Texas Rising Star

Classroom Self-Assessment Tool
(all ages)

Instructions: Please fill in the form at the bottom of this page. Complete the self-assessment on the following pages if you are the lead teacher or sole caregiver in your classroom or home. Use the charts provided to score on the group size and staff ratio items. The remaining items ask you to rate yourself and your classroom using a scale of never, rarely, sometimes, and often. The far left column indicates the relevant age groups for each item (skip items not relevant to the age group of your classroom). Rate honestly; the results of the self-assessment do not affect the outcome of the TRS certification process.

This icon indicates when documentation must be *available for review* during an on-site assessment. Use the Document Checklist provided to collect all necessary documents. Unless otherwise indicated, these documents do **not** need to be submitted with the self-asssessment.

Provider: _____

Date: _____

DFPS LIcensing #: _____

Teacher Name: _____

Classroom Age Group: _____

Category 2: Caregiver-Child Interactions
GROUP SIZE: AGE RELATED GROUPS (non-mixed ages)

AGE GROUP	MAXIMUM GROUP SIZE	GROUP SIZE	MET / NOT MET
0-11 mo	10		
12-17 mo	12		
18-23 mo	14		
24-35 mo	14		
3 years	18		
4 years	21		
5 years	25		
6-8 years	25		
9-12 years	30		

Note: The above group sizes apply to center and school-based care only. Licensed and Registered Childcare Homes must meet minimum licensing standards for group size.

GROUP SIZE: MIXED-AGE GROUPS

AGE GROUP	MAXIMUM GROUP SIZE	GROUP SIZE	MET / NOT MET
0-17 mo	10		
13-23 mo	12		
2-3 years	16		
3-4 years	18		
3-5 years	18		
4-5 years	21		
5-8 years	25		
9-12 years	30		

Note: The above group sizes apply to center and school-based care only. Licensed and Registered Childcare Homes must meet minimum licensing standards for group size.

STAFF RATIOS (points-based)

AGE GROUP	NUMBER OF CAREGIVERS	NUMBER OF CHILDREN	SCORE
0-11 mo			
12-17 mo			
18-23 mo			
2 years			
3 years			
4 years			
5 years			
6-8 years			
9-13 years			

SCORING GUIDELINES

AGE GROUP	SCORE: 0	SCORE: 1	SCORE: 2	SCORE: 3
0-11 mo	2:10	No additional points	2:9	1:4
12-17 mo	1:5 or 2:13	No additional points	2:9	1:4
18-23 mo	1:9	1:7	1:6	1:4
2 years	1:11	1:9	1:8	1:6
3 years	1:15	1:12	1:11	1:9
4 years	1:18	1:14	1:12	1:10
5 years	1:22	1:16	1:13	1:10
6-8 years	1:26	1:19	1:16	1:12
9-13 years	1:26	1:19	1:16	1:12

Note: The above staff ratio measures do not apply to Licensed and Registered Homes.

Category 2: Caregiver-Child Interactions
WARM AND RESPONSIVE STYLE

AGE		MEASURE	NEVER	RARELY	SOMETIMES	OFTEN
All ages	P-WRS-01	*Provides* **physical and emotional security** *(creates a warm, safe, and nurturing environment.)*				
	P-WRS-02	*Uses frequent* **positive nonverbal behaviors** *to increase feelings of acceptance*				
	P-WRS-03	*Has a* **patient, relaxed style** *that helps maintain calmness in the classroom*				
	P-WRS-04	*Notices and* **attends to children's needs and signals** *(i.e., very few missed signals)*				
	P-WRS-05	**Responds promptly and sensitively** *to children's* **cognitive** *and* **affective signals** *(acknowledges and expands on children's attempts at communication, play, and expression of needs.)*				
	P-WRS-06	*Shows* **flexibility** *and an ability to adjust one's own behavior to meet the needs, interests, and abilities of individual/groups of children*				

Category 2: Caregiver-Child Interactions
LANGUAGE FACILITATION AND SUPPORT

AGE	MEASURE		NEVER	RARELY	SOMETIMES	OFTEN
All ages	P-LFS-01	**Listens** to children **attentively** and responds appropriately to their language, vocalizations, and non-verbal attempts at communication.				
	P-LFS-02	Uses **positive verbal responses** and encouragement to provide reinforcement or acknowledge positive behavior/ accomplishments				
	P-LFS-03	**Uses language to add meaning**/expand on child(ren)'s interests or agenda				
	P-LFS-04	**Communicates** with children **throughout the day** (in whole group activities, small groups, mealtimes, outdoor play.)				
	P-LFS-05	**Uses specific labels and descriptors** throughout the day ("It's time to drink your bottle" versus "here, take this." "Hand me the blue marker in that cup," versus "give me that [points to marker]")				
	P-LFS-06	**Provides** children with **frequent opportunities to talk** with caregivers throughout the day (small group, whole group, outdoor play, mealtimes.				
	P-LFS-07	**Allows children time to respond** to questions before providing the answer or asking another question.				
	P-LFS-08	**Engages children in conversations** (3-5 turns) about a **variety of topics** (their likes, dislikes, family, books, lessons.); or provides commentary and encourages back and forth vocalization/ gestures with infants and toddlers				
	P-LFS-09	**Expands on** children's **understanding** or initiation by elaborating on what children say or draw attention to				
	P-LFS-10	**Extends** children's **language** and/or models for children how to express complete ideas or sentences (child gestures and says ball" and adult says "you see the red ball.")				

PLAY-BASED INTERACTIONS AND GUIDANCE

AGE	MEASURE		NEVER	RARELY	SOMETIMES	OFTEN
All ages	P-PBIG-01	**Supports** a **playful attitude** on an ongoing basis by creating opportunities for children to **makebelieve**, make choices, and adjust activities to their own interests				
	P-PBIG-02	**Participates and expands on play** initiated by children to reinforce language, ideas, and social development				
	P-PBIG-03	**Provides guidance** when children are working to complete a task/play rather than using overly directive strategies				

Category 2: Caregiver-Child Interactions
SUPPORT FOR CHILDREN'S REGULATION

AGE		MEASURE	NEVER	RARELY	SOMETIMES	OFTEN
Toddler, Preschool, and School Age	P-SCR-01	**Models** and **encourages** emotional **expression** (encourages children to express feelings, labels feelings, thinks aloud to model their own feelings and reactions, makes connections between actions and emotional reactions.)				
	P-SCR-02	Providing children with **short explanations** that help them understand why they are feeling a certain way				
	P-SCR-03	**Explains logical consequences** for behaviors rather providing arbitrary consequences				
	P-SCR-04	**Encourages self-regulation** by consistently implementing program rules and routines (signals transitions, referring to the sequence and structure of the day, balancing structured and unstructured playing and learning opportunities).				
	P-SCR-05	**Demonstrates** flexibility and **tolerance for minor mishaps** and misbehaviors				
	P-SCR-06	Recognizes rising tensions and **helps children understand** the **logical consequences** of their actions before problem behaviors occur ☐ N/A				
	P-SCR-07	**Assists** children when needed in their **communications and interactions** with peers ☐ N/A				
Preschool and School Age	P-SCR-08	**Supports students efforts** to ask questions, offer ideas, and openly discuss with the teacher.				

Category 3: Curriculum
LESSON PLANS AND CURRICULUM

Compliance Notes: The Curriculum Plan can be thought of as a written document that outlines the goals and the intentional activities, experiences, and interactions that are planned to achieve child benchmarks as described in the Texas Infant, Toddler, 3 year-old Early Learning Guidelines, and Pre-K Guidelines and School age. The curriculum has to show evidence of a scope and sequence of experiences that move the child's learning forward to meet specified developmental benchmarks. This is in contrast to groups of isolated activities.

For each of the following domains the curriculum/lesson plan includes activities linked to curriculum.
Note: If weekly rather than monthly lesson plans are used collect the four most recent lessons plans for review; in order to give credit, page references or other notation connecting activities to curriculum or supplemental resources must be referenced.

Lesson plans and curriculum must be made available for review during an on-site assessment.

AGE	MEASURE	KEY EVIDENCE	NEVER	RARELY	SOMETIMES	OFTEN
Infants and Toddlers	P-LPC-01 *Health and Well-being Domain*	Activities to promote health and well-being (personal safety and health, hygiene, health nutrition and wellness) are well described with information on how to encourage involvement so that children can be successful.				
	P-LPC-02 *Social and Emotional Development*	Activities and teacher strategies appropriate for both infants and toddlers that support teachers/staff to promote social and emotional development are well described with information on how to encourage involvement including types of materials and books to use to be able to actively involve infants and toddlers.				
	P-LPC-03 *Language and Communication Development*	Activities and teacher strategies appropriate for both infants and toddlers that support teachers/staff to promote language and communication development are well described with information including questioning techniques and ways to provide child friendly explanations to encourage involvement including types of materials and books to use to be able to actively involve infants and toddlers.				
	P-LPC-04 *Cognitive Development*	Activities and teacher strategies appropriate for both infants and toddlers that support teachers/staff to promote cognitive development are well described with information on how to encourage involvement including types of materials (blocks and other manipulatives) to use to actively involve infants and toddlers.				

LESSON PLANS AND CURRICULUM

AGE	MEASURE	KEY EVIDENCE	NEVER	RARELY	SOMETIMES	OFTEN
Preschool	P-LPC-05 *Social and Emotional*	Planned daily activities are implemented to support social and emotional development including trust and emotional security, self-awareness, self-regulation, and relationships with others, engaging children's interests and active involvement.				
	P-LPC-06 *Language and Communication*	Planned daily activities are implemented to support language and communication development including listening and understanding, communication and speaking to engage children's interests and active involvement.				
	P-LPC-07 *Emergent Literacy – Reading*	Activities for phonological awareness, print knowledge, and letter sound relations engaging children's interests and involvement				
	P-LPC-08 *Emergent Literacy- Writing*	Activities for book and print knowledge and opportunities for early writing, in line with each child's level of engaging children's interests and involvement				
	P-LPC-09 *Mathematics*	Activities for mathematics, in line with each child's level of development in this area, engaging children's interests and involvement				
	P-LPC-10 *Science*	Activities for science skill development in line with each child's level of development in this area, engaging children's interests and involvement				
	P-LPC-11 *Social Studies*	Activities for the development of social studies knowledge about people, their environment, various cultures, community building, and citizenship.				
	P-LPC-12 *Fine Arts*	Activities for the development of fine arts skills that include art, music and/or dramatic expression for engaging children's interests and involvement				
	P-LPC-13 *Health and Well-being Domain*	Activities to promote health and well-being (personal safety and health, hygiene, nutrition, and wellness) are well described with information on how to encourage involvement so that children can be successful.				

Category 3: Curriculum
LESSON PLANS AND CURRICULUM

AGE	MEASURE	KEY EVIDENCE	NEVER	RARELY	SOMETIMES	OFTEN
Preschool	P-LPC-14 *Technology*	Activities for the development of technology skills and knowledge are well described to support children's use and understanding of different forms of technology. Examples of appropriate technology may include vocabulary, letter recognition, and math games on a computer or tablet, or exploration using a mouse				
All ages	P-LPC-15 *Physical Activity and Motor Development*	Activities appropriate for infants, toddlers, preschool, and school-age children that support teachers and staff to promote physical health, activity, and motor development for engaging children's interests and involvement.				

Category 3: Curriculum
PLANNING FOR SPECIAL NEEDS & RESPECTING DIVERSITY
The curriculum/lesson plan includes consideration for differences in children's language, special needs, and culture.

AGE		MEASURE	KEY EVIDENCE	NEVER	RARELY	SOMETIMES	OFTEN
All ages	P-PSNRD-01	*Consideration for children in a Bilingual/ESL program.*	Plan includes specific strategies for using child's home language to support the development of English language skills. This could include supports such as visual and gestural cues to promote learning. ☐ N/A				
	P-PSNRD-02	*Consideration for students with disabilities*	Plan includes specifications on how to make accommodations for children with disabilities. Accommodations should include, but not be limited to, those that support learning for children with visual, motoric, and/or auditory problems. ☐ N/A				
	P-PSNRD-03	*Consideration for students from culturally diverse backgrounds*	Activities and teacher strategies are included that address the many cultures of children's families that attend the program (e.g., songs, customs, nursery rhymes, books, celebrations, foods) ☐ N/A				

INSTRUCTIONAL FORMATS AND APPROACHES TO LEARNING

AGE	MEASURE		NEVER	RARELY	SOMETIMES	OFTEN
All Ages	P-IFAL-01	*Staff supports learning through* **encouraging hands-on manipulation of real objects** *(e.g., books, puzzles, toys, etc.)*				
	P-IFAL-02	**Intentional instructional activities** *that are* **both teacher and child initiated** *are balanced throughout the planned daily activities*				
	P-IFAL-03	**Routine and transition times** *are used as opportunities for incidental learning.*				
	P-IFAL-04	**Transition times** *are planned to* **avoid frequent disruption** *of children's activities and long waits between activities*				
	P-IFAL-05	**Repeated exposure of a new concept** *(e.g. vocabulary word)* **in different learning contexts** *(e.g. lunch, circle time, outdoors) across the day.*				
	P-IFAL-06	*Implemented* **learning activities** *are organized to* **build skills and knowledge progressively** *by moving the child from current developmental levels to the targeted developmental benchmarks*				

Category 4: Nutrition and Indoor/Outdoor Environment
NUTRITION (points-based measures)

AGE		MEASURE	NEVER	RARELY	SOMETIMES	OFTEN
All Ages	P-N-01	**Items to Observe: Yes/No Indicators** -Drinks are offered with food -Seconds of healthy options are available -Children are not hurried to finish eating -Children are not viewing television during mealtime -Food is not used as a reward or punishment -Children are encouraged to engage in conversation during meal time -Children have the opportunity to feed themselves consistent with their developmental levels				
Toddler and Older	P-N-02	**Caregivers model appropriate dining etiquette.**				
Infants (0-12 Months)	P-N-03	**Infants are held** (if developmentally appropriate) **and talked to in reassuring tones** while bottle fed.				
Infants (0-17 Months)	P-N-04	**Caregivers feed infants on the infant's cue,** such as the infant opening the mouth and making suckling noises or moving hands at random, unless the parent and the child's physician give written instructions otherwise. **The caregivers also stop feeding upon satiety.** Caregivers observe satiation indicators such as the infant keeping the mouth closed, turning away from the bottle, and paying increased attention to surroundings				
Toddler and Older	P-N-05	**Meals are served to children seated in small groupings** with their assigned caregivers when not helping with the meal service routine or providing necessary assistance to children. **Children are encouraged to sample a variety of food** of different colors and textures.				
Preschool	P-N-05	**Meals are served family style;** all children may assist with mealtime activities, with staff supervision. **Children are encouraged to serve themselves** as their abilities permit (ex. set tables, put out napkins, scoop food using sturdy serving spoons, pour milk from child sized pitchers). Items to observe: -Meals are served family style -Children are encouraged to set tables, put out napkins, clean place mats etc. -Children are encouraged to serve themselves as their abilities permit ex. scoop food using sturdy serving spoons, pour milk from child sized pitchers -An orderly process is in place for taking turns and varying tasks.				

INDOOR LEARNING ENVIRONMENT (required measures)

AGE		MEASURE	NOTES	MET/NOT MET
All ages	S-ILE-01	1. Indoor environment is arranged to **facilitate a distinct division of active and quiet** spaces 2. **Nap/rest space** is conducive for children to relax, rest or sleep as appropriate for the ages and abilities of children 3. Indoor environment includes space where children can **play protected from interference** by other children, yet be supervised by the caregiver 4. Equipment/materials are **clean and in good repair** and no parts are missing. Providers supply a checklist of cleaning and maintenance tasks they use to ensure a safe and sanitary environment for children. 5. Equipment/materials are readily available and adapted to allow for **equal participation by all children.**	**Checklist of Cleaning and Maintenance**	☐ MET ☐ NOT MET
Infants	S-ILE-02	1. Indoor environment includes sufficient quantity of **sleeping, diapering and feeding equipment** to accommodate the number of children served 2. Indoor environment includes sufficient space to **allow for different kinds of experiences** such as tummy time, active play, quiet play, and messy play 3. **Diapering areas** include items that **enhance cognitive and communication skills** such as mobiles or colorful hanging objects 4. Indoor environment includes space and equipment where caregivers and mothers can sit comfortably and hold infants while feeding or breast feeding		☐ MET ☐ NOT MET
School Age	S-ILE-03	Indoor environment is arranged to include a quiet place with age appropriate tables, chairs and appropriate lighting to **facilitate completion of homework.**		☐ MET ☐ NOT MET

INDOOR LEARNING ENVIRONMENT (points-based)

AGE	MEASURE		NEVER	RARELY	SOMETIMES	OFTEN
All ages	P-ILE-01	Indoor environment is arranged to **facilitate division of interest areas for play** (as developmentally appropriate) and allow children to move easily from one area to another. For infants, a variety of stimulating opportunities for learning that may change throughout the day				
	P-ILE-02	Equipment/ materials portray people in a manner that is **nonstereotypical and culturally sensitive**				
	P-ILE-03	Developmentally appropriate visual caregiver- and children-created materials are **displayed at children's eye level**				
	P-ILE-04	Equipment/materials **reflect children's interest**, appear inviting to children, **and are arranged** so children know where to find things and may easily select and return items				
	P-ILE-05	Equipment/materials **encourage hands on manipulation** of real objects				
	P-ILE-06	Equipment/materials **facilitate social interaction** and **experiencing the environment through all five sense**				

Category 4: Nutrition and Indoor/Outdoor Environment
OUTDOOR LEARNING ENVIRONMENT (points-based)

Note: The outdoor learning items below are not meant to measure what the facility offers, but rather how each classroom (based on its age group) utilizes the outdoor space.

AGE		MEASURE	NEVER	RARELY	SOMETIMES	OFTEN
All ages	P-OLE-01	Outdoor environment and activities are linked to and **reinforce indoor learning.**				
	P-OLE-02	The outdoor environment provides children with the opportunity to **care for living things** and **appreciate nature/beauty**				
	P-OLE-03	Outdoor environment and natural and manufactured equipment/ materials, provides partial shade, **motivates children to be physically active** and engage in active play such as balancing, climbing, crawling, moving, pushing/pulling, riding, walking, and running				
	P-OLE-04	Natural outdoor environment **supports social emotional development** including but not limited to areas that invite social gatherings, tummy time, dramatic play, group games, music and movement, and spaces for quiet and calm activities				
Infants	P-OLE-05	Outdoor equipment/materials encourage infants to **experience the environment through all five senses**				