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The Impact of Abbott V. Burke on Community-Based Preschool Teachers Education Employability, and Pedagogical Competencies

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THE IMPACT OF ABBOTT V. BURKE ON COMMUNITY-BASED PRESCHOOL
TEACHERS’ EDUCATION, EMPLOYABILITY, AND PEDAGOGICAL COMPETENCIES

BY

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Submitted in Partial Fulfillment of the requirements for
the Degree of Doctor of Education
Seton Hall University
2007
ABSTRACT

The Impact of Abbott v. Burke on Community-Based Preschool Teachers’ Education, Employability, and Pedagogical Competencies

The purpose of the study is to determine the effect Abbott v. Burke had on preschool teachers’ education, employability, and pedagogical competencies in community-based centers in one Abbott district in northern New Jersey. Preschool was one of the supplemental programs the Court identified in the 1998 Abbott v. Burke decision as necessary in order to ensure children in the poorest districts in New Jersey would enter school ready to learn. The Abbott v. Burke decision had an impact on teachers in private providers causing a shift in intrinsic and extrinsic benefits; this paper focuses on the benefits. The investigation intends to find that mandated credentials for Abbott preschool have improved opportunities for the Abbott provider teachers. This qualitative study analyzed in grounded theory consisted of teacher and director surveys, as well as in-depth open-ended interviews of 6 community-based provider teachers in an Abbott school district.
The teachers in the study recognized the higher standards of teaching credentials not only improved their quality of life, but more importantly their quality of teaching. They viewed their improvement in the professional domain rather than in their personal domain. They have seen their growth as educator and their increased improvement in performance, thus confirming the literature that higher credentials result in higher quality of preschool.
Acknowledgements

As one travels through the journey of life numerous people leave an impact on your heart, soul, and being; these people by crossing your path have molded you to become who and what you are.

I must recognize my family. First and foremost, I want to thank my mother for encouraging me in the pursuit of my dreams and my efforts to further my education. I must thank her for helping me become the person I am today, because without her selflessness and sacrifice I would not be who I am. My husband, Peter for being patient and tolerating my diligence in the pursuit of this degree, as well as picking up the family slack when I devoted my time to this endeavor. I want to thank my children, Tore, Peter, and Courtney for giving me the time I needed to accomplish this goal.

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Although I have developed many Cohort 'X' friendships, Marie Cirasella has truly been my cheerleader on the dissertation road. When my mother passed away, she picked me up when I didn't want to go further. She energized me by calling and caring. In Italian she is "famiglia."

I am personally grateful to all of you for molding me into the person I have become.
DEDICATION

This dissertation is dedicated to my mother, my mentor, my friend, and now my Guardian Angel. Thank you for loving me and helping me become who I am today!
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CHAPTER I

INTRODUCTION

The importance of preschool is growing. Around the country, advocates, policymakers, and teacher educators are struggling to find ways to improve the skills and credentials of those who teach our nation's youngest students (Sadowski, 2006). Stephen Herzenberg, executive director of Pennsylvania's Keystone Research Center, claims preschool teaching stands out as a profession of low salaries, and a high percentage of workers are without health care and other benefits (Sadowski, 2006). Herzenberg calls for higher standards for preschool teachers. Herzenberg, Price, and Bradley (2005) further state that preschool teachers and administrators in center-based preschools holding a bachelor's degree has declined from 43% (in 1983-1985) to just 30% 10 years later, while the number of preschool educators with only a high school degree or less has risen from 24% to 30%. Ackerman (2003) cites of the 40 states that offer state-financed Pre-K, however, just half require teachers in these programs to have a bachelor's degree in early childhood or another subject (National Center for Early Development & Learning, 2001).
High-quality childcare is essential to the social, cognitive, and emotional development of children, particularly for low income children who may not get parenting that meets these needs at home. Child-care providers with higher levels of education are more likely to engage in activities that stimulate children's development (Fitzgerald & Hunt, 2004). According to Fitzgerald and Hunt, compelling evidence suggests that teachers with bachelor's degrees in early childhood development or education are much more likely to provide children with the literacy skills and vocabularies needed to do well in school. Burchinal, Cryer, Clifford, and Howes (2002) state teachers with a bachelor's degree (BA) in early childhood education or a related field tended to have higher quality classrooms (Ackerman, 2003). Ackerman (2003) further noted quality in early care and education (ECE) is related to how a program is structured and what type of experiences children have within those programs, but one crucial variable is teacher education and training (Dwyer, Chait, & McKee, 2000). As far back as 1979, the National Day Care Study found that children in centers with a high proportion of well-trained caregivers had higher cognitive test scores than others. Voluminous research since then has shown a positive correlation between teacher education...
and children's language scores, their healthy interaction with peers and other important measures of success (Fitzgerald & Hunt, 2004).

Improving preschool teachers' credentials should guarantee assurances that better education will be rewarded with better pay. Twenty-one states require standards for child-care center employees, and most of them are minimal. Rhode Island childcare standards and New Jersey Department of Education preschool teachers in the 31 poorest districts in the state require holding a bachelor's degree and taking part in specialized early childhood training. Seventeen states reimburse workers based on their education or training by offering a one-time award or annual stipend (Fitzgerald & Hunt, 2004). Georgia offers an incentive program to childcare workers who meet licensing credentialing criteria. Ackerman (2003) cites there are "no state or national standards or certification processes for teachers of young children" (Bowman, Donovan, & Burns, 2001, p. 261). In the United States, ECE programs within individual states follow different sets of regulations (Morgan, 2003). A BA and specialized training in early childhood education are required for both public and non-public, state-funded preschool in only 14 states (Barnett, Hustedt, Robin, & Shulman, 2004).
New Jersey is one state that has made an effort to upgrade teacher credentials in all Abbott preschool classrooms with district or community-based centers. The Abbott v. Burke V (1998) ruling required the State of New Jersey to fund high quality full-day preschool for all three-and four-year-olds in the 31 lowest income districts. It mandated that preschool programs in Abbott districts be high quality and defined standards for quality programs. The Court mandated the class size be capped at 15, teacher assistants in every class, developmentally appropriate curricula, and all preschool teachers have at least a bachelor’s degree, specialized training in preschool education, and have a state certification from preschool through grade 3. This was accomplished by the state funding of salaries and program expenses, as well as scholarships (Fitzgerald & Hunt, 2004). The State responded in a multi-level fashion. New Jersey has provided support in the form of scholarships for teachers and a central clearinghouse to administer financial aid (Ackerman, 2003). It has also worked toward providing salary parity for teachers working in private preschools that participate in this initiative and has given extra funding to four-year preparation institutions in order to offer the P-3 certification (Coffman & Lopez, 2003).
Prior to the court ruling, 35% of the preschool teachers in the Abbott districts held bachelor's degrees, by late 2003, 92% of the Abbott preschool teachers held bachelor's degrees (Fitzgerald & Hunt, 2004).

Prior to the 1998 Abbott ruling, preschool teachers seeking a preschool position had one option: to attain a Nursery through Grade 8 (N-8) certificate. This was acquired either through the traditional or alternate route. The Abbott ruling in 2000 added a new regulation. If teachers did not already hold an N-8 certificate or a K-8 certificate with 2 years experience teaching preschool children, preschool teachers in private or public school needed a minimum of a BA with early childhood certification.

Teacher preparation institutions had to respond to this specific need by offering different routes to P-3. First, institutions of higher education have had to create specialized P-3 programs, utilizing both alternate and traditional route preparation programs. Currently, 14 four-year colleges and universities offer various programs for teachers who need to obtain the P-3 endorsement or certification, ranging from BA with initial certification to a graduate specialized alternate route track (Ryan & Akerman, 2004). In addition, a scholarship program has
also been initiated to pay for teachers' tuition as they upgrade their qualifications (Ryan & Ackerman, 2004). In sum, these experiences echo Pullan’s (1993) contention that implementation of a complex reform requires a "combination of individuals and societal agencies" (p. 41) in order to reach a policy's goal rather than relying on just one aspect (Ackerman, 2005).

This ruling transformed the preschool teaching profession in New Jersey. A large majority of Pre-K teachers in the Abbott preschools took on the challenge to obtain a bachelor's degree, in part because the reward for doing so was considerable: the same salary and benefits for preschool teachers as for elementary school teachers in the same district (Sadowski, 2006). Also, the challenge presented a considerable loss to preschool provider teachers; namely, they could lose their jobs.

Statement of the Problem

In an attempt to ensure children in New Jersey's poorest school districts are afforded an opportunity to take full advantage of an enhanced regular education, the Supreme Court of New Jersey, in its Abbott V decision, required these districts to implement high quality, intensive early childhood programs for their three-and
four-year-old population (Abbott v. Burke, 1998). While the Court was convinced that the implementation of such programs would "have a significant and substantial positive impact on academic achievement in both early and later years," (Abbott v. Burke, 2000), the components necessary for a high quality program in its 1998 decision were not identified. Two years later, in March 2000, the Court outlined those components in its Abbott VI decision (Abbott v. Burke, 2000).

The Court cited that high quality early childhood programs necessitated well-trained teachers, and required that all Abbott early childhood teachers obtain their bachelor's degrees and appropriate early childhood certification (Abbott v. Burke, 2000).

A two-tiered system of quality was an obstacle to program implementation. Community-based providers were providing most of the initial early childhood program. At the time of the Abbott VI decision, teachers in district-run preschool programs were held to a higher standard (i.e., bachelor's degrees and appropriate early childhood certificates) than their colleagues in community-based programs (Abbott v. Burke, 2000). Teachers in provider settings were making far less income than their counterparts and had fewer benefits. However, the Court
was concerned with a two-tiered system of credentials. In order to improve quality and provide equity between district and provider preschool teachers, provider preschool teachers were held to the higher standards. Was the Abbott v. Burke decision had an impact on teachers in private providers causing a shift in intrinsic and extrinsic benefits?

Purpose of the Study

The purpose of the study was to determine the effect Abbott v. Burke had on preschool teachers' education, employability, and pedagogical competencies in community-based centers in one Abbott district in Northern New Jersey. The investigation examines whether mandated credentials for Abbott preschool have improved opportunities for the Abbott community-based preschool teachers. Also, among the opportunities had the higher standard of credential improved instruction?

Research Questions

Research question 1: What is the impact of the preschool remedies on community-based provider teachers' professional growth?
Research question 2: How has the nature of professional development in community-based preschool programs changed as a result of the Court's decision?

Research question 3: How prepared are community-based preschool teachers when teaching preschool children?

Research question 4: Has community-based provider teachers' instruction improved since Abbott VI?

Research question 5: Have community-based provider teachers pursued advanced degrees because of district parity?

Research question 6: What areas of impact have community-based preschool teachers noticed from Abbott VI in their daily job performance? Specifically, how has the community-based preschool teachers' job changed after the Abbott decision?

Research question 7: What changes in classroom environment and supportive teacher behaviors are evident in community-based classrooms?

Limitations

The following limitations may have some affect on the outcome of the study:

1. This study was limited in its scope and research design. The Abbott districts are 31 districts that
have been identified as at-risk districts. The study will limit its assessment to one of the 31 Abbott districts. (The selection of the Abbott district is one that has both community-based providers and in-district teachers).

2. The study was limited to the educational experiences the community-based provider teachers have had.

3. The study was limited to the professional development the community-based provider teachers have had.

4. The participants were from one of the 31 Abbott districts; their experiences in professional development might not be the same as other Abbott districts.

5. Although the majority of community-based teachers have been trained in a research-based curriculum, not all the participants have yet been trained. Therefore, the meaning of high quality may be a perception of the untrained participant.

6. The researcher is a preschool supervisor in the city. The supervisor of preschool oversees program implementation and fiscal accountability, lending expertise and guidance on the above responsibilities.
Importance of the Study

The community-based provider teachers, along with district teachers lead the charge to high-quality full-day preschool for all three- and four-year-olds in 31 Abbott districts. The Abbott v. Burke V ruling has provided educational equity. The school district studied is one of the 31 Abbott districts in northern New Jersey. The district serves roughly 2,000 preschool children. The children are diverse and from one of the state’s highest poverty cities. Much of the focus on improvement has been on teacher training beyond the bachelor’s degree. The results of this study provided beneficial information to preschool advocates, policymakers, and preschool teachers in the state of New Jersey. It will provide information on the effectiveness of upgrading teacher educational qualifications for preschool teachers. This study will provide the aforementioned stakeholders the information needed on the effectiveness of the transformation of the preschool teaching profession. As a result of a higher standard of credentials, the findings may provide a highly qualified teaching force.
Definition of Terms

Abbott District - defined as one of the 31 poorest districts in the state of New Jersey.

Abbott preschool teacher - for the purpose of the study, Abbott preschool teacher is defined as a teacher who teaches children who are 3 and 4 years old in a community-based program.

Community-based provider - defined as a preschool provider within an Abbott school district that contracts with an Abbott school district to provide preschool services to 3- and 4-year olds.

In-district - refers to schools or classrooms employed by Board of Education personnel, which are required to follow all Board of Education policies and procedures.

P-3 Certificate - The teaching certificate a teacher must hold in order to teach preschool through Grade three in a public school district in the state of New Jersey.

Full-day preschool - A full-day preschool is a 10 hour day, of which 6 of the hours are the New Jersey Department of Education’s required educational component.

High-quality preschool - Refers to the quality set forth by the Supreme Court of New Jersey, as well as the New Jersey Department of Education.
Alternate route teacher - a teacher who was not in a four-year teaching program to attain teaching certification.

Traditional route teacher - a teacher who was in a four-year teaching program to attain teaching certification.

Research-based curriculum - Refers to the New Jersey Department of Education approved preschool curricula.

Early Childhood Environmental Rating Scale-Revised (ECERS) - the tool used to assess standardized preschool classrooms on overall preschool process quality with concentration on environment (Harms, Clifford, & Cryer, 2005).

Supports for Early Learning Assessment (SELA) - the tool used to measure the quality of support and instruction in early literacy (Smith, Davidson, & Weisenfeld, 2001).

Preschool Classroom Mathematics Inventory (PCMI) - the tool used to measure the quality of support and instruction in early mathematics (Prede, Desseffy, Hornbeck, & Worth, 2003).
Chapter II
REVIEW OF THE LITERATURE

The literature review in this study focuses on the body of research on teacher parity between in-district preschool teachers and community-based provider teachers. This builds on the premise that the Abbott Court ruling has increased opportunities for teachers working for community-based providers.

New Jersey Preschool History of Abbott v. Burke

In 1970, Robinson v. Cahill lawsuit was filed over the constitutionality of public school funding that relies heavily on property taxes. In order to address the funding issues, the legislature passed the Public School Education Act of 1975. The Abbott v. Burke suit filed in 1981, known as Abbott I, challenged the constitutionality of the 1975 Act as it applied to low-income school districts, saying it actually increased disparities (Coffman, 2002).

In the 1990 Abbott II ruling the New Jersey Supreme Court found the 1975 Act unconstitutional as it applied to the state's 28 poorest districts, known as Abbott districts. The Court required new legislation and special programs and
services in the Abbott districts. The Quality Education Act of 1990 was passed by legislature and amended (Coffman, 2002).

By 1994, the Abbott III decision found the 1990 Act was unconstitutional in Abbott districts, because it did not provide parity of educational spending, and the state did not adequately address supplemental programs for disadvantaged students. Thus, the legislature passed the 1996 Comprehensive Education Improvement and Financing Act (CEIFA). This Act defined supplemental programs - Demonstrably Effective Program Aid (DEPA) and Early Childhood Program Aid (ECPA) in Abbott districts (Coffman, 2002).

In 1996, Abbott IV the Court found the application of CEIFA in Abbott districts unconstitutional because it failed to provide sufficient funds and orders state officials to immediately increase funding for urban schools to parity with suburban schools. In addition, it found that DEPA and ECPA were not based on a study of students' needs or costs meeting those needs, nor was the issue of facilities addressed (Coffman, 2002).

The NJ Supreme Court issues Abbott V and orders an unprecedented series of entitlements for urban school
children including: whole school reform, full-day kindergarten and preschool for all 3-and 4-year-olds, and a comprehensive state-managed and funded facilities program to correct code violations, to eliminate overcrowding, and to provide adequate space for all educational programs in the Abbott schools. Other supplemental programs are also required such as health and social services, increased security, technology alternative education, school-to work, after-school and summer school programs (Education Law Center). Influenced by the research which underscores the essentiality of early childhood education for children attending schools in poor districts as well as CEIFA, the state legislature had statutorily acknowledged the need for supporting early childhood education in the special needs districts. The Court delineated what it felt should be the mandatory and needed elements of the preschool and early childhood components of the reform. The Court left decisions regarding the use of existing early childhood and day care programs in the community up to the discretion of the Commissioner (Walker, 2003).

Furthermore, Walker (2003) notes with regard to this issue, subsequent regulation published by the Commissioner directed all districts to cooperate with and utilize
Department of Human Services childcare providers whenever practical. Districts were further directed not to duplicate programs, if a provider was able to and willing to comply with the requirements for preschool programs (NJ Administrative Code 6A: 24-3.3(b)). The preschool teachers working for the Department of Human Services licensed centers were not required to hold a teaching certificate to be a lead teacher in a community-based preschool. As Walker states, programs run by the Department of Human Services have historically been decoupled from the educational advancements that have occurred in pre/K-12 public education, thus setting up a tension between the experiences available through these programs and those in public school settings. The Court's decision to utilize Department of Human Services childcare providers would be a challenge districts would face.

The Courts, in addressing issues of educational adequacy, have focused on the programmatic changes that are needed in order to ensure that children in poverty receive the educational entitlements guaranteed to them in their states' constitutions (Siegle, 2000). New Jersey's Abbott v. Burke (1998, 2000) Supreme Court decision ordered the 31 school districts serving the state's poorest students to embark on an ambitious reform agenda aimed at creating
systems of high-quality preschool for 3- and 4- year-old children beginning in the 1999/2000 school year. High-quality programs were defined as those having a class size of no more than 15 students with a certified teacher and teacher assistant in each class. To ensure that this definition of quality was enacted, the Court also mandated that all teachers in Abbott preschools must obtain a bachelor’s degree leading to teacher certification by September 2004 (Ryan & Ackerman, 2004). Teachers working in preschools in Abbott districts were required to attain a bachelor’s degree, specialized training in early childhood education, and state certification on the education of children from preschool to Grade 3. This had to be accomplished in 4 years, and later, the deadline was extended to 6 years. Many had to become college students. Teachers working in community-based provider sites, if not given the time to obtain proper certification, would in all probability lose their jobs. The Courts noted that students in programs without qualified teachers would lose the opportunity to be in high quality preschool programs (Walker, 2003). With the bachelor's degree, came improvement in salary and benefits. Preschool programs can hire teachers with stronger qualifications, more formal education, and specialized training only by paying the
higher salaries and benefits (Barnett, 2003 a). The State made degree programs accessible, both financially, and geographically. Through the State's Commission for Higher Education, teacher programs received funds to help expand their early childhood facilities and offerings, and prospective students received substantial scholarships to help them pay for tuition and other expenses (Sadowski, 2006).

Prior to this decision, the credential one needed to be a "teacher" in New Jersey's Abbott located preschools was dependent on whether the setting taught in was private or district run. In order to teach in most of the private centers in the state, teachers need to have a minimum of a Child Development Associate (CDA) credential (Division Of Youth And Family Services, 1998). Members of the early childhood workforce faced an additional barrier. Various workforce studies (Burton et al., 2002; Fuller & Srath, 2001; Ryan & Ackerman 2004; Saluja, Early, & Clifford, 2002) suggest that African Americans, Hispanics, and Asians form a significant proportion of the early care and education (ECE) workforce in many areas of the United States. These ethnicities are not well represented among faculty-related positions in early childhood programs at two- and four-year colleges (Early & Winton, 2001).
In contrast, those who teach in New Jersey's public school preschool must have a minimum of both a bachelor's degree and certification that specifically relates to early childhood. Teachers also participate in observational field experiences and semester-long student teaching internships (Ryan & Ackerman, 2004). Also, preschool teachers in New Jersey public schools could attain a preschool teaching job by holding a Nursery certificate, an N-8 certificate and applying for an alternate-route teaching certificate. Currently, the certificate issued to teach preschool in New Jersey is a P-3 certificate. This certificate can be attained through the traditional or alternate-route method.

New Jersey's initiative to have certified teachers in Abbott districts in both private and public schools caused two policy initiatives. Higher education had to create specialized programs for P-3. These programs were both alternate-route and traditional-route preparation programs. Also, in order to attract a larger number to the preschool workforce, Acting Governor DiFrancesco initiated The Governor's Abbott Preschool Teacher Recruitment Program in 2001. This program provided salary incentives between $1,500 and $6,000 and a laptop computer to anyone with a BA who could qualify for a Certificate of Eligibility under
the Alternate Route to Certification guidelines, and would teach in an Abbott preschool (New Jersey Department Of Education, 2001). New Jersey is attempting to ensure parity in salary for all teachers within the Abbott districts (Ryan & Ackerman, 2004). However, a two-tiered system of working conditions seems to be in place. Ryan and Ackerman (2004) report although they did not ask community-based provider teachers what they meant by 'better working conditions,' those who care for and educate young children often must work longer hours than public school teachers and feel they seldom receive recognition for their important work (Whitebook & Sakai, 2004). We might assume that these issues revolve around issues of benefits and status. The New Jersey mandate for P-3 certification may have begun to create a highly qualified workforce, but Ryan and Ackerman (2004) question whether a cadre of knowledgeable professionals whose expertise can facilitate ongoing improvement in the State's Abbott preschools. However, this cadre of professionals has to meet the challenge of children who are English-language learners or who have special needs. In a study of §89 preschool teachers working in New Jersey's state-funded preschools, Ryan, Ackerman, and Song (2004) found that over half felt they needed additional training in the areas of working
with children who were English-language learners or who had special needs.

National Perspective

In 2001, university researchers and state program partners in four states (Missouri, Iowa, Kansas, and Nebraska) initiated the Midwest Child Care Research Consortium (MCCRC) (Thornburg et al., 2001). According to the research findings of MCCRC, most states do not regulate the credentials needed by early childhood teachers. This includes prior experiences (e.g., supervised internships or training) and education (e.g., entry-level teacher education requirements). During the 2004-2005 program year, 38 states offered state-funded prekindergarten. Furthermore, Barnett, Hustedt, Zobin, and Schulman (2005, p. 5) state 21 states did not require all state prekindergarten teachers to hold at least a bachelor’s degree. Nine of these states did not require any state prekindergarten teachers to have a bachelor’s degree; nine more exempted teachers outside the public schools; and three had multiple prekindergarten initiatives, at least one of which did not require a BA. As a result, some preschoolers in each of these states have teachers who lack the basic educational credential generally expected of
teachers at other grades. Preschoolers from poverty backgrounds are often in daycare programs that are inimical to their learning (Center For Policy Research In Education, 1987; Dwyer et al., 2000; Walker, 2003). Achieving the goal of No Child Left Behind—to ensure that all children succeed in school—requires radical reforms in educational and social policies, including the provision of high-quality early educational policies and social programs to all children, especially children of color and children in poverty. Early and Winton (2001) indicated fewer than 50% of lead teachers in center-based programs have a four-year degree (field of study unspecified). According to Barnett (2004), fewer than half of preschool teachers hold a bachelor’s degree, and many never even attended college. Although teacher education tends to be low, research indicates a positive relation between the quality of early childhood programs, teacher education levels, and child outcomes (National Institute of Child Health and Human Development, 2002). Like other research studies, it should be noted Oklahoma’s universal pre-k program requires high teacher education requirements, which researchers found to be a strong predictor of high-quality environments for young children (NICHD, 2002). Also, Oklahoma was willing
to compensate pre-K teachers at the same salary level as elementary and secondary teachers in public schools, thus helping recruitment and retention of teachers. The study of Benson McMullen and Alat (2002) examined the relationship between educational background and beliefs about best practice with young children. The level of education was found to matter more in the adoption of a developmentally appropriate practice (DAP) philosophy than specialized training in early childhood education. It was reported that the higher the level of education by the participants, the stronger the endorsement of DAP system of belief. For teachers with less than a bachelor’s degree and specialized early childhood training whereby DAP was the best practice philosophy, the teachers’ beliefs were weaker than those with a bachelor’s degrees, even if those degrees were in areas other than early childhood education. The researchers concluded that the achievement of a bachelor’s degree matters in order for teachers to adopt a DAP philosophy. A study by Cassidy and Lawrence (2000) found that early childhood teachers with a 4-year versus a 2-year degree were better able to articulate their beliefs concerning their practices with young children and were twice as likely to provide “cognitively focused” rationales
for their curriculum choices than teachers with less education. Teachers of young children, first and foremost, need depth and breadth of education and experience, exposure to a world of ideas and perspectives, along with the skills to communicate and express their knowledge fluidly, the type of knowledge, skills, and stimulation acquired most handily through a 4-year degree program (Benson McMullen & Alat, 2002). According to Barnett (2004) one of the most crucial influences on the quality and effectiveness of preschool programs is teacher education and training. Programs outside of K-12 public education have the greatest difficulty meeting the criteria of good quality, equitable compensation and affordable access (National Association for the Education of Young Children, 1985). Higher quality early childhood programs tend to employ teachers with more education, and these same programs are associated with positive child outcomes. The achievement gap has deep roots that begin before school entry. Studies show that the foundation for literacy and other academic learning is laid down before age 5 (Laosa, 2005). Research indicates high quality care has long-term benefits for children (Peisner-Feinberg et al., 1999). High quality, well-planned preschool programs are
predicated on the assumption that program staff will have
the requisite competencies to effectively nurture learning
(Dwyer, et al., 2000). Furthermore, Ackerman and Barnett
(2006) report that studies find that a concentration in
early childhood coursework is positively correlated with
teachers' beliefs regarding providing instruction and
experiences that are more developmentally appropriate for
Those who have the most sensitive and least harsh and
detached behavior have attained both a bachelor's degree
'BA) and specialized, college-level training (Howes,
Whitebook, & Phillips, 1992). The level of overall
education and the type of coursework or content covered
during that education attained was the most significant
educational background factor in the adoption of a
developmentally appropriate practice (DAP) philosophy
(Kontos & Kilcoo-Herzog, 2001; Morgan et al., 1994).

Researchers from the University of North Carolina, the
University of California at Los Angeles, and the University
of Virginia conducted decades of studies on preschool
education as the National Center for Early Development and
Learning (NCEDL). The U.S. Department of Education, The
Few Charitable Trusts, and The Foundation funded the
studies for child development. They addressed the issue of suggesting that a bachelor's degree is a marker of a well-prepared teacher and that such requirements will increase classroom quality and children's academic gains. According to NCEDL, Howes et al. (1992) determined in the analysis that teachers with more than a bachelor's degree received higher scores on observed teaching and interaction, but not on other measures of classroom or instructional quality. When teachers had more education, children gained more in math skills. However, teachers' education level was not linked to children's gains in language and literacy. This confirmed that NCEDL's study did not suggest a bachelor's degree as a teacher requirement, but that children benefit from effective teachers: that is, teachers who engage students in interactions and encourage communication and reasoning. The teacher was sensitive and responsive to children and constructed an atmosphere of respect, encouragement, and enthusiasm for learning. The 11-state NCEDL study revealed that even in state-sponsored pre-k programs, credentialed teachers have variations of quality. It further stated the standard measures of teacher quality of degrees and experience were not reliable proxies for what teachers do in the classroom and tended not to be
consistently related to gains in achievement. Policies that mandate accumulating course credits are not likely to produce teachers with high-quality classroom skills or necessarily raise student achievement, unless those credits are tied to knowledge and skill about implementing instruction in actual classrooms. Pianta (2002) argues that instructional strategies are embedded in a system of interpersonal relationships that can enhance or impede those strategies; when teachers attend to the wider interpersonal context, their teaching becomes more powerful.

Highly qualified preschool teachers are needed to implement today’s challenging preschool curriculum according to Strictland and Riley-Ayers (2005). Preschool teachers need to know the importance of oral language, early literacy, and family literacy in learning to read. The teachers need to foster a love of literacy and develop and extend vocabulary, oral language, phonological awareness and print awareness. Furthermore, the teacher must use various instructional methods that are developmentally and age appropriate, as well as being able to differentiate instruction. Also, the teacher must use
performance-based assessment to guide instruction and scaffold learning.

Three long-term studies provide information about the outcomes of effective preschool. They are the Carolina Abecedarian Study (Campbell, Ramey, Pungello, Sparling & Miller-Johnson, 2002), the Perry Preschool Project (Schweinhart, Barnes, Weikart, Barnett, & Epstein, 1993), and the Child-Parent Center Program (Clements, Reynolds, & Hickey, 2004), which operated in several Chicago neighborhoods. The Abecedarian project was a carefully controlled scientific study of the potential benefits of early childhood education for low income children. One of the findings and policy implications of the study revealed that quality care requires sufficient well-trained staff to ensure that every child receives the kind of appropriate, individualized attention provided by the Abecedarian model. The Perry Preschool Study was a preschool program for children from disadvantaged backgrounds. The study has revealed social, cognitive, and academic success for the participants. The study has seen the benefits of teacher qualifications, the High/Scope curriculum and small class size. It was noted that participants' short-term effects were higher IQ scores,
better scores on pre-reading and pre-math achievement tests, better social behavior, and high language skills. Over time, the participants had greater high school graduation rates, high scores on academic tests, less retention, and less special education placement (Ackerman, 2005). When interviewed at 23, former students in the Perry Preschool program were found to have higher rates of voting in presidential elections and fewer criminal arrests (Schweinhart & Weikart, 1997). The Child-Parent Centers longitudinal study is investigating the short- and long-term effects of early childhood intervention. The study traces the scholastic and social development of participating children and the contributions of family and school practices to children's behavior. Teacher qualifications for the program were a bachelor's degree and early childhood certification or better. All three longitudinal studies, the Abecedarian Study, the Perry Preschool Project, and the Child-Parent Center program required teachers to have a bachelor's degree. They had well-educated, well-trained and well-compensated teachers, with resulting low turnover (Galinsky, 2006). Furthermore, Galinsky reported the teachers had the time and resources to reflect on what the children were learning.
Research regularly finds that preschool teacher quality and effective teaching are strongly linked to compensation. Poor pay and benefits make it difficult to recruit and hire professional early education teachers. In addition, poor compensation contributes to high turnover, which harms educational effectiveness and wastes resources spent on teacher preparation and continuing education (Barnett, 2004). Staff with more education tends to be more sensitive, more responsive, and more encouraging (NIEER, 2003). Higher pay for preschool teachers and instructional aides is linked to better quality, while lower pay prevents preschools from hiring the most qualified staff and leads to staff turnover (Barnett, 2003b). According to Vartuli (1999), more knowledge in early childhood education does appear to influence beliefs, attitudes, and practices of teachers. An important element of the success of state preschool initiatives appears to be high teacher education requirements, which other research has found to be a strong predictor of high-quality environments for children, and equitable teacher salaries, which help pre-kindergarten programs recruit and retain talented teachers (Laosa, 2005). While many factors determine the quality of pre-kindergarten programs, it is
evident the quality of teachers is foremost. Whitebook (2003), in her review of the research, concluded that all 3- and 4-year olds should have access to high-quality early education. Teachers shape the learning opportunities and experiences in their classroom. To engage children in learning and present them with the appropriate balance of knowledge and skills, teachers must be well educated and well trained. Therefore, all pre-kindergarten teachers should have at least a bachelor's degree with specialized training in early childhood development and education. Whitebook (2003) contends the research literature on the quality of early education and care supports the Trust for Early Education's position that teacher education and training relate to quality. Specifically, classrooms where the teachers have at least a bachelor's degree are more likely to be higher quality, as in richer language environments, richer literacy environments, and better teacher-child interactions. Moreover, the teachers themselves are more likely to appropriately approach instruction, they are more sensitive, less punitive, and more engaged.
The Challenges of Raising Preschool Teachers' Credentials

According to Thornburg et al. (2001) higher quality early childhood programs tend to employ teachers with more education, and these same programs are associated with positive child outcomes. High-quality, developmentally appropriate classrooms feature many meaningful interactions between children and teachers and their peers, whether working one-on-one with a teacher or within small-group or large-group activities (Ackerman, 2005). Thornburg et al. further recommend retaining teachers who have more education by supporting efforts to ensure higher salaries and benefits. Glantz and Layzer (2000) report, that the quality of child care is positively related to staff education. Specific indicators can be attributed to the quality of childcare: teachers with the most education were the most effective (Howes, 1997) caregivers with higher levels of early childhood training (Love, Reyer, & Fadis, 1992) and higher wages implemented more developmentally appropriate classrooms (Phillipsen, Burchinal, Howes, & Cryer, 1997). According to Bowman, et al. (2001), most early childhood teacher preparation programs tend to convey outdated child development knowledge; therefore, early childhood teachers often underestimate the competence of
young children. According to Barnett (2003 a), a study by the National Institute of Child Health and Human Development (NICHD) found that teacher education influences children's achievement at age 4 controlling for prior achievement, type of childcare, and a wide range of child and family characteristics. The more knowledge and skills a teacher has, the more effective a teacher is. Laosa (2005) states, the teachers with more knowledge have larger vocabularies to which children are exposed; they are better at constructing and individualizing lesson plans; they are better problem solvers when they encounter challenges in the classroom. Laosa further states, moreover, teachers who have been taught what young children need to learn and how to teach them will spend more time conducting learning activities that meet each child's needs and less time in unproductive activities. The NICHD found that teacher education teachers of young children, first and foremost, need depth and breadth of education and experience, exposure to a world of ideas and perspectives, along with the skills to communicate and express their knowledge fluidly. The type of knowledge, skills, and stimulation acquired most handily through a 4-year degree program (Benson McMullen & Alat, 2002). Formal education and training are one way to acquire this knowledge and skills,
but similar abilities might be acquired through informal education including on-the-job learning experiences (Barnett, 2004). Ackerman and Barnett (2006) state the combination of early childhood-focused coursework and context-specific professional development can help teachers develop the knowledge base needed to improve their practice and focus on the specific needs of individual children in their classrooms. According to Kramer (1994), good teachers ask questions that motivate children. They are comfortable with leaving conclusions open; their questions are open-ended and investigate their students' thinking. They allow children to do most of the talking and encourage them to risk ideas and ask their own questions. They are ready to facilitate the growth and development of concepts by providing materials and experiences through which children may deepen their relationships.

Ryan and Ackerman (2004) report preschool teachers in the Abbott districts receive an average salary of $37,050 for teaching an academic or school year, but teachers in private and Head Start settings earn approximately $7,500 less than their counterparts in the public schools. While public schools receive an average salary of $41,843, Head Start teachers earn $34,200 and private teachers receive slightly more with a salary of $34,440. Furthermore, Ryan
and Ackerman state the difference in salary may be due to more teachers in public schools who already have a bachelor's degree and certification (93%), as compared to teachers in Head Start (52.3%) and private programs (55.8%).

Ryan and Ackerman (2004) note that salaries may also vary across program type because of differences in the professional development experiences of teachers in these settings. However, according to Ryan and Ackerman, teachers working in private or Head Start preschool settings indicated that they want to be a teacher in a public school setting. The most often cited reason for wanting to move to the public schools were the additional pay and/or benefits, the better working conditions, as well as the higher status or value associated with these jobs.

However, little research attention has been given to the intrinsic benefits that credentialed preschool teachers from community-based sites have been given. New Jersey has created a new system of certification for preschool teachers. This study will focus on those benefits. New Jersey's initiative to credential all preschool teachers is effective, because it has a moral purpose. According to Pullan (2001), moral purpose is about how humans evolve over time, especially in relation to how they relate to
each other. Higher credentials for preschool teachers encourage them to evolve to a higher standard and relate to other teachers in the profession.
Chapter III
METHODOLOGY

Introduction

This research is a qualitative study that examines data that will help to determine what effect Abbott v. Burke has had on preschool teachers in community-based centers in one district in northern New Jersey. Chapter 3 describes the population of the study, the instrument, validity and reliability of the questions, the process of instrument development including the participants' survey and interview, and the procedures for data collection and analysis.

Population

In order to evaluate the effect Abbott v. Burke has on teachers in community-based centers, one of the 31 Abbott districts was selected from northern New Jersey. Community-based provider sites from this district were selected to participate in the study. The city is a culturally diverse urban community encompassing 3 square miles and is home to over 67,861 residents, according to the 2000 U.S. Census. It is believed that the actual estimate is at least 10,000 to 15,000 more than the recorded number. The City has the second highest poverty level within the county. The recent
2000 U.S. Census reports the racial/ethnic breakdown of the population as 18% White (non-Hispanic), 12% Black (non-Hispanic), 62.5% Hispanic, 5% Asian and less than 3% other. According to the New Jersey State Report Card Statistics for the school year (2005-2006): The total student population is 13,563. Of that number 9,110 students receive free lunch, and 1,050 students receive reduced lunch, 1.8% is White, 5.8% is Black, 84.8% is Hispanic, 3.4% is Asian, and .2% is American Indian (District, New Jersey State Report Card, 2005-2006).

The district selected has six community-based providers, which include one Head Start Provider. Among the sites, there are 30 community-based teachers. The 30 teachers were solicited to participate in the study along with the six (6) directors.

Research Design

The research design was a qualitative case study. A qualitative approach allows the researcher to study issues having many layers and is multifaceted. This approach can reveal the nature of certain situations, settings, processes, relationships, systems, or people (Leedy & Ormrod, 2005). In this case, it will reveal the nature of the participants being studied. Qualitative inquiry allows
for deep exploration. Careful attention to detail, context, and nuance is typical of qualitative research (Patton, 2002). The researcher used a case study design. The value of case study research exists in its attempt to provide a comprehensive understanding of actions in a system. Krathwohl (1998) describes case study as being "bounded by a particular individual, situation, program, institution, time period, or set of events. Within those boundaries, whatever is the focus of attention is described within the perspective of the context surrounding it" (p. 332). Guba and Lincoln (1981) believe characteristics of the qualitative case study are "thick" description, grounded, holistic and lifelike, conversation-style format illustrating meaning, and building upon tacit knowledge. Stake (1981) describes the characteristics of the qualitative research case study as inductive, containing multiplicity of data, descriptive, specific, and heuristic. Heuristic means that the case study can explain the reasons for a problem, the background of a situation, what happened, and why. Stake explains that knowledge from case study is different from other research in that it is more concrete (vivid and sensory), more contextual (rooted in experiences), more developed by reader interpretation,
and based more on reference populations determined by the reader. Merriam (1998) states a case study design is employed to gain an in-depth understanding of the situation and meaning for those involved. The interest is in process rather than outcomes, in context rather than a specific variable, in discovery rather than confirmation. In addition, Merriam also states, insights gleaned from case studies can directly influence policy, practice, and future research.

Research Procedure and Techniques for Data Collection

There are three phases to the research procedure. The first phase surveyed the directors and teachers. The directors were sent letters (Appendix A) and an enclosed survey inviting them to participate in the research. The survey for directors was developed by the researcher and viewed by a jury of three professionals in the field of early childhood education (see Appendix B). All were nationally known. Two were college professors and one was an Abbott Preschool Supervisor as well as a college adjunct professor.

The teachers' survey entitled Abbott Preschool Teacher Study (Ackerman, Barnett, Whitebook, & Frede, 2006) is an existing survey of 25 questions used by the National
Institute for Early Education Research (NIEER) (see Appendix C). Permission to use the survey was given by the developer (Ackerman et al. 2006). Additionally, the researcher included six questions developed by the researcher to the original NIEER survey. The same jury of professionals who reviewed the directors' survey questions reviewed these questions.

The second phase was confidential interviews of six Abbott community-based provider teachers. Thirty community-based provider teachers were sent letters inviting them to participate in the study (see Appendix D). An informed consent form (see Appendix E) and a stamped self-addressed envelope for each teacher were enclosed. All participants agreeing to participate in the interview signed and returned the informed consent form. From the seven returned signed informed consent forms, the researcher randomly selected six (6) teachers to be interviewed. The researcher did not interview the participants in the study. An independent interviewer who labeled the participants' tapes "Respondent A, B, C, D, E, and F" interviewed the participants.

A qualitative method was chosen for data collection as a means to gain a personal perspective to the impact of Abbott v. Burke on community-based provider teachers.
Strauss and Corbin (1990) claimed that qualitative methods can be used to better understand any phenomenon about which little is yet known. They can also be used to gain new perspectives on things about which much is already known, or to gain more in-depth information that may be difficult to convey quantitatively. Leedy and Ormrod (2005) claimed the face-to-face interviews have the distinct advantage of enabling the researcher to establish rapport with potential participants and therefore gain their cooperation.

The third phase was the use of existing district data. In order to determine the instructional impact of Abbott scores on the Early Childhood Environmental Rating Scale-Revised (ECERS), Supports for Early Literacy Assessment (SELA), and Preschool Classroom Mathematics Inventory (PCMI) were analyzed for each community-based provider site. These instruments measure various levels of classroom quality. The ECERS is an observation and rating instrument for preschool classrooms serving children aged three to five. There are seven subscales in the areas of space and furnishings, personal care routines, language reasoning, activities, interactions, program structure, parents and staff. The total ECERS score represents an average of the scores on 43 items. The scale is from 1 to 7. A rating of 1 indicates inadequate quality, 3 indicates
minimal quality, 5 indicates good quality, and 7 indicates excellent quality. The SELA examines classroom, materials and activities used to support children's emerging literacy skills. The scale includes 16 items scored on a 5-point Likert scale, from 1 (minimal evidence) to 5 (all features evident). The scale looks at classroom practices associated with children's literacy development. The PCMI assesses the classroom's materials and teaching practices in relation to mathematics. It is an 11-item scale based on the standards from the National Council of Teachers of Mathematics and the National Association for the Education of Young Children. The items are scored on a 5-point Likert scale, from 1 (minimal evidence) to 5 (all features evident). The PCMI assesses both the materials in the classroom, and the extent to which teachers support early math concepts. The data are district information for the 2004-2005, 2005-2006 and the 2006-2007 school years for ECERS, SELA, and PCMI tools. The data are information that's observed and collected annually by master teachers and used for classroom improvement and is periodically submitted to the Department of Education's Preschool Liaison. A base score for each provider will be used. The base score will be determined by the first time the tools were administered at the provider site. All sites
will use the scores for 2006-2007 to determine program improvement.

Interview Questions

Patton (2002) states an interview guide lists the questions or issues that are to be explored in the course of an interview. An interview guide is prepared to ensure that the same basic lines of inquiry are pursued with each person interviewed. The interview guide provides topics or subject areas within which the interviewer is free to explore, probe, and ask questions that will elucidate and illuminate that particular subject. Thus, the interviewer remains free to build a conversation within a particular subject area, to word questions spontaneously, and to establish a conversational style but with the focus on a particular subject that has been predetermined.

The interviewer aligned interview questions with the research questions. Since interviews are typically informal, as the interview unfolds unique subquestions may unfold typical to the participant being interviewed. A statement of the researcher's neutral position regarding the content was made at the beginning of the interview session. Also, the researcher informed the participants in the interview that they could respond openly and honestly
without risk of engendering favor or disfavor (Patton, 2002).

A table (see Table 1) was developed to show the research questions, and corresponding sampling of interview questions that are relevant for teachers.
# Table 1
## Interview Questions and Subquestions

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Teacher Interview Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> What is the impact of the preschool remedies on community-based provider teachers' professional growth?</td>
<td>1.1 What would you say has benefited you personally working as a preschool teacher in an Abbott community-based provider school?</td>
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<tr>
<td></td>
<td>1.2 What thing or things has benefited you professionally by working in an Abbott community-based provider school?</td>
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<td></td>
<td>1.3 How would define a high-quality preschool?</td>
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<td></td>
<td>1.4 What 3 things do you believe are important in order to provide a high-quality preschool experience to the children in your classroom?</td>
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<td></td>
<td>1.5 Have you thinking about high-quality or teaching practices changed at all since you began coaching?</td>
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<tr>
<td></td>
<td>If you, in what ways?</td>
</tr>
<tr>
<td></td>
<td>1.6 What recommendation would you make to improve the quality of your classroom or center?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2.</strong> How has the nature of professional development in community-based preschool programs changed as a result of the Court's decision?</th>
<th>Professional development means on-site workshops, NAEYC Conferences, Early Childhood Conferences etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.1 What professional development have you attended?</td>
</tr>
<tr>
<td></td>
<td>NAEYC Conferences or Bergen/Passaic NAEYC</td>
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<tr>
<td></td>
<td>Early Childhood Conferences</td>
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<td></td>
<td>On-site workshops through the district</td>
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<td></td>
<td>On-site workshops through your center</td>
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<td></td>
<td>College courses</td>
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<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td>2.2 When was the last time you attended a workshop?</td>
</tr>
<tr>
<td></td>
<td>1 month</td>
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<td></td>
<td>2-5 months</td>
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<td></td>
<td>5-7 months</td>
</tr>
<tr>
<td></td>
<td>2.3 How many workshops have you attended this year?</td>
</tr>
<tr>
<td></td>
<td>2.4 Do you think your professional development training has helped you?</td>
</tr>
<tr>
<td></td>
<td>2.5 If so in what way(s)?</td>
</tr>
</tbody>
</table>

**Figure 1. Interview questions and subquestions**
2.6 What topics have you been trained on in the last year?
   - Environment
   - Room Arrangement
   - Literacy
   - Math/Reading
   - Assess/SLPA
   - Small Group
   - High/Scope
   - Other

2.7 In your opinion has professional development helped you with instructional delivery?
2.8 In what areas would you like professional development?

3.1 In your opinion, how prepared do you feel you are to teach preschool children? For example children of certain groups such as: children with challenging behaviors, English language learners, children with developmental delays, etc.
3.2 What are some of the challenges you face teaching preschool children?

4.1 Has your instruction changed since Abbott VI?
   If yes:
   4.2 Name three ways your instruction has improved.
   4.3 What have you changed in your instruction as a result of Abbott?
   4.4 Has your instruction changed since being trained in the Early Learning Assessment System? If so, in what ways?
   4.5 Have you noticed 4-year-old children performing better than 3-year-old children in your classroom?
   If yes:
   4.6 Name three ways.

5.1 What is the highest degree in education you are currently holding?
5.2 Do you plan to go beyond that degree?
5.3 Are you currently enrolled in school, if yes, what are you pursuing?

6.1 Were you employed as a preschool teacher prior to the Abbott decision in 1999?
6.2 Have you noticed any areas of impact in your job performance since Abbott VI?
   If yes:
   6.3 How are you different as a result of being employed as an Abbott teacher?
Validity and Reliability

The researcher used an existing survey for teachers with permission from the National Institute of Early Education Research (Ackerman et al., 2006). The interview questions followed the guidance of Bogdan and Biklen (1992) and Ely (1991) in developing an outline of main questions, secondary, probing questions, and strategies for eliciting more detailed informant responses.

The validity of the directors' survey and the teachers' interview questions were established through a review by a jury of three professionals in the field of early childhood education. The teachers' survey was one used by The National Institute for Early Education Research, Rutgers. The tools used to measure environment and instruction were the Early Childhood Environmental Rating Scale- Revised (ECERS; Harms et al., 2005), Supports for Early Literacy (SELA; Smith et al., 2001), and Preschool Classroom Mathematics Inventory (PCMI; Frede et al., 2003) instruments. These instruments were the instruments used by the State of New Jersey in Abbott preschool classrooms to measure classroom quality, literacy and math supports.
The ECERS-R is reliable at the indicator and item level, and at the level of the total score. The percentage of the agreement across the full 470 indicators in the scale is 86%, with no item having an indicator agreement level below 70%. At the item level, the portion of agreement is quite high. These overall figures are comparable with the levels of agreement in the original ECERS. The developers also examined internal consistency of the scale at the subscale and total scale levels. Subscale internal consistencies range from .71 to .88 with a total scale internal consistency of .92. These levels of internal consistency indicate that the subscales and total scale can be considered to form reasonable levels of internal agreement providing support for them as separate constructs (Harms et al., 2005).

Data Analysis

The surveys and interviews provided data for analysis. The interviews were audio tape recorded and transcribed for the study. The researcher looked for emerging themes. The researcher organized the data in such a way so as to understand the complexities of the data. The data on a qualitative study were multifaceted, complex and timely as a process. Qualitative inquiry is especially powerful as a
source of grounded theory, theory that is inductively generated from fieldwork, that is, theory that emerges from the researcher’s observations and interviews out in the real world rather than in a laboratory or the academy (Patton, 2002). Grounded theory supports the process of the researcher becoming “grounded” in the data and identifying embedded meaning and relationships (Patton, 2002). Bogdan and Biklen (1992) define qualitative data analysis as working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others.

Coding the responses provided the anonymity of the participants. The emerging themes helped the researcher make judgments that determined the conclusions of the study and helped determine a connection between responses.

The scores for the Early Childhood Environmental Rating Scale (ECERS; Harms et al., 2005), Supports for Early Literacy (SELA; Smith et al., 2001), and Preschool Classroom Mathematics Inventory (PCMI; Prede et al., 2003) for the provider sites were analyzed using a descriptive method. The baseline scores and the scores for 2006-2007 school year were analyzed to determine program improvement.
Summary

The purpose of the study was to determine the effect Abbott v. Burke has had on preschool teachers' education, employability, and pedagogical competencies in community-based centers in one Abbott district in northern New Jersey. The Abbott v. Burke decision has had an impact on teachers in private providers. This paper focused on the impact, particularly the intrinsic and extrinsic benefits of teachers, which were brought about due to Abbott.

The criteria for identifying the research were described. Surveys and interviews of random participants using open-ended questions were the research procedure and method used. The questions were developed and based on the summary of literature and reviewed by a jury of experts. In addition, the researcher used existing district data.

Chapter 4 provides the findings, analysis, and summary of the data.
Chapter IV
PRESENTATION AND ANALYSIS OF THE FINDINGS

Introduction

The purpose of the study was to determine the effect Abbott v. Burke had on preschool teachers' education, employability, and pedagogical competencies in community-based centers in one Abbott district in northern New Jersey. The Abbott v. Burke decision had an impact on teachers in private providers, and this paper focuses particularly on the intrinsic and extrinsic benefits of teachers that were brought about due to Abbott. The investigation explored whether mandated credentials for Abbott preschool teachers in community-based provider sites in Abbott districts have improved opportunities for the teachers.

In order to evaluate the effect Abbott v. Burke has had on teachers in community-based centers, one of the 31 Abbott districts was selected from northern New Jersey. Community-based provider sites from this city were participants for the study. The city was selected because it is a multi-ethnic community. The district has 11 preschools, seven are in-district preschools, and six are
community-based provider sites. The district has a total of 124 preschool classrooms, 30 of which are in community-based provider sites. The remaining 94 classrooms are in-district preschool classrooms. There are 1,860 preschool children in the preschool program. Four hundred and fifty of those children are in the six community-based provider sites.

The district contracts with six community-based provider sites located throughout the city. All directors and teachers from the six sites were invited to participate in the research. Center A has eight classrooms housing 120 preschool children. Center B has six classrooms with 90 preschool children. Centers C and D have five classrooms each with 75 preschool children respectively. Center E has four classrooms housing 60 preschool children, and Center F has two classrooms with 30 preschool children.

The research study participant population consisted of the six community-based provider directors and 26 community-based teachers. Both directors and teachers responded to a survey instrument. All the directors responded to the survey. Twenty-six out of the 30 teachers solicited returned the survey. This is represented by 86.6% of the total subject population. Six of the 26 teachers participated in the follow-up interview. In
addition to the surveys and interviews, scores on the Early Childhood Environmental Rating Scale- Revised (ECERS; Harms et al., 2005), Supports for Early Literacy Assessment (SELA; Smith et al., 2001), and Preschool Classroom Mathematics Inventory (PCMI; Prede et al., 2003) were analyzed for each community-based provider site. The purpose of using these data was to see if there were changes in preschool classroom environment and supportive teacher behaviors.

Directors' Demographics

Demographic data from the directors' survey revealed that the average number of years that they worked in that position was 12.5 years. The responses ranged from 4 to 30 years. The directors were asked how many years they were a director of an Abbott funded preschool. The responses ranged from 1 to 7 years. The directors' teaching experience ranged from 0 to 20 years. It is interesting to note one of the directors has had no teaching experience prior to becoming a preschool community-based director. In response to the number of hours worked per day the directors averaged 9 hours, ranging from 7.75 hours to 11 hours (see Table 2).
Table 2

Directors’ Demographic Information

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years as a director</td>
<td>12.5</td>
<td>4-30</td>
</tr>
<tr>
<td>Years as an Abbott director</td>
<td>4.5</td>
<td>1-7</td>
</tr>
<tr>
<td>Years teaching experience</td>
<td>6.8</td>
<td>0-20</td>
</tr>
<tr>
<td>Working hours</td>
<td>9</td>
<td>7.75-11</td>
</tr>
</tbody>
</table>

Note. N = 6

Approximately one third of the directors were directors prior to Abbott. Interestingly, more than 80% of the directors did not have a degree in early childhood education. Five directors, or 83.3%, had advanced degrees beyond a bachelor’s degree (see Table 3).

Table 3

Directors’ Professional and Educational Experience

<table>
<thead>
<tr>
<th></th>
<th>% Yes</th>
<th>% No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director prior to Abbott</td>
<td>33.3%</td>
<td>66.6%</td>
</tr>
<tr>
<td>Degree in early childhood ed.</td>
<td>16.6%</td>
<td>83.3%</td>
</tr>
<tr>
<td>Advanced degree beyond BA</td>
<td>83.3%</td>
<td>16.6%</td>
</tr>
</tbody>
</table>

Note. N = 6
Teachers' Demographics

Twenty-six teachers returned the surveys. The teachers, working as Abbott preschool community-based provider teachers, ranged in age from 24 to 57 years. Over 40% of the Abbott preschool provider workforce is 40+ plus years. The community-based provider teacher workforce is comprised of almost 40% Latino teachers, which is reflective of the highest percentage student population in the city. Approximately 30% White, with the remaining percentage made up of other ethnic groups such as Black, Asian, and other. In hindsight, with respect to teacher certification, 30% of the teachers responded that they are alternate route teachers. However, more than 50% of the teachers responding to the survey did not answer the question (see Table 4).

Table 4

Teacher's Demographic Information of Teachers' Age, Ethnicity and Certification

<table>
<thead>
<tr>
<th>Description</th>
<th>% of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>24-29</td>
<td>27%</td>
</tr>
<tr>
<td>30-39</td>
<td>16.9%</td>
</tr>
<tr>
<td>40-49</td>
<td>38.5%</td>
</tr>
<tr>
<td>50+</td>
<td>3.8%</td>
</tr>
<tr>
<td>Refused</td>
<td>3.8%</td>
</tr>
</tbody>
</table>
Two thirds of the participants had been in their current job from 2 to 4 years. Almost half of the community-based provider teachers worked with children who were infants or toddlers, while a little more than half did not have that experience. It is evident from the data that less than a third worked as a Kindergarten to Grade 3 teacher for 2 years or less, and almost 15% worked as a Grade 4 or above teacher for at least a year or more (see Table 5).

Table 5

Community-based Provider Teachers’ Teaching Experience

<table>
<thead>
<tr>
<th>Teaching Experience</th>
<th>Years in</th>
<th>% of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-4</td>
<td></td>
<td>69.2%</td>
</tr>
<tr>
<td>5-10</td>
<td></td>
<td>23.1%</td>
</tr>
<tr>
<td>Category</td>
<td>Percentage</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Worked with infants/toddlers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-17</td>
<td>7.7%</td>
<td></td>
</tr>
<tr>
<td>1-8</td>
<td>53.8%</td>
<td></td>
</tr>
<tr>
<td>9-20</td>
<td>34.7%</td>
<td></td>
</tr>
<tr>
<td>Years worked in primary grades</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>11.5%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>69.2%</td>
<td></td>
</tr>
<tr>
<td>2+ years</td>
<td>15.4%</td>
<td></td>
</tr>
<tr>
<td>Years worked in Grade 4 or above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>84.6%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>3.8%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>7.7%</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>3.8%</td>
<td></td>
</tr>
</tbody>
</table>

Note. N = 26

Presentation of the Data

Results from the teacher and director surveys as well as insight from the interviews conducted with six teachers were used in answering the seven research questions.

Research Question 1

What is the impact of the preschool remedies on community-based provider teachers' professional growth?

Several overarching themes have been identified from responses teachers provided during the interviews. Teachers were asked to describe how working in an Abbott
district has benefited them personally and professionally. The word "community" emerged as a theme.

Two thirds, or 66%, of the teachers interviewed responded to the question by discussing the importance of their connection with the community. After examining the responses to the interview question, there were different meanings to the word community such as connecting to the area, belonging to the group, participating with the group, and paying back to society.

Most of the respondents felt a strong connection to the community especially to the families they serve. They indicated that they work with parents to better the child. For example, Respondent A said, "So, because of preschool teaching I learned that we can make a connection with the community working in an Abbott school with parents and it helps the parents develop their community [sic]."

Furthermore, Respondent C indicated:

I came back to do something for the community that did for me a long time ago...I lived here, I know what it is like to live in this community. I know how it feels, how the family feels to live in this community. What are their needs; I also know what their needs are [sic].

Respondent D had a sense of belonging to the group when she stated:

I became more part of the community with my classroom with the children and their families. It's not like a
teacher student thing; it is more like a family now. I know the children, I know the families and every one is on a first name basis [sic].

Equally important, Respondent F felt the sense of giving back something to the community when she offered, "I [sic] thinking in a school give me a different perspective, view, of how children grow and how we can pour something to the community because we work with families [sic]."

In addition to "community" the word "P-3" emerged as a recurring theme, when the teachers were asked during the interview what thing or things professionally benefited them. The P-3 certificate is the certificate needed to teach preschool through Grade three in all public schools in the state of New Jersey. Also, this certificate is the required certificate needed to teach preschool in an Abbott district whether working in a public school or in a community-based provider setting. The teachers indicated that the P-3 process helped to advance their knowledge.

Respondent C acknowledged, "The P-3 program that I went to, I took seven classes that helps a lot. It helped me to understand child development, helped me understand different techniques and different things you can do in the classroom also [sic]."

Respondent D answered with the following statement when asked about the professional benefits that were gained
by working in an Abbott district, "It actually enabled me to go back for my P-3 certification. I was able to pursue my master's in early childhood education because of this."

Similarly, Respondent F stated, "I went through the P-3 program. Now we have the opportunity to receive trainings to update our knowledge of learning. Now I have another view of education. I am very involved [sic]."

Furthermore, the directors acknowledged that the additional training for the P-3 certification, which teachers received, benefited them. The directors, when surveyed, have indicated they have seen an increase in dedication and motivation among their staff. This was revealed in the responses to the teachers' survey that almost three quarters of the teachers plan to stay as an Abbott preschool teacher for at least 5 years or more, while approximately 26% were not sure or did not answer the question. Thus the attainment of the P-3 certificate enabled the teaching staff to want to retain their current employment.

The teacher survey had relevant questions related to P-3 certification. The teachers were asked if they specifically acquired their P-3 certificate in order to work as a preschool teacher in an Abbott district. Almost 90% of the teachers specifically obtained their P-3
certificate to become an Abbott preschool teacher. In addition, the survey asked if the teachers received a scholarship in order to pursue their P-3 certificate. Two thirds of the teachers indicated that the scholarship was very important to help make the coursework affordable. Equally as important, the survey asked if their P-3 coursework focused on teaching preschool. Of the community-based teachers participating, 80% said their coursework did not focus on teaching preschool. Almost 20% said their coursework was on P-3. The researcher believes the participants in the survey did not understand the question. It is noted that 20 teachers did not respond to the question (see Table 6).

Table 6

P-3 Education and Related Areas of importance

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtained P-3 to work as an Abbott teacher</td>
<td>88.5%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Received a scholarship for P-3</td>
<td>69.2%</td>
<td>26.9%</td>
</tr>
<tr>
<td>Teaching certification had coursework on preschool</td>
<td>19.2%</td>
<td>80.8%</td>
</tr>
</tbody>
</table>

Note. N = 26

During the interviews with the teachers, the words knowledge, understanding, and experience emerged. Two teachers indicated during the interview that as a benefit,
they attained a lot more knowledge. "I was not sure about
the preschool curriculum. I had no experience before. It
is this age that is really important." (Source: Respondent
B)

The words "problems" and "parents" emerged as a
repeated theme when the teachers were asked during the
interview what has professionally benefited them. The
teachers felt that they are better equipped to deal with
problems and parents. Respondent A said:

The first thing I can say is I can help the children
if any child has a problem. We can work with the
parents and the parents come to school and then we
have the meetings and then we know the latest
techniques. Strategies we can use for a particular
child [sic].

The teachers feel they are equipped to better work
collaboratively with the parents in the child's education.
Thus, indicating they feel better equipped to handle
problems that emerge due to their increased knowledge base
and the help of master teachers. Master teachers are
highly trained, experienced teachers who coach, facilitate,
and mentor the Abbott preschool teacher providing modeling,
staff development, and embedded professional development.
Respondent B further stated, "I have grown professionally
because I have attended the seminars, workshops—we talk
with each other and we get master teachers' opinions if we have some problems [sic]."

Respondent C replied similarly, "I am very hands on with the parents. Working with the parents, parenting issues, things that they can do at home to help the children to help us, the teachers eventually [sic]."

Next the participants were asked to define a high-quality preschool. The words teacher and family were the major themes in the responses. Three teachers indicated the teachers and the family must work together. "A high quality preschool is the one where we have school, family, and the community all involved in the appropriate manner to do the appropriate development for the child, holistic child [sic]" (Source: Respondent B). Respondent C said:

High quality preschool is a preschool that has parent involvement. The teachers work together. Parents work together with the community. Work together with the director. It's basically where the community and the school get together to help out and to work together for education.

Another teacher's idea of high quality was the notion of working with parents, "And also, I think you need to be very involved with the family. Because working with the family myself it helped me a lot [sic]." (Source: Respondent F).
In addition, the teachers were asked the three things they believe are important to provide a high-quality preschool experience. One of the emerging constructs was environment. One teacher referred to the meaning of environment as the surroundings in the classroom of materials and supplies. "A very good environment, a very clear set of the areas for the children" (Source: Respondent F). Yet another teacher saw the environment as the climate of the classroom. "I think as a teacher provide a very good environment for the children in all the aspects, socio-emotional and all the aspects [sic]" (Source: Respondent E). Respondent B further elaborates on environment by saying:

Yes, the first thing that I think is important is the environment. It should be safe. It should be very congenial. All the children should be respected, and they should feel at home when they are here. There should be no fear in their mind and they should be safe.

The directors' survey responses were similar to the teachers. Their responses to what things they believe are important in order to provide a high-quality preschool experience to children were classroom environment geared toward learning, provision of services which focus on the child's learning and social environment, a research-based curriculum, good ECERS scores, and happy children. They
acknowledged the three things necessary to provide high quality are materials and supplies, a good curriculum, and parent involvement.

Equally important, when asking teachers about high-quality, is the notion if their teaching practices changed at all since they began teaching. All community-based teachers interviewed felt they have changed. When asked in what ways the words “plan” and “experience” were identified. Three teachers indicated that their experience as teachers in the classroom made the difference. It was revealed in the interviews that these teachers began to evolve in their growth as a teacher. Respondent C stated:

Definitely, definitely because when you work out of a classroom and you can be in a school but you have to be in a classroom to understand the things that go on. And sometimes you hear the teachers talking about you know things and you don’t understand until you’re in the classroom. You have to be there, you have to be there six hours to understand the development. Not all the children are the same. They all have different needs. That’s why you plan individually. Yes, you have to be in the classroom definitely to understand [sic].

One teacher, Respondent B stated:

Yes, because when I came here I had no curriculum in my mind. So I was doing like we were playing, alphabet straight, and the numbers. That is what I thought they have to learn, the alphabets and numbers and the rest of the time they could just play. But play is not just play, they have to learn while they are playing. We are facilitating them. We give them the materials and see how do they play and what do they talk and with whom are they playing. Are they
sitting alone, or they sitting in a group, or are they fighting or are they pushing or bullying or observing. All these things have benefited me a lot. I never thought, now I can raise my grandchildren really nicely.[sic].

Finally, Respondent F said:

I think I did not have enough experiences at the beginning but now year-by-year you learn something deeper, you know. For example, perhaps I didn’t have the organization about the classroom. Now we include different kinds of materials. We are very focused in literacy. I think that you keep learning through the years and you include it inside the classroom. For me, it’s great because I have the feeling that the children know everything, and they are more involved with what they are doing. You set every thing clear for them.

The researcher coded the phrase “small classroom” for the question that asked what recommendation would you make to improve the quality of your classroom or center. Two teachers indicated they would change the size of their classroom. One teacher noted her class was small. Respondent B said, “We have very less space. I think my classroom is really small. I wish I had more room, but we cannot do anything about that, but our master teachers are giving us lots of guidance on that [sic].”

Similarly, Respondent C remarked:

I would say size is a big matter. It’s a pretty small classroom. It’s the smallest in the center. Um, and a bathroom also. We don’t have a bathroom. It’s a small classroom, and I hardly have any wall space because it’s a small size. So when it’s time to put
Also, the word "paraprofessional" emerged in this question. While further reflecting on quality, two teachers indicated that training for their paraprofessional would improve quality. "Just more workshops to help not only me but to help my paraprofessional to realize it's ok if they don't finish something." (Source: Respondent D). While Respondent F concluded this thought with the following:

First we have to give training and opportunity to our paraprofessionals. Sometimes I get the feel [sic] that our paraprofessional is not prepared enough to manage everything and to know what they expect from children [sic].

Research Question 2

Has the nature of professional development in community-based preschool programs changed as a result of the Court's decision?

Teachers and directors were surveyed on the topic of professional development. Six teachers were further interviewed in order to provide more insight to the topic of professional development. The directors, in responding to the survey, felt professional development helped their teachers. Upon analysis of the interview question, several
themes emerged. The interviewer asked the question: What professional development training have you attended? The teachers implied through their responses that they have had extensive professional development. Indeed, all of the directors and 30% of the teachers have attended the National Association for the Education of Young Children (NAEYC), the New Jersey Association for the Education of Young Children (NJAEYC) or the Bergen/Passaic Association for the Education of Young Children. Two thirds of the directors surveyed attended the Early Childhood Conference and one third of the teachers surveyed attended the same conference. All directors attended the Directors' Academy and on-site workshops. On the contrary, teachers do not attend the Director's Academy; however, 96% do attend on-site workshops. Half of the directors attended college courses, while 23% of the teachers surveyed attended college courses. Two thirds of the directors attended other conferences such as directors' training at Rutgers, Health and Safety training in addition to fiscal training. Almost one quarter of the teachers indicated attending other training such as training on the Early Childhood Environmental Rating Scale-Revised (ECERS; Harms et al., 2005), the Early Learning Assessment System (ELAS), Growing
Readers Training (a High/Scope literacy component), and
Preschool Orientation (See Table 7).

Table 7
Percentage of Directors' and Teachers' Professional Development Attendance

<table>
<thead>
<tr>
<th>Professional development</th>
<th>% of directors</th>
<th>% of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAEYC Conference/state/local</td>
<td>100%</td>
<td>30.7%</td>
</tr>
<tr>
<td>AEYC Early Childhood Conference</td>
<td>66.6%</td>
<td>38.4%</td>
</tr>
<tr>
<td>Directors' Academy</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>On site workshops</td>
<td>100%</td>
<td>96.1%</td>
</tr>
<tr>
<td>College courses</td>
<td>50%</td>
<td>23%</td>
</tr>
<tr>
<td>Other</td>
<td>66.6%</td>
<td>23%</td>
</tr>
</tbody>
</table>

Note. N = 6 Directors; N = 26 Teachers. Teachers do not attend Director's Academy.

Overwhelmingly, most of the teachers, almost 85% of the teachers surveyed, and 66.6% of the directors surveyed indicated that they have attended professional development workshops in the last month. During the interview, the teachers indicated they averaged about three workshops since the start of school in September until the time of the interview in November. The directors indicated on the survey attending an average of 7.5 workshops a year.
When teachers and directors were asked if professional development had helped and in what ways the participants in the research, both directors and teachers felt professional development had helped them. During the interviews with the teachers, the themes that emerged were "knowledge, strategies, education." The teachers felt they gained in their preschool content knowledge as well as in their application of teaching practices. The teachers believed their choice of activities and the implementation of the instruction of the activities have improved due to the professional development that has been afforded. As expressed by Respondent A:

"As I told you earlier it has helped us a lot getting to know the different strategies and techniques and the different ways of teaching children and we have improved a lot. For example: ELAS (Early Learning Assessment System) what has helped us a lot, we can teach literacy to the children and their language development [sic]."

Following this further, Respondent C commented, "Yes, it has helped me because it maintains me up to date on what's happening on new things. New things doing for education and for preschool children at this level. So yes it has helped me [sic]."

Additionally, Respondent D stated, "Yes. It gives me more knowledge. I don't always have the right answer and
it gives me a base to go find things. It just gives me more information."

Another comment following this further by Respondent F, "Yes. Personal or professional because I look at education a different way I want to just keep going. I have the feeling that everything that I learned, that is not enough. I can cover more."

In addition, the directors when surveyed, confirmed they, too, have seen an improvement in the teachers' skills. They stated that the teachers have gained new skills and have seen an improved enthusiasm for teaching.

The teachers and directors surveyed were asked: What topics had they been trained on in the last year? Both teachers and directors indicated the same topics of assessment/Early Learning Assessment System (ELAS) and High/Scope. In addition, the teachers indicated that training was provided in proper environment, room arrangement, literacy, small group, and math/science. The directors, as well, indicated the following topics of training such as sensory motor integration tools, Positive Behavior System, first aid, discipline and Devereux Early Childhood Assessment (DECA).

As the survey questions proceeded along the topic of professional development, the teachers and directors were
asked: Had professional development helped them with instructional delivery? Both teachers and directors acknowledged it had. The responses to similar interview questions substantiated this finding. Respondent A stated, "Yes, it helped me a lot in my large group in how I can make my music time more interesting for the children. It is not always the most interesting, like playing the music or playing the drums [sic]."

The statement of Respondent B further demonstrates this gain in knowledge, "Yes, it has helped me a lot with instructional things because now I know how I have to provide them the knowledge and the experience with their play."

Respondent C states:

The High/Scope training is a base for me because I came as a family worker and even though I was in the center for three years you have to be in the classroom to understand. And once I took the High/Scope training there is many, many things I got to see, the theory and practice in my classroom [sic].

Respondent D again supports professional development as a means of helping instructional delivery:

Yes because it used to be more telling them to do this, this, and this and now it is more asking them questions and how do you think you could get there, what do you need, what's going to help you.
The last question in this section asked the teachers in what areas they would like professional development. Half of the teachers interviewed indicated that they would like to become stronger in math and science. Other areas for professional development that emerged were the need to help manage children's behaviors as well as the need for professional development during circle time, because that is the time the children first enter the classroom and they are somewhat reluctant to begin the day.

Research Question 3

How prepared are community-based preschool teachers when teaching preschool children?

The responses to this section were culled from the teachers' and directors' survey as well as the responses to the interview questions. Overall, most of the teachers interviewed felt prepared to teach preschool children. One teacher felt that she is still learning and she knows she is better prepared than the previous year. Respondent C indicated:

I've seen new teachers and I think that if I compare myself to the new teachers, I think I was more prepared because I had those three years of watching other teachers, of what worked for them and what didn't work for them. So I would say from a one to five I would probably be a three or three and a half [sic].
Another teacher, Respondent A indicated:

I come everyday prepared on what I have to teach to them, but I have a boy who has challenging behavior, I am using a happy face chart for him to make him more involved in class. This is good to have that chart. Sometimes it is not good to have at all. If I were not prepared, it is not easy to handle the classroom [sic].

Furthermore, Respondent D stated:

I feel I'm pretty prepared. With most of the challenging behaviors I'm ok, but I know there are some I just don't have the information on, and that's when I need to reach out to sources and other people for help. English-language learners I'm prepared for that; I can communicate with them.

Another teacher, Respondent E further said:

Now I feel more secure. I feel I am prepared to work with preschool children. I think I try different ways to get the children encouraged in their behavior. I need activities of what I have to do with them. I think I am prepared to work with children with another language [sic].

Finally, Respondent F shared:

I have learned those years, and I feel everything they teach me like the car makes altogether, and I feel very comfortable, and I feel myself prepared. But when I go for example classes I feel "wow why don't I try that thing," something new with them. Perhaps it is going to work. How I don't try this other thing perhaps it is going to work, because every year you receive different kind of children so but I feel prepared in my way. I am preparing myself more because I don't want to just say I know everything. I know that preschool is something new for everybody. Everybody is learning. I am learning everyday for the children [sic].
The directors when surveyed were consistent with the teachers' opinions of being prepared to teach preschool children. Sixty-six percent of the directors indicated they felt their teachers were very prepared to teach preschool. They were further asked if and how their supervision and/or support have changed as a result of Abbott. All indicated a change. Their supervision is more structured; they have weekly meetings, and perform classroom observations. Other changes noted on the survey by the directors were greater resources, the writing of personal improvement plans, more planning, connection to the curriculum, and more knowledge of preschool best practices. They have noticed overall improved quality, less teacher-directed and more process-oriented open-ended instruction. They also said the requirement of the P-3 certification in order to teach preschool directly improved preschool quality in their center.

The preschool population in the district has a large number of English-language learners. Table 8 shows the results of the survey questions related to teaching English-language learners. The survey revealed that the population of children speaking Spanish is 73.1%, while the percentage of teachers speaking Spanish is 46.2%. This is
a difference of 26.9% more children speaking Spanish than teachers in the classrooms.

Table 8

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Spanish</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children</td>
<td>26.9%</td>
<td>73.1%</td>
<td>0%</td>
</tr>
<tr>
<td>Teachers</td>
<td>26.9%</td>
<td>46.2%</td>
<td>26.9%</td>
</tr>
</tbody>
</table>

Note. N = 15 children, 1 teacher

Although the teachers felt confident in their preparedness to teach certain groups of children, few teachers, when interviewed, mentioned the difficulty speaking with the children. It was evident from the data that fewer teachers speak Spanish than the children they teach. Two teachers mentioned that their paraprofessional helped them communicate with children who speak Spanish, yet they did not view this as not being prepared to teach English-language learners. One said, "I have books in English and Spanish together. I ask my paraprofessional to help me pronounce the word or help me read, and then I will translate the story" (Source: Respondent A). Respondent B further elaborated on this point:

Yes, because I have my paraprofessional she is Spanish. So we sit together and we know some of the children who do not understand English. So it is hard for me, so I talk with her and tell her this is what we are going to do and this is the plans and what do
you think about this because you talk more with the kids. So you know more about that. She speaks Spanish and English [sic].

The teachers were asked the percentage of time they use a language other than English to communicate with the children in their classroom. Although 15.4% indicated they never use another language, interestingly, 42.3% of the teachers further indicated that they speak another language to the children even if it is only for less than half the time (see Table 9).

Table 9

| Percentage of Time Using a Language Other Than English in Class |
|-----------------|---|---|---|---|
| Never           | Less than 1/2 | About 1/2 | More than 1/2 | Almost all the time |
| %               | 19.2% | 15.4% | 3.8% |

Note. N = 26 teachers

As the interview moved forward about preparedness, the community-based preschool teachers were asked the question what are some of the challenges you face teaching preschool? The coded word behavior or temper tantrum was used to see an emerging theme. Behavior not only meant the negative behavior, but also the self-discipline of the
child, especially due to their young age. The following is an excerpt from Respondent A’s interview:

Challenges, I can say that only some behavior problems because the kids they come to school this are only the first time to the school. So they are talking in the environment and everything is totally new so we have to make them use to that routine. So that is the only challenge because they are new to the school. So they see this environment since the first time since they are born for two or three years and at age three years they come to the school. So it is in the beginning of the school for one or two months it I really hard to make them familiar with the whole routine and after that it goes smooth [sic].

Another teacher interviewed recognized the behavior is challenging, yet as she commented about it she revealed strategies she used to overcome this challenge. She mentioned the PIRTS and working closely with the families. The PIRTS are known as the Preschool Referral Team Specialists. These are adults who are specialized in the training to help assist teachers with strategies that will help the child overcome the challenging behavior. The following is Respondent B’s insights:

The child who has a temper tantrum, we have to think what we have to do if we can’t we ask the PIRTS (Preschool Intervention Referral Team Specialists) to help to tell us what we have to do. What should we do? We try and we sit with the parents. Last week, I asked the mother what does she do? I asked her to do the same things at home. I asked if the child hides all the time. He sits in the corner and doesn’t see him. Maybe we could sit together to find some solution. You are the best person because you stay with him all the time so you can tell me what you do
when he does that? So we are going to sit together and see how we can find a solution [sic].

Although most teachers indicated children having temper tantrums, a child is too young to understand the rules, children having another language other than English or language delays cause behavioral problems, one teacher indicated behavior as an act of self-control. Respondent F indicated the importance of nurturing the child to become independent in solving their conflicts, "The behavior, the conflict resolution, how you drive them, try to push them to solve by themselves and being independent [sic]."

Research Question 4

How has community-based preschool teachers' instruction improved since Abbott VI?

The surveys of directors and teachers, as well as the interviews of the teachers in the study, revealed the following themes that emerged upon analysis. The teachers indicated their P-3 coursework, the trainings they received through workshops, and additional coursework towards a master's degree in early childhood education has enabled them to understand what is developmentally appropriate. One teacher indicated that her instruction changed by the way she interacts with children. She understands the
children are different, and we should have different expectations for them based on their individual level.

Respondent F indicated this by saying:

What I expect of them, I don’t have the expectations that are way up here because I know they just know that they can’t reach the high expectations. That they are in a graduated spectrum and everybody is different, and they’ll get it eventually.

A novice teacher, Respondent C, stated the following, "I cannot say it has changed or not because this is my second year. If I were a teacher for a longer time I could say they changes or not."

Along the same line, Respondent A articulated, “Yes, my instruction has changed a lot. We teach according to their developmental level, according to their taste, according to their interest level of the children. We give them public school [sic].”

In addition to asking if the teachers’ instruction had changed, the interview asked in what ways has the instruction changed as a result of Abbott. The words training and professional development were coded. One teacher, Respondent A, noted the following:

My instruction has changed a lot. Before, I was not aware of how I can teach the preschoolers. Now, after having professional development it has changed a lot. I feel myself that I am really a professional person and I know my feeling and I really like it [sic].
Another, Respondent F, said, "Yes, I have received all the trainings, thanks for that I became a better teacher because they gave of the opportunities to become and learn a little bit more about children [sic]." The directors, when surveyed, were all in agreement that the teachers' instruction had changed for the better. The directors further indicated when asked in what ways, they noticed the teachers being aware of preschool best practices and more process-oriented, open-ended lessons with fewer teacher-directed activities.

Community-based preschool teachers were asked in what ways they have changed as a result of Abbott. "Interact" and "re cyt" were constructs that emerged. The teachers recognized the change in the adult-child interactions that have been fostered in preschool classrooms. Respondent A noted:

In my large group time, I have improved a lot. I have come to know how children react if I show them some props or if I behave with them like a child, if I become myself as a child. I bring my level to the children's level, so the children are more involved and they come themselves and you don't have to force them to come to participate in that particular lesson. They come themselves so I bring my level to the level of the children and I act like a child. My way of dealing with the children and how I am with the children [sic].
Additionally, Respondent F further discussed it when she said, "Yes, I have received all the trainings, thanks for that I became a better teacher because they gave of the opportunities to become and learn a little bit more about children [sic]."

Respondent B added:

In my lesson plans, my lesson plans of activities. I know where I am doing my Spanish, where I'm doing my literacy, where I'm doing math or science and how I am going to facilitate my children. This is a result of Abbott.

The teachers have become more aware of the reactions of children and how to support those reactions through interactions. One teacher, Respondent D said:

I would say just the way I would interact with the children. What I expect of them. I don't have the expectations that are way up here because I know they just know that they can't reach the high expectations that they are on a graduated spectrum and everybody is different and they'll get to it eventually.

The researcher further asked if their instruction changed since being trained in the Early Learning Assessment System (ELAS) and in what ways. All six teachers felt their instruction had changed as a result of ELAS. The coded words were observation, focus, and looking. Four teachers referred to these words in their interview. A teacher indicated, "Now I do observations, anecdotes, and we take the work samples. We take anecdotal
records of all the students... this tells us where the child is. Which level" (Source: Respondent B). Another teacher said, "I am looking for literacy components, the way they handle books" (Source: Respondent D). Yet Respondent E noted:

I used to take notes about children’s play but now I feel a little bit more confident about taking notes because all the observation that I do for the children is because they are going to get one of the expectations [sic].

One teacher says she is focused on literacy, and she is more aware of the books she should use. Respondent C stated:

There are some things I should be doing in the classroom so I get the outcomes, but when I got trained (in ELAS) I understood you see the children in each stage... Well if he’s in Level 1 what can I do for him? And Level 2. It’s just a whole way of seeing Expectations. It’s all broken down for you. It’s more understandable than just looking at the Expectations [sic].

The final question in this section asked if the teachers had noticed four-year-old children performing better than three-year-old children in their classroom and name three ways. All respondents recognized that four-year-old children in their classrooms indeed performed better than three-year-old children. The theme that emerged is that the older child knew the routines or basic school skills. Respondent A said, "The four-year-old, they
learn a little bit and they are familiar with the daily routine and what we have to do and why we are here. We are here to learn something. So they know the difference of the school [sic]."

The same teacher went on further to say:

A three-year-old child is totally new to the school as I told you. He doesn't know anything about the school. He sees the school as a home. He doesn't know how to deal with the children, how to play together, how to share together. But a four-year-old, he learned after being one year in school, he learns all the basic life skills. How to share, how to sit and how to listen. He develops all those basic life skills, whatever he is able to do [sic].

In the same way, Respondent B had the following comment:

Age makes a difference. Another they get more exposure when they're four-years-old. In one year, when they are in a school from 3 to 4, they get exposure all the elements, all the material, and they are more curious so they talk with us. We talk with them they learn language. We listen to their language and know their vocabulary and daily routines. We understand. All this is what we have to do. This is the routine; this is what we follow [sic].

Following this further Respondent C noted:

It could be their growth because they are a year older. I tend to four-year-olds in my classroom right now are basically the leaders. Basically also because they've been here. This is their second year. They know the routine. They know what is expected. Most of things they know. They basically help the smaller ones [sic].
"The three-year-old children learn more from the four-year-olds" (Source: Respondent D). "The little ones learn good things from the older ones" (Source: Respondent F). The word "help" was coded. Two teachers reported that the older ones help the younger ones. While one teacher said, "They basically help the younger ones" (Source: Respondent C).

Respondent D agreed and further elaborated in her statement:

They are at a different level than a three-year-old child, which is good because the four-year-old can actually help the three-year-old. The four-year-olds are more able to reason and with conflict resolution I notice that they're more able to come to a solution to many of their problems. The four-year-olds are more into howes and what's, writing their names, and asking to spell stuff for them so they can write it down and everything.

Research Question 5

Have community-based preschool teachers pursued advanced degrees because of district parity?

Table 10 illustrates the highest degree held by the community-based teacher is a master's degree. The following information was culled from the teachers' surveys. Two thirds of the teachers who were surveyed hold a bachelor's degree as their highest degree and did not pursue an advanced degree.
Table 10

<table>
<thead>
<tr>
<th>Highest level of college</th>
<th>BA or BS</th>
<th>MA or MS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>65.4%</td>
<td>34.6%</td>
</tr>
</tbody>
</table>

Note. N = 26

In Table 11, further information about the surveyed teachers experience while pursuing their bachelor's degree is revealed. Table 11 reveals that 65% of the teachers said their coursework was related to their focus major of early childhood education.

Table 11

<table>
<thead>
<tr>
<th>Percentage of Coursework Related to Their Focused Major</th>
<th>Yes</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused major related early childhood education</td>
<td>65.4%</td>
<td>34.6%</td>
</tr>
</tbody>
</table>

Note. N = 26

It is important to note while discussing the degrees the preschool teachers hold, that all the teachers surveyed from the community-based provider sites are P-3 certified.

The interviewer asked what the highest degree in education they currently held. Two teachers, or 33% of the teachers interviewed, hold a master's degree from another country. Two teachers, or 33%, currently hold a master's degree or are working on their master's degree.
The interviewer asked if they plan to go beyond that degree. Five of the six teachers are planning to go beyond their current degree. The remaining one said she might later on.

The final interview question asked if the respondents are enrolled, and if so, what are they pursuing. Eighty-three percent of the teachers are not enrolled. Only one is currently enrolled and is pursuing a master’s degree in education. The directors in their surveys confirmed that teachers are pursuing master’s degrees with 50% of the directors indicating that a master’s degree was the highest degree held by teachers at their site. Yet the other directors indicated they have teachers that have pursued courses beyond their P-3 certification, but did not indicate that the teachers were pursuing a master’s degree. All six directors said in the survey that they encourage teachers to go beyond the degree they hold. One director provides support for teachers pursuing additional degrees. The other directors provide no additional support. One director indicated on the survey it was due to budgetary reasons.
Research Question 6

What areas of impact have community-based preschool teachers noticed from Abbott VI in their daily job performance?

This question was posed to both the teachers and the directors in the surveys and during the interviews of the teachers.

The teachers that were surveyed and interviewed were asked if they were employed as a preschool teacher prior to the Abbott decision in 1999. The following table shows that two thirds of the teachers that were interviewed were previously employed in a preschool program, and more than half were assistant teachers before becoming the classroom teacher (see Table 11).

Table 12
Teachers' Previous Employment

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previously worked in a preschool</td>
<td>61.5%</td>
<td>38.5%</td>
</tr>
<tr>
<td>Previously worked in a preschool assistant teacher</td>
<td>53.8%</td>
<td>38.5%</td>
</tr>
</tbody>
</table>

Note. N = 26

Following this further, when asked of the interviewed teachers if they were working as preschool teachers prior
to 1999, four of the interviewed teachers were, and two
were not. The interviewed teachers were asked a follow-up
question if they noticed any areas of impact in their job
performance since Abbott VI. Two teachers directly related
this question to the certification that is mandated
identified as the P-3 certification as a direct impact of
Abbott VI. "I take P-3" (Source: Respondent B).
Respondent D elaborated more by saying, "Well, you have to
have P-3 certification as a result. There is a pay
increase, 15 children in a classroom, that’s basically it."

Two thirds of the interviewed teachers acknowledged an
impact in their job performance specifically related to the
knowledge they have attained. Respondent A declared:

I see a lot of impact in my job performance. I'm
performing better than before, because I have learned
a lot of new things. How we can improve our children,
how we can make them learn. How we can make the
teaching fun, interesting, full of fun [sic].

While Respondent D confirms:

I think with the professional development I have
gotten since I've been in the Abbott program I've
gotten more knowledge, more open to suggestions, more
willing to do more stuff for the children. Like I
said no child is perfect. No child is on the same
level and they all perform on their own level, just
because somebody's not doing something that is not
developmentally doesn't mean they are not going to do
it.

Respondents B and C specifically noticed the impact in
instruction. Respondent A recognized:
I think this is a lot more divergent a lot more individualized for me. It is very much personal. You are personally attached to the children and their families. You know exactly where the students are. How to plan? What they need? What kind of help do they need? What can you do? What you have to do. If not there are a lot more professional things here. A lot of professional development [sic].

Respondent C recognized the impact as being:

Well I've noticed in private school sometimes that don't have a curriculum. We have a set curriculum. Sometimes they don't have the Expectations that we use form the State of New Jersey. So I do see that there is more organization. Like I said there is a set curriculum. It is expected for all the classrooms to be the same. The teachers teaching the same thing. Sometimes I see in private schools, they have 2 or 3 preschool classrooms, each teacher is doing something different, whatever they think their classroom should be learning about or whatever they should be doing. So you do see a difference from a private to a public school. In public schools they are more organized. They have been here forever. So they know what they're doing. I really believe that is why I am in an Abbott program right now [sic].

Related to the impact of Abbott would be the data gathered from the teacher surveys regarding teacher salary.

Table 13 reflects the salary the teachers make as a result of the Abbott ruling. Eighty percent of the teachers working in a community-based provider site make between $45,000 to $50,000 a year salary.

Table 13

<table>
<thead>
<tr>
<th>Teachers' Annual Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary range</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Salary Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>$40,000 to $45,000</td>
<td>7.7%</td>
</tr>
<tr>
<td>$45,000 to $50,000</td>
<td>80.8%</td>
</tr>
<tr>
<td>$50,000 to $55,000</td>
<td>7.7%</td>
</tr>
</tbody>
</table>

Note. N = 26 One teacher did not respond to the survey question.

Additionally, along with the benefit of salary parity the teachers were asked in the survey what other benefits do they receive as a preschool teacher in a community-based provider site. Sixty-nine percent of the teachers surveyed receive paid holidays and/or vacation. Also over 80% of the teachers receive sick or personal leave. However, only 26.9% receive paid maternity or paternity leave, and less than half of the teachers receive a pension plan from their employer (see Table 14).

Table 14

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid holidays/vacation</td>
<td>69.2%</td>
<td>26.9%</td>
</tr>
<tr>
<td>Sick/personal leave</td>
<td>84.6%</td>
<td>11.5%</td>
</tr>
<tr>
<td>Paid maternity/paternity leave</td>
<td>26.9%</td>
<td>65.4%</td>
</tr>
<tr>
<td>Pension plan</td>
<td>46.2%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Note. N = 26

Finally, the interviewer asked how the respondents are different as a result of being employed as an Abbott
preschool teacher. The teachers viewed their difference as an intrinsic difference. All teachers reflected on how they evolved into becoming a better teacher and becoming a professional in the field of education. The word knowledge emerged as a recurring theme. The teachers indicated that they gained more knowledge. "It was in an Abbott school I came to know how to arrange the room and how to teach the children (Source: Respondent A). "I’ve gotten more knowledge, more open to suggestions, more willing to do things for the children" (Source: Respondent E). The words environment and materials were coded and two teachers indicated that there is a difference in environment. Respondent A indicated the environment as room setup and said the following, "I know how to make the environment more helpful. All the materials should be accessible to the children and everything has to be put according to their height level."

While Respondent E thought of environment as the classroom climate and indicated the following, "One difference is the environment that I have in my classroom now. I used to give to children only paper, coloring...I use different kinds of materials to promote the activity [sic]."
The interviewer noted the words confident and problem solver as emerging constructs. One teacher noticed that the activities allow them to think and be more confident. Respondent D said, “The children are able to problem solve, do things on their own and just focus on the process as I said rather than the end product [sic].”

Research Question 7

What changes in classroom environment and supportive teacher behaviors are evident in preschool classrooms?

The researcher used existing school data. The data were the Early Childhood Environmental Rating Scale-Revised (ECERS; Harms et al., 2005), the Supports for Early Literacy (SELA; Smith et al., 2001), and Preschool Classroom Mathematics Inventory (PCMI; Frede et al., 2003). The scores for the Early Childhood Environment Rating Scale Revised (ECERS), Supports for Early Literacy (SELA), and Preschool Classroom Mathematics Inventory (PCMI) for the provider sites were analyzed using a descriptive method. The baseline scores and the scores for 2006-2007 school year were analyzed to determine program improvement.

The following results in Table 15 are for the Early Childhood Environmental Rating Scale- Revised (ECERS; Harms
et al., 2005). The ECERS is an observation and rating instrument for preschool classrooms serving children aged three to five. There are seven subscales in the areas of space and furnishings, personal care routines, language reasoning, activities, interactions, program structure, parents and staff. The total ECERS score represents an average of the scores on 43 items. The scale is from 1 to 7. A rating of 1 indicates inadequate quality, 3 indicates minimal quality, 5 indicates good quality, and 7 indicates excellent quality. The SKLA (Smith et al., 2001), examines classroom materials and activities used to support children's emerging literacy skills. The scale includes 16 items scored on a 5-point Likert scale, from 1 (minimal evidence) to 5 (all features evident). The scale looks at classroom practices associated with children's literacy development. Many of the scores were lower from the original baseline score with the exception of one area Personal Care Routines. Personal Care Routines refer to greeting and departing, meals and snacks, nap and rest, toileting and diapering, health and safety practices. This area increased from the baseline score of 3.9550 to 4.0000. This is an increase of 0.045. Another area on the ECERS, which showed an improvement of 0.0217, was the Parent and Staff subscale. The baseline for this subscale was 5.3433
and it increased to 5.3650 in the 2006-2007 school year. Program Structure decreased by over 1 point on a 1 to 7 Likert scale. Program Structure refers to class schedules, free play, group time, and provisions for children with disabilities. Program Structure decreased 1.3533. The baseline score was 5.6733 and it fell to 4.3200 in the 2006-2007 school year.

Table 15
Early Childhood Environmental Rating Scale-Revised

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Space and Furnishings</td>
<td>4.6250</td>
<td>4.2000</td>
<td>-0.425</td>
</tr>
<tr>
<td>2. Personal Care Routines</td>
<td>3.9550</td>
<td>4.0000</td>
<td>+0.045</td>
</tr>
<tr>
<td>3. Language Reasoning</td>
<td>4.9983</td>
<td>4.5233</td>
<td>-0.475</td>
</tr>
<tr>
<td>4. Activities</td>
<td>4.6117</td>
<td>4.1267</td>
<td>-0.505</td>
</tr>
<tr>
<td>5. Interaction</td>
<td>5.6867</td>
<td>4.7517</td>
<td>-0.935</td>
</tr>
<tr>
<td>6. Program Structure</td>
<td>5.6733</td>
<td>4.3200</td>
<td>-1.3533</td>
</tr>
<tr>
<td>7. Parent and Staff</td>
<td>5.3433</td>
<td>5.3650</td>
<td>+0.0217</td>
</tr>
<tr>
<td>8. Total Overall Score</td>
<td>4.9867</td>
<td>4.4700</td>
<td>-0.5167</td>
</tr>
</tbody>
</table>

The SELA examines classroom, materials and activities used to support children’s emerging literacy skills. The scale includes 16 items scored on a 5-point Likert scale,
from 1 (minimal evidence) to 5 (all features evident). The scale looks at classroom practices associated with children's literacy development. Four areas of the SELA have seen an increase in scores. Subscale 2 Creating Inviting Places to Look at Books had an increase in score of 0.1633 from the baseline of 3.9450 to 4.1083 in the 2006-2007 school year. Subscale 3 Inviting Interest in a wide variety of books in the classroom had an increase of 0.23 from the baseline score of 3.300 to 3.5300 in the 2006-2007 school year. Subscale 4 Writing Materials Available had an increase of 0.1317 from the baseline of 3.7033 to 3.8150 in school year 2006-2007. Finally, subscale 14 Promoting Home-based Supports for early literacy through regular communication with parents increased 0.155 from 3.0250 in the baseline year to 3.1800 in the 2006-2007 school year.

The following are the results of the Supports for Early Literacy (SELA) as seen in Table 16.

Table 16

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Baseline</th>
<th>2006-2007</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Purposeful print</td>
<td>3.6417</td>
<td>3.5583</td>
<td>-0.0834</td>
</tr>
<tr>
<td>2. Creating inviting places to look at books</td>
<td>?456</td>
<td>4.1083</td>
<td>+0.1633</td>
</tr>
</tbody>
</table>


<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Inviting interest in a wide variety of books in the classroom</td>
<td>3.3000</td>
<td>3.5300</td>
</tr>
<tr>
<td>4.</td>
<td>Writing materials are available</td>
<td>3.7033</td>
<td>3.8350</td>
</tr>
<tr>
<td>5.</td>
<td>Literacy items and props in pretend area</td>
<td>3.3083</td>
<td>3.2183</td>
</tr>
<tr>
<td>6.</td>
<td>Teachers encourage to use and extend oral language</td>
<td>3.6200</td>
<td>3.4517</td>
</tr>
<tr>
<td>7.</td>
<td>Introduces new words, concepts, and linguistic structures</td>
<td>3.2117</td>
<td>3.0233</td>
</tr>
<tr>
<td>8.</td>
<td>Activities to promote oral language</td>
<td>3.6703</td>
<td>3.4283</td>
</tr>
<tr>
<td>9.</td>
<td>Sharing books to build language, knowledge, and a love of book-reading</td>
<td>3.6783</td>
<td>3.6750</td>
</tr>
<tr>
<td>10.</td>
<td>Calling attention to the function and features of print</td>
<td>3.2950</td>
<td>2.9150</td>
</tr>
<tr>
<td>11.</td>
<td>Drawing children’s attention to the sounds they hear in words</td>
<td>3.0867</td>
<td>2.7533</td>
</tr>
<tr>
<td>12.</td>
<td>Helping children to recognize letters</td>
<td>3.5867</td>
<td>2.8833</td>
</tr>
<tr>
<td>13.</td>
<td>Promoting children’s</td>
<td>3.6503</td>
<td>3.0767</td>
</tr>
</tbody>
</table>
interest in writing

14. Promoting home-based supports for early literacy through regular communication with parents
   3.0250   3.1800   +0.155

15. Special activities and supports to involve parents in their children's literacy development
   3.0450   2.9250   -0.12

16. Promoting the maintenance and development of children's native language
   3.5283   3.3700   -0.1583

17. Total
   3.4550   3.2967   -0.1583

The PCM1 (Frede et al., 2003) assesses the classroom's materials and teaching practices in relation to mathematics. It is an 11-item scale based on the standards from the National Council of Teachers of Mathematics and the National Association for the Education of Young Children. The items are scored on a 5-point Likert scale, from 1 (minimal evidence) to 5 (all features evident). The
PCMI assesses both the materials in the classroom, and the extent to which teachers support early math concepts. There is but one area of improvement on the PCMI that is item 4 geometry and spatial materials. The baseline score for this item was 3.0450; it decreased in school year 2006-2007 to 2.9950, and the decrease is 0.05.
The following result of the Preschool Classroom Mathematics Inventory (PCMI) is in Table 17.

Table 17

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Baseline</th>
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**Summary**

The purpose of the study is to determine the effect Abbott v. Burke had on preschool teachers’ education, employability, and pedagogical competencies in community-based centers in one Abbott district in northern New Jersey. The Abbott v. Burke decision had an impact on teachers in private providers. This paper focuses on the impact particularly the intrinsic and extrinsic benefits, on teachers brought about due to Abbott. The investigation sought to find out whether mandated credentials for Abbott preschool have improved opportunities for the Abbott community-based preschool teachers.
After applying the grounded theory process to analyze the data, core concepts emerged from the common themes for the research questions.

Question 1, what is the impact of the preschool remedies on community-based teachers' professional growth? The teachers indicated the increased knowledge through the P-3 certificate attainment. The directors noticed an increase in teacher dedication and motivation. The number of teachers intending to remain in their position confirms this notion. In addition, the teachers' idea of high quality is a number of things such as environment, classroom climate, and family involvement.

Question 2, how has the nature of professional development in community-based preschool programs changed as a result of the Court's decision? Both teachers and directors indicated that extensive professional development has changed programs. The teachers further acknowledged the change to be namely in content knowledge, choice of activities for children, as well as the implementation of those activities. Furthermore, the teachers recognized the need for professional development of the paraprofessional (teacher assistant).

Question 3, how prepared are community-based preschool teachers when teaching preschool children? The teachers
feel they are prepared, and the directors confirm that they are better prepared. Yet few teachers expressed the difficulty communicating with English-language learners, even though they could not speak Spanish, the language of the majority of the children. This is not viewed as being unprepared for this specific population. Behavior was overwhelming challenging for the preschool teachers.

Question 4, has community-based preschool teachers' instruction improved since Abbott VI? The teachers and directors reported instruction has changed. The teachers are more aware of preschool practices. In addition, a change was noted in adult-child interaction, as well as a change in observing children. The teachers now observe children with a purpose. It was further realized through the discussions indeed four-year-old children are better prepared than three-year-old children, in so far as behavior, expected routines, leadership, and development.

Question 5, have community-based preschool teachers pursued advanced degrees because of district parity? Some teachers stated they have attained advanced degrees. Additionally, all the teachers are encouraged by their director to further their education.

Question 6, what areas of impact have community-based preschool teachers noticed from Abbott VI in their daily
job performance? Teachers noticed the impact on job performance was due to the required P-3 certificate. Furthermore, the teachers stated their growth in educational knowledge and how they are able to empower the children to become problem solvers.

Question 7, what changes in classroom environment and supportive teacher behaviors are evident in community-based preschool classrooms? The analysis of the district data revealed the scores on the Early Childhood Environmental Rating Scale- Revised (ECERS; Harms et al., 2005), Supports of Early Literacy Assessment (SELA; Smith et al., 2001), and the Preschool Mathematics Inventory (PCMI; Frede et al., 2003) did not have an overall increase from baseline year to the current 2006-2007 school year scores.

Chapter V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of the study was to determine the effect Abbott v. Burke had on preschool teachers' education, employability, and pedagogical competencies in community-based centers in one Abbott district in northern New Jersey. The Abbott v. Burke decision had an impact on teachers in private providers. This paper focused on the benefits. The investigation intended to find out if
mandated credentials for Abbott preschool teachers in community-based provider sites in Abbott districts have improved opportunities for the teachers.

In order to address the research questions, six directors were surveyed. Twenty-six of 30 community-based provider teachers solicited responded to the teachers' survey. Additionally, 6 of the 26 teachers surveyed agreed to be interviewed further to expound on their thoughts. Finally, district data were used from the Early Childhood Environmental Rating Scale- Revised (ECERS-R; Harms et al., 2005), Supports of Early Literacy Assessment (SELA, Smith et al., 2001), and the Preschool Mathematics Inventory (PCMI, Frede et al., 2003).

Ackerman (2003) cites of the 40 states that offer state-financed prekindergarten, just half require teachers in these programs to have a bachelor's degree in early childhood or another subject (NCEDL, 2001). Child-care providers with higher levels of education are more likely to engage in activities that stimulate children's development (Fitzgerald & Hunt, 2004). Burchinal et al. (2002) state teachers with a bachelor's degree (BA) in early childhood education or a related field tend to have higher quality classrooms (Ackerman, 2003).
Summary of the Research

The researcher analyzed the responses and subsequently drew conclusions based on similarities and differences in responses. The findings of this study are enumerated in the following paragraphs.

The research indicated the teachers' levels of education as well as the directors' level of education are beyond a bachelor's degree. The preschool teachers surveyed have been working from 2 to 4 years in an Abbott district seeing the job of teacher as a noble profession and one that has security. Reinforcing this feeling is 75% of the teachers' desire to remain working in an Abbott district for 5 years or more. Evident from the teacher survey was the desire to teach preschool by the number of teachers that worked with children at different levels of development. Also, the teachers overwhelmingly indicated that they purposefully attained a P-3 certificate in order to work in an Abbott district as a preschool teacher, therefore, confirming the impact of the Abbott mandate. More than two thirds of the teachers received a scholarship for coursework further substantiating their persistence to attain a P-3 certificate. New Jersey has provided support in the form of scholarships for teachers and a central
clearinghouse to administer financial aid (Ackerman, 2003). This research revealed that one third of the teachers are alternate-route teachers; however, interestingly more than half the teachers did not respond to the question of the type of certification they are holding. The researcher believes the teachers that refused were not aware of the type of certificate they are holding. The provider workforce is made up of almost 40% Latino/Hispanic and approximately 30% White, of which 40% are over the age of 40. This further showed that certified early childhood workforce employs older professionals. The impact of Abbott has afforded the opportunity for teachers who have degrees from other countries evaluated and enter a professional workplace. Eighty percent of the workforce is making a salary between $45,000 and $50,000 annually. It is concluded that the attainment of the P-3 certificate by such a high number of alternate-route teachers was a direct result of the scholarship for P-3 courses, as well as the parity of salary with district teachers. Thus, one concludes increased salary encourages the retention of community-based preschool teachers in Abbott districts.

It was evident that the benefits perceived by the teachers were not monetary benefits but rather personal
intrinsic benefits of gaining knowledge to become a better teacher, as well as having a sense of belonging to a community.

Professionally, the teachers acknowledged that they now have a better sense of high quality and a stronger knowledge base about what is developmentally appropriate for preschool. The directors confirmed this in their survey responses. They further recognized that their perceptions have changed as to the meaning of high quality since working as an Abbott teacher. Burchinal et al. (2002) state that teachers with a bachelor's degree (BA) in early childhood education or a related field tend to have higher quality classrooms (Ackerman, 2003).

The study found that the directors and teachers felt professional development has helped. It is evident from the research both the directors and teachers have been extensively trained in the curriculum and assessment. The teachers felt this has attributed to their increased knowledge of proper preschool practices. The directors and teachers in the study felt that it has changed instructional delivery. The teachers' responses to related questions about professional development indicated that it is ongoing and they have a need to learn more. This
further acknowledged that what they learn they apply to practice and seem to reflect on their knowledge. Formal education and training are one way to acquire this knowledge and skills, but similar abilities might be acquired through informal education including on-the-job learning experiences (Barnett, 2004).

The overarching theme was the large population of Spanish speaking children, 73.1%, in the schools. The research study revealed the teachers' frustrations trying to communicate when they did not know the child's language. Teachers and teacher assistants speak Spanish, if known, in order to communicate with both children and their families.

The study further indicated the teachers' need to be trained in dealing with children with challenging behaviors. Although the teachers in the study indicated their preparedness to teach children with challenging behaviors, this is the area where the teachers felt they could use more strategies. The researcher concluded that although the teachers feel prepared, in reality they were not confident in their preparedness to handle challenging behaviors. The teachers stated in the interview that the children are young; they do not understand the English language and these issues cause behavioral problems. Ryan
et al. (2004), in a study of 689 preschool teachers working in New Jersey, found that over half felt they needed additional training in the areas of working with children who were English-language learners or who had special needs.

Both directors and teachers indicated that the support given through professional development and the P-3 certification has made a noticeable improvement in the quality of teaching, thus confirming the literature. Interestingly, the teachers suggested in the survey they didn’t have early childhood coursework when acquiring the P-3 certificate. Of the surveyed teachers, 20 teachers did not respond, indicating that 6 answered the question. The researcher believes the teachers that had responded to the question did not clearly understand what they were being asked. The coursework provided by higher education in response to the preschool Abbott initiative pertain to early childhood education.

The teachers’ responses to the research question were that their instruction has changed as a result of Abbott. Both the directors and teachers have agreed that the teachers’ instruction has changed. The teacher attributed the change in instruction to professional development and
training. This is consistent with the literature. Ackerman and Barnett (2006) report that studies find that a concentration in early childhood coursework is positively correlated with teachers’ beliefs regarding providing instruction and experiences that are more developmentally appropriate for young children (McMullen, 1998, 1999, 2003; Vartuli, 1999). They are working differently with children by looking more individually at their needs. The use of the Early Learning Assessment System (ELAS) has enabled the teacher to look at the literacy component of the Preschool Teaching and Learning Expectations Standards of Quality (NJDOE, 2004) and focus on the expectation a particular child needs and scaffold the instruction. ELAS has raised the teachers’ level of consciousness about what preschool literacy is. One concludes, the more the teachers are reflective on their teaching practices, the stronger they are becoming a master at teaching.

The teachers further stated that preschool four-year-olds perform better than three-year-olds because of having 2 years preschool experiences such as using the expectations, curriculum, and ELAS. It was also noted that the older children help guide the younger children to develop skills.
Teachers' responses to the research question related to their degree have shown that one third of the teachers hold a degree beyond a bachelor's degree. It was evident from the research surveys and interviews that teachers were taking additional courses beyond a bachelor's degree and further pursuing a master's degree. Further education beyond a bachelor's degree advances their salary along with the number of years experience. One can conclude this increased interest in obtaining an advanced degree would be to increase monetary benefits. Staff with more education tends to be more sensitive, more responsive, and more encouraging (NIBER, 2003). Surprisingly no one mentioned the increased monetary incentive, but rather the increased knowledge and coursework related to the field of early childhood education or related areas such as English-language learners. Research regularly finds that preschool quality and effective teaching are strongly linked to compensation (Barnett, 2004). Only one director helps to defray the cost of courses. Although the other directors do not have such a benefit for the teachers due to budget constraints, it does not seem to prevent community-based provider teachers from furthering their education. Thus the researcher concludes the result of pursuing advanced degrees is due to the increase in salary.
The teachers' responses to the research in a related question pertaining to previous employment revealed that two thirds worked in a preschool prior to Abbott, and 50% of the teachers were teacher assistants before becoming teachers. The researcher concludes that Abbott has directly benefited those teacher assistants that were working in preschools prior to Abbott to pursue a teaching degree and advance themselves both academically and monetarily.

The teachers' responses to the subquestion within the research question: How are you different as a result of being employed as an Abbott preschool teacher revealed that the teachers feel they have more materials and supplies, have gained more knowledge, are more open to suggestions, and feel they want to do more for the children. They have learned how to enable the children to become problem solvers and independent thinkers.

It was evident to the teachers that there has been an improvement in the teachers' instruction and planning with higher educational qualifications of the teachers. Low educational qualifications and a lack of specific preparation in preschool limit the educational effectiveness of many preschool teachers (Barnett, 2004).
The researcher used existing school data. The data were the Early Childhood Environmental Rating Scale-Revised (ECERS; Harms et al., 2005), the Supports for Early Literacy (SELA; Smith et al., 2001), and Preschool Classroom Mathematics Inventory (PCMI; Frede et al., 2003). The scores for the Early Childhood Environmental Rating Scale Revised (ECERS), Supports for Early Literacy (SELA), and Preschool Classroom Mathematics Inventory (PCMI) for the provider sites were analyzed using a descriptive method. The baseline scores and the scores for 2006-2007 school year were analyzed to determine program improvement.

District data revealed that two of seven subscales on the Early Childhood Environmental Rating Scale Revised (ECERS) have increased from the baseline year to the 2006-2007 school year. Personal Care Routines refer to greeting and departing, meals and snacks, nap and rest, toileting and diapering, health and safety practices. This area increased from the baseline score of 3.9550 to 4.0000. This is an increase of 0.045. Another area on the ECERS, which showed an improvement of 0.0217, was the Parent and Staff subscale. The baseline for this subscale was 5.3433 and it increased to 5.3650 in the 2006-2007 school year. The researcher attributes the increase in the areas of Personal Care Routines and Parent and Staff development due
to professional development that was given in these subscales.

The five remaining subscales showed a decrease with a substantially high decrease in Program Structure of 1.3533. Program Structure refers to class schedule, free play, group time, and provisions for children with disabilities. Program Structure on the ECERS in an area where specified time amounts must be adhered to, if not it does affect the score. Master teachers have been carefully monitoring that the time allotment is strictly kept. The overall decrease in the five other subscales may be caused by the improved proficiency of scoring ECERS by the master teachers. From the time of the baseline and the 2006-2007 ECERS scores, the master teachers have been trained extensively in using the tools and have become reliable. The Supports for Literacy Assessment (SELA) was used as another tool to see if teachers have improved. Four of 16 areas have increased. These areas do not directly relate to instruction, but rather the purchasing of appropriate materials and supplies, the arrangement of furnishings, and parental workshop. All these areas have been focused as professional development topics as revealed through the data. The researcher again concludes that more subscales would have been met if it not for the more reliable
implementation of the assessment tool by master teachers. Again the pattern of decreased scores on the Preschool Classroom Mathematics Inventory (PCMI) was evident except for one subscale: Classifying and Sorting materials. This area directly relates to purchasing of materials and not instruction. The data revealed the teachers' need and desire to improve in math and science and the district's workshop focus in this area.

The Early Childhood Environmental Rating Scale Revised (ECERS; Harms et al., 2005), the Supports for Literacy Assessment (SELA; Smith et al., 2001), and the Preschool Classroom Mathematics Inventory (PCMI; Frede et al., 2003) revealed that the baseline scores were not actual reliable scores. Master teachers had learned how to use the instrument in the baseline year. Master teachers have become reliable over the years and the current 2006-2007 reflects their improved assessment.

Conclusions

Improved teacher credentials have benefited both the teacher and the students. New Jersey's initiatives in Abbott preschool classrooms are paying off. The more qualified the teacher, the more beneficial to high quality. The teachers in the study recognized the higher standards
of teaching credentials not only improved their quality of life, but more importantly their quality of teaching. They viewed their improvement in the professional domain rather than the personal domain. They have seen their growth as an educator and their increased improvement in performance, thus confirming the literature that higher credentials and specialized training in early childhood education result in higher quality of preschool. New Jersey’s charge to certify preschool teachers in community-based centers had been accomplished. New Jersey has proven mandated preschool initiatives with the appropriate legislative rules; Department of Education and district support of the program can implement successful change. As Fullan (1993) states, implementation of a complex reform requires a combination of individuals and societal agencies. The improved workforce of the preschool profession in the state of New Jersey was a direct result of the Abbott v. Burke V decision.

Recommendations for Future Research

Research should continue to be done on the impact of teachers’ education, employability, and pedagogical competencies of Abbott preschool teachers with Alternate Route Certification and Abbott preschool teachers with
Traditional Route Certification. This study may enable the researcher to compare between alternate-route teachers and traditional-route teachers.

A study on the attrition and retention of Abbott preschool teachers in preschool may reveal the stability of the preschool teaching profession. Also, the research may reveal reasons for leaving or not leaving a community-based preschool.

The findings of the study have begun to address the role of the master teachers. A study on the impact of master teachers on teacher competency would determine the effectiveness of the position of master teacher.

The research in this study of the district data of the Early Childhood Environmental Rating Scale- Revised (ECERS; Harms et al., 2005), Supports for Early Literacy (SELA; Smith et al., 2001), and the Preschool Mathematics Inventory's (PCMI; Frede et al., 2003) baseline was poor data. Master teachers collected the data; however, their inexperience collecting the data provided a poor baseline. The researcher suggests replicating the same district study using the 2006-2007 scores as the baseline data.

The researcher suggests that a study should follow preschool students in third grade to see if high quality preschool has lasting effects.
Policy Implications

A policy implication resulting from the findings would be the requirement of preschool teachers to hold a minimum of a bachelor's degree. Furthermore, the researcher suggests higher education to provide more comprehensive college courses for preschool teachers in order to improve pedagogy. Lastly, it is suggested to improve benefits for all preschool teachers particularly parity in receiving a pension plan from employers of private childcare centers.
References


NJ Administrative Code 6A: 24-3.3(b).


Whitebook, M. (2002). Bachelor's degrees are best: Higher qualifications for pre-kindergarten teachers lead to better learning environments for children. A review of the research prepared for the Trust for Early Education. Washington, DC.

Appendix A

Letter to Directors
Dear Director,

Currently, I am a doctoral candidate in the College of Education and Human Services Executive Ed.D. Program at Seton Hall University in South Orange, New Jersey. I am writing to invite you to participate in a survey as part of my dissertation research on the impact of Abbott v. Burke on teacher employment.

The purpose of the research is to examine and describe the degree to which Abbott v. Burke influenced the areas of preschool programs, professional development, instruction, advanced degrees, efficacy and daily job performance for preschool teachers in community-based provider sites.

Both preschool site directors and teachers will be asked to participate in the research.

Participation in this study will require you to complete a survey. The time needed to complete the survey is approximately 20 minutes.

The directors’ survey was developed by the researcher and reviewed by a jury of three professionals in the field of Early Childhood Education. In the event that you are willing to participate in my research, please send the enclosed survey in the self-addressed stamped envelope provided. All returned surveys would be used as part of the study.

Participation in this research study is voluntary.

Your survey responses will be kept anonymous. To further insure anonymity, the names of schools or directors are not required to complete the survey, nor will they be used in the dissertation or in the report of my findings. Confidentiality is guaranteed. The surveys will be kept in a locked cabinet for a period of at least three years. No one but the researcher will have access to the surveys.

If you do not care to participate, please disregard the letter. The Seton Hall University Institutional Review Board has approved the project for Human Subjects Research. If you have any further questions please feel free to phone or E-mail me at the above contact information. Thank you for your assistance in this important endeavor.

Sincerely,

Colleen Malleo
Appendix B

Director's Survey
Director's Survey

The following information provided a simple profile for each director respondent in the research. This information is for descriptive purposes only. The purpose is to gain knowledge of professional background, salary and benefits of community-based provider teachers.

1. How many years have you been a Director of a community-based preschool? __________________________

2. How many years have you been a Director in an Abbott district? __________________________

3. What was your major in your undergraduate degree? __________________________

4. Do you have an advanced degree or graduate courses beyond a BA? __________________________

5. Have you ever taught? __________________________

6. If so, how long? __________________________

7. What are your working hours? Start time __________________________
   End time __________________________

8. What benefits do you provide?
   ______ Health
   ______ Dental
   ______ Eye
   ______ Tuition Assistance
   ______ Conference or workshop fees
9. In your opinion what has benefited your teachers personally by working in an Abbott community-based provider school?


10. What thing or things would you say has benefited your teachers professionally by working in an Abbott community-based provider school?


11. How would you define high quality?


12. What 3 things do you believe are important to provide a high quality preschool experience to the children at your site?


13. Has your thinking changed at all since you became an Abbott center? If yes, in what ways?


14. What professional Development have you attended?

   ____ NAEYC Conference
   ____ Early Childhood Conference
   ____ Directors’ Academy
   ____ On site workshops
   ____ College courses
   ____ Other Explain

15. When was the last time you attended a workshop?

   ____ 1 month
16. How many workshops have you attended this year? _____

17. Do you think professional development training has helped your teachers? _____If so, in what ways? ____________________________

What topics have your teachers been trained on in the last year?

- Environment
- Room Arrangement
- Literacy
- Math/Science
- Assessment/ELAS
- Small Group
- High/Scope
- Other _____

18. In your opinion has professional development helped your teachers with instructional delivery? _____

19. In your opinion, how prepared do you feel the teachers are to meet the specific needs of the children in their classrooms?
   - Not prepared
   - Somewhat prepared
   - Prepared
   - Very prepared

20. Name three ways your supervision and/or support of teachers has changed since Abbott. ____________________________

21. Has teachers' instruction changed since Abbott?
   - If yes, what have you changed in your expectation of instruction as a result of Abbott? ____________________________
22. What is the highest degree held among teachers at your site?

23. Do you encourage teachers to go beyond the degree they hold?

24. Beyond scholarships for P-3, does your center provide any support for teachers pursuing additional courses?

25. Did you direct a preschool prior to Abbott?

Have you noticed any impact in teachers' job performance since Abbott VI? If yes, what changes have you seen as a result of Abbott?
Appendix C

Abbott Preschool Teacher Survey
Abbott Preschool Teacher Survey
Debra J. Ackerman, W. Steven Barnett, Marcy Whitebook, & Ellen C. Prede
National Institute for Early Education Research
New Brunswick, NJ
2006

1. Do you work for a public school district, a child care center, or a Head Start program? _________________

2. Counting this school year, how many years have you been working at your current job as a preschool teacher? _________________

3. Before you began working as a preschool in your current program, had you previously worked as a preschool teacher in any other program? _________________

4. Before you began working as a preschool teacher, had you worked as an assistant teacher in a preschool classroom in any school district, Head Start, or child care center (Abbott or non-Abbott)?

5. Before you began working in your current classroom, had you previously worked as a teacher with children younger than 36 months old in any school district, Head Start, or child care center? _________________ If yes, altogether how many years had you worked with infant and toddlers in any of these settings? _________________ years

6. Before you began working in your current classroom, had you worked as a Kindergarten to Grade 3 teacher in any public or private setting? _________________ If yes, altogether how many years had you worked as an early primary grades teacher? _________________ years
7. Before you began working in your current classroom, had you worked as a teacher in Grade 4 or above in any public school or private setting? If yes altogether how many years had you worked as teacher in Grade 4 or above? ___________ Years

8. Looking to the future how much longer do you think you will continue to work as an Abbott preschool teacher, either in your current setting or district or a different Abbott district? ___________

Educational Background
9. What is the highest level of college you have completed so far?
   ______ Bachelor’s Degree
   ______ Master’s Degree
   ______ Doctorate/ PhD or Ed.D
   ______ Don’t know

10. Was your focus major in this degree related to early childhood education? ___________

11. Do you have teacher certification? ___________

12. What is your certification in? (please check all that apply)
   ______ P-3
   ______ N-8 (Nursery through 8th grade)
   ______ K-8 (Kindergarten through 8th grade)
   ______ K-5 or Elementary Education
   ______ ESL (English as a Second Language)
   ______ Secondary/High School
   ______ Other: ___________

If you checked P-3 answer the following questions:

12A. Did you obtain P-3 certification specifically so that you could work in an Abbott preschool classroom?

12B. Did you receive a scholarship from the New Jersey Professional Development Center to help pay for your P-3 coursework? ___________
12C. If yes, on a scale of 1 to 5, with 1 meaning not at all important and 5 meaning very important, how important a role did the scholarship play in being able to afford your P-3 related coursework?

12D. Answer only if you have a certificate other than P-3. Did this certificate include coursework specifically focused on teaching preschool-aged children?
What percentage of your coursework focused on teaching preschool-aged children?
- less than 10%
- 10 to less than 25%
- 25 to less than 50%
- 50% or more
- Don’t know

13. In New Jersey, you can obtain teacher certification by either attending a traditional bachelor’s or master’s level teacher preparation program, or by going through an alternate route certification program after completing a bachelor’s degree. What scenario best describes your route to becoming a certified teacher?
- traditional teacher preparation program
- alternate route program

Children’s Cognitive and Linguistic Needs

14. How many children in your classroom have been classified as having a disability or developmental delay?

15. What languages are the primary languages of the children in your classroom? Primary language means the language they used when they first began to speak or the language that is spoken predominantly or exclusively at home. Please indicate a number next to the language.
- English
- Spanish
- Chinese
- Portuguese
- Haitian/Creole
- Hindi/Gujarati/Asian Indian
- Other
How many children are in your classroom? ______

Teachers’ Linguistic Capacity

16. What language or languages – including English – can you speak fluently? (Please check all that apply)
   ___ English
   ___ Spanish
   ___ Chinese
   ___ Portuguese
   ___ Haitian/Creole
   ___ Hindi/Gujarati/Asiain Indian
   ___ Other (specify) ______

If a language other than English is spoken please answer the following question:

What percentage of time do you use a language other than English to verbally communicate with any of the children in your classroom?
   ___ Never
   ___ Less than half the time
   ___ About half the time
   ___ More than half the time
   ___ Almost all the time
   ___ All the time/ it’s the only language I use

17. What percentage of time do you use a language other than English to verbally communicate with any of your students’ families?
   ___ Never
   ___ Less than half the time
   ___ About half the time
   ___ More than half the time
   ___ Almost all the time
   ___ All the time/ it’s the only language I use

18. What language or languages – including English – can your assistant teacher speak fluently?
   ___ English
   ___ Spanish
   ___ Chinese
   ___ Portuguese
   ___ Haitian/Creole
19. What percentage of time does your assistant teacher use a language other than English to verbally communicate with any of the children in your classroom?

- Never
- Less than half the time
- About half the time
- More than half the time
- Almost all the time
- All the time/ it’s the only language I use

20. What percentage of time does your assistant teacher use a language other than English to verbally communicate with any of your students’ families?

- Never
- Less than half the time
- About half the time
- More than half the time
- Almost all the time
- All the time/ it’s the only language I use

**Teachers’ Self-Efficacy**

21. Next I’d like to find out how prepared you feel you are to teach preschoolers with various characteristics. To do this, I’d like you to use a scale of 1 to 5, with 1 meaning least prepared and 5 meaning completely prepared.

a. How prepared do you feel you are to teach preschool children generally?

1 2 3 4 5

b. How prepared do you feel you are to teach preschool English Language Learners?

1 2 3 4 5

c. How prepared do you feel you are to teach preschool children with disabilities or developmental delay?

1 2 3 4 5
d. How prepared do you feel you are to teach preschool children with challenging behaviors?
   1 2 3 4 5

Teacher Demographics

22. How would you describe your race or ethnicity?
   ______ White (non-Latino)
   ______ Black (non-Latino
   ______ Latino/Hispanic
   ______ Asian (Indian, Pakistani, Chinese, etc.)
   ______ Native American
   ______ Other

23. What is your annual salary as an Abbott preschool teacher?
   ______ Under $25,000
   ______ $25,000 to less than $30,000
   ______ $30,000 to less than $35,000
   ______ $35,000 to less than $40,000
   ______ $40,000 to less than $45,000
   ______ $45,000 to less than $50,000
   ______ $50,000 to less than $55,000
   ______ more than $55,000

24. Which of the following benefits do you receive? Do you receive:
   ______ Paid holidays and/or vacation
   ______ Paid sick or personal leave
   ______ Health insurance that is partially or fully paid for by your employer
   ______ Pension plan

25. What is your age? __________

The following questions are not part of the NIEER Survey:

26. When was the last time you attended a workshop?

   ______ 1 month
____ 2-5 months
____ 5-7 Months

27. How many workshops have you attended this year?

28. What Professional Development have you attended?
____ NAEYC Conference or Bergen/Passaic AEYC
____ Early Childhood Conferences
____ On site workshops through the district
____ On site workshops through your center
____ College courses
____ Other

Explain: ________________________________

29. Are four-year-old children compared to 3-year-old children better prepared upon completing the program? _____yes _____no

30. What are some instructional challenges?

______________________________
______________________________
______________________________

31. How prepared are you to meet these challenges?

______________________________
______________________________
______________________________
Appendix D

Letter to Teachers
Dear Educator,

Currently, I am a doctoral candidate in the College of Education and Human Services Executive Ed.D. Program at Seton Hall University in South Orange, New Jersey. I am writing to request permission for you to participate in a survey and to interview you as part of my dissertation research on the impact of Abbott v. Burke on teacher employment.

The purpose of the research is to examine and describe the degree to which Abbott v. Burke influenced the areas of preschool programs, professional development, instruction, advanced degrees, efficacy and daily job performance for preschool teachers in community-based provider sites.

Both preschool site directors and teachers will be asked to participate in the research.

Participation in this study is twofold. It will require approximately 25 minutes to complete the enclosed survey of twenty-five (25) questions entitled Abbott Preschool Teacher Study, developed by the National Institute for Early Education Research (NIEER) and 6 survey questions developed by the researcher and reviewed by a jury of three early childhood professionals. The second phase will be participation in an interview of approximately one hour. Six interview participants will be randomly selected from those who return the Informed Consent Form signed.

Participation in this research study is voluntary.

To further insure anonymity the names of schools or teachers are not required to complete the survey, nor will they be used in the dissertation or in the report of my findings. Someone other than the researcher will conduct the interview. The taped interviews will be coded “Respondent A, B, C, D, E, and F,” so as not to have any identifiers.

The surveys and taped interviews will be kept in a locked cabinet for a period of at least three years. No one but the researcher will have access to the surveys and taped interviews.

In the event that you are willing to participate in my research, please send the enclosed survey in one of the self-addressed stamped envelopes provided. All returned surveys would be used as part of the study. As an indication of your willingness to participate in a follow-up interview, please return the enclosed Informed Consent Form in the other self-addressed envelope. Six teacher participants will be randomly selected from their returned Informed Consent Forms and interviewed individually.
The Seton Hall University Institutional Review Board has approved the project for Human Subjects Research. If you have any further questions please feel free to phone or E-mail me at the above contact information.

Sincerely,

Colleen Malley
Appendix E

Informed Consent Form
Informed Consent Form

Researcher’s Affiliation
Colleen Malleo is a Doctoral candidate in the Educational Administration and Supervision Program in the College of Education at Seton Hall University.

Purpose
The purpose of the research is to examine the effect Abbott v. Burke has on teachers in community-based providers in one Abbott district in Northern New Jersey. The interview should take approximately one hour.

Procedures
Upon returning the signed Informed Consent Forms six randomly selected participants will be interviewed. An independent interviewer will interview subjects for Colleen Malleo. The independent interviewer is Gloria Vargas. The independent interviewer will make notes of the conversation as well as record the conversation. Interviews will be conducted at the participants’ school site.

Instruments
The interview will consist of questions that will focus on the areas of high-quality preschool programs, professional development, instruction, advanced degrees, efficacy and daily job performance. Examples of the questions are:

How would define a high quality preschool? What 3 things do you believe are important in order to provide a high quality preschool experience to the children in your classroom?

Voluntary Nature
Participation in this study would be voluntary and could be withdrawn at any time. Refusal to participate in the study or discontinuing participation at any time will involve no penalty or loss of benefits to the subjects otherwise entitled.

Anonymity
Your interview responses will be kept anonymous by having an independent interviewer other than the researcher conduct the interview. An independent interviewer other than the researcher will interview and code the tapes for confidentiality. However, the information gathered through the interviews will be used solely for the purposes of analysis and that the confidentiality of the interview and
of the provider site will be preserved. To maintain accuracy and confidentiality, each subject will be assigned a letter code, so that no one will ever be able to link the data to any individual.

**Confidentiality**
All recorded and documented responses will be kept in a secure, locked cabinet in the research's home for three years.

**Confidential Records**
The researcher and her mentor will see the raw data (all notes and recordings) which will be saved in a secure, locked cabinet in the researcher's home for three years.

**Risks and Discomforts**
There are no risks or benefits by participating in the study.

**Benefits**
The expected benefits from participating in the study include a greater understanding of the benefits afforded credentialed preschool teachers and possible policy formulation as a result of knowledge gained.

**Compensation**
There is no compensation for participating in this study.

**Alternative Procedures**
There are no alternative procedures or courses of treatment that might be advantage for the subject as a result of this study.

**Contact Information**
Colleen Malleo, the researcher and student at Seton Hall University, may be contacted for answers to pertinent questions about the research and the research subject's rights. In addition, the researcher's mentor and the Director of Seton Hall's University's IRB may also be contacted.

Dr. Elaine Walker, Researcher's Mentor
Seton Hall University
Department of Education, Administration and Supervision
400 South Orange Avenue
South Orange, New Jersey 07079
973-275-2307
Dr. Mary Ruzicka, Institutional Review Board, Director
Seton Hall University
400 South Orange Avenue
South Orange, New Jersey 07079
973-313-6314

Audio Tapes
Signing this Informed Consent grants the researcher
permission for audio taping by the independent research,
Ms. Gloria Vargas. The subject has the right to review all
or any portion of the tape and request that it be
destroyed. The audio tape will be kept in a secure and
locked cabinet in the researcher’s home for a period of at
least 3 years following termination of the research.

Copy of Informed Consent Form
A copy of the signed and dated Informed Consent Form will
be given to the subject.

Signature

Date
Appendix F

Text of Teachers Interviews
Text of Teachers Interviews

Respondent A

Interviewer: Hello, good afternoon, how are you today?

Respondent: I'm good thank you.

Interviewer: Well thank you for agreeing to participate in this research study. For confidentiality issues you will not be identified. You will be identified as Participant A and because we need to go over your answers later on to analyze the study. I need to tape record the interview. Is that ok with you?

Respondent: Yeah

1.1 What would you say has benefited you personally working as a preschool teacher in an Abbott community-based provider school?

I got a lot of knowledge since I started working in an Abbott school because we are given the training. The teachers are given the training, how we can improve our teaching the young children because this is the age that children have a lot of impact on their lives to their lives. So being a preschool teacher I learned that we can make a connection with the community working in an Abbott school with parents and for it helps the parents to develop their community.

1.2 What thing or things has benefited you professionally by working in an Abbott community-based provider school?

It has helped me in many ways. The first thing I can say that I can help the children if any child has a problem. We can work with the parents and the parents come to school and then we have the meetings and then we know the different and the latest techniques how we can use and the strategies we can use for a particular child. So we have a lot of benefits working in an Abbott school because they give us many new methods and techniques because they give us professional development.
Interviewer: Would you be able to pinpoint or identify some of those strategies that you acquired?

For example: If a child has a challenging behavior so we refer the child to the PIRS (Preschool Intervention Referral Specialists) and PIRS come to class and watch the child and see how he is behaving and interacting with the children and how he is talking to the teacher. If he is listening or not and then they tell us that these strategies you can use. For example: We can give them happy faces to encourage that but we are giving the child all the positive strategies. We are not using any negative strategies positive will improve the child. If he doesn’t listen we show him, this is the face you will get. Then we ask if you will like that. Then he says no, he wants all happy faces. Then that child tries to improve his behavior and follow the rules of the classroom.

1.3 How would you define a high quality preschool?

High quality preschool is that adults are always ready to help the children and where there is a positive and lovely environment in the classroom and we have everything accessible to the children because basically we are here for the children. So we make each and everything for the child things that they can easily use, free of anxiety and fear.

1.4 What 3 things do you believe are important in order to provide a high quality preschool experience to the children in your classroom?

The three things that I believe are important to provide the high quality preschool experience to my children in my classroom is the positive interaction with the children, plus the learning environment, and adequate speaking of adults to children.

1.5 Has your thinking about high quality or teaching practices changed at all since you began teaching? If yes, in what ways?

Yes, I was working in a private school before in Edgewater, but since I started working in an Abbott school, I saw the big difference and they learn a lot from Abbott schools. As I told you earlier that we have lots of professional development every month and sometimes before
school starts. We already had some professional development in September. So I have learned a lot and my teaching is totally changed.

1.6 What recommendation would you make to improve the quality of your classroom or center?

Let's suppose we have a bilingual child, a Spanish child, we should have a bilingual teacher who speaks English and Spanish that will keep the balance in the classroom for a child. It will help the child understand. He doesn't hesitate to ask anything and he feels free he can talk free to the person that knows his language. So we provide him with the positive environment in the classroom and whatever is the caliber adequate for his developmental level. We go according to the child. His developmental level.

2.1 What professional development have you attended?

NAEYC Conference or Bergen/Passaic ABYC

We attended those conferences. We just attended NAEYC conference. We also have Passaic conferences in Passaic schools.

Interviewer: How often do you have them?

It depends sometimes once a month. Mostly once a month we have.

Interviewer: Would you tell me something about the last one you attended?

We were in the ECERS (Early Childhood Environmental Rating Scale- Revised- Revised) workshop and they told us how we can ECER the classroom ourselves, the teachers. This was a very beneficial workshop for all the teachers who attended this workshop.

Early Childhood Conference:

We just attended NAEYC in Atlantic City and it was really helpful for all the teachers. For me too as well because we met new teachers and found different ways of looking to know about how they teach, how they deal with the children, and what curriculum they use and we discussed about our
curriculum. We told them we are teaching High/Scope now and it is very, very beneficial for the children as well.

On site workshops through the district

Interviewer: Have you attended any workshops on site throughout the district?

Workshops on site, yes, ECERS (Early Childhood Environmental Rating Scale- Revised- Revised), math, SELA (Supports for Early Literacy Assessment) workshop, and PCM (Preschool Classroom Mathematics Inventory) and it taught us how we can teach more math and how we can improve their language and this was in district.

On site workshops through the center

Interviewer: How about on-site workshops in your center?

Through the center, the school, we have Master Teachers come to the school and they give workshops on specific topics if the teachers say that we need to learn more about something. For example: Let's say large group time, how we can improve large group time, if any teacher needs anything particularly Master Teachers come to our schools during lunch hour when we have a break and show us a video and they give their own opinion on new techniques on how we can improve and do that particular thing.

College course

Interviewer: Have you attended or finished any college course?

I have finished my college courses and finished my P-3. I am planning to go.

Other

Interviewer: Any we haven't mentioned?

I told you everything.

2.2 When was the last time you attended a workshop?
A month before.
It depends sometimes once a month, mostly once a month

2.3 How many workshops have you attended this year?

This year, I attended from January once a month, then in
September when school started we had 3 workshops. Then I
attended ECERS workshop and PCMI.

2.4 Do you think professional development training has
helped you?

As I told you earlier it has helped us a lot getting
to know the different strategies and techniques and the
different ways of teaching children and we have improved a
lot in professional development training.

2.5 If so, in what ways?

For example: ELAS (Early Learning Assessment System)
what has helped us a lot, we can teach literacy to the
children and their language development.

2.6 What topics have you been trained on in the last
year?

- Environment
- Room arrangement
- Literacy
- Math/Science
- Assessment/ELAS
- Small Group
- High/Scope
- Other

Yes, we were trained on how to set up our rooms, room
arrangement, literacy, Math/Science, ELAS, the Master
Teachers have given us training. And training of
High/Scope. We have attended that training too. We did
also, small group time activities. We have covered almost
all the areas.

Interviewer: Any other areas in which you received
professional development?

ECERS
2.7 In your opinion has professional development helped with instructional delivery?

Yes, it helped me a lot in my large group time in how it can make my music time more interesting for the children. It is not always the most interesting, like playing the music or playing the drums. For example: I will tell you the example of today. I took a story of horses, playing horses. I did that with the children. I told then the story. We did the story in a dramatic way with the children and the kids really loved that story. They made like horses making the sounds of the horses, and running like horses. They were galloping and they were eating the food. They rested. They woke up and they stretched their legs. The kids enjoyed it a lot.

2.8 In what areas would you like professional development?

I would say the professional development I would like Master Teachers to come observe anything we are lacking in a certain area. They should give us professional development in that area. Maybe we think we are doing something right, but maybe we are not doing something right and Master Teachers come and anybody can come and observe us and see that this teacher is weak in this area. I would like to see that I don’t know if I am right or wrong.

Interviewer: Well there is no right or wrong answer here. Is there any area that you personally would like to receive professional development on?

Maybe Circle Time. Sometimes children they don’t sit; they don’t want to leave the parents. So we are sitting and a child comes and is not happy and doesn’t want to sit and he does not want to attend circle time. Sometimes that interrupts the whole circle time. If we can get more strategies to help children.

3.1 In your opinion, how prepared do you feel you are to teach preschool children? For example children of certain groups such as: challenging behaviors, English language learners, children with developmental delays, etc.

I come everyday prepared on what I have to teach to them, but I have a boy who has challenging behavior, I am
using a happy face chart for him to make him more involved in class. This is good to have that chart. Sometimes it is not good to have at all. If I were not prepared it is not easy to handle the classroom.

Interviewer: Do you feel that for any specific preschool child for whatever reason, do you feel that you are not professionally prepared for that child?

No, for that child I have some different plans like I give him extra jobs. I think it will keep him busy, some extra work according to his developmental level. Whatever he likes to do in the classroom in an area. I keep that in mind and I write it in my plan book. I have to do these things for that child.

Interviewer: So you have different strategies already planned to implement for that child?

Yes, that’s right.

Interviewer: How about in the case of ELL (English Language Learners)?

ELL, I have books in English and Spanish together. I ask my paraprofessional to help me pronounce the word or help me to read and then I will translate the story in English.

3.2 What is one of the challenges you face teaching preschool children?

Challenges, I can say that only some behavior problems because the kids they come to school this are only the first time to the school. So they are talking in the environment and everything is totally new so we have to make them use to that routine. So that is the only challenge because they are new to the school. So they see this environment since the first time since they are born for two or three years and at age three years they come to the school. So it is in the beginning of the school for one or two months it I really hard to make them familiar with the whole routine and after that it goes smooth.

4.1 Has your instruction changed since Abbott VI?

Yes, my instruction has changed a lot. We teach according to their developmental level, according to their
taste, according to their interest level of the children. We give them public school.

4.2 If yes, name three ways your instruction has improved.

My instruction has changed a lot, before I was not aware of how I can teach the preschoolers. Now after having professional development it has changed a lot. I feel myself that I am really a professional person and I know my feeling and I really like it.

4.3 What have you changed in your instruction as a result of Abbott?

In my large group time, I have improved a lot. I have come to know how children react if I show them some props or if I behave with them like a child. If I become myself as a child. I bring my level to the children's level, so the children are more involved and they come themselves and you don't have to force them to come to participate in that particular lesson. They come themselves so I bring my level to the level of the children and I act like a child.

My way of dealing with the children and how I am with the children.

4.4 Has your instruction changed since being trained in the Early Learning Assessment System? If so, in what ways?

Yes, it has changed a lot. Because we show them the props if a child is totally Spanish speaking, we show them the prop that this is what it means if he totally doesn't understands. The props are very helpful and meaningful to them.

4.5 Have you noticed four-year-old children performing better than three-year-old children in your classroom? If yes, name three ways.

Yes, the four-year-olds are performing better than the three-year-old. The three-year-old is totally new to the school as I told you. The four-year-old, they learn a little bit and they are familiar with the daily routine and what we have to do and why we are here. We are here to learn something. So they know the difference of the school.
Interviewer: Besides having a year under their wings in a preschool setting can you tell me 2 more ways in which you notice a difference between a four-year-old and a three-year-old?

A three-year-old child is totally new to the school as I told you. He doesn’t know anything about the school. He sees the school as a home. He doesn’t know how to deal with the children, how to play together, how to share together. But a four-year-old, he learned after being one year in school, he learns all the basic life skills. How to share, how to sit and how to listen. He develops all those basic life skills, whatever he is able to do.

5.1 What is the highest degree in education you are currently holding?

I have my Masters from my country and I have P-3 from here.

Interviewer: What is your Master’s Degree in?

Education.

5.2 Do you plan to go beyond that degree?

I am planning to go for my Master’s because I did my P-3 here. I want to be a professional in Early Childhood. So, I am planning to go on in that.

5.3 Are you enrolled in school? If yes, what are you pursuing?

Not yet. I have my application, but they told me you have to pass the GRE’s and I am looking for the book for GRE’s. I want to study to pass that.

Interviewer: You can go to the Library because they have different books. I know they have different books.

Specifically in education. I guess that would be important for a Master’s. For this thing I don’t have any guidance, nobody is guiding me, I keep asking which book I should study to pass the GRE.
Interviewer: Maybe if you go to the Library and talk to the person at the reference desk, she will be able to or he will be able to advise you on the books that you might need.

I don’t know what to do. I really need to talk to somebody.

6.1 Were you employed as a preschool teacher prior to the Abbott decision in 1999?

I came in this country in 1990 actually. I started working in a school in 2001. 1998 I started working as a preschool teacher.

Interviewer: So you were not employed as a preschool teacher before 1999?

No, no. I was employed in my country. Not here. I started working here in 2001.

6.2 Have you noticed any areas of impact in your job performance since Abbott VI?

Yes.

6.3 If yes, how are you different as a result of being employed as an Abbott preschool teacher?

I see a lot of impact in my job performance. I’m performing better than before, because I have learned a lot of new things. How we can improve our children, how we can make them learn. How we can make the teaching fun, interesting, full of fun.

Interviewer: Besides that how are you different as a result of being employed as an Abbott preschool teacher?

Abbott school has more interesting methods of teaching. They teach according to children’s developmental level, their interest and they want them to because they want no child to be left behind. They want each and every child to get the education.

Interviewer: So prior to working in an Abbott center, you were a preschool teacher right? How do you see yourself different now than before?
That time I was not aware of anything of how we had to teach the children. I was just doing the circle time and then we would play a song. There were no areas where the children can go they had the room, this is that place, these are the toys; this is the area where this has to be kept that's all. So, but now in Abbott school I came to know that about how we have to arrange the rooms, how we can make our environment more helpful. How they can learn more and all the materials should be accessible to the children and everything has to be put according to their height level. Everything should be the children's height level. Before I was working in a private school I didn't know all these things. I have improved a lot.

Interviewer: Well I am glad to hear that. Thank you for your time and thank you for your answers. They will be very helpful to conduct this research study. So good luck to you and have a good afternoon.

Thank you.

Respondent B

Interviewer: Good afternoon, how are you today?

Respondent: I am fine thank you.

Interviewer: Well thank you again for your time and for participating in this study. For confidentiality reasons I am not going to identify you by your name. I will be calling you Participant B and because I need to go over the answers later on I need to tape record the interview. Is that ok with you?

Respondent B: Yes.

1.1 What would you say has benefited you personally working as a preschool teacher in an Abbott Community-based provider school?

I think it has really benefited me since I started. I was not sure about the preschool curriculum, preschool things before. I had no experience when I joined here.
When I came here I did P-3. And I did workshops and seminars. Then I realized that preschool has their own curriculum it's that this age three years to four years is really important. For me I was thinking it is only playtime, but no. It is this time that their brain develops. It is quite more. That is the basis for everything, their whole life.

1.2 What thing or things has benefited you professionally by working in an Abbott community-based provider school?

I have grown professionally because I have attended the seminars, workshops and I get the books and for the complete transition we have bought the videos and we talk with each other and we get Master Teachers' opinions if we have some problems. Now I realize it has really benefited me. Now I can work with individuals and that is very important because I have to see how these individual children are working. Now their mind is growing.

Interviewer: So it has benefited you both personally and professionally.

It has benefited me personally and professionally both ways.

1.3 How would you define a high quality preschool?

A high quality preschool is the one where we have school, family, and the community all involved in the appropriate manner to do the appropriate development for the whole child, holistic child. Not like one side of the child. They're learning ABC or alphabets or numbers, but we are developing them and making them ready for the life that's coming ahead. They are getting ready to go to the kindergarten schools as well. They have to be creative, and more thinking, more decisive so the next generation that's coming ahead will have more jobs. So we are making them ready for that.

1.4 What 3 things do you believe are important in order to provide a high quality preschool experience to the children in your classroom?

Yes, the first thing that I think is important is the environment. It should be safe. It should be very
congenial. All the children should be respected and they should feel at home when they are here. There should be no fear in their mind and they should be safe. Another thing I think personally there should be a lot of materials, more choice for them and we have to observe them and do lesson plans and everything according to their thinking is, what they do. We observe them, and then take notes and we work on that and relate it and see what we have to do. That's important to give them some directions and give them an optimal education. We can facilitate them. Another thing is we need to have the family and community involvement. That way they become more realistic and understand how the community is important and families realize how their children are learning and they also understand what is high quality education, what's High/Scope, so they do the same things at home. We see lots of incidents going on that's very important that we mold the parents.

1.5 Was your thinking about high quality or teaching practices changed at all since you began teaching? If yes, in what ways?

Yes. Because when I came here I had no curriculum in my mind. So I was doing like we were playing, alphabet straight and the numbers. That is what I thought they had to learn, the alphabets and numbers and the rest of that time they could just play. But play is not just play; they have to learn while they are playing. We are facilitating them. We give them the materials and see how do they play and what do they do with the materials. What do they think? What do they talk and with whom are they playing? Are they sitting alone, or they sitting in a group, or are they fighting or are they pushing or bullying or observing? All these things have benefited me a lot I never thought; now I think I can raise my grandchildren really nicely.

1.6 What recommendation would you make to improve the quality of your classroom or center?

We have very less space. I think my classroom is really small. I wish we had more room, but we cannot do anything about that, but our Master Teachers are giving us lots of guidance on that. Our noise level has gone down now. There was too much noise before. And there is more like everybody is following the schedule. The routine what time they go to the bathrooms and what time they go
outside. Now everyone is following the routine and there is no confusion.

2.1 What professional development have you attended?

- NAEYC Conference or Bergen/Passaic AEYC
- Early Childhood Conference
- On site workshops through the district
- On site workshops through the center
- College course
- Other

NAEYC’s workshop we attended this month. And we attended a conference, workshops, all the workshops that are provided by the district and in our own center by the Master Teachers, and I did the 4 college courses, that’s p. 3.

2.2 When was the last time you attended a workshop?

- 1 month
- 2-5 months
- 5-7 months

Last month, it was NAEYC’s workshop. They dealt with all the fields. We did a story and how we do the stories with them, how do we do the music, how we do the movement, dance with them. We use the props with them. IN the circle time activities this was with Ms. Sharon from California she did great activities.

Interviewer: Anything you have already used and you have found helpful?

Yes, because I have bought the book at Circle time and I am using it. It is very helpful. I am using a lot of things and we have most of the books from High/Scope too.
So we have a lot to do and we are reading and we make our lesson plans according to these. I think it is a lot of difference now. We are doing the sounds we never did before. Like the phonemic awareness and one of these different things we never did before. Now we are doing a lot more.

2.3 How many workshops have you attended this year?

Four or five since September.
2.4 Do you think professional development training has helped you?

Yes.

2.5 If so, in what ways?

It helps us because when we have a problem we tell them and this is what we want to do next time and we go to the workshop, like large group time. And the workshop was by the district. And that benefited us, because we did not know exactly what needs to be done in large group. So we are doing music and movement. We have to do some gross motor skills in that too. I wasn't sure before that we had to do gross motor just sing the songs. Every time there is a quick resolution, we know there are 5-6 steps we have to follow. We do that and that way it becomes easier and more professional and children understand this. It's working, definitely.

2.6 What topics have you been trained on in the last year?

- Environment
  - Room arrangement
  - Literacy
  - Math/Science
  - Assessment/ELAS
  - Small Group
  - High/Scope
  - Other

We have been trained in the environment, room arrangement, literacy, math and science a little last year, but this time they are doing more in Math and Science. Yes ELAS we get all the training. Small group and High/Scope, we did all these trainings.

Interviewer: Any other areas you received professional development on?

Large group area we did that too and in how to do the observations and anecdotes. We do that with the children and literacy prompt.

2.7 In your opinion has professional development helped with instructional delivery?
Yes, it has helped me a lot with instructional things because now I know how I have to provide them the learning experience with their play and we do the greetings and it is not just we say good morning we do Spanish and we use their own languages and we invite the parents sometimes and if they can come and read the stories with them, it benefits us. Another thing we do is after professional development; we have our own planning now. We do plan and we plan with the kids. They do the planning and then they work on that whatever area they want to play. Then we do the review. That's jogging their brain because now they have to think ahead of time. We do like plan number 1 because we are increasing the facilitation and they know they have to. What I'm doing is plan number 1 plan number 2, plan number 3. So we can plan 3 things for 1 hour because they know once I'm finished with this what plan is next. Where would you like to go? And they say ok. Then they have to think that beforehand. That increases their brain. Then they remember once they play. They come and say I'm done with this. They make changes. I change my mind today. I don't want to play this. I went there I don't like it. That's ok. Let's sit down, what do you want to do? That makes them realize them and we are providing them all things to think. So this is how we are assessing them too. Assessment we write down on the lunch break. And we see what we did today. What the child said. And we fill the forms and think what we are going to do tomorrow.

2.7 In what areas would you like professional development?

I think I would like to do it in greeting time, circle time. In the seminar in NARYC they did a lot of music and movement. A lot of songs, but I don't do a lot of songs in the morning. Our classes are really close to one another, so if we sing then the others will be disturbed. We just do a little bit.

Interviewer: So the circle time is an area in which you would like to receive more training on?

Yes.

3.1 In your opinion, how prepared do you feel you are to teach preschool children? For example children of
I think I am always ready because I do my lesson plans every single day. I go home and I think I sit down and I read the books then, thinking that the child needs help in the language. I go and read my Preschool Readers and Writers book. Mostly I read all the books like the area I am going to do tomorrow. I go and read the book and see what is really appropriate for them. Because I can't do that is really not appropriate for the child their age. So I have to do something that is appropriate for three years, four years, and five years a multi-age group.

Interviewer: What I'm talking about is in every classroom we have different personalities and we have different kinds of students. So even though you plan and you feel you are prepared and ready for your students sometimes you might have students who are challenging in terms of behavior or English is not the first language or children who have developmental delays do you feel that you are and there are many other cases but do you feel that you are prepared for these type of students?

Yes, because I have my paraprofessional she is Spanish. So we sit together and we know some of the children who do not understand English. So it is hard for me, so I talk with her and tell her this is what we are going to do and this is the plans and what do you think about this because you talk more with the kids. So you know more about that. She speaks Spanish and English.

Interviewer: So do you feel that by having her, as a bilingual teacher's aide is assistance to you?

Yes, She a great help. Today when we were doing a story I called a child and I never sat with him to do a story and I said let me sit and see how he responds to me. I told him the story in English and not only was he able to say the bear he played. And I asked him if he knows what the story is about and he couldn't say anything. So I said ok, Ms. Eva can you help me? And please tell the story in Spanish again. She did the story again and then he responded. He told the story. That's the difference I personally think I should know Spanish. I personally think
that we should be given training in Spanish. So we can have communication with the parents and children too.

3.2 What is one of the challenges you face teaching preschool children?

The challenges are that these are like little babies. We try to stress on them because they hide and we have to look where they are. Because they are very little and they want to play. When they are hiding we have to think of an activity or game to think of a way to coax them to join. The child who has a temper tantrum, we have to think what we have to do if we can't we ask the PIRTS to help to tell us what we have to do. What should we do? We try and we sit with the parents. Last week, I asked the mother what does she do? I asked her to do the same things at home. I asked if the child hides all the time. He sits in the corner and doesn't see him. Maybe we could sit together to find some solution. You are the best person because you stay with him all the time so you can tell me what you do when he does that? So we are going to sit together and see how we can find a solution.

Interviewer: That's good how you try to communicate and have a contact with the family.

Parents know about their children more than we do.

Interviewer: You know sometimes kids are different at home than at school.

So that's why I wanted to know if it's just the school or does he do that home. So I can make some plans.

4.1 Has your instruction changed since Abbott VI?

Yes.

4.2 If yes, name three ways your instruction has improved.

Because now what I do is developmentally appropriate. Now it is individualized and type oriented lesson plans. Before it was more teacher oriented. Because we were doing what we wanted to do not thinking. Now it is a lot more family relationships with us. Families are more involved. Because now what I do I invite the parents too so we can do
some stories and we communicate more. I think it is more personal things now. I feel more competent. I know the parents. I know them. I didn’t know most of the parents. Now I do. Now there is more music. More movement because when the child are aggressive and more hyper and have more energy we know we have to give them something that they can use the energy. So we give them stories like the horses and we just run like the horses. Put the music soft and give them the opportunity so they take the lead. What do you want to do now next? What actions, they choose the actions. So they keep jumping something like a monkey. So everybody follow them so they know to follow each other. They can be partners with each other. And they can play together and release the energy. And they can come and talk to us too. Another words they are so close they even talk about their family. It is everything to them. When the children come we ask them what happened? In the morning we see of they are happy or sad. A child may say I am said. And I say and what made you sad? She didn’t tell me. I gave her a paper and she draws. And I say what’s that? And she says that’s my Mommy and Daddy they are fighting. My Mommy and Daddy are fighting. They are mad. And this is me and that is why I am sad. Then the father came and I talked to the father. What’s going on? She is sad and that is the reason why she is sad. So he was more affectionate and paid more attention. I cannot be mad at the child when the parent is mad.

4.3 What have you changed in your instruction as a result of Abbott?

In my lesson plans, my lesson plans of activities. I know where I am doing my Spanish, where I’m doing my literacy, where I’m doing math or science and how I am going to facilitate my children. This is a result of Abbott. Now we know how we are going to make the classroom more appropriate. Differentiating the areas so we know this is the art area, this is the house area, the block area, the music area so they can go and choose their materials. They choose, they can manipulate and they can play. I think that helps their self-esteem. I think that all are recognized whatever they are doing. What I want to play I need that permission to play. Not by praising but just by telling them what to do. So they are doing the rule and making their plan. They are doing a sound so if I make a test they can say it. Kids tell us what they want, we are tapping their energy, we are helping their brain.
They are tapping their thoughts and are being more creative and this is how I'm doing it.

4.4 Has your instruction changed since being trained in the Early Learning Assessment System? If so, in what ways?

Yes. Now I do observations, anecdotes, and we take their work samples. We take anecdotal records of all the students. We take it twice a month, anecdotes for all the kids. And their work samples one or two work samples for everybody. We do the literacy prompts once a month minimum. We try to do more. So this tells us where the child is. Which level. Is it level number 1, level number 2 and we see where the child stands.

Interviewer: All this is a result of the Early Learning System?

Yes, because we were not doing this before. We didn't have those papers. We were doing it modeling the same things, just the portfolios we were doing. Here we have anecdotes and work samples but no literacy prompts. So now we are doing that and they exactly tell us what we did, if we are not missing any child, or if any child is not left behind in anything. So we make sure that all the children be covered. Otherwise if we don't do that we will not know maybe some child may not know or the child that knows everything. By writing we know exactly what the child really knows. Sometimes they talk a lot but sometimes we don't know the things they are talking about. When we write and read.

Interviewer: So would you say it is more personalized and individualized?

Yes. This is more individualized, no question about it.

Interviewer: How do you use the results of that assessment in your instruction?

When I do this so then I know that where my child is. So what I have to do next is plan accordingly. So for example: One of the child I know I didn't do 2 anecdotes with him I know I have to do one more, so when he is playing I go and talk with him or ask him and we talk more
and if he is reading the book we go and sit and read the
book with him and encourage him whatever he needs to do.
And that way we improve our own strategies and now we can
facilitate them more. So we make schedules on how and what
I am going to do with my children today.

Interviewer: So what you say you plan for each individual
student's ability and needs?

Yes.

4.5 Have you noticed four-year-old children performing
better than three-year-old children in your
classroom?

Yes, most of them yes. When they come here they are
three-years-old most of them are very little in age. Age
makes a difference. Another they get more exposure when
they're four-years-old. In one year when they are in a
school from 3 to 4 they get exposure all the elements, all
the material, and they are more curious so they talk with
us. We talk with them they learn language. We listen to
their language and know their vocabulary and daily
routines. We understand. All this is what we have to do.
This is the routine this is what we follow. Even though we
do not say do this do this. But they automatically
understand all these things. When we are eating the lunch.
How do we eat? The food. How we give one napkin to each
child. So this is their learning from this. They are
doing one to one correspondence. They learn from singing
the songs. They go outside they start singing like follow,
follow, follow the leader. We ask them what do they see.
They see a car they say the wheels on the bus go round and
round. We say the colors, the building. The other day
when we went for a walk we said look that's a big building.
I see something else it's a window. What is the shape of
the window? How many windows are there? So when we came
inside we gave them the shapes and they started making the
buildings. This is how they get it from exposure and that
mean a lot.

5.1 What is the highest degree in education you are
currently holding?
A Master's degree. It is in India but it is equivalent to American Master's degree.

5.2 Do you plan to go beyond that degree?

I did P-3. I was thinking of completing a Masters in Education here. I did like 17 credits from the university and 15 more than that, but then I didn't do them. My children were growing up and they said Mommy you don't have to do it now. We have to study take care f us. Maybe later on.

5.3 Are you enrolled in school? If yes, what are you pursuing?

No

6.1 Were you employed as a preschool teacher prior to the Abbott decision in 1999?

No.

6.2 Have you noticed any areas of impact in your job performance since Abbott VI?

Yes it helps because now I think that I am really a teacher. I have more teaching experience from my country. I have 20 years experience, but I was dealing with older kids, eleventh and twelfth grades, like high school. I have never done preschool. This is the first time. I entered here and I wasn't sure how the things go with the big kids. Like the little babies is very different when you go to the twelfth grade and the prekindergartenkindergarten's. So now I went. I learned here everything, how I have to deal. What instructional things we have to do. How to do it. I take P-3. I get the books. I watch videos. I talk to others.

Interviewer: All of this has been after Abbott VI?

Because I joined in 2001. So I learned everything from here and then. Now I think I can do anything because I know a great deal. I am very much into the books. When I go home I just read. Finally, I keep on reading something or the other.
If yes, how are you different as a result of being employed as an Abbott preschool teacher?

I think this is a lot more divergent a lot more individualized for me. It is very much personal. You are personally attached to the children and their families. You know exactly where the students are. How to plan? What they need? What kind of help do they need? What can you do? What you have to do. If not there are a lot more professional things here. A lot of professional development. I go to the library. I rent some videos. I talk about some things. I talk to the professors, they were my teachers. So sometimes I email her. They are very helpful. So then I just ask anybody here in the district. Everyone is helpful. Mrs. S I email her and very quickly she just responded. Then I talk on the phone that this is the problem, what should I do? Everybody is very comfy and I feel that makes a lot of difference. I was never like that because I was being more instructional before. I am developing them the whole child. It’s a team effort. It’s the whole child. It is not like I am just given them academic. I think I am creating academics for later on. More I am giving them the guidance that how they should go along with their life. Always should get along with everything that’s around them. They have like different culture. They have different environments. We have different people. And I think it is a difference in them too. So I try to give support to them so they don’t feel lost in this world and they grow developmentally.

Interviewer: Well I think you very much for your time and all the information is very valuable and it is going to be very useful for the research study that is being conducted. I wish you good luck and have a good afternoon.

Respondent B: Thank you, thank you.

Respondent C

Interviewer: I would like to thank you for your time and valuable information.
Respondent C: Ok.

Interviewer: For confidentiality reasons I have to identify you as Participant C.

Respondent C: Ok.

Interviewer: Also, to go over your answers I need to tape you for the interview. Is that ok?

Respondent C: That's fine.

Interviewer: Ok.

1.1 What would you say has benefited you personally working as a preschool teacher in an Abbott community-based provider school?

Well, the biggest thing is that I am coming back to the same place that I grew up. I get to share with people that I haven't seen for a long time. Also, the environment I was far away from this place a long, long, time ago. So it's almost like I fulfilled myself, I finished my career and I come back to do something for the community that did for me a long time ago. So I feel that's been something that benefits me. I lived here I know what it is to live in this community. I know how it feels, how the family feels to live in this community. What are their needs, I also know what their needs are.

1.2 What thing or things has benefited you professionally by working in an Abbott community-based provider school?

Professionally, I worked in an Abbott program. The same program I am working in right now. So I think that has benefited me. So like I said I am very hands-on with the parents. Working with the parents. Parenting issues, things that they can do at home to help the children and to help us, the teachers eventually. Also, the P-3 program that I went to, I took 7 classes that helps a lot. It helps me understand child development. Helped me understand different techniques and different things you can do in the classroom also. And I also have a background in Psychology. I have a BA in Psychology that helped me tremendously.
1.3 How would you define a high quality preschool?

High quality preschool is a preschool that has parent involvement. The teachers work together. Parents work together with the community. Work together with the director. It's basically where the community and the school get together to help out and to work together on education.

1.4 What 3 things do you believe are important in order to provide a high quality preschool experience to the children in your classroom?

Three things, can you repeat the question? Sorry. Three things: affection. Most of the time these children need a lot of affection. Basic skills they come from the home they come from the need - manners. Basic skills I mean by lining up. You have to start with the basics before you start with bigger and higher level things. And I think the third, the third thing would be getting along with the person you are working with, the assistant or teacher vice versa. If you don't get along with that person, if you do not have, you're not on the same track then sometimes that can affect the way you conduct the classroom and the children.

1.5 Has your thinking about high quality or teaching practices changed at all since you began teaching? If yes, in what ways?

Definitely, definitely because when you work out of a classroom and you can be working in a school but you have to be in a classroom to understand the things that go on. And sometimes you hear the teachers talking about you know things and you don't understand until you're in the classroom. You have to be there, you have to be there six hours to understand the development. Not all the children are the same. They all have different needs. That's why you plan individually. Yes you have to be in the classroom definitely to understand.

1.6 What recommendation would you make to improve the quality of your classroom or center?

I would say size is a big matter. It's a pretty small classroom. It's the smallest classroom in the center. Um,
and a bathroom also. We don't have a bathroom, it's a small classroom and I hardly have any wall space because it's a small size. So when it's time to put their artwork you have to think ahead, which wall, where. Basically everything else is ok. Facilities.

2.1 What professional development have you attended?

- NAEYC Conference or Bergen/Passaic AEYC
- Early Childhood Conference
- On site workshops through the district
- On site workshops through the center
- College course
- Other

The biggest one is High/Scope. I say it's my base of knowledge, especially, now in education. Also, here in the center we have first aid, CPR. All the district trainings. We have ELAS that's another big one. All the others and very soon, but I haven't yet but I'm thinking of becoming a member of NAEYC.

Interviewer: You haven't attended any NAEYC conferences?

No, this is my second year.

Interviewer: Have you attended conferences provided by the Early Childhood Department?

Here in Passaic?

Interviewer: Yes

Yes, Yes, that's the 2 trainings I'm talking about the district trainings.

Interviewer: How about through the center?

Yes. CPR and First aid.

Interviewer: Any college courses?

The P-3. I took 3 courses because I was an alternate route. I did I think 17 credits. And I'm also, thinking of Masters.

2.2 When was the last time you attended a workshop?
1 month
2-5 months
5-7 months

2 weeks ago, 2 or 3 weeks ago form the district.

Interviewer: And what was the workshop about?

About math and the plan book.

2.3 How many workshops have you attended this year?

3. So far.

2.4 Do you think professional development training has helped you?

Yes, it has helped me because it maintains me up to date on what’s happening on new things. New things we are doing for education and for preschool children at this level. So yes it has helped me.

2.5 If so, in what ways?

Yes, personally, someday I would like to have children and I would like to practice what I am doing here in the center, in the school, in the classroom, with my children.

2.6 What topics have you been trained on in the last year?

- Environment
- Room arrangement
- Literacy
- Math/Science
- Assessment/ELAS
- Small Group
- High/Scope
- Other

Like I said, ELAS, High/Scope, CPR, First Aid, Math, curriculum.

Interviewer: Small group instruction?
Small group goes altogether with the High/Scope. That's altogether. Math, we've done science. All the district's trainings.

Interviewer: Environment, room arrangement?

That all goes with High/Scope. That's part of High/Scope.

2.7 In your opinion has professional development helped with instructional delivery?

In my opinion has it helped? Yes, it helped. As I said all the High/Scope training is a base for me because I came as a family worker and even though I was in the center for 3 years you have to be in the classroom to understand. And once I took the High/Scope training there is many, many things I got to see the theory and practice it my classroom. So yes.

2.8 In what areas would you like professional development?

More training, I think math and science. Not that I am lacking of those areas but I would like to be stronger and I've mentioned to my Master Teachers many times, that I feel that I'm stronger in the language area because of the ELAS. So if I would have more training in math and science I feel I would be stronger in those areas also.

3.1 In your opinion, how prepared do you feel you are to teach preschool children? For example children of certain groups such as: challenging behaviors, English Language Learners, children with developmental delays, etc.

This is my second year so I am still struggling with things here and there. But like I said I have been in this environment now, this is my 5th school year so I've seen new teachers and I think that if I compared myself to the new teachers I think I was a little more prepared because I had those 3 years of watching other teachers of worked for them and what didn't work for them so I would say from a 1 to 5 I would probably be a 3 or 3 and a half.

Interviewer: How do you feel you are prepared for example with the students that might be behavioral challenge?
3.2 What is one of the challenges you face teaching preschool children?

One of the challenges I think sometimes I get confused because when preparing lesson plans I think a lot about what I should do for this month, what should I do for that month. For High/Scope you really base yourself on the child’s interest and sometimes I see other teachers doing themes, they are doing things. I get confused with the curriculum basically what should, how should incorporate that High/Scope piece and at the same time touch the topics that the children the other children are listening. For example, Thanksgiving I was told that you can’t do themes, but at the same time children know what you are talking about. They have Thanksgiving at home. So incorporating High/Scope and at the same time incorporating themes and not doing themes. That really confused me I keep going back and forth on that.

4.1 Has your instruction changed since Abbott VI?

I cannot say it has changed or not because this is my second year so I can’t say. If I were a teacher for a longer time I could say the changes or not.

Interviewer: So you have not experienced anything new?

Everything is new. Exactly everything is new.

4.2 If yes, name three ways your instruction has improved.
4.3 What have you changed in your instruction as a result of Abbott?

Have I changed? I would know.

Interviewer: So you don't have a point of reference?

Exactly if I would be teaching for a longer time than maybe I would see the difference.

Interviewer: So you became a teacher under Abbott.

Exactly, yes.

4.4 Has your instruction changed since being trained in the Early Learning Assessment System? If so, in what ways?

Yes tremendously, tremendously, because when I use to look at the Expectations I knew this is what I should be looking at. These are some things I should be doing in the classroom so get the outcomes put when I got the training I understood while you see the children each stage. Well if he's in a Level 1 what can I do for him? And Level 2. It's just a whole way of seeing Expectations. It's all broken down for you. It's more understandable than just looking at the Expectations. Even though it is altogether at the same time. For me it's overwhelming to see that page. It's better when it's broken down.

4.5 Have you noticed four-year-old children performing better than three-year-old children in your classroom?

Four-year-old children than three-year-old children yes.

4.6 If yes, name three ways.

It could be their growth because they are a year older. I tend to four-year-olds in my classroom right now are basically the leaders. Basically also because they've been here. This is their second year. They know the routine. They know what is expected. Most of things they know. They basically help the smaller ones. They come from home. They really need basic skill. They really need to learn how to play with another child. How to talk
to another child and say I want that instead of the grabbing, instead of the hitting. So yes there is a difference from three-year-old and four-year-old children.

Interviewer: And do you feel some of the four-year-old perform better than the three-year-old?

The four-year-old perform better than the three-year-old, yes, yes.

Interviewer: For the same reasons?

Yes, yes, exactly.

5.1 What is the highest degree in education you are currently holding?

I have a BA in psychology.

5.2 Do you plan to go beyond that degree?

Yes, yes.

Interviewer: What would you like to pursue?

I for now have those 17 credits in education in early childhood education. I would like to finish my Master's in education and someday I would like to get a PhD in psychology or education. Either or.

5.3 Are you enrolled in school? If yes, what are you pursuing?

No, no.

6.1 Were you employed as a preschool teacher prior to the Abbott decision in 1999?

No

6.2 Have you noticed any areas of impact in your job performance since Abbott VI?

I can't answer that question.

6.3 If yes, how are you different as a result of being employed as an Abbott preschool teacher?
Well I've noticed in private school sometimes that don't have a curriculum. We have a set curriculum. Sometimes they don't have the Expectations that we use form the State of New Jersey. So I do see that there is more organization. Like I said there is a set curriculum. It is expected for all the classrooms to be the same. The teachers teaching the same thing. Sometimes I see in private schools, they have 2 or 3 preschool classrooms, each teacher is doing something different, whatever they think their classroom should be learning about or whatever should be doing. So you do see a difference from a private to a public school. In public schools they are more organized. They have been here forever. So they know what they're doing. I really believe that is why I am in an Abbott program right now.

Interviewer: Well I thank you for your time again.

Respondent C: Thank you.

Interviewer: Thank you for your answers and have a good afternoon.

Respondent C: You too.

Interviewer: Thanks.

Respondent D

Interviewer: Good afternoon, how are you today.

Participant D: I'm good and how are you?

Interviewer: And how is your school year going so far?

Participant D: It's going well it's challenging this year.

Interviewer: Well before I move onto the interview I would like to thank you for your time and your information. For confidentiality issues you are going to be identified as Participant D and because we need to go over your answers to the interview we need to tape record the interview. Is that ok with you?

Participant D: Yes.
1.1 What would you say has benefited you personally working as a preschool teacher in an Abbott community-based provider school?

I became more part of the community with my classroom with the children and their families. It's not like a teacher student thing it is more like a family now. I know the children, I know the families and everyone is on a first name basis.

1.2 What thing or things has benefited you professionally by working in an Abbott community-based provider school?

It actually enabled me to go back for my P-3 certification. I was able to pursue my Masters in Early Childhood because of this.

1.3 How would you define a high quality preschool?

One that enables the children to learn to his greatest potential. It is all hands on from real life experiences.

1.4 What 3 things do you believe are important in order to provide a high quality preschool experience to the children in your classroom?

I believe that to have a really good relationship not only with children, but with their families. Learning from their experiences. Learning from hands on. They go learn from about anything. They could learn from a mistake. Just watching something, and just learning from me, by role modeling. I think it is important I have a really good knowledge of preschool.

1.5 Has your thinking about high quality or teaching practices changed at all since you began teaching? If yes, in what ways?

Yes, I've been teaching for a really long time maybe 10 years and preschool programs throughout New Jersey. It was always do this, do this, cookie cutter things and once I came to Abbott I realized it was focusing on the final project learning. You focus on them getting there. You think of where they are in their development and what
you need to do to help them get to where you want them to be.

Interviewer: So is it fair to say that know you are more interested in the process as opposed to the outcome.

Yes, yes.

1.6 What recommendation would you make to improve the quality of your classroom or center?

Of my classroom? Just more workshops to help not only me but to help my paraprofessional to realize it’s ok if they don’t finish something. It’s ok if they don’t finish something. It’s ok if they rip something up because that’s the only way they are going to learn.

2.1 What professional development have you attended?

- NAEYC Conference or Bergen/Passaic ABYCC
- Early Childhood Conference
- On site workshops through the district
- On site workshops through the center
- College course
- Other

High/Scope, I have gone through 3 weeks of High/Scope training. And I just graduated this past May with my Masters in Early Childhood. I hadn’t had a chance to go to any of the other training.

Interviewer: Have you received any other professional development provided by your center?

Yes actually and through the district.

2.2 When was the last time you attended a workshop?

- 1 month
- 2-5 months
- 5-7 months

Last week.

Interviewer: What was that about?

High/Scope training.
Interviewer: Would you like to highlight anything you got out of the professional development last week?

It was all about the key experiences and to help the child solve their problems in the classroom, conflict resolution.

2.3 How many workshops have you attended this year?

There was one on lesson plans and Math and then there was the High/Scope.

2.4 Do you think professional development training has helped you?

Yes.

2.5 If so, in what ways?

It gives me more knowledge. I don't always have the right answer and it gives me a base to go find things. It just gives me more information.

2.6 What topics have you been trained on in the last year?

- Environment
- Room arrangement
- Literacy
- Math/Science
- Assessment/ELAS
- Small Group
- High/Scope
- Other

I have been trained on Math and High/Scope.

2.7 In your opinion has professional development helped with instructional delivery?

Yes because it used to be more telling them to do this, this, and this and now it is more asking them questions and how do you think you could get there, what do you need, what's going to help you. You know.
2.8 In what areas would you like professional development?

Personally, I need behavior management and science. I think one of my weaker areas in the classroom is science. I'm working on math right now. But science is definite and something for behavior.

3.1 In your opinion, how prepared do you feel you are to teach preschool children? For example children of certain groups such as: challenging behaviors, English Language Learners, Children with developmental delays, etc.

I feel I'm pretty prepared. With most of the challenging behaviors I'm ok but I know there are some I just don't have the information on and that's when I need to reach out to sources and other people for help. English Language learners I'm prepared for that I can communicate with them.

3.2 What is one of the challenges you face teaching preschool children?

That I can't be everywhere at once. That's one of main things. If one thing is going on in one part of the classroom, there is always something going on in the other part of the classroom, whether it's something they are learning or it's a problem.

4.1 Has your instruction changed since Abbott VI?

Yes.

4.2 If yes, name three ways your instruction has improved.

I have my P-3 certification, I have my Maser and everything and basically the direction with the children is working with them, helping them, and not telling them what to do, coming to a conclusion with them instead of telling them letting them find out on their own. And just help them.

4.3 What have you changed in your instruction as a result of Abbott?
I would say just the way I would interact with the children. What I expect of them. I don't have the expectations that are way up here because I know they just know that they can't reach the high expectations, that they are on a graduated spectrum and everybody is different and they'll get to it eventually.

4.4 Has your instruction changed since being trained in the Early Learning Assessment System? If so, in what ways?

I'm looking for for the components, the way they handle books. The way they read books. We are working more with their names and doing more with songs and poems and rhymes.

4.5 Have you noticed four-year-old children performing better than three-year-old children in your classroom? If yes, name three ways.

I think they do because they are at a different level than a three-year-old child, which is good because the four-year-old can actually help the three-year-olds. The three-year-olds learn more from the four-year-olds. The four-year-olds are more able to reason and with conflict resolution I notice that they're more able to come to a solution to many of their problems. The four-year-olds are more into hows and what's, writing their names and asking to spell stuff for them so they can write it down and everything.

5.1 What is the highest degree in education you are currently holding?

Masters in Early Childhood.

5.2 Do you plan to go beyond that degree?

I'm planning to get another Masters in probable ESL or Early Childhood Special Ed.

5.3 Are you enrolled in school? If yes, what are you pursuing?

No.
6.1 Were you employed as a preschool teacher prior to the Abbott decision in 1999?

I was but not in an Abbott district.

6.2 Have you noticed any areas of impact in your job performance since Abbott VI?

When I was working it was more of a day care setting as opposed to a school setting. So it was kind of like 2 different things. There was always cookie cutter. Kids had to do what they were told to do and there were certain things they could do and there wasn't possibility for the children to expand their horizons. It was more rigid. And here Abbott it is more open. They are able to problem solve, do things on their own and just focus on the process as I said rather than the end product.

Interview: repeated question #6.2 Have you noticed any areas of impact in your job performance since Abbott VI?

Well you have to have P-3 certification as a result. There is a pay increase, 15 children in a classroom, that's basically it. I don't know what else.

6.3 If yes, how are you different as a result of being employed as an Abbott preschool teacher?

I think with the professional development I have gotten since I've been in the Abbott program I've gotten more knowledge, more open to suggestions, more willing to do more stuff for the children. Like I said no child is perfect. No child is on the same level and they all perform on their own level, just because somebody's not doing something that is not developmentally doesn't mean they are not going to do it.

Interviewer: Well I thank you for your time again and for your answers and I wish you good luck for the remainder of the school year. Once again thank you for the information.

Respondent D: You're welcome.

Respondent E

Interviewer: Hello, good afternoon. How are you today?
Participant E: I’m fine, thank you.

Interviewer: Well for confidentiality reasons I’ll identify you as Participant E. Also, because we have to go over the answers later on in order for us to analyze the interview for the research study I need to tape record the interview. Is that ok with you?

Participant E: Yes.

Interviewer: Ok.

1.1 What would you say has benefited you personally working as a preschool teacher in an Abbott community-based provider school?

Personally I think I grow as a teacher because now I see clear what early childhood and at the beginning what I know about early childhood is only concepts of the children. And how I think early childhood is make to the children in the class educational ways.

1.2 What thing or things has benefited you professionally by working in an Abbott community-based provider school?

In the last year I take High/Scope courses. They help me a lot because I understand a better way how children get the environment and are child initiated.

1.3 How would you define a high quality preschool?

I think as a teacher provide a very good environment for the children in all the aspects, socio-emotional and all the aspects.

1.4 What 3 things do you believe are important in order to provide a high quality preschool experience to the children in your classroom?

Could be as I said in the first time the environment. I think we have to practice what we learn in workshops and all the advice they gave us the Master Teachers gave us. And three work with the parents is very important. Plan activities and work with parents.
1.5 Has your thinking about high quality or teaching practices changed at all since you began teaching? If yes, in what ways?

Yes, it is so different how I do my plans and work with the parents. And how I interact with the children in many ways.

1.6 What recommendation would you make to improve the quality of your classroom or center?

I think that activities that I do with my children could be better if the parents participate more with me bringing materials that I need from them. For example in the days that I am using a lot of recycle materials, I have to do work and talk with them to bring me materials. The parents need to participate and become involved in the education.

2.1 What professional development have you attended?

- MARYC Conference or Bergen/Fassaic AEYC
- Early Childhood Conference
- On site workshops through the district
- On site workshops through the center
- College course
- Other

I went to workshops that the Board of Education gave us through the district. Last year we had High/Scope training. We did training in the summer. The last workshop from the center was about activities in each area. Another one was ECCEES.

2.2 When was the last time you attended a workshop?

- 1 month
- 2-5 months
- 6-7 months

One month ago.

2.3 How many workshops have you attended this year?

I think more than 5.
2.4 Do you think professional development training has helped you?

Yes.

2.5 If so, in what ways?

I since last year I started to do different kinds of activities from the beginning of the day to the end of the day.

Interviewer: Do you remember what professional development has helped you or what workshops you were able to use in your classroom?

High/Scope training.

2.6 What topics have you been trained on in the last year?

- Environment
- Room arrangement
- Literacy
- Math/Science
- Assessment/ELAS
- Small Group
- High/Scope
- Other

Environment, room arrangement, literacy, math, ELAS, small group.

2.7 In your opinion has professional development helped with instructional delivery?

Yes. I think I grow because I understand better the children. I think my interaction with them improved a lot. I think that I do with them work at their level. I feel more secure with them.

2.8 In what areas would you like professional development?

With challenging behaviors.
3.1 In your opinion, how prepared do you feel you are to teach preschool children? For example children of certain groups such as: challenging behaviors, English Language Learners, children with developmental delays, etc.

Now I feel more secure. I feel I am prepared to work with preschool children. I think I try different ways to get the children encouraged in their behavior. I need activities of what I have to do with them. I think I am prepared to work with children with another language.

3.2 What is one of the challenges you face teaching preschool children?

Children with behavior problems.

4.1 Has your instruction changed since Abbott VI?

That means I take P-3 courses?

Interviewer: Right, has instruction changed in any ways since Abbott VI in your case?

No because I took already P-3 courses.

Interviewer: So Abbott VI doesn't effect you any way?

No.

4.2 If yes, name three ways your instruction has improved.

4.3 What have you changed in your instruction as a result of Abbott?

Yes. It changed because now the assessment is different. We use ELAS for the children. The other way was how I did my class. The other one is how I improved my relations with parents to get more involved with the parent.

Interviewer: In other words, with Abbott you have become a better teacher and you have better ways with the parents, to involve the parents in the classroom.
4.4 Has your instruction changed since being trained in the Early Learning Assessment System? If so, in what ways?

Yes. Yes because before taking ELAS I used to take ELAS I used to take notes about children's play but now I feel a little bit more confident about taking notes because all the observation that I do for the children is because they are going to get one of the expectations.

Interviewer: So do you feel by using ELAS you are planning your lesson in a way that will address each individual student?

That's right.

Interviewer: And that you are using ELAS to prepare your lessons?

Yes.

4.5 Have you noticed four-year-old children performing better than three-year-old children in your Classroom? If yes, name three ways.

Yes. They are more accessible what I do with them. They can get more of the expectations.

Interviewer: So your able to achieve your goals better with the four-year-olds than the three-year-old?

Yes. It's because even the activities that I do are simple for their level, four-year-olds are more focused in what I try to do with them. Three-year-olds are a little bit very too young, too immature.

5.1 What is the highest degree in education you are currently holding?

I have a Bachelor's degree in education.

5.2 Do you plan to go beyond that degree?

Yes, I want to take courses in Masters in education.
5.3 Are you enrolled in school? If yes, what are you pursuing?

No.

6.1 Were you employed as a preschool teacher prior to the Abbott decision in 1999?

Yes. I was a teacher in this school. That time I had certification for working in a nursery.

6.2 Have you noticed any areas of impact in your job performance since Abbott VI?

Yes.

6.3 If yes, how are you different as a result of being employed as an Abbott preschool teacher?

It was a huge change. Different I how did in that time than how I did now. A difference in the classroom. How I teacher. How I was with the children. One difference is the environment that I have in my classroom now. And how I was and how I do now. An example in the past we nor used materials. I used to give to the children only paper, coloring or do something with paper but now I try to take different kind of materials they promote the activity. Not only the activity to let them take let them think be more confident. I think it's the big change.

Interviewer: So you agree you are a different teacher as a result of the Abbott decision and you feel you are different as a teacher in an Abbott preschool center?

Yes.

Interviewer: Well I thank you for your time and for your answers. I wish you good luck on your future endeavors and also during the school year.

Participant E: Thank you so much.

Respondent P

Interviewer: Hello, how are you today?

Participant P: Very good thanks
1.1 What would you say has benefited you personally working as a preschool teacher in an Abbott community-based provider school?

In my personal level I gained a lot of experience working with children. I love to work with them. I thinking in a school give me a different perspective, view, of how children grow and how we can pour something to the community because we work with families.

1.2 What thing or things has benefited you professionally by working in an Abbott community-based provider school?

Well, I went through the P-3 program. Now we have the opportunity to receive trainings to update our knowledge of learning. Now I have another view of education. I am very involved and now I am taking a Masters in Early Childhood.

1.3 How would you define a high quality preschool?

Well, I think the teachers need to have a certain level of knowledge. You need to understand children. You need to know how they develop in each step in their life. And also, I think you need to be very involved with the family. Because working with the family myself it helped me a lot.

1.4 What 3 things do you believe are important in order to provide a high quality preschool experience to the children in your classroom?

A very good environment, a very clear set of the areas for the children. You need to know if all the needs are covered like the food. The basic needs are covered for that and a very well plan of development for all the children you have during the day.

1.5 Has your thinking about high quality or teaching practices changed at all since you began teaching? If yes, in what ways?

Yes. I think I did not have enough experiences at the beginning but now year-by-year you learn something deeper. You know. For example perhaps I didn't have the organization about the classroom. Now we include different
kinds of materials. We are very focused in literacy. I think that you keep learning through the years and you include it inside the classroom. For me it's great because I have the feeling that the children know everything and they are more involved with what they are doing. You set everything clear for them.

1.6 What recommendation would you make to improve the quality of your classroom or center?

What recommendation? First we have to give that training and opportunity to our paraprofessionals. Sometimes I get the feeling that we are the ones that manage everything. We now must remember we work as a team. So as a team we need to have certain levels and certain understanding of what we are looking for, our objectives. Sometimes I get the feeling that our paraprofessional is not prepared enough to manage everything and to know what they expect from the children.

2.1 What professional development have you attended?

- NAEYC Conference or Bergen/Passaic AEYC
- Early Childhood Conference
- On site workshops through the district
- On site workshops through the center
- College course
- Other

You mean trainings?

Interviewer: Right.

I am registered to attend NYAEYC. Two years ago I attended a conference. They give certain trainings during the year and I have a chance to go to them.

Interviewer: Oh, you already went?

Yeah I went and also I go to the conference and the training the Board offer. Also, we just try to go. Once and a while because we can't go altogether. For me it's great because I have another kind of ability.

Interviewer: How about at your site the center? Do you get professional development form them?
Yes, they give us every time they have an opportunity something new that appeared. For example now we try to introduce music with learning words. They give us a lot of trainings. I have learned a lot with them.

Interviewer: Have you attended the Early Childhood conference?

Yes, but a long time ago, a long time ago.

2.2 When was the last time you attended a workshop?

- 1 month
- 2-5 months
- 5-7 months

The last time was at the beginning of the year in September.

2.3 How many workshops have you attended this year?

Since the school year started that was one and at the site we had 2 more with the Master Teachers and I registered with 1 that is going to be in November, the end of November.

2.4 Do you think professional development training has helped you?

Yes.

2.5 If so, in what ways?

Personal or professional because I look at education a different way I want to just keep going I have the feeling that everything that I learned, that is not enough. I can cover more. Also, with the language it is difficult for me because it is double. So learning a little bit more of the language being bilingual, being in a bilingual class with the children will also give me the chance to try my best in English and give me the opportunity to put everything I learned in the classroom.

Interviewer: Can you remember everything you have learned in one of your professional development that you have already used in the classroom?
Yes. I member I went to Dr. Jean activities. She had a bunch of things you can do in math and music and literacy. Actually we put some of them in transitions time and use it. And also for movement activities you know children like with the transitions. I use it a lot.

2.6 What topics have you been trained on in the last year?

- Environment
- Room arrangement
- Literacy
- Math/Science
- Assessment/ELAS
- Small Group
- High/Scope
- Other

Well we have literacy with ELAS. We have received a lot of hours and we have training in that thing. Math workshop we have with the Master Teacher we talk about a lot about math. How we are going to include math. I think it is very nice. Actually we are going to try to get everything done and try everything in math, transitions and being included as part of the daily routine, the math activities. And High/Scope was the best year, two years ago because I was in the first group that I received the training in room arrangement. We did something with the centers, about DECA, behavior how some children act. Also the last training we received ways on how we can handle certain situations with children. Also understand them more like when they have a big change in their life or they move or the separation of the parents. So how you can deal with that thing. How can you help them?

2.7 In your opinion has professional development helped with instructional delivery?

I think it's a complete package, as a teacher like I told you every time you have to learn more and more. For example small group time something that is the big chunk of the day, something that they learn. Now the topic we are talking about math. This new year we are trying to include more math and science because you know you do science when we cook in the classroom, when we observe but perhaps a specific perhaps a specific activity in science would be great for them because more you expose the children to
those activities they are going to have those experiences to carry on when they are in another level.

2.8 In what areas would you like professional
development?

Interviewer: Another words you feel you would like
core professional development in science, math, and small
group.

Yes.

3.1 In your opinion, how prepared do you feel you are to
teach preschool children? For example children of
certain groups such as: challenging behaviors,
English Language learners, children with
developmental delays, etc.

I have learned those years and I feel everything they
teach me like the car makes altogether and I feel very
comfortable and I feel myself prepared. But when I go for
example when I attend those classes I feel wow why don’t I
try that thing, something new with them perhaps it is going
to work. How I don’t try this other thing perhaps it is
going to work because every year you receive different kind
of children so but I feel prepared in my way. I am
preparing myself more because I don’t want to just say I
know everything. I know that preschool is something new
for everybody. Everybody is learning. I am learning
everyday for the children.

Interviewer: As you know we have faced this in the
classroom, we have all different types of students and some
of those students might be a challenge in their behavior.
How prepared do you feel you are to deal with behavioral
issues?

Well in our center we receive special training for
that. That’s DECA. It’s about initiative. It’s about
behavior. It’s about conflict, conflict resolution. So
actually I have experience with some of the children the
past year, two years ago. This year we always have one
special one and I try to put those ways, new ways to just
manage the situation. For example the past year I have 1
child he can’t control himself. He enters to the classroom
and he starts when he gets frustrated, when he doesn’t
sleep good. I don’t know I have a talk with the father he
came, broken all the panels, kicking the chairs everything in the room the big blocks, the rug and kicking myself too. So you know I just try first to control himself as I think that he needs to kind of life that energy in a different way. Just go outside and take a some air, run because some of them live in small places and they need just that. Sometimes I take them outside to run with me sometimes we just bring some paper and he calms down a little bit, but we need to work with the family. Sometimes when I notice that kind of behavior is not just the child. It involves the family and problems inside the family.

Interviewer: How about the students that speak English as a second language, are you prepared to work with those students?

That’s why I’m taking my classes. Also, I took ESL classes. There’s anytime I don’t say ok I’m done with the English. Every time I’m learning things and I’m trying to do my best with them. I think you know they give me an extra a different chance to understand them because sometimes they come from home without any language even know Spanish and you notice when they only use a couple of words and what they are trying to say to you. Perhaps if a child entered to a classroom and the teacher just speak English perhaps he must feel bored, I don’t know alone, or he’s not going to understand what I say and he is going to be more, the impact is going to be harder. So I understand him that trying to use the language that is going to make him feel comfortable in the classroom.

3.2 What is one of the challenges you face teaching preschool children?

The challenge, the language was the first challenge for me. Education understanding children. You know the needs; understand them that they have changes. The behaviors, the conflict resolution, how you drive them try to push them to solve by themselves and being independent.

4.1 Has your instruction changed since Abbott VI?

Yes, I have received all the trainings, thanks for that I became a better teacher because they gave of the opportunities to become and learn a little bit more about children.
4.2 If yes, name three ways your instruction has improved.

One would be more aware of educating preschool children would be one. In personal, well the benefits that they give us also. Also, they give me another view because now I know that they don’t help if you want to go over that just the P-3. Now I have the feeling that I have to do it by myself. So if I don’t receive perhaps good money I can go by self to study and become more aware of the things.

4.3 What have you changed in your instruction as a result of Abbott?

In my instruction, you me how I plan?

Interviewer: No in your instruction, how you teach.

Were you a teacher before Abbott?

No, I just started everything.

Interviewer: So you where you a teacher before Abbott. When you became a preschool teacher when did you become a preschool teacher?

I became a preschool teacher in 2001.

Interviewer: So under Abbott.

Under Abbott

Interviewer: So you started at this center where you are working right now?

Yes I was study and I was first I started as an assistant. So I was working as an assistant for 1 year I think and by that time I went to my certification because my background is in Human Resource. In my country I worked with children but children that lived in shelters. I was always very involved with that but I never you know just worked with them. So here they give me an opportunity to work with children and also to study for me it was a completely change.

Interviewer: So when did you say you started?

Interviewer: But at that time was the center functioning under Abbott under Abbott regulations?

I don't remember but we're receive I think so because we receive the scholarship.

Interviewer: So how do you think your instruction has changed?

It changed a lot for me. It gave me 360 degrees changed my life, personal, professional. because working in Human Resources you work with people. You deal with also with problems, grown up people. Now working with children I never realized I had an inventive part a very imaginative, too much imagination to work with them. It changed a lot for me.

4.4 Has your instruction changed since being trained in the Early Learning Assessment System? If so, in what ways?

Yes. I am focused in literacy. I am aware of using the words and also aware of using the English correctly. So they learn because sometimes they learn with your accent. But now I'm more aware of the books they should use, kind of like the ideas they have and they compare ideas and kind of like focus themselves in the book. Just relating with the experiences they bring from home.

4.5 Have you noticed four-year-old children performing better than three-year-old children in your classroom?

Yes.

4.6 If yes, name three ways.

You know at the beginning because we would have been working with this is going to be the second year. At the beginning it was a big change because the big ones, the four-year-old wants to behave like the little ones the three-year-olds- so instead of going up being the example and being the helpers they become the babies. The opposite happens with the little ones. The little ones want to be big ones because they want to copy attitudes from the big ones. They want to write. They want to just start doing
letters. I think the big change is just more, more that situations. And deal with that situations that prevents because I told you all the groups are different and sometimes just work time sometimes you have to start more than that.

Interviewer: But do you feel that the four-year kids are older and have been in the preschool center do you feel that they perform better?

It's because they are more aware because they have four years now so they're expected to just give you more ideas more things. But let me tell you sometimes it doesn't happen that way. You as a teacher has to individualize activities. For example, four-year-olds with this level, four-year-olds with a lower level, three-year-olds with a higher level and there are some with a lower level, you have to individualize. For us it's like more work to do more things that you have to keep. I noticed that they are learning and they are working fine and for me the little ones learn good things from the older ones.

5.1 What is the highest degree in education you are currently holding?

College degree but I'm taking a Masters now.

Interviewer: So but what degree have you acquired, the P-3?

I have the P-3 the Standard certification.

5.2 Do you plan to go beyond that degree?

Yes, now I'm doing that.

5.3 Are you enrolled in school? If yes, what are you pursuing?

Yes, I'm enrolled in the school. This is going to be my second semester.

Interviewer: And what are you pursuing?

MIT.
Interviewer: A Masters degree in education?

A Masters degree in education.

6.1 Were you employed as a preschool teacher prior to the Abbott decision in 1999?

No I wasn't there.

Interviewer: So I guess this will end the interview and I thank you very much for your time and your willingness to participate in the research study.
Appendix G

THANK YOU LETTER
THANK YOU LETTER

Date
Teacher
School
Address

Dear Teacher,

I would like to thank you for participating in my research regarding the impact of Abbott v. Burke has on community-based provider preschool teacher employment in one Abbott district. Your participation was very helpful.

If you would like a copy of the results, or if you have any further comments on this research, please call (973) 574-2170.

Once again, thank you for your participation.

Sincerely,

Colleen Malleo