



State of Utah  
Department of Workforce Services  
**CLASSROOM SELF EVALUATION**  
**PRESCHOOL**



**Program Name:** \_\_\_\_\_

**Classroom Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Current Classroom Enrollment:**

- 3 year olds
- 4 year olds
- Mixed age group (3-5)

**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<sup>®</sup> 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.

<b>FOUNDATIONAL QUALITY</b>			
<b>Space, Furniture and Arrangement</b>			
<b>Think about your child care space. Are the following available?</b>	<b>Yes</b>	<b>No</b>	
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 near 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 and fits the children in the room.	<input type="checkbox"/>	<input type="checkbox"/>	
Comfortable adult seating for working with children in routines and play.	<input type="checkbox"/>	<input type="checkbox"/>	
Ample toys and materials that are within reach of children.	<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"/>	
<b>How often does the caregiver do the following?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Arrange space to direct movement around, rather than through, activity areas.	<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"/>
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"/>
<b>Child Centered Space</b>			
<b>Think about your child-centered space. Does it include the following?</b>	<b>Yes</b>	<b>No</b>	
Interest areas that are organized and well-defined.	<input type="checkbox"/>	<input type="checkbox"/>	
Sufficient materials so that more than one child can play at a time.	<input type="checkbox"/>	<input type="checkbox"/>	
Child created artwork comprises most of the display for children.	<input type="checkbox"/>	<input type="checkbox"/>	
Materials that encourage open-ended, multi-purpose play.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Health and Safety</b>			
<b>How often does the caregiver do the following?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supervision</b>			
<b>How often does the caregiver do the following?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
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, help a wandering child get involved).	<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"/>
<b>EVERYDAY ROUTINES</b>			
<b>Nap and Rest</b>			
<b>How often does the caregiver do the following?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Ensure that each child receives healthful provisions for nap and rest (e.g., 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"/>
Place all 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"/>
<b>Meals and Snacks</b>			
<b>How often does the caregiver do the following?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Serve food that meets nutrition guidelines and is age appropriate.	<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, 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"/>
Use meal and snack times to encourage learning (e.g., name foods, share nutritional information, encourage self-help).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Toileting</b>			
<b>How often does the caregiver do the following?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Provide adequate supervision for the ages and abilities of the children served.	<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"/>
<b>LANGUAGE AND LITERACY</b>			
<b>Books</b>			
<b>Think about your child care space. Are the following accessible to children?</b>	<b>Yes</b>	<b>No</b>	
At least 30 books accessible for 20 children, plus one additional book for every child enrolled.	<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, feelings, nature/science, math, cultures, varying races, males and females, jobs/work, health or self-help skills, sports/hobbies, abilities).	<input type="checkbox"/>	<input type="checkbox"/>	
Books present that relate to the current activity or classroom theme.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>How often does the caregiver do the following?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Engage preschoolers when reading books by asking questions about the characters and the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add or rotate books at least monthly to maintain interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help children learn about sequence through books (e.g., beginning, middle, end).	<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's interest in writing and their attempts to copy letters, including their own name.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offer opportunities for children to draw and print using markers, crayons, pencils and paper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask open-ended questions that challenge children to express their ideas.	<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"/>
Try to expand children's language by introducing them to new words and ideas.	<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"/>

<b>LEARNING EXPERIENCES</b>			
<b>Fine Motor</b>			
<b>Think about your child care space. Are at least three to five of each type accessible to children?</b>	<b>Yes</b>	<b>No</b>	
Small building toys (e.g., interlocking blocks, Lincoln Logs, inch cubes).	<input type="checkbox"/>	<input type="checkbox"/>	
Art materials (e.g., crayons, markers, safe child sized scissors).	<input type="checkbox"/>	<input type="checkbox"/>	
Manipulative toys (e.g., beads and string, pegs and boards, nuts and bolts, Mr. Potato Head).	<input type="checkbox"/>	<input type="checkbox"/>	
Puzzles with different numbers and sizes of pieces (e.g., knob puzzles, floor puzzles, frameless puzzles).	<input type="checkbox"/>	<input type="checkbox"/>	
<b>How often does the caregiver do the following?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Provide material at different levels of difficulty (e.g., simple and complex puzzles).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have conversations with children about fine motor material they use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present new concepts in a variety of different ways, such as learning shapes through books, blocks, puzzles, and dramatic play.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Music and Movement</b>			
<b>Think about your child-centered space. Are the following accessible to children?</b>	<b>Yes</b>	<b>No</b>	
CD's, tapes or digital music with different music genres (e.g., classical, jazz, lullaby, dance).	<input type="checkbox"/>	<input type="checkbox"/>	
Movement toys (e.g., variety of scarves, ribbons, parachutes).	<input type="checkbox"/>	<input type="checkbox"/>	
Varied musical instruments.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>How often does the caregiver do the following?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Point out rhyming words in songs, identify word repetition, do finger plays or encourage children to rhyme in songs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intentionally introduce children to a variety of musical experiences every day (e.g., by singing, dancing, yoga, chanting).	<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"/>
Expose children to music and instruments of many different cultures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Art</b>			
<b>Think about your child care space. Are at least three to five of each type accessible to children?</b>	<b>Yes</b>	<b>No</b>	
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"/>	

<b>How often does the caregiver do the following?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Give children many opportunities to use a variety of 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 projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan activities to extend children's understanding of art (e.g., artistic guests, field trips, books on fine art).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan art activities that relate to current classroom themes or interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Blocks</b>			
<b>Think about your child care space. Are the following accessible to children?</b>		<b>Yes</b>	<b>No</b>
Two or three blocks sets that allow children to build sizeable structures.		<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"/>
Time to access block material and use blocks for at least one hour during free play.		<input type="checkbox"/>	<input type="checkbox"/>
<b>How often does the caregiver do the following?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Have conversations with children about block play.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Link written language to children's block play (e.g., write children's comments about what they have built).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Point out math concepts that are demonstrated in unit blocks in a way that interests children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Dramatic Play</b>			
<b>Think about your child care space. Are the following accessible to children?</b>		<b>Yes</b>	<b>No</b>
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"/>
<b>How often does the caregiver do the following?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
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"/>
Provide a variety of themes to enhance play and provide new words (e.g., hospital, restaurant, camping, grocery store.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Math</b>			
<b>Think about your child care space. Are at least three to five of each type accessible to children?</b>	<b>Yes</b>	<b>No</b>	
Examples of print numbers in display materials that are accompanied by images that show what the numbers mean.	<input type="checkbox"/>	<input type="checkbox"/>	
Collections of objects to count or sort (e.g., play money, pegboards, bead counters).	<input type="checkbox"/>	<input type="checkbox"/>	
Tools for measuring (e.g., balance, tape measure, ruler, scale, measuring cups).	<input type="checkbox"/>	<input type="checkbox"/>	
Tools and activities for comparisons/ quantity materials (e.g., nested cups, abacus, dominoes, playing cards).	<input type="checkbox"/>	<input type="checkbox"/>	
Shape recognition activities (e.g., matching cards, magnetic shapes).	<input type="checkbox"/>	<input type="checkbox"/>	
<b>How often does the caregiver do the following?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Ask children questions that involve the measurement of height, weight, length, and/or time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide plenty of time for children to explore math material at free play, at least one hour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offer opportunities for children to explore numbers, measurements, and patterns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask children questions about math material and activities that stimulates reasoning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage children to use their fingers to represent numbers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use math words during daily events (e.g., during transitions, routines, or when they play in non-math areas).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Science</b>			
<b>Think about your child care space. Are AT LEAST THREE to FIVE of each TYPE accessible to children?</b>	<b>Yes</b>	<b>No</b>	
Tools for investigating the environment (e.g., magnets, magnifying glasses, binoculars, maps).	<input type="checkbox"/>	<input type="checkbox"/>	
Collections of natural objects (e.g., leaves, rocks).	<input type="checkbox"/>	<input type="checkbox"/>	
Living things (e.g., plants or animals that children can help care for).	<input type="checkbox"/>	<input type="checkbox"/>	
Nature/science activities (e.g., sink/float, sand/water, gardening, cooking).	<input type="checkbox"/>	<input type="checkbox"/>	
Nature/science books kept in the science area (e.g., fact books, animal books).	<input type="checkbox"/>	<input type="checkbox"/>	
<b>How often does the caregiver do the following?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Encourage children to observe nature and make predictions (e.g., growing seeds, caring for animals, nature walk).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiate activities for measuring, comparing or sorting using nature/science materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Sensory</b>			
<b>Think about your child care space. Are the following accessible to children?</b>	<b>Yes</b>	<b>No</b>	
Provisions for sand and water play (indoors or outdoors).	<input type="checkbox"/>	<input type="checkbox"/>	

Variety of toys for sand and water play (e.g. containers, spoons, funnels, scoops, shovels, people, animals).	<input type="checkbox"/>	<input type="checkbox"/>	
<b>How often does the caregiver do the following?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Offer sand or water play daily, for a minimum of 1 hour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offer different kinds of activities with water play (e.g., bubbles, snow, mud).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Promoting acceptance of diversity</b>			
<b>Do the following describe the curricula, program materials, and/or environment in your classroom?</b>		<b>Yes</b>	<b>No</b>
Material shows the following types of diversity; race, culture, age, ability, and non-traditional gender roles.		<input type="checkbox"/>	<input type="checkbox"/>
Diversity is easy to observe in books, displayed pictures, and play material.		<input type="checkbox"/>	<input type="checkbox"/>
<b>How often does the caregiver do the following?</b>	<b>Not at all</b>	<b>Somewhat</b>	<b>A Lot</b>
Communicate with children using the child's home language for basic words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate positive and supportive messages that challenge traditional roles and communicate respect for all roles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Model respect for a variety of cultures, languages, abilities, and talents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allow both boys and girls to follow their interests, despite gender stereotypes associated with some toys or activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Use of Technology</b>			
<b>How often does the caregiver do the following?</b>	<b>Not at all</b>	<b>Somewhat</b>	<b>A Lot</b>
Limit children's use of computers to periods of 15 minutes or less.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively participate when children are using technology (e.g., watch and discuss video, do activity with them, encourage dancing, singing and exercising).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offer alternative activities for children while technology is being used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Physical Activity and Development</b>			
<b>Think about your child care space. Are the following accessible to children?</b>		<b>Yes</b>	<b>No</b>
Playground or 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"/>
Some protection from the elements so children can use some playground space nearly all year round.		<input type="checkbox"/>	<input type="checkbox"/>
A designated space for indoor active play when weather prohibits going outside.		<input type="checkbox"/>	<input type="checkbox"/>
<b>How often does the caregiver do the following?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
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"/>
Join children's active play and/or suggest ways the children can extend their active play.	<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"/>



<b>STRUCTURE</b>			
<b>Daily Schedule</b>			
<b>How often does the caregiver do the following?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Offer at least one indoor and one outdoor play period each day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offer a variety of play activities each day including some initiated by the caregiver and some by the children.	<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 most 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"/>
<b>Free Play</b>			
<b>How often does the caregiver do the following?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
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.	<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 stimulate new interest during free play.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Group Activities</b>			
<b>How often does the caregiver do the following?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
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).	<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"/>
<b>Provisions for Children with Disabilities</b>			
<b>How often does the caregiver do the following?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
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"/>
Seek input from professionals and families to promote child development and independence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>INTERACTIONS</b>			
<b>How often does the caregiver do the following?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
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 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"/>
Involve children in solving their conflicts without telling them what to do (e.g., help children think of satisfying solutions).	<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):

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Foundational Quality | <input checked="" type="checkbox"/> Everyday Routines | <input type="checkbox"/> Language and Literacy |
| <input type="checkbox"/> Learning Experiences | <input type="checkbox"/> 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?