



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® observation summary report, if applicable.

DIRECTIONS

Read each statement carefully. Decide if the stated criteria are “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 criterion.

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.	☐	☐	
Space in good repair with no major problems that endanger children or compromise care.	☐	☐	
Space that is clean and well-maintained on a daily basis.	☐	☐	
Space that is accessible to children and adults with disabilities.	☐	☐	
Furniture that promotes self-help skills as needed (e.g., steps near sink, low open shelves, accessible storage).	☐	☐	
Storage for extra toys and supplies.	☐	☐	
Furniture that is child-sized and fits the children in the room.	☐	☐	
Comfortable adult seating for working with children in routines and play.	☐	☐	
Ample toys and materials that are within reach of children.	☐	☐	
Soft toys and furnishings that children can use for relaxation or quiet play.	☐	☐	
How often does the caregiver do the following?	Rarely	Sometimes	Always
Arrange space to direct movement around, rather than through, activity areas.	☐	☐	☐
Display children's artwork where it can easily be seen by children.	☐	☐	☐
Display photographs of the children, their families, pets, or other familiar faces.	☐	☐	☐
Talk to the children about the photos and materials on display.	☐	☐	☐
Child Centered Space			
Think about your child-centered space. Does it include the following?	Yes	No	
Interest areas that are organized and well-defined.	☐	☐	
Sufficient materials so that more than one child can play at a time.	☐	☐	
Child-created artwork comprises most of the display for children.	☐	☐	
Materials that encourage open-ended, multi-purpose play.	☐	☐	
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).	☐	☐	☐
Check for a well-stocked First Aid kit and manual that is quickly accessible.	☐	☐	☐
Help children follow safety rules and explain reasons for safety rules (e.g., "Be careful, it's hot").	☐	☐	☐
Model healthy practices.	☐	☐	☐

Encourage children to manage health practices independently (e.g., proper handwashing techniques taught; child shown how to get dressed; health-related books).	☐	☐	☐
Supervision			
How often does the caregiver do the following?	Rarely	Sometimes	Always
Offer consistent, careful supervision that is adjusted appropriately for different ages and abilities.	☐	☐	☐
Frequently scan the child care space and stay aware of the entire group, even when working with just one child.	☐	☐	☐
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).	☐	☐	☐
Talk to children about ideas related to their activities (e.g., ask questions, add information, extend understanding).	☐	☐	☐
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., cots or mats are not crowded, clean bedding for each child, including a linen barrier such as a sheet).	☐	☐	☐
Help children to relax at nap and rest time (e.g., soft music is played, child soothed by patting back).	☐	☐	☐
Place all cots or mats at a distance of 36 inches apart, unless separated by a solid barrier.	☐	☐	☐
Provide activities for children who are not sleeping.	☐	☐	☐
Meals and Snacks			
How often does the caregiver do the following?	Rarely	Sometimes	Always
Serve food that meets nutrition guidelines and is age appropriate.	☐	☐	☐
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).	☐	☐	☐
Cooperate with parents to establish good eating habits (e.g., coordinate new foods, share information on nutritional value, plan together on transitions).	☐	☐	☐
Make accommodations based on a child's allergy information or condition. (e.g., allergy information is updated often and easy to find).	☐	☐	☐
Use meal and snack times to encourage learning (e.g., name foods, share nutritional information, encourage self-help).	☐	☐	☐

Toileting			
How often does the caregiver do the following?	Rarely	Sometimes	Always
Provide adequate supervision for the ages and abilities of the children served.	☐	☐	☐
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).	☐	☐	☐
Meet diapering and toileting needs in an appropriate manner (e.g., reminding children to use the bathroom, individualize diapering schedule and assisting when needed).	☐	☐	☐
Encourage self-help skills as children are ready.	☐	☐	☐
LANGUAGE AND LITERACY			
Books			
Think about your child care space. Are the following accessible to children?	Yes	No	
At least 30 books accessible for 20 children, plus one additional book for every child enrolled.	☐	☐	
A variety of developmentally appropriate books in good condition.	☐	☐	
A wide selection of books is accessible to children (e.g., includes books about people, feelings, nature/science, math, jobs/work, health or self-help skills, sports/hobbies, abilities).	☐	☐	
Books present that relate to the current activity or classroom theme.	☐	☐	
How often does the caregiver do the following?	Rarely	Sometimes	Always
Engage preschoolers when reading books by asking questions about the characters and the story.	☐	☐	☐
Add or rotate books at least monthly to maintain interest.	☐	☐	☐
Help children learn about sequence through books (e.g., beginning, middle, end).	☐	☐	☐
Display written examples in the classroom.	☐	☐	☐
Encourage children's interest in writing and their attempts to copy letters, including their own name.	☐	☐	☐
Offer opportunities for children to draw and print using markers, crayons, pencils and paper.	☐	☐	☐
Ask open-ended questions that challenge children to express their ideas.	☐	☐	☐
Encourage and create opportunities for children to talk to one another.	☐	☐	☐
Try to expand children's language by introducing them to new words and ideas.	☐	☐	☐
Interact with children throughout the day, naming objects and actions, describing activities and routines, and asking questions.	☐	☐	☐

LEARNING EXPERIENCES			
Fine Motor			
Think about your child care space. Are at least three to five of each type accessible to children?	Yes	No	
Small building toys (e.g., interlocking blocks, Lincoln Logs, inch cubes).	☐	☐	
Art materials (e.g., crayons, markers, safe child sized scissors).	☐	☐	
Manipulative toys (e.g., beads and string, pegs and boards, nuts and bolts, Mr. Potato Head).	☐	☐	
Puzzles with different numbers and sizes of pieces (e.g., knob puzzles, floor puzzles, frameless puzzles).	☐	☐	
How often does the caregiver do the following?	Rarely	Sometimes	Always
Provide material at different levels of difficulty (e.g., simple and complex puzzles).	☐	☐	☐
Have conversations with children about fine motor material they use.	☐	☐	☐
Present new concepts in a variety of different ways, such as learning shapes through books, blocks, puzzles, and dramatic play.	☐	☐	☐
Music and Movement			
Think about your child-centered space. Are the following accessible to children?	Yes	No	
CD's, tapes or digital music with different music genres (e.g., classical, jazz, lullaby, dance).	☐	☐	
Movement toys (e.g., variety of scarves, ribbons, parachutes).	☐	☐	
Varied musical instruments.	☐	☐	
How often does the caregiver do the following?	Rarely	Sometimes	Always
Point out rhyming words in songs, identify word repetition, do finger plays or encourage children to rhyme in songs.	☐	☐	☐
Intentionally introduce children to a variety of musical experiences every day (e.g., by singing, dancing, yoga, chanting).	☐	☐	☐
Provide ample time for children to use instruments during free play.	☐	☐	☐
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).	☐	☐	
Paints (e.g., finger paints, watercolors, tempera paints).	☐	☐	
Three-dimensional materials (e.g., clay, Play-Doh, popsicle sticks, wood).	☐	☐	
Tools (e.g., child-safe scissors, staplers, tape, glue, hole punch).	☐	☐	
Collage materials (e.g., paste, feathers, cotton balls, yarn).	☐	☐	

How often does the caregiver do the following?	Rarely	Sometimes	Always
Give children many opportunities to use a variety of art material to express their ideas and creativity.	☐	☐	☐
Focus on the artistic process rather than the end product when introducing art projects.	☐	☐	☐
Plan activities to extend children's understanding of art (e.g., artistic guests, field trips, books on fine art).	☐	☐	☐
Plan art activities that relate to current classroom themes or interests.	☐	☐	☐
Blocks			
Think about your child care space. Are the following accessible to children?	Yes	No	
Two or three block sets that allow children to build sizeable structures.	☐	☐	
Block accessories such as toy people, transportation and animal toys.	☐	☐	
Ample space for uninterrupted block play.	☐	☐	
Time to access block material and use blocks for at least one hour during free play.	☐	☐	
How often does the caregiver do the following?	Rarely	Sometimes	Always
Have conversations with children about block play.	☐	☐	☐
Link written language to children's block play (e.g., write children's comments about what they have built).	☐	☐	☐
Point out math concepts that are demonstrated in unit blocks in a way that interests children.	☐	☐	☐
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).	☐	☐	
Toy cars/trucks, common animals, and/or sets of people	☐	☐	
Dress-up clothes or accessories (e.g., hats, purses, ties).	☐	☐	
Play kitchen/housekeeping materials (e.g., pots, pans, dishes, food).	☐	☐	
How often does the caregiver do the following?	Rarely	Sometimes	Always
Have conversations with children about their pretend play.	☐	☐	☐
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).	☐	☐	☐
Provide a variety of themes to enhance play and provide new words (e.g., hospital, restaurant, camping, grocery store).	☐	☐	☐

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

Variety of toys for sand and water play (e.g. containers, spoons, funnels, scoops, shovels, people, animals).	☐	☐	
How often does the caregiver do the following?	Rarely	Sometimes	Always
Offer sand or water play daily, for a minimum of 1 hour.	☐	☐	☐
Offer different kinds of activities with water play (e.g., bubbles, snow, mud).	☐	☐	☐
Promoting acceptance			
Do the following describe the curricula, program materials, and/or environment in your classroom?	Yes	No	
Material shows the following types of acceptance.	☐	☐	
Acceptance is easy to observe in books, displayed pictures, and play material.	☐	☐	
Use of Technology			
How often does the caregiver do the following?	Not at all	Somewhat	A Lot
Limit children's use of computers to periods of 15 minutes or less.	☐	☐	☐
Actively participate when children are using technology (e.g., watch and discuss video, do an activity with them, encourage dancing, singing and exercising).	☐	☐	☐
Offer alternative activities for children while technology is being used.	☐	☐	☐
Physical Activity and Development			
Think about your child care space. Are the following accessible to children?	Yes	No	
Playground, large motor equipment or structures with adequate surfacing.	☐	☐	
Variety of portable equipment, including ride-on toys in good repair.	☐	☐	
Some protection from the elements so children can use some playground space nearly all year round.	☐	☐	
A designated space for indoor active play when weather prohibits going outside.	☐	☐	
	Rarely	Sometimes	Always
Provide time and opportunities for physical activity twice each day (e.g., 30 minutes or more each morning and afternoon).	☐	☐	☐
Join children's active play and/or suggest ways the children can extend their active play.	☐	☐	☐
Lead some activities that promote the development of motor skills.	☐	☐	☐
STRUCTURE			
Daily Schedule			
How often does the caregiver do the following?	Rarely	Sometimes	Always
Offer at least one indoor and one outdoor play period each day.	☐	☐	☐
Offer a variety of play activities each day, including some initiated by the caregiver and some by the children.	☐	☐	☐
Keep daily schedule flexible and individualized to the children's needs.	☐	☐	☐

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.	☐	☐	☐
Free Play			
How often does the caregiver do the following?	Rarely	Sometimes	Always
Offer free play both indoors and outdoors daily.	☐	☐	☐
Actively facilitate children's play throughout the day (e.g., help children get materials, have conversations about their play).	☐	☐	☐
Provide ample time, material, and equipment for free play.	☐	☐	☐
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).	☐	☐	☐
Add materials at least monthly that stimulate new interest during free play.	☐	☐	☐
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.	☐	☐	☐
Limit whole-group activities to short periods of time, suited to age and needs of the children.	☐	☐	☐
Offer alternate activities that maximize children's success (e.g., enough space, active participation encouraged).	☐	☐	☐
Set up whole-group activities that maximize children's success (e.g., enough space, active participation encouraged, not too long).	☐	☐	☐
Engage in educational interactions with both small groups and individual children, as well as the whole group.	☐	☐	☐
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.	☐	☐	☐
Follow Individual Education Plans (IEP) for children with a disability, in cooperation with parents.	☐	☐	☐
Make adjustments, as needed, to allow children of all abilities and skill levels to participate in classroom activities.	☐	☐	☐
Seek input from professionals and families to promote child development and independence.	☐	☐	☐
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.	☐	☐	☐
Pay attention to unique temperament of children and consider their preferences when approaching them.	☐	☐	☐

Quickly stop hurtful peer interactions and encourage cooperative play.	☐	☐	☐
Provide opportunities for children to self-select their playmates.	☐	☐	☐
Allow children to follow their own interests and show enthusiasm for children's ideas.	☐	☐	☐
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).	☐	☐	☐
Provide guidance and discipline to develop appropriate social skills.	☐	☐	☐
Provide support and comfort to children, showing warmth and appreciation when children are anxious, angry or hurt.	☐	☐	☐
Involve children in solving their conflicts without telling them what to do (e.g., help children think of satisfying solutions).	☐	☐	☐

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?

Measurable: 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.

MEASURABLE: 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?

MEASURABLE: 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?

MEASURABLE: 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?

MEASURABLE: 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?

MEASURABLE: 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?

MEASURABLE: 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?