



State of Utah
Department of Workforce Services
CLASSROOM SELF EVALUATION
INFANT/TODDLER/TWO-YEAR-OLD



Program Name: _____

Classroom Name: _____ **Date:** _____

Current Classroom Enrollment:

- Infants (0-11 mo.)**
- Toddlers (12-24 mo.)**
- Two's (24-36 mo.)**

PURPOSE

The purpose of the Environment Self-Assessment (ESA) is for programs to evaluate the resources, practices, and learning environment in their program. Providers are encouraged to use the ESA to critically evaluate and celebrate their strengths, as well as identify areas for growth.

BEFORE YOU BEGIN THE ESA, THERE ARE A FEW THINGS YOU SHOULD KNOW

1. This is a self-assessment and not a test. There are no right or wrong responses. The goal is to help you identify your own strengths and areas for growth.
2. You must complete all the questions, notes and goals in this assessment.
3. We hope the questions are interesting to you, and that you choose to answer all of the questions honestly. Your responses will be compared with your most recent formal ERS[®] observation summary report, if applicable.

DIRECTIONS

Read each statement carefully. Decide if the stated criteria is "Rarely" met in the classroom environment, "Sometimes" met, or "Always" met, by placing a check mark in the appropriate box. There must be a check mark after each stated criteria.

Finally, review your responses to identify your strengths and areas for potential growth. Using your areas for potential growth, write goals and identify concrete action steps to accomplish these goals.

DEFINITIONS

- Always or A lot 90% of the time this holds true.
- Sometimes or Somewhat At least 50% of the time this holds true.
- Rarely or Not at all Less than 25% of the time or NEVER holds true.

Equal Opportunity Employer Program

Auxiliary aids and services are available upon request to individuals with disabilities by calling (801) 526-9240. Individuals with speech and/or hearing impairments may call Relay Utah by dialing 711. Spanish Relay Utah: 1-888-346-3162.

FOUNDATIONAL QUALITY			
Space, Furniture and Arrangement			
Think about your child care space. Are the following available?	Yes	No	
Adequate lighting, ventilation, temperature control, and sound-absorbing materials.	<input type="checkbox"/>	<input type="checkbox"/>	
Space in good repair with no major problems that endanger children or compromise care.	<input type="checkbox"/>	<input type="checkbox"/>	
Space that is clean and well-maintained on a daily basis.	<input type="checkbox"/>	<input type="checkbox"/>	
Space that is accessible to children and adults with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	
Furniture that promotes self-help skills as needed (e.g., steps to diaper table/sink, low open shelves, accessible storage).	<input type="checkbox"/>	<input type="checkbox"/>	
Storage for extra toys and supplies.	<input type="checkbox"/>	<input type="checkbox"/>	
Furniture that is child sized.	<input type="checkbox"/>	<input type="checkbox"/>	
Comfortable adult seating for working with children in routines and play.	<input type="checkbox"/>	<input type="checkbox"/>	
Toys and materials that are within reach of children.	<input type="checkbox"/>	<input type="checkbox"/>	
Child created and chosen artwork is displayed.	<input type="checkbox"/>	<input type="checkbox"/>	
Soft toys and furnishings that children can use for relaxation or quiet play.	<input type="checkbox"/>	<input type="checkbox"/>	
How often does the caregiver do the following?	Rarely	Sometimes	Always
Arrange space for different experiences (e.g., active play, quiet play, messy play).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display photographs of the children, their families, pets, or other familiar faces.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk to the children about the photos and materials on display.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display children's artwork where it can easily be seen by children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and Safety			
How often does the caregiver do the following?	Rarely	Sometimes	Always
Ensure there are no hazards indoors or outdoors (e.g., electrical outlets covered, no easy access to busy roads).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check for a well-stocked First Aid kit and manual that is quickly accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help children follow safety rules and explain reasons for safety rules (e.g., "Be careful, it's hot").	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Model healthy practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage children to manage health practices independently (e.g., proper handwashing techniques taught; child shown how to get dressed; health-related books or songs used).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervision			
How often does the caregiver do the following?	Rarely	Sometimes	Always
Offer consistent careful supervision that is adjusted appropriately for different age and abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Frequently scan the child care space and stay aware of the entire group, even when working with just one child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in activities with the children and show interest in or appreciation of what they do (e.g., offer help and encouragement when needed, bring toys to non-mobile child, help a wandering child get involved).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share information with parents about infants/ toddlers routines each day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage parents to spend time visiting at drop-off and pick-up times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk to children about ideas related to their activities (e.g., ask questions, add information, extend understanding).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EVERYDAY ROUTINES			
Nap and Rest			
How often does the caregiver do the following?	Rarely	Sometimes	Always
Ensure that each child receives healthful provisions for nap and rest (e.g., cribs, cots or mats are not crowded, clean bedding for each child including a linen barrier such as a sheet).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help children to relax at nap and rest time (e.g., soft music is played, child soothed by patting back).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personalize nap time for each child (e.g., use familiar routines, placed in the same spot each day, follow each child's schedule).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Place all cribs, cots or mats at a distance of 36 inches apart, unless separated by a solid barrier.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide activities for children who are not sleeping.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meals and Snacks			
How often does the caregiver do the following?	Rarely	Sometimes	Always
Serve food that meets nutrition guidelines and is age appropriate (e.g., infant/toddler foods are cut to the appropriate size).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow basic sanitary procedures to ensure a healthy eating environment (e.g., children and adults wash hands before and after meals, handwashing is done for 20 seconds, eating surfaces are cleaned and sanitized).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperate with parents to establish good eating habits (e.g., coordinate new foods, share information on nutritional value, plan together on transitions).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make accommodations based on a child's allergy information or condition. (e.g., allergy information is updated often and easy to find).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offer an organized, relaxed and pleasant meal time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Toileting			
How often does the caregiver do the following?	Rarely	Sometimes	Always
Provide adequate supervision for the ages and abilities of the children I serve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow basic sanitary procedures to ensure a healthy diapering and toileting environment (e.g., follow recommended diapering procedure, children and adults wash hands after diapering and toileting, clean and sanitize surfaces as needed).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meet diapering and toileting needs in an appropriate manner (e.g., reminding children to use the bathroom, individualize diapering schedule and provide assistance when needed).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage self-help skills as children are ready.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LANGUAGE AND LITERACY			
Books			
Think about your child care space. Are the following accessible to children?	Yes	No	
At least 15 appropriate infant/toddler books accessible, (no less than 2 books for every child in the group).	<input type="checkbox"/>	<input type="checkbox"/>	
A variety of developmentally appropriate books in good condition.	<input type="checkbox"/>	<input type="checkbox"/>	
A wide selection of books are accessible to children (e.g., includes books about people of varying races, ages and abilities, animals, familiar objects and familiar routines).	<input type="checkbox"/>	<input type="checkbox"/>	
Books which are organized together in one or more locations for convenient and comfortable use by children.	<input type="checkbox"/>	<input type="checkbox"/>	
How often does the caregiver do the following?	Rarely	Sometimes	Always
Read books to infants and toddlers while holding them or sitting close to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add or rotate books at least monthly to maintain children's interest in books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engage toddler when reading books by asking simple "what" and "where" questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage child participation (turn the page, select a book).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display written examples in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage children to draw and scribble with crayons, pencils and paints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give children simple directions that consist of three or four steps, appropriate to their age and understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen and respond to children's attempts to communicate both verbally and non-verbally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage and create opportunities for children to talk to one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interact with children throughout the day, naming objects and actions, describing activities and routines, and asking questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LEARNING EXPERIENCES			
Fine Motor			
Think about your child care space. Are at least ten of the following accessible to children?	Yes	No	
Rattles with different noises, colors, shapes and textures.	<input type="checkbox"/>	<input type="checkbox"/>	
Easy fit together toys such as large Duplo's.	<input type="checkbox"/>	<input type="checkbox"/>	
Manipulative toys (Large peg and pegboards, nesting cups, bead mazes, shaker tubes).	<input type="checkbox"/>	<input type="checkbox"/>	
Puzzles with a single or few pieces that have knobs for easy grasping.	<input type="checkbox"/>	<input type="checkbox"/>	
How often does the caregiver do the following?	Rarely	Sometimes	Always
Provide material at different levels of difficulty (e.g., simple and more complex puzzles).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have conversations with children about fine motor material they are using, while they use it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present new concepts in a variety of different ways, such as learning pets through books, blocks, puzzles, and dramatic play.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music and Movement			
Think about your child-centered space. Are the following used with children?	Yes	No	
CD's, tapes or digital music with different music genres (e.g., classical, jazz, lullaby, dance).	<input type="checkbox"/>	<input type="checkbox"/>	
Musical toys (e.g., soft bear that plays a tune when you squeeze his hand).	<input type="checkbox"/>	<input type="checkbox"/>	
10 musical instruments for infants/ toddlers (e.g., maracas, piano, xylophones)	<input type="checkbox"/>	<input type="checkbox"/>	
How often does the caregiver do the following?	Rarely	Sometimes	Always
Encourage rhythm by bouncing infant on lap, dancing with infant in arms, helping toddler clap to music.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formally or informally use songs with children every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide ample time for children to use instruments during free play.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoid using background music that interferes with conversations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art			
Think about your child care space. Are at least three to five of each type accessible to children?	Yes	No	
Drawing materials (e.g., paper, markers, crayons, colored pencils, chalk).	<input type="checkbox"/>	<input type="checkbox"/>	
Paints (e.g., finger paints, watercolors, tempera paints).	<input type="checkbox"/>	<input type="checkbox"/>	
Three-dimensional materials (e.g., clay, Play-Doh, popsicle sticks, wood).	<input type="checkbox"/>	<input type="checkbox"/>	
Tools (e.g., child safe scissors, staplers, tape, glue, hole punch).	<input type="checkbox"/>	<input type="checkbox"/>	
Collage materials (e.g., paste, feathers, cotton balls, yarn).	<input type="checkbox"/>	<input type="checkbox"/>	
How often does the caregiver do the following?	Rarely	Sometimes	Always
Give children 18 months and older a daily opportunities to use art material to express their ideas and creativity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Focus on the artistic process rather than the end product when introducing art to children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introduce a variety of new art materials as children are ready (e.g., chubby crayons for toddlers, paints, scissors, Play-Doh for older toddlers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blocks			
Think about your child care space. Are the following accessible to children?	Yes	No	
Two or three blocks sets (a set is 6 blocks or more for infants, or substantial amount for older toddlers and two year olds).	<input type="checkbox"/>	<input type="checkbox"/>	
Block accessories such as toy people, transportation and animal toys.	<input type="checkbox"/>	<input type="checkbox"/>	
Ample space for uninterrupted block play.	<input type="checkbox"/>	<input type="checkbox"/>	
Ample time for toddlers and two-year-olds to access block material and use blocks during free play.	<input type="checkbox"/>	<input type="checkbox"/>	
How often does the caregiver do the following?	Rarely	Sometimes	Always
Talk with children about block play, while they are using block material (e.g., colors, shapes or sizes).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dramatic Play			
Think about your child care space. Are the following accessible to children?	Yes	No	
Play furniture (e.g., woodworking bench, kitchen, doll furnishings).	<input type="checkbox"/>	<input type="checkbox"/>	
Toy cars/trucks, common animals, and/or sets of people of different races, genders, and ages.	<input type="checkbox"/>	<input type="checkbox"/>	
Dress-up clothes or accessories (e.g., hats, purses, ties) that support a variety of occupations and gender roles.	<input type="checkbox"/>	<input type="checkbox"/>	
Play kitchen/housekeeping materials (e.g., pots, pans, dishes, food).	<input type="checkbox"/>	<input type="checkbox"/>	
Play materials representing a diversity of cultural and ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	
How often does the caregiver do the following?	Rarely	Sometimes	Always
Have conversations with children about their pretend play.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about print or numbers in dramatic play in a way that is meaningful to the children (e.g., discuss menu with prices for restaurant play).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide material that clearly represents diversity in dramatic play materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math			
Think about your child care space. Are the following accessible to children?	Yes	No	
Posters, books and materials that shows sizes, shapes and numbers.	<input type="checkbox"/>	<input type="checkbox"/>	
How often does the caregiver do the following?	Rarely	Sometimes	Always
Count objects for children in an engaging manner (e.g., playfully count baby toes, point to blocks as they are counted, pat each child's head as they are counted, show number of fingers when using number talk).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Help two year olds become aware of what printed numbers mean (e.g., point to the number and count the objects pictured on the poster).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nature and Science			
Think about your child care space. Are the following accessible to children?	Yes	No	
Pictures, books or toys that represent nature realistically.	<input type="checkbox"/>	<input type="checkbox"/>	
Children 18 months and older have experience exploring sand and/ or water.	<input type="checkbox"/>	<input type="checkbox"/>	
Contact with the natural world (e.g., plants, nature walks, feeding the class pet).	<input type="checkbox"/>	<input type="checkbox"/>	
How often does the caregiver do the following?	Rarely	Sometimes	Always
Point out and talk about nature/science materials and experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide close supervision when children use sand/water materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promoting acceptance of diversity			
Think about your child care space. Are the following accessible to children?	Yes	No	
Diversity is easy to observe in books, displayed pictures, and play material.	<input type="checkbox"/>	<input type="checkbox"/>	
Material shows the following types of diversity; race, culture, age, ability, and non-traditional gender roles.	<input type="checkbox"/>	<input type="checkbox"/>	
How often does the caregiver do the following?	Rarely	Sometimes	Always
Communicate positive and supportive messages that show respect for all people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of Technology			
How often does the caregiver do the following?	Rarely	Sometimes	Always
Offer alternative activities for children while technology is being used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restrict screen time for all children under 24 months of age (and up to 15 minutes weekly for older children).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Activity and Development			
Think about your child care space. Are the following accessible to children?	Yes	No	
Playground of large motor equipment or structures with adequate surfacing.	<input type="checkbox"/>	<input type="checkbox"/>	
Variety of portable equipment, including ride-on toys in good repair.	<input type="checkbox"/>	<input type="checkbox"/>	
Playground space with some protection from the elements so children can play nearly all year round.	<input type="checkbox"/>	<input type="checkbox"/>	
Indoor active play area when weather prohibits going outside.	<input type="checkbox"/>	<input type="checkbox"/>	
How often does the caregiver do the following?	Not at all	Somewhat	A Lot
Offer many opportunities each day for infants to spend on their tummies (i.e., tummy time).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide infants with safe, open, and interesting spaces to encourage movement and activities with legs, feet, arms, and hands.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limit infants' use of equipment such as exersaucers, swings, or bouncy chairs to less than 20 minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide time and opportunities for physical activity twice each day (e.g., 30 minutes or more each morning and afternoon).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Lead some activities that promote the development of motor skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STRUCTURE			
Daily Schedule			
How often does the caregiver do the following?	Rarely	Sometimes	Always
Provide for the physical needs of children, even when the need occurs off schedule (infant can have bottle early, toddlers can start nap later if he is not ready, diaper is changed quickly when needed).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keep daily schedule flexible and individualized to the children's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure that all transitions are smooth (by preparing activities ahead of time, limiting long periods of wait to under 3 minutes and keeping children actively involved).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide some active play and some quiet play options each day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Free Play			
How often does the caregiver do the following?	Rarely	Sometimes	Always
Offer free play both indoors and outdoors daily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively facilitate children's play throughout the day (e.g., help children get materials, have conversations about their play).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide ample time, material, and equipment for free play (children choose their own activities and materials and use them, as much as they are able, independently).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use supervision as an educational interaction (e.g., encourage child to talk about his activity, introduce new concepts, help develop behavior skills, use child's interest to further learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add materials at least monthly, that stimulates new interest during free play.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group Activities			
How often does the caregiver do the following?	Rarely	Sometimes	Always
Allow opportunities for children to play individually, or be part of self-selected small groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limit whole-group activities to short periods of time, suited to age and needs of the children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offer alternate activities that maximize children's success (e.g., enough space, active participation encouraged).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set up whole-group activities that maximize children's success (e.g., enough space, active participation encouraged, not too long, not too many).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engage in educational interactions with both small groups and individual children, as well as the whole group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Provisions for Children with Disabilities			
How often does the caregiver do the following?	Rarely	Sometimes	Always
Use special adaptive furnishings as directed to help the child participate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow Individual Education Plans (IEP) for children with a disability, in cooperation with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make adjustments, as needed, to allow children of all abilities and skill levels to participate in classroom activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTERACTIONS			
How often does the caregiver do the following?	Rarely	Sometimes	Always
Cultivate a relaxed atmosphere in the group, avoiding rushing, ignoring, teasing or punishing children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pay attention to unique temperament of children and consider their preferences when addressing or approaching them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quickly stop hurtful peer interactions and encourage cooperative play.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide opportunities for children to self-select their playmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allow children to follow their own interests and show enthusiasm for children's ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide individualized learning (e.g., responding to variations in abilities, needs and interests of children in the group. Providing encouragement and support appropriate for each child).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide guidance and discipline to develop appropriate social skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide support and comfort to children, showing warmth and appreciation when children are anxious, angry or hurt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Based on Bright & Early North Dakota Environment Self-Assessment for Preschool Classroom. Used with permission.
For more detailed information on the ERS tools and subscales, please refer to <http://www.ersi.info/scales.html>*

Environmental Self-Assessment (ESA) Goals For Continued Quality Improvement

Identify three S.M.A.R.T. goals for the upcoming year. Refer to specific ESA categories above. Ensure each goal is S.M.A.R.T.:

Specific: What exactly will you accomplish?

Measureable: How will you know when you have reached this goal?

Accountable: Who will be responsible for the different parts of this goal?

Resources Needed: What support and resources will I need to complete this goal?

Time-bound: When will this goal be achieved?

EXAMPLE GOAL

This goal will impact the following Environment Self-Evaluation Item(s):

- Foundational Quality Everyday Routines Language and Literacy
- Learning Experiences Structure

SPECIFIC: What exactly will you accomplish?

Develop a new handwashing technique to use when children are washing in large groups coming indoors, before meals & snacks) so wait time is lessened.

MEASUREABLE: How will you know when you have reached this goal?

Children’s wait time after handwashing will be less than 3 minutes. Children will stay engaged while washing hands and will be kept engaged when they are done with handwashing.

ACCOUNTABLE: Who will be responsible for the different parts of this goal?

All staff who are in the room at the time of handwashing. Lead teacher will inform all relevant staff of the new procedure and check for follow through.

RESOURCES NEEDED: What support and resources will I need to complete this goal?

A timer, ITERS-3 Observation Tool notes, and a list of potential songs or activities.

TIME-BOUND: When will this goal be achieved?

Teach all staff the new procedure by the end of the month (list actual date). Teach new procedure to the children by the following week (list actual date).

GOAL #1

This goal will impact the following Environment Self-Evaluation Item(s):

- Foundational Quality
- Everyday Routines
- Language and Literacy
- Learning Experiences
- Structure

SPECIFIC: What exactly will you accomplish?

MEASUREABLE: How will you know when you have reached this goal?

ACCOUNTABLE: Who will be responsible for the different parts of this goal?

RESOURCES NEEDED: What support and resources will I need to complete this goal?

TIME-BOUND: When will this goal be achieved?

GOAL #2

This goal will impact the following Environment Self-Evaluation Item(s):

- Foundational Quality Everyday Routines Language and Literacy
 Learning Experiences Structure

SPECIFIC: What exactly will you accomplish?

MEASUREABLE: How will you know when you have reached this goal?

ACCOUNTABLE: Who will be responsible for the different parts of this goal?

RESOURCES NEEDED: What support and resources will I need to complete this goal?

TIME-BOUND: When will this goal be achieved?

GOAL #3

This goal will impact the following Environment Self-Evaluation Item(s):

- Foundational Quality
- Everyday Routines
- Language and Literacy
- Learning Experiences
- Structure

SPECIFIC: What exactly will you accomplish?

MEASUREABLE: How will you know when you have reached this goal?

ACCOUNTABLE: Who will be responsible for the different parts of this goal?

RESOURCES NEEDED: What support and resources will I need to complete this goal?

TIME-BOUND: When will this goal be achieved?

GOAL #4

This goal will impact the following Environment Self-Evaluation Item(s):

- Foundational Quality
- Everyday Routines
- Language and Literacy
- Learning Experiences
- Structure

SPECIFIC: What exactly will you accomplish?

MEASUREABLE: How will you know when you have reached this goal?

ACCOUNTABLE: Who will be responsible for the different parts of this goal?

RESOURCES NEEDED: What support and resources will I need to complete this goal?

TIME-BOUND: When will this goal be achieved?

GOAL #5

This goal will impact the following Environment Self-Evaluation Item(s):

- Foundational Quality
- Everyday Routines
- Language and Literacy
- Learning Experiences
- Structure

SPECIFIC: What exactly will you accomplish?

MEASUREABLE: How will you know when you have reached this goal?

ACCOUNTABLE: Who will be responsible for the different parts of this goal?

RESOURCES NEEDED: What support and resources will I need to complete this goal?

TIME-BOUND: When will this goal be achieved?