



ERS Self-Reflection

Program: _____ Classroom: _____ Teachers' Names: _____ Date: _____

1st self-reflection Self-reflection other than 1st

Criteria	Fully Met	Partially Met	Not Met	N/A	Questions/Improvements
1. SPACE and FURNISHINGS					
A. Commonly used areas, such as toileting and eating and at least 3 learning centers are defined and conveniently equipped. (Ex. Water provided near the art area, diaper supplies are on hand by the changing table, shelving adequate for blocks and manipulatives).					
B. Quiet learning centers and active learning centers are not next to each other (books not close to blocks or dramatic play).					
C. Learning centers are available daily and organized for children's independent use with labeled shelves and labeled containers, etc. (labels should have both words and pictures)					
D. Toys are clean, in good working order and complete. (e.g. no missing pieces or broken parts)					
E. Spaces are available for children's privacy (at least one area that is for one or two children to play protected from intrusion of others).					
F. Most of display are at child-level and are done individually by children and/or child-related vs. commercial displays and staff talk to children about displayed materials.					
G. Sufficient indoor space and furnishings for children and adults. Space is in good repair, clean and well maintained.					
H. Adequate lighting, ventilation, and temperature control. Natural light is used in spaces where available.					
I. Soft furnishings are accessible to children and are clean, including a cozy area.					
J. Arrangement of room makes it possible for staff to see all children at a glance.					
K. Outdoor space and equipment is age appropriate for children in group. Ample materials and equipment for physical activity are available so children have access without long periods of waiting. Both stationary and portable equipment is used. (Ex. Balls, hula hoops, balance beams, trikes, etc.)					



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2. PERSONAL CARE ROUTINES				
A. Food allergies/dietary restrictions posted in room (and nutritious substitutions made when necessary)				
B. Cots/cribs are placed 3 feet apart. Bedding is stored so it does not come in contact with other bedding.				
C. Sheet and/or blanket is available for each child for nap (children may not sleep directly on vinyl; blankets should not be used with infants)				
D. Teachers sit with children and model appropriate mealtime behavior and conversation. Children are allowed to help as they get older, in some form.				
E. Staff clean and sanitize table surfaces and high chairs before and after snacks and meals, using the proper procedures.				
F. Hand washing practices are followed by staff and children. Upon arrival for the day, after breaks, or when moving from one child care group to another. In addition, before and after: preparing food or beverages; eating, handling food, or feeding a child; giving medication or applying a medical ointment or cream in which a break in the skin (e.g., sores, cuts, or scrapes) may be encountered; playing in water; diapering; After: Using the toilet or helping a child use a toilet; handling bodily fluid (mucus, blood, vomit), from sneezing, wiping and blowing noses, from mouths, or from sores; handling animals or cleaning up animal waste; playing in sand, on wooden play sets, and outdoors; cleaning or handling the garbage; applying sunscreen and/or insect repellent.				
G. No major safety hazards indoors or outdoors (Ex. Small toys which are choking hazards, electrical outlets covered, spills on floors are cleaned up immediately to prevent falls, substances labels "Keep out of reach of children" are locked away, staff personal items are out of reach, open stairwells are not accessible, fall zones are protected by adequate impact material, no easy access to busy roads or parking lots, cords from blinds are out of reach of child or are safety cords).				
H. Staff use positive techniques (i.e. do not humiliate, tease, shame, time out, etc.) in assisting children to develop self-toileting skills and/or following appropriate diapering procedures				
I. Children are properly cared for to meet health needs indoors and outdoors. Children are dressed properly for weather when outdoors (Ex. Sunscreen, hats and mittens, coats).				
J. Well-balanced and scheduled meals are served appropriate to the age of children. Basic sanitary procedures are maintained. (Infant foods are served from individual bowls and spoons, milk and juice in bottles not allowed to sit un-refrigerated longer than an hour).				



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K. Diapering / toileting schedules meets individual needs of children in an appropriate manner suited to the age of children that includes adequate supervision.					
L. Staff anticipates and takes action to prevent safety problems and staff explains reasons for safety rules to all children in care.					
3. LITERACY, LANGUAGE, & REASONING					
A. At least 12 books appropriate for infants / toddlers are accessible daily. Preschool children have at least 20 children's books accessible daily. This includes a variety and wide selection of topics for children. (Ex. Fantasy, factual, people, animals, science, books that reflect cultures and different abilities and ages. Violent or inappropriate books will not count).					
B. Books read both formally and informally to small groups and individuals, both planned and spontaneously. Book times are warm and interactive.					
C. Many communication activities occur between and among staff and children throughout the day (i.e., dialogue, songs, finger plays, stories, etc.).					
D. Staff talk with children about concepts, such as cause and effect and same/different, reasoning, and problem-solving strategies during play and routines. Concepts are developmentally appropriate for specific ages.					
E. Staff add information and expand children's ideas by adding details or new, more exact words to build on the children's ideas.					
F. Daily access to writing materials and communication activities (i.e., songs and finger play) in group.					
G. Staff ask open-ended questions, use active listening skills, and extend concepts/vocabulary through interactions with children throughout the day.					
H. Supports for English Language Learner (ELL) students in the classroom (pull-out ELL activities do not count); e.g. labels in home language, knowledge of basic words, phrases, songs in home language, etc.					
4. CREATIVE EXPRESSION/ART					
A. Many art materials (e.g. drawing, paints, 3D, collage materials, and tools) are accessible 1/3 of the program's operating hours and are stored on open shelves. All materials are safe and non-toxic. (N/A if infants)					
B. Staff facilitates appropriate use of materials.					
C. Opportunities provided for 3-D art activities, such as sculpture media, play clay, play dough, wood scraps, etc.					



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5. MUSIC					
A. Enough musical instruments (for at least half of the enrolled students) available for at least 1 hour each morning along with other music-related materials.					
B. Various types of music are used. (Ex. Classical, music from other cultures, children's music instrumentals, etc.)					
C. Music is played with a purpose, not just as background noise.					
6. BLOCKS					
A. Sufficient space for blocks and block accessories (e.g. people, vehicles, animals) for 3 or more children to build larger structures in a protected area.					
B. Enough unit blocks are available for 3 preschoolers to build at a time. Note: Legos and other interlocking toys are considered manipulatives, not blocks					
C. Blocks and accessories are accessible for at least an hour each morning.					
7. DRAMATIC PLAY					
A. Many and varied age-appropriate dramatic play materials accessible for at least an hour each morning.					
B. Props for at least 2 themes accessible daily including child-sized play furniture (Ex. housekeeping and construction).					
C. Dramatic play area clearly defined with organized storage.					
8. SCIENCE & NATURE					
A. Science center materials, including collections of natural objects such as rocks, shells, acorns, pinecones, leaves, etc. (organized in individual containers), living things, books, factual games and tools accessible daily for at least an hour.					
B. Evidence that children have responsibilities for the care of living things.					
C. Sand and water activities set up to facilitate play for at least one hour daily according to age group served.					
D. Variety of items for pouring, scooping, measuring, sifting, digging, filling, comparing, etc.					
E. In addition to planned activities, unplanned, informal conversations occur connecting everyday events to science.					
9. MATH AND NUMBERS					
A. Many age appropriate objects for counting, sorting, matching and classifying accessible to the children daily.					

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B. Toys/games with numbers on them to assist in number recognition accessible to the children daily (e.g. cash register with money, number puzzles, etc.).					
C. Materials to measure volume, weight, length, and height (e.g. bathroom scales, balance scales, rulers, tape measures, measuring cups, unit blocks, etc.) accessible to children daily					
D. Materials to promote seriation skills (e.g. seriated cups; nested measuring cups/spoons; nesting dolls; small, medium, large toys; light, heavy, heaviest items; etc.) accessible to children daily					
E. Materials for spatial relationships (e.g. building toys, pegs, puzzles, pattern blocks, etc.) accessible to children daily.					
F. Staff supports and extends math concepts during play and routine activities through conversations and interactions.					
G. Staff uses math terminology (e.g. before, after, next, circle, square, plus, compare, sort, estimate, graph, predict, more, less, etc.) in conversation with children.					
10. USE OF TV/ VIDEOS, and COMPUTERS					
A. For preschoolers, computer, and TV/videos use limited to 15 minutes per child for the day and 30 minutes per week. Infants and toddlers under 2 never have access to computers, or TV/ videos.					
B. Videos and computer games limited to those that support classroom studies and/or are considered educational for children (e.g. children and staff actively involved, no violent images, no feature length movies, etc.)					
11. DIVERSITY					
A. Props, books, pictures, wall displays, and materials that show differences in the following categories: age, race, culture, ability, and non-stereotypical gender roles.					
13. STAFF-CHILD INTERACTIONS					
A. Staff interactions (physical and verbal) with children are warm, respectful, and positive.					
B. Staff shows enjoyment in being with children (e.g. demonstration of lots of smiling and laughing, etc.)					
C. Staff uses non-punitive discipline methods (e.g. re-direction, attention to positive behavior, problem solving, conflict resolution techniques, etc.)					
D. Staff encourages children to solve problems, initiate activities, brainstorm, explore, experiment, question, and learn by doing, etc.					



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E. The room is marked by a positive climate (e.g., the teacher's affect is positive, the teacher is in close physical proximity to the children, there are social conversations evident among the children and between the teacher(s) and children, the teacher uses a warm, calm voice, etc.)						
F. Teachers help children label and talk about their emotions and feelings.						
G. Children are given specific positive encouragement and recognition for appropriate behavior.						
14. PROGRAM STRUCTURE						
A. Actual observation shows at least half an hour of outdoor play each morning.						
B. Actual observation shows at least one hour a day spent in free choice time.						
C. Variety of daily groupings, which includes small groups, are observed. Whole group times, if used, are appropriate and short.						
D. Staff plan smooth educational transitions between activities give advance notice so children can prepare for change and ensure wait time is minimized; children move individually or in small groups whenever possible.						
E. Learning activities are planned and prepared in advance so the materials are ready for use when the children arrive at the activity.						
F. Staff provide a print rich environment and allow children to see their own words in print through a variety of dictation experiences.						
G. Wait times are minimal.						