



State of Utah  
Department of Workforce Services  
**CLASSROOM SELF EVALUATION**  
**SCHOOL-AGE**



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

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

**Current Classroom Enrollment:**

- After School (K-6)**
- Mixed Age group**

**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>SAFE ENVIRONMENT</b>			
<b>Healthy and Accommodating Environment</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"/>	
Appropriately sized furniture that can be easily re-arranged as needed.	<input type="checkbox"/>	<input type="checkbox"/>	
Space that is sufficient for children to move around comfortably.	<input type="checkbox"/>	<input type="checkbox"/>	
Drinking water is available and easily accessible to all children.	<input type="checkbox"/>	<input type="checkbox"/>	
Healthy food and drink are available at appropriate times and of sufficient quantity.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Emergency Preparedness</b>			
<b>Is the classroom equipped with the following?</b>	<b>Yes</b>	<b>No</b>	
Emergency procedures are posted in plain view of the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	
A fire extinguisher is accessible and visible from the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	
Fully stocked first aid kit that is accessible and visible.	<input type="checkbox"/>	<input type="checkbox"/>	
Access to classroom is monitored (either electronic or in person).	<input type="checkbox"/>	<input type="checkbox"/>	
Access to outdoor space is controlled.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>SUPPORTIVE ENVIRONMENT</b>			
<b>Warm Welcome</b>			
<b>How often does the caregiver do the following?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Greet all children as they enter the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use warm or neutral tones and positive body language in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Session Flow</b>			
<b>How often do these things happen?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Activities start and end within ten minutes of scheduled time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All materials are ready at the start of each activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are enough materials for all children to participate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most children understand given instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is enough time for most children to complete all parts of the activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Active Engagement</b>			
<b>How often do these things happen?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Children actively participate in the activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher creates the opportunity for children to talk about the activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Children connect the activity to previous knowledge or experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Skill Building</b>			
<b>How often does the caregiver do this in their lessons/activities?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
The learning focus is clearly and verbally linked to the activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children are encouraged to challenge themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults model the activity for children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's tasks are broken down into smaller steps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children are given positive supports when they make mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Encouragement</b>			
<b>How often do these things occur in the classroom?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
The climate of the classroom is inclusive and positive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children and/or teachers do not show bias or use bias specific language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers ask open ended questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Praise is specific and non-evaluative.	<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>
Well-defined interest areas.		<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 and chosen artwork is displayed.		<input type="checkbox"/>	<input type="checkbox"/>
Materials that encourage open-ended, multi-purpose play.		<input type="checkbox"/>	<input type="checkbox"/>
<b>INTERACTION</b>			
<b>Managing Feelings</b>			
<b>When there is conflict, how often do the following occur?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Adults acknowledge feelings of all children and ask all children to explain the situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults guide children to respond appropriately and allow them to suggest solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Belonging</b>			
<b>During programming, how often do the following occur?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Get to know you activities are held.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusive interactions are present and encouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children demonstrate a sense of belonging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small group activities are planned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>School-Age Leadership</b>			
<b>How often do children have the following opportunities?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Each child has a chance to help another child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Children are given opportunities to lead the group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interaction with Adults</b>			
<b>How often do staff demonstrate the following?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Make an effort to be on eye level when interacting with children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Circulate and work side-by-side with children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ENGAGEMENT</b>			
<b>School-Age Planning and Choice</b>			
<b>Do all children have these opportunities in every classroom offering?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
All children help plan what the class will do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children plan and share those plans in multiple ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children are given open-ended and authentic choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reflection</b>			
<b>Do all children have these opportunities in every classroom offering?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Children are given opportunities to reflect on the activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children are given multiple ways to reflect (written, drawn, verbal, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children are given an opportunity to provide feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Responsibility</b>			
<b>Do all children have these opportunities in every classroom offering?</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Children have the opportunity to perform routine tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff allow children to perform tasks independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For more detailed information on the PQA tools and subscales, please refer to <http://www.cypq.org/>

### 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):

- Safe Environment     Supportive Environment     Interaction     Engagement

**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):

- Safe Environment     Supportive Environment     Interaction     Engagement

**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):

- Safe Environment     Supportive Environment     Interaction     Engagement

**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):

- Safe Environment     Supportive Environment     Interaction     Engagement

**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):

- Safe Environment     Supportive Environment     Interaction     Engagement

**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?