Co-funded by the Erasmus+ Programme of the European Union

Teaching learning spaces competence from early childhood education
TELESPA
2018-1-RO01-KA201-049545

AN EVALUATION OF LEARNING ENVIRONMENTS SERVING CHILDREN AGED 0-12 IN TURKEY

TELESPA country research report

ABSTRACT

Through lengthy field observations, structural and process quality of care and learning environments serving children 0-12 ages were evaluated. Data was collected from crèches, daycares, preschools, and primary schools, both public and private.

Zeynep Alat, Ph.D. & Şakire Karabay, Ph.D.
Ege University

An Evaluation of Learning Environments Serving Children Aged 0-12 in Turkey

Turkish Education System

Change is the norm in the Turkish education system to the point that it is hard to foresee what is expecting in the following school year for those involved in the process including parents, students, educators, and teacher candidates. Such elements that require years of preparation as age to start to primary school, curricula, highly centralized and competitive entrance exams, teacher appointments, principals, educational philosophies, pedagogical approaches and so on could be changed in a very short period of time. Within this chaotic ambiguity, therefore, any description of the system would be limited to the time it is made.

Early Childhood Education and Care in Turkey

Several state departments are involved in the care and education of young children in Turkey. The Ministry of Labor (now it is the Ministry of Family, Labor and Social Services) under the Labor Law requires institutions that employ more than 150 women provide childcare services. Male employees are counted in this number only when they are widowed or have the custody of their children. Paid maternal leave amounts to 16 weeks including the 8-week-prenatal and the 8-week-postnatal periods. This could be followed by a-6-month-long unpaid leave upon request.

Crèches serving children under the age of three operate under the auspices of Ministry of Family, Labor and Social Services. Before the 1980s, which was the turning point for the basic structures of the state that evolved in a way to avail neoliberal policies to become effective, every state institution had offered free childcare, as well as accommodation, transportation, medical services etc., to its employees. Unfortunately, those family and women friendly policies have disappeared as privatization of state owned industries has almost been completed and left the families at the mercy of the market forces. Daycares are usually privately run, and even publicly owned daycares charge parents some fee. Another concern is that the number of available programs, private or public, for infants/ toddlers are very limited making this age group the most neglected in terms of education and care. Unfortunately, even in daycare centers there may be no service for children under age of two or three.

In the history of Turkish Republic, the first serious undertaking regarding education of young children took place in 1962 when the Ministry of Education [MoE] developed its first Preschools and Kindergartens Policy. But decades had to pass before the establishment of the Department of Preschool Education within the Ministry of Education in 1992. But, in 2011, this department was merged within the Department of Basic Education that oversees preschools, kindergartens and elementary schools. Preschools serve pre-Ks (36 -72 months) while kindergartens are a part of elementary schools. With drastic changes in Education Act in 2012, mandatory schooling age was lowered to 60 months forcing parents to enroll their very young children to first grade despite the protests of parents and educators. Following the natural failure of this practice, the age requirement increased. In 2019, 69 months olds are required to start school. Pre-K enrollment rates are given in the table below. Notice the drastic decrease in 2012-2013 when 60 months olds enrolled in the first grade.

Table 1

Pre-K Enrollment Percentages by Year (2009-2017)

School Year	Age	Girls	Boys	Total
2009-2010	3-5 yaş	26,48	27,34	26,92
	4-5 yaş	37,91	39,17	38,55
2010-2011	3-5 yaş	29,43	30,25	29,85
	4-5 yaş	42,47	43,70	43,10
2011-2012	3-5 yaş	30,49	31,23	30,87

	4-5 yaş	43,50	44,56	44,04
	5 yaş	65,16	66,20	65,69
2012-2013	3-5 yaş	26,31	26,94	26,63
	4-5 yaş	36,80	37,88	37,36
	5 yaş	38,33	41,30	39,72
2013-2014	3-5 yaş	27,15	28,23	27,71
	4-5 yaş	36,58	38,28	37,46
	5 yaş	40,72	44,27	42,54
2014-2015	3-5 yaş	32,22	33,11	32,68
	4-5 yaş	40,87	42,23	41,57
	5 yaş	52,21	55,27	53,78
2015-2016	3-5 yaş	32.87	33.63	33.26
	4-5 yaş	42.36	43.53	42.96
	5 yaş	54.16	56.74	55.48
2016-2017	3-5 yaş	35.12	35.89	35.52
	4-5 yaş	45.11	46.25	45.70
	5 yaş	57.40	60.11	58.79

Resource: MoE (2016-2017).

Curriculum. The first national preschool curriculum was released by the MoE in 2002 and updated in 2006 and, again, in 2013 MoE cooperated with teacher education programs with the support of UNICEF. During this fruitful cooperation, the 1994 curriculum for 0 – 36 months was also revised and synchronized with the preschool curriculum. A supplemental family involvement and parent education curriculum also developed for nurseries and pre-kindergarten programs.

The last and effective 2013 national curriculum is defined as eclectic in terms of pedagogical approaches, child centered, play based and addressing the whole child. Instead of classifying under certain subjects, core skills and concepts to target are listed under development areas, as physical, social, emotional and cognitive with a concern that otherwise the programs could become too academics oriented rather than being play-based. It is also emphasized that the curriculum is a guide giving teachers some degree of flexibility to make their education more suitable for children in their groups. Teachers are expected to make necessary adaptations for children with special needs; and employ a family involvement and education plan.

Teacher education. Only teachers with a four-year-degree from a preschool teacher education program and passed an exam are employed by the MoE to be employed in its pre-k programs. Those with a child development associate or high school degree could find employment opportunities in daycares. In the beginning and the end of each semester, a-two-week inservice training is required for all teachers. There are also training opportunities provided throughout the school year.

Primary Education in Turkey

Overnight change in regulations for primary education has also become a common experience in Turkey. In 2012, people woke up to an expansion in compulsory education years accompanied with a drop in starting to school age that was as low as 60 months, a rule that was changed a year later because of the catastrophe it caused. Currently, a-four-year primary education is part of the mandatory education system in the country. The age to start school has been increased to 69 months.

Turkey ranks behind all OECD countries in public spending per student (public spending per primary school student is $2,894 in Turkey, OECD average is $8,477) (Education Reform Institute [ERI], 2017). A very small portion educational

funding was allocated for preschool education (1.1%) and the budget allotment for primary education was 35.4% in 2015. Since 2012, a drastic increase in privatization in education sector has been observed. Enrollments in private schools has increased dramatically exacerbating the educational inequalities between the poor and well-off.

Table 2

Educational statistics for the school year 2015-2016.

Grade Level	Public/private	Students per classroom	Students per teacher
Kindergartens	Public	27	19
	Private	12	10
Kindergarten classrooms	Public	23	19
	Private	11	12
Primary schools	Public	23	19
	Private	10	9

Source ERG.

The aim of the study was to explore the structural and process quality of educational settings serving children aged 0-12 in Turkey. The questions of the study were as followed:

- What are the characteristics of child care and education settings for children under 3 years of age?
- What are the characteristics of child care and education settings for children aged 3-6?
- What are the characteristics of educational settings for primary school children?

Method

Research Sample

0-3 Programs. A total of 12 classrooms from 12 different daycares that served children aged 0 – 6 were comprised the sample. Convenient sampling was used to recruit nursery teachers who were willing to participate in the study. Of those, six were privately run while the others were public programs. Each center usually had only one classroom designated for infants and toddlers.

Preschools. Data was collected from 14 public preschools located in communities with different socioeconomic status. Four of the preschools were in a neighborhood in which mostly high SES people live while six of the preschools were located in disempowered neighborhoods.

Research Instruments

Demographics Form. This form was developed by the researchers and used for all the programs observed for the study. It included such questions as the age group served, socio-economic statuses of parents, teacher's education level, and whether the program provide free meals.

Table 3

Demographics table for 0-3 programs

	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10	D 11	D 12
# adults	2	3	1	1	2	2	2	1		1	1	1
♂♀ teacher	♀	♀	♀	♀	♀	♀	♀	♀	♀	♀	♀	♀
Teacher age	30	27	35	22	25	26	26	32		30	27	25
Experience	10	5	8	1	3	8	2	7		7	5	4
Diploma	Lycée	assoc	B.S.	assoc	B.S.	Assoc	assoc	assoc		Assoc	Assoc	assoc
Age of children	18-24	36	28-37	36	18-24	24-36	36	24		18-36	18-36	22-30
# children	9	16	6	20	10	15	10				10	15
SES of parents	high	high	high	midd	high	high	midd	midd	midd	Midd	midd	midd
Room size	30m2	25m2	20m2	32m2	20m2	20m2	10m2	20m2		20m2	20m2	15m2
Program type	Pri	pri	pri	pri	pri	pri	pri	publ	publ	Publ	publ	publ
Fee	Y	€280	Y	€140	Y	€281	€281	€134	Y	€134	€134	€134
Free meal	-	-	-	-	-	-	-	-	-	-	-	-
Parent education	Ø	2 a year	1 a month	2 a year	Ø	2 a year	1 a month	Ø	Ø	Ø	Ø	Ø
***f* Field trips**	once a month	Ø	Ø	1 a month	2 a year	Ø	2 a month	Ø		Ø	Ø	Ø

Table 4

Demographics table for preschools.

SES of the neighborhood	Low SES						Middle SES				High SES			
	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	P 11	P 12	P 13	P 14
# adults	1	1	2	3	2	1	2	3	2	2	1	1	1	2
♂♀ teacher	♀	♀	♀	♀	♀	♀	♀	♀	♀	♀	♀	♀	♀	♀
Teacher age	52	26	38	37	23	32	45	38	43	34	38	35	40	30
Experience	33	3	10	11	1	7	21	15	20	10	14	10	20	10
Diploma	B.S.	B.S.	M.S.	B.S.	B.S.	B.S.	B.S.	B.S.	B.S.	M.S.	B.S.	B.S.	B.S.	B.S.
Age of children	5	4-5	4	5	4-5	4.5	5	5	5	4	3-5	3	5	3-4
# children	24	24	12	20	16	22	25	21	22	20	15	20	24	24
SES of parents	Low	Mid	mid	low	low	mid	mid	mid	mid	mid	high	high	high	high
Room size m2	20	34		30	25	30	30	20	20	64	30	45	45	5
Program type	Pub	Pub	Pub	Pub	Pub	Pub	Pub	Pub	Pub	Pub	Pub	Pub	Pub	Pub
Fee	€8	€25	€	€8	€26	€25	€25	€25	€25	€25	€26	€26	€26	€26
Free meal	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parent education	Ø	2 a year	Every month	Twice a year	Once a month	Once a month	Once a month	Once a month	Once a month	Once a month	Twice a month	Once a month	Once a month	Ø
***f* field trips**	Every week	2 a year	Once a month	Twice a year	Ø	Once a month	Once a month	Every week	Once a month	Once a month	Once a month	Every week	Once a month	Twice a year

Infant/Toddler Environment Rating Scale (ITERS-3). ITERS-3 is a valid and reliable instrument that relies on information collected through on site three-hour-long observation of classrooms for children under 36 months. There

are 33 items covering six subscales of the instrument including Space and Furnishings, Personal Care Routines, Language and Books, Activities, Interaction, and Program Structure.

Caregiver Interaction Scale. CIS was developed by Arnett (1989) and was designed to measure the emotional tone, disciplinary style, and the responsiveness of the educator. This four-point Likert style measure includes 26 items and filled out by the observer. CIS was used to test criterion referenced reliability for ITERS-3.

Early Childhood Environment Rating Scale (ECERS-R). It is a valid and reliable instrument that relies on information collected through on site three-hour-long observation of preschool classrooms. There are 43 items covering seven subscales of the instrument including Space and Furnishings, Personal Care Routines, Language and Reasoning, Activities, Interaction, Program Structure and Parents and Staff.

The PK2 Teacher Roles Observation Schedule [PK2] was used to systematically obtain information on teachers' classroom behaviors. This systematic observation instrument was designed to document teacher behaviors in the context of ongoing classroom instructional-learning processes. Teachers were observed with reference to (a) interactions with students; (b) instructional setting in which observed behavior occurred; (c) whether instruction was of a direct, seatwork, or learnercentered orientation; (d) nature of interaction; (e) purpose of interaction; (f) instructional practices; and (c) language used. Each teacher was observed for six to ten 30-second intervals during the data collection periods.

Marzano Teacher Evaluation Protocol was designed to increase teachers' development and to evaluate teachers' performance effectively. This protocol consists of three categories: Involving Routine Events, Addressing Content, and Enacted on the Spot. Each category has its own sub-categories, making all together 9 sub-categories, which are Communicating Learning Goals and Feedback, Establishing Rules and Procedures, Helping Students Interact with New Knowledge, Helping Students Practice and Deepen New Knowledge, Helping Students Generate and Test Hypotheses, Engaging Students, Recognizing Adherence to Rules and Procedures, Establishing and Maintaining Effective Relationships With Students, Communicating High Expectations for All Student. There are all together 41 items in the protocol. Each item was evaluated by taking into consideration 4 levels that are "not using level (0 point)", "beginning (1 point)", "developing (2 points)", "applying (3 points)", "innovating (4 points)".

Data Collection. Raters who would administer the scales were trained until inter-rater reliability was established. Once the test intra-rater reliability established, data collection process was started. Data was collected through observations of the same classrooms on two different days two-weeks apart in the Spring of 2019.

Findings

Daycares

ITERS-3. The scale consists of 33 Items that are organized into six subscales including Space and Furnishings, Personal Care Routines, Language/Books, Activities, Interactions, and Program Structure. Total mean scale scores and average subscale scores for each daycare are given in Table 5.

A. **Space and Furnishings**. This subscale consists of items that explore the qualities below:

    1. Indoor space. This item evaluates the classroom space in terms of sufficiency, cleanliness, maintenance of the furniture and space, ventilation and lighting, and accessibility. Only one classroom was in excellent

condition. The rest of the classrooms neither public nor private met the criteria to be considered in good quality. Meaning, there were far from providing adequate space for children to move freely and play and for daily routine care and activities, overall maintenance of the environment was poor, and space is not accessible for people with disabilities.

2. Furnishings for care, play, and learning. This item evaluates the conditions of furniture, whether they are in adequate number, child-sized for infants and toddlers, in good condition, there is softness provided, and there is adaptive furniture. None of the classrooms observed met the criteria to be considered in good quality. In fact, the score each room obtained for this item was 1, and one received 2 and another three, meaning they were all performed poorly in terms of this aspect of quality.

3. Room arrangement. This item evaluates how the room is organized in a way to enable adult supervision of children, accessibility, easy flow of traffic, and to set up interest centers. All of the classrooms received the either the score 1 or 2 for this item meaning they all failed to provide enough space for children to play and to set up learning centers, are not structured or organized in a way to enable supervision of all children at all times.

4. Display for children. This item evaluates if displayed materials are appropriate and at children's eye level, regularly changed, and become a topic of conversation. All of the classrooms observed performed poorly in terms of this aspect receiving 1s and 2s pointing out the inadequacy of visual materials that would stimulate learning.

Table 5

Space and Furnishings subscale scores.

Space and Furnishings	Private							Public				
	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10	D 11	D 12
Indoor Space	3	7	1	1	2	1	1	1	2	2	1	3
Furnishings for care play and learning	1	3	2	1	1	1	1	1	1	1	1	1
Room arrangement	2	1	2	1	2	2	2	1	2	1	1	2
Display for children	2	1	1	1	1	1	2	1	1	2	1	2
Subscale average	2	3	1.5	1	1.5	1.2	1.5	1	1.5	1.5	1	2

Overall, the classrooms, both public and private, received average scores between 1 or 2 indicating inadequate quality. Meaning, the space they offered to young children for their routine care and play was too small to function efficiently. Furniture decorated the classrooms were not in good condition nor offered soft surfaces that would create coziness and home-like environment young children need. Learning centers were not set up. There was not enough display materials at children's eye level that would stimulate and support their learning.

B. Personal Care Routines. This subscale consists of items that explore the qualities below:

5. Meals/snacks. This item evaluate whether food served to children is nutritious, meal/snack times are pleasant and flexible enough to meet individual children's needs, and supervision and sanitation is ensured. One third of the classrooms was in good to excellent condition while the rest received poor scores for this item mostly because of failing to follow the sanitary procedures.

6. Diapering/toileting. This item checks if sanitary procedures are followed, diapering/toileting schedule meets individual children's needs, adult supervision is provided, and any teaching moments occur. Scores for this item showed a range from 1 to 6 with one public and five classrooms obtaining 1 while the rest changed between 4 to 6 as none being in excellence. Those that were given scores indicating inadequacy failed to follow sanitary procedures. In none of the classrooms adults were observed engaging in teaching in their interactions with children during diapering/toileting.
7. Health practices. This item evaluates hygiene practices in terms of sufficiency, pleasance, and teaching moments. Of observed, only one classroom received 7 indicating excellency in health practices engaged in. The scores for this item given to other classrooms ranged between 1 -3 mostly because of failure to follow proper hand washing rules and lack of sanitation practices.
8. Safety practices. This item evaluates indoor and outdoor space in terms of safety hazards and adult supervision. Scores for this item varied between 2 (inadequate) to 6 (good to excellent). A quarter of the classrooms observed received 2 indicating inadequacy and causing concerns about the safety of children in care; while the rest received scores between 4 - 6 meaning safety hazards were relatively not in an amount to cause any threat or concern, supervision of children were provided while in some classrooms staff failed to inform children about potential consequences of their unsafe actions.

To sum up the findings for this subscale, in 41% of the classrooms quality was not ensured in meeting the basic needs of children through personal care routines. In another 41% of the classrooms, quality was barely adequate. None of the classrooms was in excellent condition.

Table 6
Personal care routines subscale scores

Personal Care Routines	Private							Public				
	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10	D 11	D 12
Meals/snacks	2	5	1	5	1	7	1	1	1	4	1	2
Diapering/toileting	4	3	1	4	6	4	1	1	1	4	1	5,5
Health practices	2	3	1	3	2	2	2	1	1	7	1	2
Safety practices	6	5	4	4	4	2	2	4	4	6	2	6
Subscale average	3.5	4	1.7	4	3.2	3.7	1.5	1,7	1.7	5.2	1.2	1.4

C. Language and Books. This subscale consists of items that explore the qualities below:

9. Talking with children. This item evaluates occurrence and nature of conversation between staff and children. Of the classrooms observed, four (33%) received a score between 1 - 2 meaning conversations between adult and children were limited, insensitive to children's interest, play, or mood, or unplayful. Staff in the other classrooms showed an excellent performance that was characterized by personalized, informal, pleasant, and playful talk with children.
10. Encouraging vocabulary development. This item evaluates how teachers support new vocabulary acquisition. Staff members working in the classrooms that were found inadequate in terms of talking with children were also observed to be performing poorly in cultivating children's language development. The scores of the others classrooms in regards to this aspect ranged from 4.5 to 6 meaning teachers working in those classrooms did a conscious effort for promoting language development by naming objects, people, actions as they appeared in children's play and routines, repeating words, talking about both current and past/future experiences of children, and making comparisons.

11. Responding to children's communication. This item is about how teachers respond to what children communicate, whether it is pleasant, educative, and responsive to what child needs. The teachers who showed a poor performance in terms of previous two items were also inadequate in their responses to children as they displayed a disregarding approach to children's attempt to communicate or were negative in their response. The teachers in the 33% of classrooms observed were good at responding to children while 33% of teachers did an excellent job by not only responding positively to children's communication but also expanding on whatever children tried to say.

12. Encouraging children to communicate. This item evaluates how teachers initiate conversations with children, ask questions, and answer questions raised by children. The teachers who showed a poor performance in terms of previous items of this subscale were also inadequate as they did not engage in back and forth conversation with children, asked questions meaningful for children, or stayed positive when questions not answered. Of the teachers observed, 50% was relatively close to being considered good. Only in one classroom, staff was observed to be excellent with frequent turn-taking conversations with children, many appropriate questions directed to children during their play and care, and waiting for children to answer questions.

13. Staff use of books with children. This item is about how staff reads books to children and responds to children's behavior and reactions during book time. Of the classrooms observed in this study, 75% received scores indicating inadequacy in this respect. In fact, there was not any occasion of adults reading books to children taken place during the observation periods in three of those classrooms. Only in 25% nursery classrooms, teachers received scores 3.5 indicating that there was a book time that appeared to be pleasant for both adults and children who could see content of the book, but no informal readings with children who were actively involved during the process.

14. Encouraging children's use of books. This item checks appropriateness, circulation, availability and accessibility of books and whether staff provides positive attention when children engage in independent reading. All of the classrooms observed were inadequate in this aspect. There was no book available or accessible for children.

Table 7

Language and books subscale scores

Language and Books	Private							Public				
	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10	D 11	D 12
Talking with children	7	7	2	7	7	3	2	1	7	6	5.5	7
Encourage vocabulary development	5	5	1	3	4,5	1	1	1	4	6	3.5	5
Responding to children's communication	7	5	1	5	5	1	3	1	7	7	5	7
Encourage children to communicate	4	7	1	5	4,5	1	1	2	4	7	4.5	4
Staff use of books with children	3,5	3	1	1	1	1	1	2	1	1	1	3,5
Encourage children's use of books	1	1	1	1	1	1	1	1	1	1	1	1
Subscale average	4.5	6.6	1.1	3.6	3.8	1.3	1.5	1.3	4	4.6	4.1	4.6

Overall, among the observed classrooms that were selected from 12 different nursery programs, 33% seemed to be inadequate in terms of promoting language development of very young children. In the other programs, teachers showed good or excellent performances in their communications with children. However, none of the programs offered a literacy rich environment in which numerous and age appropriate books and reading materials made available for children throughout the day in an environment where informal reading was encouraged and facilitated.

D. Activities. This subscale consists of items that explore the qualities below:

15. Fine motor. This item checks availability and accessibility of manipulatives, and learning opportunities provided during the use of fine motor materials. All the classrooms observed except one received the score 1 indicating their inadequacy in promoting fine motor skills of children. There was not any fine motor material accessible for use of children in any of the classrooms observed.
16. Art. This item is about availability and accessibility of art materials, supervision and support provided during their use. All the classrooms observed except one received the score 1 indicating inadequacy. There was no art materials/ activities available/accessible for children during the observation periods in those classrooms.
17. Music and movement. This item checks availability and accessibility of music materials, use of music and music/movement activities. In 33% of the classrooms, there was no music/movement activity or sing along taken place. Some but still inadequate level of music/ dance activity observed in the other classrooms.
18. Blocks. This item evaluates availability, accessibility, and storage of blocks and block center, and how staff cultivates learning at block play. Majority of the classrooms (83%) showed inadequacy. There were either no blocks available for children's use or there were blocks accessible but no accessories and no adult involvement in block play. In two of the classrooms, block play was minimally supported.
19. Dramatic play. This item evaluates availability and accessibility of dramatic play materials and dramatic play center, and staff promotes dramatic play. All of the classrooms except one were inadequate in their promotion of dramatic play. There was not any dramatic play material available for children's use in those classrooms.
20. Nature/science. This item checks availability of opportunities to observe nature indoors and outdoors, to play with sand and water, to have conversations about natural/ scientific phenomena, and presence of a science center in classroom. All of the classrooms were inadequate in this respect. There was not any nature/science material available for children to explore in any of the classrooms observed for the study. Children were not given any opportunity to explore natural world.
21. Math/number. This item checks availability and accessibility of math materials, use of math language by staff in their interactions with children, and provision of opportunities to learn math. All of the classrooms were inadequate in this respect. There was not any math material available for children to explore in any of the classrooms observed for the study.
22. Appropriate use of technology. This item evaluates nature and appropriateness of tech materials and their use. All of the classrooms were inadequate in terms of use of technology. Technology was not used in a way to cultivate creativity or extend on what children were interested in and explored at the time.

23. Promoting acceptance of diversity. This item evaluates whether diversity is reflected in classroom displays and activities. All of the classrooms were inadequate in their promotion of diversity. There was no materials reflecting diversity.

24. Gross motor. This item evaluates access to, quality, and use of indoor and outdoor gross motor play area. Seventy five percent of the nursery schools showed failure in promoting gross motor play and received 1 as they did not provide any appropriate space or equipment for gross motor play. Three nursery schools that showed minimal level of adequacy had some indoor and outdoor gross motor play area with some equipment accessible as well as fence, shade and windbreak for protection.

Table 8

Activities subscale scores

Activities	Private							Public				
	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10	D 11	D 12
Fine motor	1	3	1	1	1	2	1	1	1	1	1	1
Art	1	3	1	1	1	1	1	1	1	1	1	1
Music and movement	2	3	1	2	2	3	1	1	2	2	1	2
Blocks	2	3	1	1	1	1	2	1	4	1	1	2
Dramatic play	1	3	1	1	1	1	1	1	2	1	2	1
Nature/science	1	1	1	1	1	1	1	1	1	1	1	1
Math/ number	1	1	1	1	1	1	1	1	1	1	1	1
Appropriate use of tech.	2	0	1	1	1	1	1	1	1	1	1	2
Promoting acceptance of diversity	1	1	1	1	1	1	1	1	1	1	1	1
Gross motor	1	3	1	1	3	3	1	1	1	1	1	1
Subscale average	1.3	2.3	1	1.1	1.3	1.5	1.1	1	1.5	1.1	1.1	1.3

Overall, the nursery schools and their classrooms observed for this study received an average score of 1 indicating poor quality in activities subscale. There was hardly any educational materials available or accessible for children. Teachers did not provide any materials or learning opportunities in the areas of art, music, science, or math. Diversity was not something that was given any consideration.

E. Interaction. This subscale consists of items that explore the qualities below:

25. Supervision of gross motor play. This item evaluates provision of challenging, vigorous, and pleasant gross motor play under adult supervision. Fifty percent of the programs were found to be inadequate and given a score of 1 or 2 while 41% of the programs obtained the score 3 - 5 indicating a performance between minimal to good. Of the nursery schools observed, only one obtained a score of 6 and showed almost excellent practice by providing encouragement for, appropriate supervision and behavior management during gross motor play.

26. Supervision of play and learning (non-gross motor). This item checks if constant and individualized supervision of children is provided, and how staff intervenes when needed. Of the classrooms observed, 41% were found to be inadequate in terms of adult supervision of play and learning. Teachers working in those classrooms were mostly busy with managerial or routine care work and their attention was on the large group ignoring the individual play or interest of children. A quarter of teachers from the sample

received scores 5-6 meaning they provided constant supervision, intervened when conflicts arose, and supported individual play.

27. Peer interaction. This item evaluates how staff encourage children interact with each other and facilitate and guide children during the process, models social skills, and acknowledge positive social interactions. Of the classrooms observed, %58 were found to be inadequate in terms of teachers being sensitive to children's need to play alone without interference by others. Rather, in those classrooms, children were kept in large groups and conflicts were ignored. In 41% of the classrooms, minimal level of quality was reported meaning children were given some degree of freedom to play alone, intervened when needed, and facilitated interactions between children.

28. Staff-child interaction. This item evaluates whether staff provide emotional support to children when they need, positively respond to children's communication efforts, and interact with all children in their care. Of the classrooms observed, 25% was coded as inadequate because of teachers' mostly unpleasant interactions with children. In 41% others, teachers received the scores 4 or 5 meaning their interaction with children was or close to being good. In 33% of the classrooms, however, teachers were excellent in the way they interacted with children by being observant of their needs and supporting accordingly.

29. Providing physical warmth/touch. This item checks if teachers are a source of constant caring and warm physical contact matching individual preferences and needs of children. Forty one percent of the classrooms were found to be inadequate in this sense while another 41% received scores indicating good and excellent quality.

30. Guiding children's behavior. This item checks if staff uses positive behavior management strategies including focusing on positive behavior, teaching empathy and social skills to solve conflicts, and setting appropriate expectations. Scores for this item ranged from 1 to 7 with 25% of the classrooms being inadequate while 16% being excellent.

Table 9

Interaction subscale scores

Interaction	Private							Public				
	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10	D 11	D 12
Supervision of gross motor play	4	5	1	3	4	2	1	1	2	6	1	4
Supervision (non-gross motor)	1	3	1	1	5	3	3	1	6	6	4	1
Peer interaction	2	4	1	2	4	1	1	2	4	4	3	2
Staff- child interaction	4	7	1	5	7	1	4	2	7	7	5	4
Providing physical warmth/touch	5,5	5	2	3	7	3	2	2	2	5	2	5,5
Guiding children's behavior	7	5	2	4	4	1	3	2	4	4	4.5	7
Subscale average	3.9	3.6	1.3	3	5.1	1.8	2.3	1.6	4	5.3	3.2	3.9

Overall, when subscale average scores considered, in none of the nursery classrooms observed, staff members found to be providing excellent atmosphere where emotional needs of children were met through care and warmth. While %16 of the classrooms were in good condition, %41 received scores indicating minimal level of quality and 33% was inadequate.

F. Program Structure. This subscale consists of items that explore the qualities below:

31. Schedule and transitions. This item checks whether schedule and transitions are flexible enough to meet individual needs of children, activities are prepared ahead of time in a way to leave no room for waiting periods with nothing to do, and transitions are smooth. Of the observed, none was excellent and only one was in good condition. Seventy five percent of the classrooms were inadequate with their long transition periods while 16% received the scores 3-4 indicating that in those classrooms daily schedule was flexible enough to meet individual needs of children, transitions were almost smooth but teachers were a little busy with preparations.
32. Free play. This item evaluates if children are given ample time and materials for free play with adults being the facilitator and promoter. Eighty three percent of the classrooms was inadequate in terms of availability and accessibility of play materials. Only one classroom was found to be in good condition and one in minimal.
33. Group play activities. This item evaluates whether group play activities are voluntary, engaging, carried out in smaller groups, adjusted to needs of children, and go along with alternative activities for those not participating. None of the classrooms scored higher than 3 with four classrooms receiving 1 meaning not participating in staff-led whole-group activities was not an option for children.

Table 10

Program structure subscale scores

Program Structure	Private							Public				
	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10	D 11	D 12
Schedule and transitions	1	5	1	2	3	2	2	1	1	4	1	1
Free play	1	5	1	1	2	1	1	1	1	3	1	1
Group play activities	1	3	1	1	3	3	1	1	1	3	1	1
Subscale average	1	4.3	1	1.3	2.6	2	1.3	1	1	3.3	1	1

Overall, out of the 12 classrooms observed, none was near to being qualified as good in condition with 83% failed to provide a quality environment that was supplied with plenty of educational toys and materials for children to play with during free play period; children had to wait too long during transitions with nothing to engage; and daily schedule was too rigid that large group activities taking up all the time leaving no opportunities for individual or small group work or play.

Table 11

Average subscale scores

Average Subscale Scores	Private							Public				
	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10	D 11	D 12
Space and Furnishings	2	3	1.5	1	1.5	1.2	1.5	1	1.5	1.5	1	2
Personal Care Routines	3.5	4	1.7	4	3.2	3.7	2.2	1,7	1.7	5.2	1.2	1.4
Language and Books	4.5	6.6	1.1	3.6	3.8	1.3	1.5	1.3	4	4.6	4.1	4.6
Activities	1.3	2.3	1	1.1	1.3	1.5	1.1	1	1.5	1.1	1.1	1.3
Interaction	3.9	3.6	1.3	3	5.1	1.8	2.3	1.6	4	5.3	3.2	3.9
Program Structure	1	4.3	1	1.3	2.6	2	1.3	1	1	3.3	1	1
Total Mean Score	2.7	3.4	1.2	2.2	2.8	1.8	1.6	1.2	2.5	3.2	1.8	2.7

Mean scores for ITERS-3 showed a range of 1.2 to 3.4. Out of the 12 nursery classrooms observed, none received an overall mean score indicating good or excellent quality. In fact, 83% of the classrooms received scores indicating inadequate level of quality. When each subscale's average scores were examined it seems that Space and Furnishings and Activities subscales were the ones with the lowest scores.

Preschools

ECERS-R

The scale consists of 43 Items that are organized into seven subscales including Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interactions, Program Structure, and Parents and Staff. Total mean scale scores and average subscale scores for each preschool are given in Table 12.

Table 12
Average subscale scores

Subscales	Low SES						Middle SES				High SES			
	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	P 11	P 12	P 13	P 14
Space and Furnishings	3.4	1.5	3.3	2.2	2.2	2.5	2.9	2.9	5.2	5.3	3.5	4.9	4	4.2
Personal Care Routines	3.2	1.8	3.9	3.2	5.2	2.6	4.2	3.2	6.6	5.4	5.6	5.8	4.6	4.4
Language-Reasoning	1	2.4	3.7	1.6	2.7	1.5	1.4	2.8	6	3.7	6.3	3	2.1	3.7
Activities	2	1.7	1.9	1.5	2.4	1	2.3	1.9	4.5	2.7	4.1	2	3	2.7
Interaction	2	3.2	5.6	1	5.6	3	2.4	2.1	7	4	6.8	5.4	2.7	5.2
Program Structure	2.3	1.3	1.3	1	1.8	1.6	2.5	2.3	3.6	4	5	1	1.3	5.3
Parents and Staff	3.4	2.4	2.6	2.9	3.4	2	2.5	4	3.6	4	4	2.2	5.3	3.1
Total mean scale score	2.9	2	3	2	3.4	2	2.6	2.7	5.3	4.1	4.9	3.5	3.3	3.7

As shown in Table 12, total mean scores obtained from the entire scale by each preschool indicated that none of the preschools, even the ones serving in affluent neighborhoods, failed to show an excellent performance. Only one school was in good condition. Mean scores of 13 schools ranged between 2 to 4.9, inadequate to be close to good.

A. Space and Furnishings. This subscale consists of items that explore the qualities below:

1. Indoor space. This item evaluates the classroom space in terms of sufficiency of the space, maintenance of furniture and space, ventilation and lighting, and accessibility. Two preschool classrooms that was located in an affluent neighborhood obtained 7, meaning its indoor space was in excellent condition. Among the preschool classrooms observed, four serving in a disadvantaged neighborhood and one preschool in a middle SES community were found to be in poor conditions receiving 1 and 2 for this subscale. The other preschool classrooms received between 4 and 6 score placed between minimal and good.

2. Furniture for routine care, play and learning. This item evaluates the conditions of furniture, whether they are in adequate number, child-sized, in good condition, and if there is any adaptive furniture. Three preschool classrooms located in disadvantaged neighborhoods and one preschool in middle class neighborhood were found to be inadequate in terms of this item by obtaining scores 1 or 2. The other six classrooms were found to be in good condition with scores ranging from 5 to 6. The other three preschool classrooms received 4 score placed between minimal and good.
3. Furnishings for relaxation and comfort. This item evaluates how much comfort and coziness is created within the classroom. When the scores of for this item were evaluated 7 preschool classrooms received a point between 1 to 2 meaning in these classrooms there were no soft toys and furnishings accessible to children (such as upholstered furniture, cushions, rugs, bean bag chair, stuffed animals and soft dolls). In five classrooms that received between 3 and 4 scores indicating minimal level of quality there was some soft furnishings and soft toys accessible to children. Two classrooms observed were in good or excellent condition (received 5 or 7 point) in terms of this item.

4. Room arrangement for play. This item checks the organization and functionality of learning centers. Among the classrooms observed, six classrooms were in inadequate level receiving scores of 1-2. One in a disadvantaged and one in an affluent neighborhood were found to be in good condition while remaining four classrooms were scored (4) between minimal to good level. Two the classrooms met the criteria for excellency (between 6 and 7) that required existence of at least five different interest centers with a variety of learning experiences that organized for independent use by children (ex. labeled open shelves, labeled containers for toys, open shelves are not over crowded; play space near toy store; and additional materials available to add to or change centers).

5. Space for privacy. This item is about whether space is provided for individual child to work alone. Scores obtained by the classrooms observed showed 13 classrooms were either inadequate or at minimal level in this aspect meaning no such space is available for children to work alone or with a friend without any intrusion by other children. Only one classroom was found to be between good and excellent condition with 6 scores.

6. Child-related display. This item evaluates whether displays on the walls are appropriate, in parallel with children's work, and on children's eye level. Four of the classrooms observed did poorly in this respect and received the score 2. Nine classrooms that made the scores between minimal or good level that means appropriate materials for predominant age group and much of the display relates closely to current activities and children in group. The remaining classroom was in excellent condition (received 7 point) in terms of this item. In this classroom, individualized children's work predominates were provided.

7. Space for gross motor play. This item evaluates the adequacy of indoor and outdoor playgrounds and how it is organized. Among those observed, only one preschool scored 2 meaning the outdoor or indoor space used for gross motor /physical play was too small and unsafe. The other 11 preschools scored between minimal (3 point) to good (5 point) level that means 5 preschools provides some motor space outdoors or indoors 6 preschools supply adequate space outdoors and some space indoors (4-5 points) . Two classrooms were in excellent condition (between 6 and 7 points) in which different types of play were possible in the outdoor gross motor space.

8. Gross motor equipment. This item evaluates the adequacy and accessibility of gross motor equipment. Five of the preschools observed scored between 1 and 2 in this respect and were found to be inadequate in their provision of gross motor equipment. Eight classrooms scored between minimal (3 points) to good (5 points) level. Only one classroom was between good or excellent condition (6 points). Both stationary and portable gross motor equipment are used in that classroom. Gross motor equipment stimulates skills on different levels.

Table 13

Item scores of the preschools for Space and Furnishing subscale

Space and Furnishings	Low SES						Middle SES				High SES			
	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	P 11	P 12	P 13	P 14
Indoor space	4	1	1	2	2	4	4	2	4	7	4	7	4	6
Furniture for routine care & learning	2	1	4	3	2	4	6	2	6	5	6	6	5	4
Furnishing for relaxation and comfort	3	1	1	3	1	3	2	3	4	7	1	5	1	2
Room arrangement for play	5	1	4	2	2	1	2	4	7	6	1	5	4	4
Space for privacy	3	1	3	1	3	1	1	2	6	2	3	3	2.5	3
Child-related display	4	2	4	3	2	3	2	2	7	5	5	5	4.5	4
Space for gross motor play	3	2	4	3	3	3	4	3	4	6	4	5	7	5
Gross motor equipment	3	2	3	1	2	1	2	5	4	5	4	3	4	6
Subscale average	3.4	1.5	3.3	2.2	2.2	2.5	2.9	2.9	5.2	5.3	3.5	4.9	4	4.2

In summary, when we looked at the detailed sub scales averages, only 4 classrooms reached at a good level related to sufficient space and furnishing for children in the learning settings.

B. Personal Care Routines. This subscale consists of items that explore the qualities below:

9. Greeting/departing. This item evaluates warmth provided to children during arrivals and departures. Eleven classrooms, observed for the study scored inadequately, that is greetings of children are often neglected and departure is not well organized for children either. Only one classroom reached at the minimal level. Two classrooms were between good or excellent condition (5-6 points). In these classrooms each children is greeted individually.

10. Meals/snacks. This item evaluates if food served nutritious, meal times are pleasant, and child independence is encouraged. Scores of the preschools in terms of meals/snacks, varied between minimal (2/3) to excellent (7) point. Feeding schedule in the preschools was appropriate for children and meals/ snacks were presented to children in a non-punitive atmosphere. Moreover, children were given opportunities to help during meals (such as set table, clear table wipe up spills).

11. Nap/rest. This item evaluates sanitary and supervisory conditions, timing, and pleasantness of nap time. This item was excluded from the scoring system because all the preschools in the study served part-time with no naptime offered.

12. Toileting/diapering. This item evaluates material, sanitary and hygienic conditions and pleasantness during toileting/diapering. Scores of the preschools for this item ranged between 2 to 7. Two classrooms scored between 2 and 3 and nine classrooms found to be in excellent condition (6-7 points). Three of the preschools received 4

points showing a placement between minimal and good. Sanitary conditions were maintained and child sized toilets and low sinks were provided for children. Moreover self-help skills were promoted as children are ready.

13. Health practices. This item evaluates what precautions have been taken to prevent spread of germs, whether staff are being good role models, and children are dressed appropriately and clean. Four of the classrooms were inadequate in terms of this item (2 points). Ten of the classrooms were found to be in good or excellent condition in which individual toothbrushes properly labeled and stored, used at least once during the day in full-day programs and children taught to manage health practices independently. Moreover children are dressed properly for conditions both indoors and outdoors.

14. Safety practices. This item checks the safety precautions taken. Scores for this item ranges from inadequate to excellent (Five classrooms were scored 1-2, four of the classrooms were scored 3 to 5, the remaining four were scored 6 to 7). That means the preschools that were inadequate in safety practices lacked supervision indoors and outdoors. On the other hand, some of the classrooms provide play areas that are arranged to avoid safety problems.

Table 14

Item scores of the preschools for Personal Care and Routines subscale

Personal care routines	Low SES						Middle SES				High SES			
	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	P 11	P 12	P 13	P 14
Greeting/departing	2	1	1	2	2	2	1	2	6	5	1	3	1	1
Meals/snacks	4	2.5	6	3	5	3	4	3	7	6	7	5	4	2
Nap/rest	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Toileting/diapering	3	4	4	6	7	4	7	2	7	7	7	7	7	7
Health practices	2	2	7	5	7	2	7	7	7	7	7	7	7	2
Safety practices	5	1	2	3	7	2	2	2	6	5	6	7	4	7
Subscale averages	3.2	1.8	3.9	3.2	5.2	2.6	4.2	3.2	6.6	5.4	5.6	5.8	4.6	4.4

In summary, when we looked at the detailed sub scales averages, five of the classrooms were in good condition and one was almost excellent in regards to greeting and departing of children in the classroom.

C. Language-Reasoning. This subscale consists of items that explore the qualities below:

15. Books and pictures. This item evaluates variety, appropriateness, accessibility, and richness in reading center and whether book reading is a part of daily routine. In terms of this item, six of the classrooms observed scored 1 or 2 indicating their inadequacy, which means in those classrooms there were few books and staff rarely read books to children, there were no daily story times, and little individual reading to children. The remaining eight classrooms were at a minimal level (2.5 - 4 points). In those classrooms, some books were accessible by children. Children had enough books to avoid conflict during free play time, and there were at least one staff–initiated receptive language activity time daily.

16. Encouraging children to communicate. This item evaluates if children are encouraged to communicate throughout the day and during activities. The findings varies between adequate level (7 classrooms scored 1-2 points), minimal level (5 classrooms scored 3-4 points) and excellent level (2 classrooms scored 7 points). That means majority of teachers observed for this study did not provide opportunities that would encourage children to communicate. Only two teacher balanced listening and talking appropriately for age and abilities of children

during communication activities (such as leave time for children to respond; verbalize for child with limited communication skills).

17. Using language to develop reasoning skills. This item evaluates if children are encouraged to reason to solve problems and are introduced concepts accordingly. Parallel with the findings for the previous item, the scores of the teachers for this item ranged from adequate level (6 classrooms scored 1-2 points) and minimal level (5 classroom scored 3-4 points), good level (1 classroom scored 5 point) and excellent level (2 classrooms scored 7 points). That means in this sample majority of teachers observed (6/14) did not talk with children in a way to cultivate their reasoning skills. In five classrooms, teachers sometimes talk about logical relationships or concepts at a minimal level. Only in two classrooms, concepts were introduced in respond to children's interests or needs to solve problems.

18. Informal use of language. This item evaluates how much communication opportunities are given to children throughout the day and nature of conversations between children and staff. In two of the classrooms observed, teachers talked to children primarily to control their behavior and manage routines. Other than that, they rarely responded to children's communication attempts that was discouraged much of the day. In ten classrooms that scored at minimal level (between 3 and 4), some of the staff communicate with children. There was only two classrooms (7 points) in which the teacher asked questions to encourage children to give longer and more complex answers.

Table 15

Item scores of the preschools for Language – Reasoning subscale

Language-Reasoning	Low SES						Middle SES				High SES			
	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	P 11	P 12	P 13	P 14
Books and pictures	1	1	4	1	1	1	2	3	4	3	4	3	2.5	4
Encouraging to communicate	1	2	1	2	4	1	1	4	7	4	7	3	1.5	3
Language to develop reasoning skills	1	2.5	3	3	2	1	1	1	7	5	7	3	1	4
Informal use of language	1	4	4	3	4	3	1.5	3	7	4	7	3	3.5	4
Subscale averages	1	2.4	3.7	1.6	2.7	1.5	1.4	2.8	6	3.7	6.3	3	2.1	3.7

In summary, when we looked at the detailed sub scales averages, only two classrooms reached at a point between good and excellent levels related to books and language materials for children in the classroom.

D. Activities. This subscale consists of items that explore the qualities below:

19. Fine motor. This item checks the amount, variety, accessibility, and organization of manipulatives. Five classrooms were inadequate in provision of fine motor materials accessible for daily use and those materials were generally in poorly maintained or incomplete conditions. Seven classrooms were between minimal level and good level. These classrooms provided some developmentally appropriate fine motor materials of each type accessible by children in the education settings. Two classrooms were in excellent conditions that means materials were rotated to maintain interest.

20. Art. This item checks the amount, variety, and accessibility of art materials and whether children are given extended periods of time for their art projects. When the scores of “Art” item were evaluated, 8 classrooms from 14 schools received 1 point, which means in these classrooms art activities were rarely available to the children. In one classroom, children were permitted to play with art materials and some art materials were provided for at least 1 hour a day. The findings varies between adequate level (1 classrooms scored 2 point), minimal level (2 classrooms scored 3-4 points) and good level (2 classrooms scored 5 points). Only one classroom had excellent (7 points) conditions in terms of art materials. In that classroom, three-dimensional art materials such as clay, play dough, wood gluing, and carpentry tools were accessible to children at least once a month. And there were also some other art activities provided such as painting in fall colors when learning about seasons, and inviting children to make pictures following a field trip.

21. Music/movement. This item checks the amount, variety, and accessibility of music materials, and whether occasional music activities take place. Two of the classrooms observed in this study were inadequate, 10 classrooms were at a point between adequate and minimal level (2- 3 points). Two classrooms were in excellent condition in which music materials and music activities were accessible as a free choice or group activity daily for children.

22. Blocks. This item checks the amount, variety, and accessibility of blocks and accessories and whether there is a special block area set aside out of classroom traffic. Two of the classrooms observed in this study were inadequate The other findings varies between adequate level (one classroom scored 2 points), minimal level (6 classrooms scored 3-4 points) and good level (5 classrooms scored 5-6 points). Some of the classrooms provides few blocks are accessible for children’s play. Some of the schools provides enough blocks and accessories are accessible for three or more children to build at the same time.

23. Sand/water. This item checks if water and sand play along with toys are provided indoors or outdoors. Only three from 14 classroom provide some toys to use for sand or water play (scored 4 points). Different activities in most of the classrooms are not implemented with sand and water both outdoors and indoors in the schools settings. These classrooms were in inadequate level receiving scores of 1 and 1.5 points

24. Dramatic play. This item checks the amount, variety, and accessibility of dramatic play materials and whether there is a dramatic play area set aside. Of the observed, 4 classrooms were inadequate in provision of dramatic play materials such as dress up clothes, hose keeping props, dolls. The other findings varies between adequate level (4 classrooms scored 2 points), minimal level (5 classrooms scored 3-4 points) and good level (1 classroom scored 5 points). Classrooms were at minimum conditions, which means there were some dramatic play materials and furniture accessible so children could act out family roles themselves. Materials were accessible by children for at least 1 hour daily. On the other hand classrooms were at good conditions, which provides materials accessible for a substantial portion of the day.

25. Nature/science. This item checks the amount, variety, and accessibility of nature/ science materials, and if nature/science activities are provided. The findings varies between inadequate level (8 classrooms scored 1 points), adequate level (3 classrooms scored 1.5- 2 points) and minimal level (2 classrooms scored 4 point). Only one preschool was excellent in terms of activities for nature and science accessible for children. In the classroom observed, nature and science activities (such as cooking, simple experiments like measuring rainfall, field trips) requiring more input from staff were offered at least once every 2 weeks. Moreover books, pictures and visual materials were used to add information and extend children’s hands on experiences.

26. Math/number. This item checks the amount, variety, and accessibility of math materials, and if daily activities are used to promote math skills and concepts. Nine classrooms were at inadequate conditions related to math and

number materials in the learning centers of the classrooms. 4 classrooms were at a point between adequate and good level (1.5- 4 points). These classrooms provided some developmentally appropriate math and number materials in daily routine at a minimal level. Unfortunately, only one classroom was in excellent condition with many developmentally appropriate materials of various types accessible for a substantial of the day and daily activities used to promote math and number learning. That classroom was found to be excellent in provision of materials and activities with materials rotated to maintain interests of children.

27. Use of TV, video, and/or computers. This item evaluates if technology used in a way to encourage children actively involve and extend classroom leaning. Four classrooms were inadequate in terms of materials not being developmentally appropriate and not providing alternative activity while tv or computer being used. Seven classrooms were found to be between adequate and minimal condition (1.5-3 points) with all materials used being nonviolent and culturally sensitive and alternative activities accessible while TV or computer being used. Only one classroom received a score indicating good level of using developmentally appropriate educational materials and two classroom were found to be functioning at excellent level with materials used to support and extent classroom themes and activities being insufficient.

28. Promoting acceptance of diversity. This item evaluates whether diversity is reflected in classroom displays and activities. All of the classrooms observed were inadequate and adequate in their promotion of diversity (Classrooms scored 1- 2 points).

Table 16
Item scores of the preschools for Activities subscale

Activities	Low SES						Middle SES				High SES			
	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	P 11	P 12	P 13	P 14
Fine motor	1	2.5	4	1	3	1	1.5	1	4	3.5	7	3	7	5
Art	1	1	2	1	1	1	1	1	7	5	5	3	1	4
Music/movement	3	2	2	3	7	1	3	2	2	3.5	7	3	2	1
Blocks	4	2	1	3	4	1	6	3	6	5	5	5	4	4
Sand/water	1	1.5	4	1	1	1	1	1	4	1	1	1	4	1
Dramatic play	2	1.5	2	3	5	1	3.5	2	4	3.5	2	1	4	1
Nature/science	2	1	1	1	2	1	1	1	7	1.5	4	1	1	4
Math/number	1	1	1	1	1	1	1.5	1	4	1	7	1	4	4
Technology	3	3	1	3	7	0	2	5	7	0	1.5	1	1.5	2
Diversity	2	1	1	1	1	1	1	2	1	1	1	1	1	1
Subscale averages	2	1.7	1.9	1.5	2.4	1	2.3	1.9	4.5	2.7	4.1	2	3	2.7

In summary, when we looked at the detailed sub scales averages, majority did poorly with only two classrooms reaching at minimal level in regards to providing different kinds of activities (language, arts, blocks, fine motor etc.) for children.

E. Interaction. This subscale consists of items that explore the qualities below:

29. Supervision of gross motor activities. This item evaluates if supervision is provided and precautions are taken to prevent accidents during gross motor play, how staff interact with children, and whether they help children develop their play. Two classrooms got inadequate points (1points), since they have insufficient supervision in gross motor areas to protect children's health and safety. Most staff-child interaction is negative. One classroom was adequate level (2 points). Seven classrooms got minimal points (3 or 4 points) since they have adequate

supervision in gross motor areas to protect children's health and safety. Some staff-child interaction is positive. Three classrooms got good points (5 or 6 points) since they have good supervision in gross motor areas to protect children's health and safety. Most staff-child interactions are pleasant and helpful. Only one classroom was in excellent conditions that means staff talk with children about ideas related to their play. Moreover staff help with resources to enhance play.

30. General supervision of children (other than gross motor). This item evaluates how supervision is provided and nature of it. Three classrooms got inadequate points (1 points) because of insufficient supervision of children. Most supervision was punitive or overly controlling. Eight classrooms got between minimal and good points (between 3 and 5) since staff approaches to children are positively. Sufficient supervision to protect children's safety. Moreover they give children help and encouragement when needed. Unfortunately only one classroom staff talk to children about ideas related to their play. In this classrooms teachers encouraged children to explore independently and ask questions and added information to extend children's thinking. Three classrooms were found to be functioning at excellent level. Staff talk to children about ideas related to their play, asking questions and adding information to extent children's thinking. Moreover a balance is maintained between the child's need to explore independently and staff input into learning.

31. Discipline. This item evaluates disciplinary methods used in classroom. Two classrooms got insufficient points (1 points), since children are controlled with severe methods. Expectations for behavior are largely in appropriate for age and developmental level of children. The findings varies between adequate level (1 classroom scored 2 point), minimal level (5 classrooms scored between 2.5 and -4 points) and good level (4 classroom scored between 4.5 and 5 points). Two classrooms had excellent (7 points) conditions in terms of discipline. In this classroom staff use non- punitive discipline methods effectively. Staff actively involve children in solving their conflicts and problems. Moreover staff use activities to help children understand social skills. The children and staff are very happy in other two classes that got 7 points.

32. Staff-child interactions. This item evaluates how staff interact with children, whether they display caring behavior when children needed, provide warmth and establish respectful environment for everyone. Two classrooms got inadequate points, which means that the teachers were not responsive to children and physical contacts were used to control children. Negative interactions occurred between children and teachers The findings varies between adequate level (2 classrooms scored 2 point), minimal level (4 classrooms scored between 2.5 and -4 points) and excellent level (6 classrooms scored between 6.5 and 7 points). The results are good because 6 classrooms' staff seem to enjoy being with the children. Moreover staff encourage the development of mutual respect between children and adults.

33. Interactions among children. This item evaluates whether there is sufficient opportunities for children to interact with each other and develop their social skills. There was almost no interaction among children in three of the classrooms causing their scores to remain as 1 point. Two classrooms were scored between adequate and minimal level (1.5-2.5 point). The other five classrooms are at good level based on interaction among children. Moreover teachers set good examples for the children to develop good social behaviors with their peers. Four classrooms had excellent interactions and children had opportunities to cooperate together.

Table 17

Item scores of the preschools for Interaction subscale

Interaction	Low SES						Middle SES				High SES			
	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	P 11	P 12	P 13	P 14

Supervision of gross motor activities	4	1	4	1	6	3	2	3	7	3.5	6	5	3	4
General supervision	1	4	6	1	4	3	4	1	7	3	7	5	4	5
Discipline	2	4	4	1	4.5	3	2.5	1	7	4.5	7	5	3	5
Staff-child interactions	2	3	7	1	6.5	4	2.5	1	7	4	7	7	2	7
Interactions among children	1	4	7	1	7	2.5	1	4.5	7	4.5	7	5	1.5	5
Subscale averages	2	3.2	5.6	1	5.6	3.1	2.4	2.1	7	4	6.8	5.4	2.7	5.2

Overall, one classroom was found to be inadequate, meaning interaction was almost negative. The interaction in six classrooms was at a desirable level.

F. Program Structure. This subscale consists of items that explore the qualities below:

34. Schedule. This item evaluates whether daily schedule provides a balance between structures and child initiated activities, individual needs are considered, and transitions are smooth. In two classrooms, schedule was inadequate since all of them got 1 points. Ten classrooms are scored between 1.5 and 2 as adequate level. Two classrooms were at good and excellent levels related to schedule. In fact, schedule should provide balance of structure and flexibility. Additionally variations in schedule could support individual needs of children. Smooth transitions between daily events in the classroom are needed. Therefore these classrooms provide smooth transitions between daily events.

35. Free play. This item evaluates if children are given ample time and materials to engage in free play under adult supervision. In five classrooms, either the materials were insufficient or there was no opportunities for free play or staff does not supervise the children. The findings varies between adequate level (3 classrooms scored between 1,5 and 2 points), minimal level (3 classrooms scored between 3 and 4 point). Three classroom was at good and excellent levels in terms of new materials and experiences for free play added periodically.

36. Group time. This item evaluates how much portion of activities group time take, and if children are given opportunities to engage in small group or individual activities. The findings varies between inadequate level (8 classrooms scored 1 points), adequate level (2 classrooms scored 1.5- 2 points) and minimal level (one classroom scored 4 point). Three classrooms were good and excellent level. In these classrooms many play activities done in small groups or individually. Some routines done in small groups or individually. Moreover Different groupings provide a change of pace throughout the day.

37. Provisions for children with disabilities. This item evaluates whether teachers follow an individualized education plan for the child with disabilities included in the classroom, make necessary adaptations so that the child could participate in activities, and parents of the child are involved in. In eleven of the classrooms, there was no provision for children with special needs. One classroom is scored as minimal level (2.5 points). For two other classrooms, the score for this item was 6.5 and 7 indicating excellence in collaboration of professionals and parents in their efforts to meet the needs of children and necessary adaptations being made for inclusion of children with disabilities in group and classroom activities.

Table 18

Item scores of the preschools for Program Structure subscale

Program Structure	Low SES						Middle SES				High SES			
	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	P 11	P 12	P 13	P 14
Schedule	2	2	2	1	1.5	2	1.5	2	2	5	2	1	2	7
Free play	5	1.5	1	1.5	3	1	1	4	2	4	7	1	1	5
Group time	1	1.5	1	1	1	2	1	1	7	4.5	5	1	1	4
Provisions for children with disabilities	1	0	0	0	0	0	6.5	0	0	2.5	7	1	0	0
Subscale averages	2.3	1.3	1.3	1	1.8	1.6	2.5	2.3	3.6	4	5	1	1.3	5.3

Overall, only two classrooms were at a good level related to program structure.

G. Parents and Staff. This subscale consists of items that explore the qualities below:

38. Provisions for parents. This item evaluates whether parent involvement occurs and parents are provided information about the program, pedagogical approaches used, information about their children, and referral services when they are in need. Only one classroom scored poorly for this item indicating there was no offer of parent education or involvement. The findings varies between adequate level (1 classrooms scored 2 point), minimal level (9 classrooms scored between 2.5 and -4 points) and three classrooms had excellent (between 6 and 7 points) conditions. Parents were informed about administrative processes, activities, school decisions, and invited and encouraged (in some classes) to get involved in children's activities. In some classes, parents were involved in decision making for children's program and activities.

39. Provisions for personal needs of staff. This item checks if personal needs of staff members are considered including a separate lounge area and breaks when they need are provided. In eight of the classrooms, personal needs of teachers were not considered. There was not any closet or cabinet for staff to keep their personal belongings. There was not any private time for teachers. Moreover only two classrooms scored as 1.5 point and two as adequate level. Two classrooms is scored minimal level and two classrooms also scored between good and excellent level (5 and 6 points).

40. Provisions for professional needs of staff. This items checks for availability of enough storage space, a meeting room and administrative office for the use of staff members. In five classrooms, staff had no access to telephone, no storage place for professional materials. In five other classrooms, staff had access to phone, storage places, and area that could be used for individual meetings. In four classrooms is scored between good and excellent level (5 and 7 points) related to separate adult lounge area. Electronic devices are ready for staff. Some spaces and places are reserved for staff and their usage. The places are comfortable, conveniently located for conferences and group meetings.

41. Staff interaction and cooperation. This item evaluates if information about individual children are exchanged between staff members, if their interaction interferes with their duties towards children, and if responsibilities of each staff member is clearly defined and equally divided. This item was not coded because of the fact that there was only six adults working in each classroom. Only four classrooms are at good and excellent levels classrooms based on responsibility of each staff member are clearly defined.

42. Supervision and evaluation of staff. This item checks if annual staff evaluations are made as well as constant feedback on their performance is provided, and if evaluation is followed by measures taken to improve performance. In seven classrooms, there was hardly any supervision, feedback or evaluation about staff and their

performance. In seven classrooms, some supervision and feedback about staff performance were provided at a minimal and good level even though it is not at excellent level.

43. Opportunities for professional growth. This item evaluates whether staff members receive orientation, in-service training, and support to attend professional development activities. Of the observed, three of the classrooms were scored inadequate for its lack of support for professional development. There was no meetings or an orientation program held or in-service training provided for staff. Scores for the other ten classrooms varied between 3 and 5 points from minimal to good level. Only one classroom scored as an excellence level because support available for staff to attend courses, conferences, or workshops not provided by the program.

Table 19

Item scores of the preschools for Parents and Staff subscale

Parents and Staff	Low SES						Middle SES				High SES			
	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	P 11	P 12	P 13	P 14
Provisions for parents	4	3.5	2	2.5	4	3	3	3	6	3.5	7	1	6	3
Provisions for personal needs of staff	1	1.5	1	3	2	1	1	1	5	3	1	1	1	6
Provisions for professional needs of staff	4	1.5	1	3	1	1	3	7	1	5	1	7	7	4
Staff interaction and cooperation	0	2	7	3	6	0	0	0	0	7	0	0	0	4
Supervision and evaluation of staff	4	3	4	3	2.5	0	0	4	0	3	0	1	0	1
Opportunities for professional growth	4	3	1	3	3	3	3	5	4	3	4	1	6	1
Subscale averages	3.4	2.4	2.6	2.9	3.4	2	2.5	4	3.6	4	3.3	2.2	5.3	3.1

Overall, the preschools evaluated in this study did poorly in terms of meeting the needs of parents and teachers. The average scores for this subscale remained between 2.2 to 5.3 indicating failure to meet basic needs of teachers who had to work alone with no teacher assistant available.

The PK2 Teacher Roles Observation Schedule [PK2]

Table 20 shows the mean percentage values of five observed activity structures, as observed using the PK2 Teacher Roles Observation Schedule. The majority (71.5%) of teachers utilized whole class instruction during the an-hour-long observation periods. Small group instruction was used only 7.1% of the time; individual instruction was used 7.1% of the time; teacher traveling among students (e.g., monitoring, checking students' work) was not observed at all nor was dyads (groups of two students working together) during the observation time. Standard deviations for classroom activity structure were small, suggesting similarities across the settings.

Table 20

Activity structure

	Mean	Prevalence %	Std. Deviation
Whole class	6,929	71.5%	3,4
Small group	,78	7.1%	1,7
Dyads	0	0%	,0

Individual	,75	7.1%	1,45
Traveling	0	0%	,0

Table 21 shows three types of instructional orientations (direct instruction, learner-centered instruction, and seatwork) observed in the 14 pre-, classrooms observed. Direct instruction was observed as main instruction type only in one classroom taking half of the observation period; with seatwork being observed as prevalent in 28.5% of classrooms, and learner-centered instruction was dominant only in 14% of the classrooms observed. Observers rated the instructional orientation as "other" (14%) in those instances where teachers were assessing, transitioning, or engaging in other noninstructional activities. Standard deviations for instructional orientation types were small, suggesting not much of a variation (from classroom to classroom) in the observed frequency of instructional orientation type.

Table 21
Instructional orientation of teachers

	How prevalent %	Mean	Std. Deviation
Direct instruction	7%	1,071	1,7081
Seatwork	14%	2,571	3,2573
Learner centered	14%	2,107	2,9883

Table 22 shows mean values of 14 observed teacher purpose of interaction behavior. Focus on product was the most frequently observed (35%) teacher purpose of interaction. Only three additional behaviors (focus on process, show interest in student work, and personal regard for student) were observed at a rate greater than 10% (all 14%). The remaining behaviors were observed in insignificant frequency. Again, the standard deviation for this dimension was small indicating small variation.

Table 22
Teacher purpose of interaction

Descriptive Statistics

	Where it is prevalent	Mean	Std. Deviation
focus on content	7%	1,6	1,6
focus on process	14%	2,2	2,8
focus on product	35%	4,1	3,5
connect content to other disciplines	-	,3	,8
connect content to global communities	-	,5	1,3
present multiple perspectives	7%	1,01	1,8

redirect student thinking	7%	1,3	2,4
show interest in student work	14%	1,6	2,3
personal regard for student	14%	1,9	2,9
encourage to help each other	7%	,6	1,3
encourage to succeed	-	,6	1,3
encourage questioning	-	,5	,8
encourage extended responses	-	,5	1,1
encourage self management	7%	,6	1,4
praise behavior	7%	,5	1,3
praise performance	7%	1,7	2,4
correct behavior	-	1,1	,9
correct performance	-	,6	1,3
assessment	-	,4	,7
other	-	,2	,4

Table 23 shows mean percentage values of six observed instructional practices of 14 teachers. In 28.5% of the classrooms observed, teachers allocated extended periods of time for children to engage in play and projects. The practices with highest frequency were using technology to present material (36%) and providing opportunities for students to sing/listen to/move to music (35%). Teachers interacted with students during their play was observed 14% of the time. Facilitating opportunities for children to play with each other was not common (7%), None of the teachers were engaged in observing and documenting children's play for assessment purposes (0%). Standard deviations for instructional practices were small, suggesting a not much of a variation in the observed frequency of the various instructional practices.

Table 23
Instructional practices

Instructional Practices

	Where it is prevalent	Mean	Std. Deviation
plenty of time for play	28.5%	2,500	3,1
oportunities to play with peers	7%	1,071	1,9
interact with children during play	14%	1,286	3,1
talk about play ideas	7%	1,179	2,1

observe play for assessment	0%	,000	,0
opportunities for music and dance	35%	,821	1,1
use technology for presentation	36%	1,214	1,7
assist technology use	7%	,036	,1
use technology for communication	21%	,500	1,1
use tech for creation	21%	,464	1,1
use internet	14%	,179	,4

Primary Schools

Total average scores of sub-categories of Marzano Teachers' evaluation Protocol of 14 primary schools is given in Table 24. The scores classrooms obtained scattered between 1.8 and 3 points. Out of the 14 primary classrooms observed, none received innovating quality. Overall the teachers in primary schools were scored between developing and applying level based on 3 categories (Involving Routine Events, Addressing Content, Enacted on the Spot), including 9 sub categories. When average score of each sub category of all schools were examined, it was seen that Engaging Student sub-category had the lowest scores (2 points). That means that the teachers generally used the strategy incorrectly or scanned the room and paid attention when students were not engaged. Teachers also used educational games, response rate techniques through questioning processes, physical movement, pacing techniques, and friendly controversy techniques to maintain student engagement. Additionally, they demonstrated intensity and enthusiasm by sharing a deep level of content knowledge in a variety of ways, provided students with opportunities to relate what was being addressed in a class to their personal interest. However, teachers did not adapt and created new strategies to meet individual needs of students and unique situations.

The findings gathered regarding 9 sub-categories by comparing the scores of 14 schools are given in Table 21.

I. Routine Strategies

1. Communicating Learning Goals and Feedback

This sub category evaluates how teachers provide rigorous learning goals and performance scales or rubrics and monitor students' understanding of the learning goal and levels of performance. Moreover, this item evaluates how teachers facilitate tracking of student progress on one or more learning goals and/or targets using a formative approach to assessment. Total score of this sub category is evaluated based on 14 schools. Four classrooms of these schools were observed as being at developing level (received 2 points) in this sub category. On the other hand, ten classrooms' scores are at applying level. In other words, when this dimension is taken into consideration, none of the schools has been assessed as to have a structuring at innovating level. This result shows that none of the classroom adapt and create new strategies for unique student needs and situations.

2. Establishing Rules and Procedures

This sub-category evaluates how teachers establish expectations regarding rules and procedures that facilitate students working individually, in groups, and as a whole class. It also evaluates how teachers organize the physical

layout of the classroom to facilitate movement and support learning. Two classrooms were observed as being at developing level (received 2 points) in this sub category. Twelve classrooms' scores are at applying level. This results show that none of the classroom adapt and create new strategies for unique student needs and situations.

II. Addressing Content

3. Helping Students Interact with New Knowledge

This sub-category evaluates how teachers identify accurate critical content during a lesson or part of a lesson that portrays a clear progression of information that leads to deeper understanding of the content. The teachers organize students into appropriate groups to facilitate the processing of new content, engage students in previewing activities that allow students to access prior knowledge and analyze information, engage student groups in processing new information to generate conclusions about new content, engage students in activities that require recording and representing knowledge emphasizing creation of a variety of types of models that organize and summarize the important content and that help them reflect on their learning and the learning process.

Six classrooms were observed as being at developing level (received 2 points) in this sub category and eight classrooms being at applying level. That means while some of the teachers prefer to use critical content, which is an accurate and clear progression of information, the other eight teachers also prefer to use signals to students critical versus non-critical content and monitor the extent to which students are attending to critical information.

4. Helping Students Practice and Deepen New Knowledge

This sub-category evaluates how teachers help students practice and deepen new knowledge. Four classrooms were observed as being at developing level (received 2 points) in this sub category. Ten classrooms are observed as being at applying level. This means that most of the teachers engage students in a brief review that highlights the cumulative nature of the content and monitor the extent to which students can recall and describe previous content. Moreover, the teachers organize students into groups that appropriately facilitate practicing and deepening knowledge and monitor how much the group work learns. But none of the classrooms adapts and creates new strategies for unique needs of student situations. As a result, as in the other sub-categories above, it was observed that none of the teachers in Helping Students Practice and Deepen New Knowledge sub-category has been at innovating level.

5. Helping Students Generate and Test Hypotheses

This sub-category evaluates how teachers appropriately organizes and guides groups to work on short- and long-term complex tasks that require them to generate and test hypotheses. The teachers appropriately organize and guides groups to work on short- and long-term complex tasks that require them to generate and test hypotheses, engage students in the same tasks and act as resource provider and guide students to engage in short- and long-term complex tasks.

The scores obtained by the classrooms observed showed that 14 classrooms were either at beginning, developing or applying level in this aspect. The findings showed none of the classrooms adapts and creates new strategies for unique student needs and situations at innovating level.

Tablo 24

Average scores for Marzano Teacher Evaluation Model and its sub-categories

Average Sub Category Scores of Marzano Protocol	LOW SES					MIDDLE SES				HIGH SES				
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14
Communicating Learning Goals and Feedback	3	3	3	3	3	2	3	2	3	3	3	2	2	3
Establishing Rules and Procedures	2	3	3	3	3	3	3	2	3	3	3	3	3	3
Helping Students Interact with New Knowledge	3	3	2	2	3	2	3	3	3	2	2	2	3	3
Helping Students Practice and Deepen New Knowledge	3	3	3	2	3	2	3	3	3	3	2	2	3	2
Helping Students Generate and Test Hypotheses	2	3	2	2	2	1	3	2	3	2	3	1	2	2
Engaging Students	2	3	2	2	2	1	3	2	2	2	2	1	2	2
Recognizing Adherence to Rules and Procedures	3	3	3	3	3	2	3	2	3	2	2	2	3	3
Establishing and Maintaining Effective Relationships With Students	3	3	3	3	3	2	3	1	2	2	3	2	2	2
Communicating High Expectations for All Students	3	3	3	2	3	2	3	1	2	2	2	2	2	2
Total mean sub categories score	2.44	3	2.66	2.44	2.77	1.88	3	2	2.66	2.33	2.44	1.88	2.44	2.44

III. Enacted on the Spot

6. Engaging Students

This item evaluates how teacher engage students. The scores obtained by the classrooms observed showed that 14 classrooms were either at beginning, developing or applying level in this aspect. That means none of the classrooms adapt and create new strategies for unique student needs and situations at innovating level. The results show that most of the teachers scan the room and be alert when students are not engaged and take actions that use academic games, response rate techniques and physical movements.

7. Recognizing Adherence to Rules and Procedures

This item evaluates how teacher uses behaviors associated with "observing" to maintain implementation of the rules and procedures. The teachers consistently and fairly apply consequences for not following the rules and procedures, acknowledge implementation of the rules and procedures. Nine classrooms were at applying level and five classrooms were at developing level. No classroom is graded as being at innovating level.

8. Establishing and Maintaining Effective Relationships With Students

This item evaluates how teacher uses students' interests and backgrounds to produce a climate of acceptance and community. The teacher uses verbal and nonverbal behaviors that demonstrate and foster respect for students' thinking and initiative. The teachers behave in an objective and controlled manner to demonstrate a commitment to students and academic rigor. Only one of the classrooms received 1 point meaning that teachers use strategy incorrectly or with parts missing. The other teachers scored between 2 to 3 points.

9. Communicating High Expectations for All Student

This item evaluates how teacher exhibits behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content. The teachers ask students questions about low expectancy with the same frequency and depth as with high expectancy students. The teachers probe incorrect answers of low expectancy students by requiring them to provide evidence for their conclusions and examine the sources of their evidence. Scores for this item ranges from beginning to applying level (One classroom received 1 point, five of the classrooms received 2 points, and the remaining eight classrooms were at 3 points).

Discussion

The aim of this study was to explore the structural and process quality of educational settings serving children aged 0-12 in Turkey. For this purpose, data was collected from crèches, daycares, preschools, and primary schools through lengthy classroom observations using structured observation scales. For the assessment of 0-3 programs, ITERS-3, the instrument with six subscales including Space and Furnishings, Personal Care Routines, Language/Books, Activities, Interactions, and Program Structure was used. Out of the 12 nursery classrooms observed, none was in good or excellent quality. In fact, 83% of the classrooms received scores indicating inadequate level of quality. When each subscale's average scores were examined it appeared that Space and Furnishings and Activities subscales were

the ones with the lowest scores. None of the classroom observed was in good quality in terms of classroom space and its use and furnishings. They failed to provide a home-like cozy as well stimulating environment. In 41% of the classrooms quality was not ensured in meeting the basic needs of children through personal care routines while in another 41% of the classrooms, quality was barely adequate. In terms of support for language and literacy development, 33% seemed to be inadequate while in the other programs, teachers showed good or excellent performances in their communications with children. However, none of the programs offered a literacy rich environment in which numerous and age appropriate books and reading materials made available for children throughout the day in an environment where informal reading was encouraged and facilitated. Another dimension where the educators of young children failed altogether was provision of quality education to very young children. There was hardly any educational materials available or accessible for children. Teachers did not provide any materials or learning opportunities in the areas of art, music, science, or math. As far as interaction between adults and children and among children themselves, in none of the nursery classrooms observed, staff members found to be providing excellent atmosphere where emotional needs of children were met through care and warmth. While %16 of the classrooms were in good condition, %41 received scores indicating minimal level of quality and 33% was inadequate. Lastly, majority of the programs were far from being flexible enough to meet the individual needs of children. In fact, their daily schedule was characterized by whole group activities and long waitings during transitions in an environment where educational toys and materials were limited.

Preschools were assessed using ECERS-R that consists of seven subscales including Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interactions, Program Structure, and Parents and Staff. Results showed that none of the preschools, even the ones serving in affluent neighborhoods, failed to show an excellent performance. Only one school was in good condition. Only 4 classrooms were in good condition in terms of having sufficient space and furnishing. Five of the classrooms were in good condition and one was almost excellent in regards to greeting and departing of children in the classroom. In terms of cultivating language and literacy skills of young children, only two classrooms were in good condition. Teachers observed for this study failed to provide quality educational activities that would meet the developmental needs of young children and help them flourish. On the other hand, they were good at in their interaction with children and setting up opportunities for children to interact with their peers. All of the programs except two were in inadequate condition in terms of finding the balance between structure and flexibility, whole group vs. individual/ small group activities, cultivating free play, and meeting the needs of children with special needs. They also did poorly in terms of meeting the basic needs of teachers.