Environment Rating Scale (ERS) Self /Team Reflection Tool

This is a tool specifically developed for program teams use after completion of your ECERS-R, ECERS-3, ITERS-R, or SACERS-U self-assessment and/or after receiving ERS Summary Reports from entities within the PA Quality Early Learning Initiatives. The purpose of this tool is to help you get started on looking at your current practices, sorting through your feelings, and begin making improvements in your program. A key element to the process is team conversations.

Program Name _____   Leader's Name_____

Assessment Date _____   Assessor Name/Entity_____

Reflect on the assessment results and think about:

1. What impressed you about your current practices?

2. What surprised you about your current practices?

3. Were there any safety/supervision issues that may put children at risk?

4. What general areas do you foresee getting started on improving the quality of today?

5. How about the near future?

6. Identify 3 specific practices for growth and potential improvement.

Directions for filling in the chart below:
1. Prioritize the 3 practices for growth and potential improvement you identified above.
2.   Identify staff with strong knowledge of developmentally appropriate and best practices and create a team.
3.   Set a mutually agreed upon date to meet and discuss next steps for growth.

Priority	Practice Identified	Team Members	Meeting Date
#1			
#2			
#3			

ERS Brainstorming/Implementation and Review Template

Now that you have identified items, assembled a talented team, and established a date for brainstorming, it is time to create a plan of action, followed by a review. During this process as a group, it is recommended that you start with establishing group talk etiquette, such as all team members are respected and all ideas are accepted, as a possibility. These are personal and should be established for all three practices established.

Directions for Brainstorming Meeting:
1. Identify practices for improvement and potential improvement from previous page.
2. Identify a mutually agreed upon team *leader* and information recorder.
3. Identify *professional resources* (i.e. All About the ECERS-R, All About the ITERS-R, Caring for Our Children, CACFP Standards, PA Learning Standards for Early Childhood, etc.) and keep them at your fingertips along with the specific ERS book and this self-reflection tool.
4. Identify *why* the item is important to your environment and record.

5. **Talk, Talk and Talk some more** – about the item, your feelings, and ideas to improve the item within your environment. Highlight *main points of conversation* and record.
6. Create a *plan of action* record and begin implementation within a realistic team chosen time frame.
7. *Review effectiveness* of implementation within 2 weeks, 4 weeks and 8 weeks and record notes.

Practice	Leader	Professional Resources	Identification of WHY	Main Points of Conversation	Plan of Action	Review of Effectiveness