: _____
Start time: _____ End time: _____

DIRECTIONS

Copy scores from observation sheets. Compute average scores for each dimension by adding cycle scores and then dividing by the number of cycles completed. Finally, compute domain scores as indicated.

	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Average
Number of students							
Number of adults							
Academic content (circle all; check majority)	Lit/Lang Arts / Math / Social Studies / Science / Art / Other:	Lit/Lang Arts / Math / Social Studies / Science / Art / Other:	Lit/Lang Arts / Math / Social Studies / Science / Art / Other:	Lit/Lang Arts / Math / Social Studies / Science / Art / Other:	Lit/Lang Arts / Math / Social Studies / Science / Art / Other:	Lit/Lang Arts / Math / Social Studies / Science / Art / Other:	
Format (circle all; check majority)	Routine / Meals/Snacks / Whole group / Free choice/centers / Individual time / Small groups	Routine / Meals/Snacks / Whole group / Free choice/centers / Individual time / Small groups	Routine / Meals/Snacks / Whole group / Free choice/centers / Individual time / Small groups	Routine / Meals/Snacks / Whole group / Free choice/centers / Individual time / Small groups	Routine / Meals/Snacks / Whole group / Free choice/centers / Individual time / Small groups	Routine / Meals/Snacks / Whole group / Free choice/centers / Individual time / Small groups	
Start time							
End time							
PC	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
NC	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
TS	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
RSP	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
BM	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
PD	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
ILF	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
CD	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
QF	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
LM	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	

Emotional Support

PC ___ + reversed NC¹ ___ + RSP ___ + TS ___ /4 = ☐

¹To reverse NC, subtract average score from 8.

Classroom Organization

BM ___ + PD ___ + ILF ___ /3 = ☐

Instructional Support

CD ___ + QF ___ + LM ___ /3 = ☐

Appendix A2

ITERS–R Profile

Center/School:_____ Observation 1: __ __ / __ __ / __ __ Observer: _____
                                              m m   d d   y y
Teacher(s)/Classroom:_____ Observation 2: __ __ / __ __ / __ __ Observer: _____
                                              m m   d d   y y

	1	2	3	4	5	6	7	

I. Space and Furnishings (1–5)
Obs. 1   Obs. 2
average subscale score
1. Indoor space
2. Furniture for routine care and play
3. Provision for relaxation and comfort
4. Room arrangement
5. Display for children

II. Personal Care Routines (6–11)
6. Greeting/departing
7. Meals/snacks
8. Nap
9. Diapering/toileting
10. Health practices
11. Safety practices

III. Listening and Talking (12–14)
12. Helping children understand language
13. Helping children use language
14. Using books

IV. Activities (15–24)
15. Fine motor
16. Active physical play
17. Art
18. Music and movement
19. Blocks
20. Dramatic play
21. Sand and water play
22. Nature/science
23. Use of TV, video, and/or computers
24. Promoting acceptance of diversity

V. Interaction (25–28)
25. Supervision of play and learning
26. Peer interaction
27. Staff–child interaction
28. Discipline

VI. Program Structure (29–32)
29. Schedule
30. Free play
31. Group play activities
32. Provisions for children with disabilities

VII. Parents and Staff (33–39)
33. Provisions for parents
34. Provisions for personal needs of staff
35. Provisions for professional needs of staff
36. Staff interaction and cooperation
37. Staff continuity
38. Supervision and evaluation of staff
39. Opportunities for professional growth

Average Subscale Scores
SPACE AND FURNISHING
PERSONAL CARE ROUTINES
LISTENING AND TALKING
ACTIVITIES
INTERACTION
PROGRAM STRUCTURE
PARENTS AND STAFF

Appendix A3

ECERS-R Profile

Center/School: _____ Observation 1: ___ ___ / ___ ___ / ___ ___ Observer(s): _____
                                              m m   d   d   y   y

Teacher(s)/Classroom: _____ Observation 2: ___ ___ / ___ ___ / ___ ___ Observer(s): _____
                                                    m m   d   d   y   y

```
                    1      2      3      4      5      6      7
```

I. Space & Furnishings (1–8)

Obs. 1   Obs. 2

average subscale score

1. Indoor space
2. Furn. for routine care, play & learning
3. Furn. for relaxation
4. Room arrangment for play
5. Space for privacy
6. Child-related display
7. Space for gross motor
8. Gross motor equipment

II. Personal Care Routines (9–14)

9. Greeting/departing
10. Meals/snacks
11. Nap/rest
12. Toileting/diapering
13. Health practices
14. Safety practices

III. Language-Reasoning (15–18)

15. Books and pictures
16. Encouraging children to communicate
17. Using language to develop reasoning skills
18. Informal use of language

IV. Activities (19–28)

19. Fine motor
20. Art
21. Music/movement
22. Blocks
23. Sand/water
24. Dramatic play
25. Nature/science
26. Math/number
27. Use of TV, video, and/or computers
28. Promoting acceptance of diversity

V. Interaction (29–33)

29. Supervision of gross motor activities
30. General supervision of children
31. Discipline
32. Staff-child interactions
33. Interactions among children

VI. Program Structure (34–37)

34. Schedule
35. Free play
36. Group time
37. Provisions for children with disabilities

VII. Parents and Staff (38–43)

38. Provisions for parents
39. Provisions for personal needs of staff
40. Provisions for professional needs of staff
41. Staff interaction and cooperation
42. Supervision and evaluation of staff
43. Opportunities for professional growth

Average Subscale Scores

SPACE & FURNISHINGS
PERSONAL CARE
LANGUAGE-REASONING
ACTIVITIES
INTERACTION
PROGRAM STRUCTURE
PARENTS & STAFF

```
                    1      2      3      4      5      6      7
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Appendix A4

Administrative Work Climate Scale

Q1 The following questions deal with new staff in your center. *(Orientation)*

	Never	Sometimes	Often	Almost always
Is there an orientation? (1)	○	○	○	○
Is there an introductory / probationary period with feedback provided by supervisor? (2)	○	○	○	○
As part of the orientation process, are new teachers observed in their assigned classrooms / groups before assuming their job responsibilities? (3)	○	○	○	○
Is orientation implemented consistently, that is does each new staff member receive the same orientation? (4)	○	○	○	○

Q2 The following questions deal with communicating with your staff. *(Communication)*

	Never	Sometimes	Often	Almost always
Are there regularly scheduled staff meetings? (1)	○	○	○	○
Is center-wide meeting planned by only the center director? (2)	○	○	○	○
Are center meetings only led by the center director? (3)	○	○	○	○
Are minutes of staff meetings maintained? (4)	○	○	○	○

Q3 The following questions deal with the scheduling of staff in your center. *(Scheduling)*

	Never	Sometimes	Often	Almost always
Do teaching staff collaborate on curriculum planning? (1)	○	○	○	○
Does the staffing schedule allow for a staff member to be alone with a child in the classroom? (2)	○	○	○	○
Are members of the staff given paid planning and preparation time? (3)	○	○	○	○
How often are children regrouped to maintain required ratios? (4)	○	○	○	○

Appendix A5

Appendix B

Training Agendas

UWBB Leadership Forums 2015

Saturday, January 24, 2015
Topic: The Joy and Importance of Play
- Apply the Reggio Emelia set of principles on the natural development of development and learning
- Incorporate CDA Goal II- to advance the physical and intellectual competence of children

Saturday, April 25, 2015
Topic: Families are the Key in Children's Success
- Reggio Emilia's tradition of community support for families and the sense of collective responsibility
- Apply the concepts from NAEYC's DAP on building a "community of learners
- Incorporate CDA Goal IV – to establish positive and productive relationships with families

Saturday, July 11, 2015
Topic: Creating Fantastic Environments for Learning
- Application of Reggio Emilia's belief that children make sense and create meaning of their world through interesting learning environments
- Incorporate CDA Goal I – to establish and maintain a safe and healthy learning environment

Saturday, October 10, 2015
Topic: Teachers as Learners, Children as Teachers
- Examine Reggio Emilia's approach where teachers are considered co-learners and collaborators along with the children
- Apply CDA Goal V – to ensure a well-run, purposeful program responsive to children and family needs
- Apply CDA Goal VI – to maintain a commitment to professionalism

2016 Leadership Forum Series-English

<u>Saturday, April 9, 2016</u>
Presenter: Luis Hernandez, MS
Title: Reflections on Leadership
Description: This seminar will delve on how the context of early childhood is continually changing and becoming increasingly complex. All these change challenges suggest a real need for the field to develop new and robust frameworks for leadership that can support people in facilitating change rather than simply reacting.
Participants will:

- have an opportunity to reaffirm their passion and values in quality ECE services for children and families
- identify and define the leadership roles in leading a quality ECE program
- in their community of learners will work and implement a strength based approach for quality services

<u>Saturday, July 23, 2016</u>
Presenter: Luis Hernandez, MS
Title: The Power of Relationships in Team Building
Description: This seminar will create a mindful learning environment where participants will be offered leadership content, context, in the shape of intentional exercises in order to gain skills and expertise that can be immediately implemented in their ECE settings.
Participants will:

- learn strategies on how to deliver outstanding customer services
- adopt a delivery style of clear and concise communication
- explore and share ideas for more effective meetings with families, staff, and community members

<u>Saturday, October 22, 2016</u>

Presenter: Luis Hernandez, MS
Title: Manager or Leader? Igniting Excellence in the Workplace
Description: This seminar will provoke participants to critically look at how they have influenced their ECE setting, team approach, and how they can institute change that reflects a shared vision and purpose.
Participants will:

- be able to clearly define excellence in ECE environments
- practice how to make smart and effective decisions as a leader and manager
- explore and share practical strategies for inspiring and motivating the work teams