

Modified Environmental Rating Scale**

[**adapted from Early Childhood Environmental Rating Scale by Harms, Cryer and Clifford]

Criteria	Notes May include observations or thoughts about how to improve.	Rating [4 is highest rating]			
		4	3	2	1
Plenty of indoor space for adults and children. Children with disabilities are easily accommodated.	The rooms are small and awkward shaped, and we haven't had to accommodate children with disabilities but I think it would be tough.			√	
Space includes natural light and ventilation which can be controlled.	Only one window but the lights are great and aren't too bright or dim. The temperature is always great.		√		
All furniture is sturdy and in good repair.	Close to all of our furniture is new	√			
Other than places for adults and children to be together, all furniture is child-sized.	Everything is except the one teachers chair	√			
Soft toys and comfortable spaces are available for children. Soft toys are clean and in good repair.	We lack this majorly				√
At least one private cozy space is available to children throughout the day.	Lacking				√
Well-defined interest centers allow children to choose areas of interest. (Space should include 5 or more centers.)	This is one of our strengths	√			
Both active and quiet centers are available to children.	They are available	√			
Materials are well-organized and available to children.	Yes ☺	√			
Materials are in good repair.	Yes	√			

Criteria	Notes	4	3	2	1
Materials and books are available for rotation based on children's interests.	Not so much on the interests, more on the theme			√	
Children's work is displayed throughout the room. Much of the work is at the children's eye level.	We do this ☺	√			
Outdoor area includes different play areas for different activities. These play areas do not interfere with one another.		√			
Outdoor area is checked daily for safety.	Not checked with intent, more of a glance		√		
Outdoor area has varying surfaces as well as shade.		√			
Gross motor equipment provides practice for a number of varying skills. Sufficient equipment for number of children.	Bikes, balls, trucks, etc...	√			
Each child is greeted individually each day. Each child is bid farewell individually each day.		√			
Children are helped to become involved when they arrive.		√			
Parents are greeted and information is shared on a daily basis.			√		
Mealtimes are pleasant times for sharing and conversation. Teachers sit with children during meals.	During out 10-minute A.M. Breakfast and P.M. snack	√			
Children learn self-help skills with child-sized eating and serving utensils.	Have regular spoons, everything is pre-packaged			√	

Allergies and dietary restrictions are strictly observed.		√			
Criteria	Notes	4	3	2	1
Children are helped to relax at naptime. Nap space is conducive to rest and relaxation.	N/A no naptime				
Nap schedule is flexible and accommodations are made for early risers and non-nappers.	N/A no naptime				
Toileting involves pleasant staff-child interaction. Self-help skills are promoted but only as children indicate readiness.	We help if needed and walk every child to the restroom	√			
Toileting and hand-washing are convenient for children. Child-sized toilets and sinks are provided.		√			
Staff model healthy practices throughout the day.		√			
Children are taught healthy practices and self-help skills.		√			
Play areas are arranged to avoid any safety hazards.		√			
Children generally follow safety rules.		√			
A wide selection of books appropriate to the age and interests of the children are available throughout the day.		√			
Adults read to children individually and in small groups throughout the day.		√			

There is a well-defined library area, but books and language materials appear in centers throughout the room.		√			
Staff listen carefully to children and have conversations with them.	This is one of my favorite things to do.	√			
Criteria	Notes	4	3	2	1
Adults model writing throughout the day linking written and spoken language.	In opening group for sure, depends when else following the curriculum		√		
Adults ask children open-ended questions such as those beginning with: what, where, why, and how.	All the time 😊	√			
Concepts are introduced to children based on interests or needs.	A bit on needs, mostly based on curriculum			√	
Children are encouraged to make logical connections through conversations and manipulation of materials.		√			
Materials are available for: fine motor, art, music/movement, blocks, sand/water, dramatic play, nature/science, math.		√			
Books and materials are available showing people and situations both the same as and different from those in the children's personal lives.		√			
Acceptance of diversity is a part of the daily classroom practices.		√			
Bullying and intolerance are immediately addressed and not ignored by adults.		√			
Adults provide scaffolding to children with language and play resources.		√			
Adults observe children carefully and plan and assess accordingly.	We observe and plan according along with planning with curriculum		√		

Children are supervised carefully throughout the day. Children are never left alone.		√			
Criteria	Notes	4	3	2	1
Children are never punished. Only positive discipline is used with children.		√			
Adults promote conflict resolution and problem solving. Children are directly taught skills.	We're focusing on social-emotional competency this year with many workshops and trainings.	√			
Adults react consistently to all children with none being favored or discriminated against due to behavior.		√			
When a child's behavior becomes a problem, parents and other professionals are consulted.	SPED team and Child Find	√			
Adults display warmth and caring behaviors to children.		√			
Adults model and show respect for children and other adults at all times.		√			
Adults enjoy being with the children.		√			
Social and emotional development is emphasized and children are taught appropriate social skills.		√			
Adults model responsible anger management.		√			
Peer interactions are a major part of the program and children are encouraged to work together and cooperate.		√			

Peer interactions are generally positive. Children seem to enjoy one another and their time at the center.		√			
The same general schedule is followed each day.		√			
Criteria	Notes	4	3	2	1
Transitions are smooth and there are no long periods of waiting for the children.		√			
Both child-directed and teacher-directed activities occur every day.	Sadly, mostly teacher directed; due to curriculum			√	
A substantial portion of the day is spent in play activities. Free play is encouraged.		√			
Adults support and scaffold children's play throughout the day.		√			
Both large and small group activities are included in the day.		√			
Large group activities are limited and based on children's age and individual needs.		√			
Children with disabilities are included and participate in a majority of the daily activities in the classroom.		√			
Teachers and parents communicate frequently and both contribute to setting goals for children.	Conferences and newsletters	√			
Parents are always welcome in the center and the classroom.	They were told this at orientation and newsletters	√			
Adults work together as a team throughout the center.		√			

Professional development is encouraged and supported by administration.

We have a minimum number of hours per year.

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Center Name: Stevens Preschool Date: 10/21/11 Observer: Clara Frank-Rochleau