

This self-assessment is designed to provide you with a starting place in which you can take pride in accomplishments and reach toward future goals.

“You don’t have to see the whole staircase, just take the first step” Dr. Martin Luther King Jr.

BUILDING BASIC KNOWLEDGE AND SKILLS

Ensure equipment and materials are not harmful to children	
All art materials used with children are age appropriate and non-toxic	Choose an item.
Any broken equipment or toys are taken out of the play area	Choose an item.
Know what materials are available and provides materials for children	
Assure there are enough materials to engage all the children at the same time	Choose an item.
Recognizes children need opportunities for both active and quiet play activities	
Provide time and space for quiet rest and relaxation each day	Choose an item.
Allow for some physical activity/play each day	Choose an item.
Provide some variation of activities and materials	
There are multiple choices of activities and materials for children to use	Choose an item.
Activity choices change at least once during the day	Choose an item.
Children are given opportunities to interact with each other during play	Choose an item.
Children are not required to do everything as a large group	Choose an item.
Encourage, but never forces children to participate in activities	
Invite children to join in an activity	Choose an item.
Demonstrate a skill or how to do an activity if a child needs assistance	Choose an item.
Allow a child to choose not to participate in an activity	Choose an item.
Demonstrate awareness that the way the environment is set up can support learning and independence	
Verbalizes ways that children are able to help themselves	Choose an item.
Discusses what children may learn through play and daily routines	Choose an item.

BEGINNING TO UNDERSTAND AND APPLY

Appropriately use or adapt equipment or furniture to meet each child’s size and/or abilities	
Furniture provided for children allows them to sit comfortably	Choose an item.
Use safe equipment to allow children to do as much as possible for themselves e.g., small stools to help children reach the sink, steps on a changing table for toddlers to use to get up on the table themselves, etc.	Choose an item.
Adapt equipment or furniture to allow full involvement of children with special needs	Choose an item.
Use furniture and equipment to create specific activity areas and arranges pathways so they do not interfere with play space	
Space is organized into identifiable activity areas	Choose an item.
There are clear pathways to help children get from one area to another without disturbing other children’s play	Choose an item.
Some areas are protected on three sides to minimize difficulties from interference of play e.g., building and construction areas, quiet area, art and writing areas	Choose an item.
There are protected spaces for young infants to explore without interference from mobile infants or older children	Choose an item.
Infants are provided enough space to freely move about and practice physical skills such as crawling and walking	Choose an item.

Plan for a balance of active and quiet play activities	
Provide space and opportunity for quiet play activities e.g., puzzles and games, reading, fine motor activities etc.	Choose an item.
Provide space and opportunity for active play experiences e.g., dramatic play, block area, music area, a place to practice physical skills, etc.	Choose an item.
Provide areas for messy play such as art materials or sensory play	Choose an item.
Plan time for children to participate in active play, as well activities to help children calm down	Choose an item.
Provide a variety of activities and materials to accommodate young children and gives them opportunities to choose what they will use	
Balance the daily schedule to include all learning areas	Choose an item.
Provide enough materials that all children can be actively engaged in play at the same time within the care area	Choose an item.
Encourage children's active learning through play	
Offer play activities to help children gain skills	Choose an item.
Allow children to use materials in individual ways and/or for new purposes	Choose an item.
Allow children to choose play activities on their own	Choose an item.
Support and encourage children's participation in activities	
Provide children with a variety of materials and activity choices	Choose an item.
Join children in play without taking over the play	Choose an item.
Guide children in choosing activities when they are having difficulty selecting one	Choose an item.
Stay with a child to offer encouragement, if needed	Choose an item.
Arrange materials to foster self-selection	
Materials are arranged so that children can easily see their choices and reach what they would like to use	Choose an item.
Materials are organized and easy for children to use and put away	Choose an item.

KNOWS, EXPLAIN AND USES BEST PRACTICES

Provide an interesting, safe and secure environment that uses space, relationships, materials, and routines as resources that encourage play, exploration, and learning	
Ensure the environment provides opportunities for learning in all developmental areas; cognitive, physical, social/emotional, language and creative	Choose an item.
Provide washable, soft elements that allow for comfort and relaxation	Choose an item.
Offer duplicates of favorite toys so several children can engage in similar play at the same time	Choose an item.
For infants, the environment is arranged to allow for convenience for the child and caregiver during routines	Choose an item.
Periodically varies and rotates the play and learning materials that are available to children	Choose an item.
The environment is structured to accommodate children with special needs currently enrolled in the program	Choose an item.
Make learning materials easily accessible to the children and labels bins and/or shelves with words and pictures, allowing children to self-select and put away their own materials after they are finished using them	
Organize and place materials at children's level	Choose an item.
Teach and encourage children to clean up when finished using materials	Choose an item.
Teach children to treat materials with respect	Choose an item.
Balance and plans for active and quiet, open-ended and structured, individual and group, child initiated and adult directed, and indoor and outdoor activities	Choose an item.

Use a variety of developmentally appropriate materials, books, and equipment that are stimulating to each child and suitable to individual learning styles, including those of children with special needs	
Offer play and learning materials in each area that accommodate varying skill levels	Choose an item.
Offer materials that appeal to visual, auditory, and kinesthetic learners	Choose an item.
Provide appropriately adapted materials for children with special needs (if applicable, for children currently attending)	Choose an item.
Plan and allows for large blocks of time each day for children to play with each other and select their own play activities	
Allow the majority of the day to be spent in child- initiated activities	Choose an item.
Use whole group times sparingly, for short periods, and mainly for community building activities	Choose an item.
Infants and toddlers are not required to sit in group times	Choose an item.
Indoor equipment and space is designed and arranged to accommodate children individually, in small groups, and in a large group	
Design play areas large enough to allow space for 4-5 children and small private areas for 2 or 3 children	Choose an item.
Help children play alone or have some privacy when needed, while ensuring the area can be supervised by an adult	Choose an item.
Provide hands on, open-ended activities that foster curiosity, exploration, and problem solving appropriate to the children's developmental level and relevant to their real world experiences	
Most teaching is done with concrete materials that children can look at, touch and explore with all of their senses	Choose an item.
Materials allow children to plan and carry out their own ideas	Choose an item.
Provide play and learning materials that give opportunities for children to develop skills they are ready to learn, based on observations of the children	Choose an item.
Develop strategies that allow children to play a role in planning activities	
Talk with children during group time and listens to individual conversations to determine the children's interests	Choose an item.
Use observation information to determine what may be included in activity planning or what materials could be added to areas	Choose an item.
Use materials that demonstrate acceptance of all people	
Provide visuals that portray different family structures, races, cultures, languages, ages, abilities, and genders in positive ways	Choose an item.
Read books that show men and women in diverse roles, different cultures, varying ethnicity, and individuals with special needs	Choose an item.
Provide play materials that represent various cultures e.g., food from different cultures, dolls with varying skin tones, dress up clothes from different cultures, plays music from varying cultures, etc.	Choose an item.