

**Credential AREA: Early Childhood Credential (Levels 2-5)**  
**TOPIC: HSW Stackable Domain-Specific Assessment Example**  
**Environmental Scan**

**I. Assessment Competency & Standards Alignment**

Gateways Competencies Assessed	Competency Alignment			
	NAEYC Standards (Draft 2020)	NAEYC Competencies (Draft 2020)	IPTS (2013)	InTASC (2019)
<b>ECE HSW1:</b> Articulates components of a safe and healthy environment	6b	6b-LVL1-3-4	4G	3(k)
<b>ECE HSW2:</b> Maintains a safe & healthy environment	1d, 6b	1d-LVL1-2, 6b-LVL1-3	4I	3(k)
<b>ECE HSW3:</b> Creates a healthy and safe environment	1d, 6b	1d-LVL2-2, 6b-LVL1-3	4I, 4K, 4M, 4P	3(b), 3(d), 3(e), 3(i), 3(k)
<b>ECE HSW4:</b> Assesses healthy and safe early childhood environments	-----	-----	4E, 4L	-----
<b>ECE HSW5:</b> Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles, and a healthy environment	1d	1d-LVL2-2	2K, 2M, 2N	1(g), 4(a), 5(b)
<b>ECE HSW6:</b> Collaborates with families and community organizations to support children’s healthy development and learning	2b	2b-LVL2-4	8K, 8L, 8T, 9L, 9N	1(c), 3(a), 3(c), 10(a), 10(c), 10(e), 10(m), 10(q)
<b>HSW7:</b> Identifies plans and procedures that support healthy and safe early childhood program practices	1d	1d-LVL3-2	5S, 9B, 9C, 9R	6(k), 7(k), 9(j), 9(o)
<b>HSW8:</b> Develops and implements policies, methods, plans, and guidelines reflective of healthy and safe program practices	1d	1d-LLV3-2	4I, 4J, 4K, 9I, 9J, 9Q, 9R	1(c), 3(a), 3(b), 3(c), 3(f), 3(i), 3(k), 9(a), 9(d), 9(f), 10(d), 10(g), 10(i), 10(j), 10(k), 10(q)

**II. Assessment Task Description/ Directions**

**To address Levels 2-5:** This assessment will evaluate your ability to assess and analyze specific child/ family health and nutrition information with the health, safety and nutrition policies and procedures of a classroom or program/ school/ center. You will use this information and your analysis to inform the design and implementation of recommendations you will make.

## Part 1: Environmental “Scavenger” Hunt

Through your clinical site or other licensed child care facility, arrange a date and time to visit to complete your environmental Health & Safety Checklist (see below).

### Before your observation:

- Locate and study the licensing standards for day care centers (e.g. in 2019, and in Illinois, this would be Subpart G: Health and Hygiene from the Illinois Department of Children and Family Services (2010, December 15), *Licensing standards for day care centers*. Available from <http://www.state.il.us/dcf/docs/407.pdf>) If not there, please search for the most recent version.

Technology Option:  
- Video/audio options

### During your observation:

- Complete the Health & Safety Checklist and the Menu Review Checklist provided below, collecting evidence as available (pictures, if allowed, sketches, examples, menus, documents, etc.)

### Post-Environmental Assessment Reflection:

- Summarize the results of your completed Health and Safety Checklist. This summary should include the following:
  - o An overview of program practices related to:
    - Maintaining regulations, standards, and guidelines for indoor and outdoor environments, food preparation, and handling
    - Emergency medical and first aid procedures
    - Instructions and required documentation for administration of different medicines and approved medical treatments
    - State and local regulations for meal preparation
    - Maintaining a healthy, safe and risk-free environment
    - Record keeping
    - Reporting child abuse and neglect
  - o A description of how the environment you observed compares to licensing standards provided through the Department of Children and Family Services (as noted above to review)

Technology Option:  
- Interactive options

## Part 2: Recommendations

Based on data collected and suggestions above, make specific recommendations for each of the following, highlighting key areas of supporting health, nutrition, and safety for young children:

- Children
  - Sample statement that outlines how you would help children understand healthy habits?
  - Sample statement that outlines how you would help children understand personal safety?

- Families
  - Sample statement for new parents or parents considering this center that outlines your vision and commitment to keeping children healthy and safe
- Classroom Staff
  - 3 daily procedures in the classroom that promote or strengthen health, safety and nutrition

Technology Option:  
 - Video/audio options

Technology Option:  
 ← Embedded

**Part 3: Community/ Professional Resources**

Develop a physical portfolio (this can be a file, notebook, or electronic tool such as a wiki, original website, or live binder) to collect and organize community and professional resource information you could reference and continue to grow with regarding health, safety, and nutrition resources. The binder should have a minimum of six resources and be organized in an easily searchable, useable, editable way, such as:

- Health Information
- Safety Information
- Nutrition Information

**To address Level 3 competencies, also...**

- Part 1 Post-Reflection, include:
  - How children and staff are supported in practicing safe and healthy behaviors through daily routines and activities
- Part 2 Recommendations, also include:
  - 1 weekly procedure in the classroom that promotes or strengthens health, safety and nutrition
- Part 3 Community/ Professional Resources, should include:
  - At least 10 total resources

**To address Level 4 competencies, also...**

- Part 1 Post-Reflection, include:
  - What additional information would have been beneficial for you to make a full assessment of health and safety factors within the program you observed?
- Part 2 Recommendations, include:
  - 1 monthly procedure in the classroom that promotes or strengthens health, safety and nutrition
- Part 3 Community/ Professional Resources, should include:
  - At least 20 total resources

**To address Level 5 competencies, also...**

- Part 2 Recommendations, include:
  - 1 annual procedure in the classroom that promotes or strengthens health, safety and nutrition
- Part 3 Community/ Professional Resources, should include:

- At least 25 total resources

### III. Assessment Rubric

ECE Health, Safety & Wellness Master Rubric			
Competency	Competent		Unable to Assess
	Checklist Criteria		
<b>HSW1:</b> Articulates components of a safe and healthy environment  NAEYC: 6b (6b-LVL1-3-4) IPTS: 4G InTASC: 3(k)	<b>At the classroom level...</b>		
		signs of abuse and neglect	
		ways of documenting abuse and neglect	
		steps in reporting abuse and neglect	
		maintenance of a safe and risk-free indoor environment for children in which hazards are identified, risks assessed, and threats responded to with appropriate corrective action	
		food preparation, and handling procedures	
		emergency medical and first aid procedures	
		ongoing wellness (providing instructions and required documentation for administration of different medicines and approved medical treatments and health appraisals)	
		contagious disease prevention	
		contagious disease procedures	
		nutritional practices	
		record keeping related to health and safety (risk analysis documentation, accident reports, etc.)	
		standards & regulations related to health & safety	
Competency	Competent		Unable to Assess
	Checklist Criteria		
<b>HSW2:</b> Maintains a safe & healthy environment  NAEYC: 1d, 6b (1d-LVL1-2, 6b-LVL1-3) IPTS: 4I InTASC: 3(k)	<b>At the classroom level...</b>		
		documents abuse and neglect	
		follows steps in reporting abuse and neglect	
		maintains a safe and risk-free indoor environment for children in which hazards are identified, risks assessed, and threats responded to with appropriate corrective action	
	follows food preparation, and handling procedures		

	follows emergency medical and first aid procedures	
	follows ongoing wellness procedures (providing instructions and required documentation for administration of different medicines and approved medical treatments and health appraisals)	
	follows contagious disease prevention procedures	
	follows contagious disease procedures	
	maintains healthy nutritional practices	
	follows record keeping expectations related to health and safety (risk analysis documentation, accident reports, etc.)	
	follows standards & regulations related to health & safety	
<b>Competency</b>	<b>Competent</b>	<b>Unable to Assess</b>
	<b>Checklist Criteria</b>	
<b>HSW3: Creates a healthy and safe environment</b>	<b>At the classroom level...designs &amp; implements procedures which reflect regulations and standards related to...</b>	
<b>NAEYC:</b> 1d, 6b (1d-LVL1-2, 6b-LVL1-3) <b>IPTS:</b> 4I, 4K, 4M, 4P <b>InTASC:</b> 3(b), 3(d), 3(e), 3(i), 3(k)	child abuse and neglect procedures	
	safe and risk-free indoor environment for children in which hazards are identified, risks assessed, and threats responded to with appropriate corrective action	
	safe and risk-free outdoor environment for children in which hazards are identified, risks assessed, and threats responded to with appropriate corrective action	
	food preparation, and handling procedures	
	emergency medical and first aid procedures	
	ongoing wellness procedures (providing instructions and required documentation for administration of different medicines and approved medical treatments and health appraisals)	
	contagious disease prevention procedures	
	contagious disease procedures	
	healthy nutritional practices	
	record keeping expectations (risk analysis documentation, accident reports, etc.)	
<b>Competency</b>	<b>Competent</b>	<b>Unable to Assess</b>
	<b>Checklist Criteria</b>	
<b>HSW4: Assesses healthy and safe early childhood environments</b>	<b>At the classroom level...consistently assesses (hazards are identified, risks assessed, and threats responded to with appropriate corrective action) classroom practices related to...</b>	
<b>NAEYC:</b> -----	child abuse and neglect procedures	
	safe and risk-free indoor environment	
	safe and risk-free outdoor environment	
	safe and risk-free outdoor environment	

<b>IPTS:</b> 4E, 4L <b>InTASC:</b> -----	food preparation, and handling procedures	
	emergency medical and first aid procedures	
	ongoing wellness procedures (providing instructions and required documentation for administration of different medicines and approved medical treatments and health appraisals)	
	contagious disease prevention procedures	
	contagious disease procedures	
	healthy nutritional practices	
	record keeping expectations (risk analysis documentation, accident reports, etc.)	

<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>HSW5:</b> Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles, and a healthy environment  <b>NAEYC:</b> 1d (1d-LVL2-2) <b>IPTS:</b> 2K, 2M, 2N <b>InTASC:</b> 1(g), 4(a), 5(b)	<p>Creates, implements and advocates for activities for children that are culturally appropriate and provide children opportunities to make healthy, safe and nutritious choices.</p> <p>Learning opportunities emphasize healthy bodies, healthy lifestyles, and a healthy environment.</p> <p>Families are engaged in activities as appropriate.</p>	<p>Creates and implements activities for children that are culturally appropriate and provide children opportunities to make healthy, safe and nutritious choices.</p> <p>Learning opportunities emphasize healthy bodies, healthy lifestyles, and a healthy environment.</p> <p>Families are engaged in activities as appropriate.</p>	<p>Creates and implements activities for children that provide children opportunities to make healthy, safe and nutritious choices.</p> <p>Learning opportunities emphasize healthy bodies, healthy lifestyles, and a healthy environment.</p>	<p>Creates and implements activities for children that do not support children in making healthy, safe and nutritious choices.</p> <p>Learning opportunities do not emphasize healthy bodies, healthy lifestyles, and a healthy environment.</p>	

<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>HSW6:</b> Collaborates with families and community organizations to support children's	Identifies, implements and advocates for strategies, including use of community resources, that promote	Identifies and implements strategies, including use of community resources, that promote	Identifies and implements strategies that promote collaboration with	Identifies and implements strategies that do not promote collaboration with	

<p>healthy development and learning</p> <p>NAEYC: 2b (2b-LVL2-4)  IPTs: 8K, 8L, 8T, 9L, 9N  InTASC: 1(c), 3(a), 3(c), 10(a), 10(c), 10(e), 10(m), 10(q)</p>	<p>collaboration with families and community organizations (including health personnel) to support each child's healthy development and learning</p>	<p>collaboration with families and community organizations (including health personnel) to support each child's healthy development and learning</p>	<p>families and community organizations</p>	<p>families and community organizations</p>	
<p><b>Competency</b></p>	<p><b>Competent</b></p>				<p>Unable to Assess</p>
	<p><b>Checklist Criteria</b></p>				
<p><b>HSW7:</b> Identifies plans and procedures that support healthy and safe early childhood program practices</p> <p>NAEYC: 1d (1d-LVL3-2)  IPTs: 5S, 9B, 9C, 9R  InTASC: 6(k), 7(k), 9(j), 9(o)</p>	<p><b>Describes ethical program level plans and procedures that reflect standards and regulations related to...</b></p>				
		<p>signs of abuse and neglect</p>			
		<p>ways of documenting abuse and neglect</p>			
		<p>steps in reporting abuse and neglect</p>			
		<p>maintenance of a safe and risk-free indoor environment for children in which hazards are identified, risks assessed, and threats responded to with appropriate corrective action</p>			
		<p>maintenance of a safe and risk-free outdoor environment for children in which hazards are identified, risks assessed, and threats responded to with appropriate corrective action</p>			
		<p>food preparation, and handling</p>			
		<p>emergency medical and first aid</p>			
		<p>ongoing wellness (providing instructions and required documentation for administration of different medicines and approved medical treatments and health appraisals)</p>			
		<p>contagious disease prevention</p>			
		<p>contagious disease procedures</p>			
		<p>nutritional practices</p>			
		<p>record keeping related to health and safety (risk analysis documentation, accident reports, etc.)</p>			
<p><b>Competency</b></p>	<p><b>Competent</b></p>				<p>Unable to Assess</p>
	<p><b>Checklist Criteria</b></p>				
<p><b>HSW8:</b> Develops and implements policies, methods, plans, and guidelines reflective of</p>	<p><b>Develops and implements ethical program level practices that reflect standards and regulations related to...</b></p>				
		<p>ways of documenting abuse and neglect</p>			
		<p>steps in reporting abuse and neglect</p>			

healthy and safe program practices  <b>NAEYC:</b> 6b (6b-LVL1-3-4) <b>IPTS:</b> 4I, 4J, 4K, 9I, 9J, 9Q, 9R <b>InTASC:</b> 1(c), 3(a), 3(b), 3(c), 3(f), 3(i), 3(k), 9(a), 9(d), 9(f), 10(d), 10(g), 10(i), 10(j), 10(k), 10(q)		maintenance of a safe and risk-free indoor environment for children in which hazards are identified, risks assessed, and threats responded to with appropriate corrective action	
		maintenance of a safe and risk-free outdoor environment for children in which hazards are identified, risks assessed, and threats responded to with appropriate corrective action	
		food preparation, and handling	
		emergency medical and first aid	
		ongoing wellness (providing instructions and required documentation for administration of different medicines and approved medical treatments and health appraisals)	
		contagious disease prevention	
		contagious disease procedures	
		nutritional practices	
		record keeping related to health and safety (risk analysis documentation, accident reports, etc.)	

Yellow = Level 2

Green = Level 3

Orange = Level 4

Blue = Level 5

#### IV. Data Collection & Analysis Tool

Competency & Standards Alignment					Cumulative Assessment Data				
Competency	NAEYC Stand. (Draft 2020)	NAEYC Comp. (Draft 2020)	IPTS (2013)	InTASC (2019)	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<b>ECE HSW1:</b> Articulates components of a safe and healthy environment	6b	6b-LVL1-3-4	4G	3(k)					
<b>ECE HSW2:</b> Maintains a safe & healthy environment	1d, 6b	1d-LVL1-2, 6b-LVL1-3	4I	3(k)					
<b>ECE HSW3:</b> Creates a healthy and safe environment	1d, 6b	1d-LVL2-2, 6b-LVL1-3	4I, 4K, 4M, 4P	3(b), 3(d), 3(e), 3(i), 3(k)					
<b>ECE HSW4:</b> Assesses healthy and safe early childhood environments	-----	-----	4E, 4L	-----					
<b>ECE HSW5:</b> Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles,	1d	1d-LVL2-2	2K, 2M, 2N	1(g), 4(a), 5(b)					

and a healthy environment									
<b>ECE HSW6:</b> Collaborates with families and community organizations to support children's healthy development and learning	2b	2b-LVL2-4	8K, 8L, 8T, 9L, 9N	1(c), 3(a), 3(c), 10(a), 10(c), 10(e), 10(m), 10(q)					
<b>HSW7:</b> Identifies plans and procedures that support healthy and safe early childhood program practices	1d	1d-LVL3-2	5S, 9B, 9C, 9R	6(k), 7(k), 9(j), 9(o)					
<b>HSW8:</b> Develops and implements policies, methods, plans, and guidelines reflective of healthy and safe program practices	1d	1d-LLV3-2	4I, 4J, 4K, 9I, 9J, 9Q, 9R	1(c), 3(a), 3(b), 3(c), 3(f), 3(i), 3(k), 9(a), 9(d), 9(f), 10(d), 10(g), 10(i), 10(j), 10(k), 10(q)					

## Health and Safety Checklist

Date Completed: \_\_\_\_\_

	Yes	No
<b>A. Food Preparation</b>		
1. Hands are washed before food is prepared and/or served in the classroom.		
2. Raw meat and fish handled appropriately		
3. Pot handles turned to back of stove*		
<b>B. Environment</b>		
1. Safety caps on electrical sockets*		
2. Electrical cords are inaccessible or secured*		
3. No peeling or chipped paint in area children have access to		
4. Smoke detectors or sprinklers installed (see Rule in IL DCFS Section 406.8a.4 of Licensing Procedures for specific locations)		
5. Rotary fan is child-safe (blades protected)		
6. No protruding nails on furniture or boards		
7. Dangerous substances are locked away or out of reach (e.g., medicines, cleaning supplies, garden sprays, matches) *		
8. Toys and objects small enough to be swallowed kept away from children		
9. Children are not left in play pens, swings, jumpers, strollers or other restraints for more than half of the observation period		
10. Area used for child care has enough light to read by		
11. Temperature in area used for child care is comfortable (see Rule in IL DCFS Section 406.8a.7 of Licensing Procedures for specific temperatures)		
12. Some fresh air in the area used for child care		
13. Good space for resting (home/ classroom is quiet)		
14. Quiet area for sick children available and can be easily supervised		
15. Radiators and pipes covered		

<b>C. Routines</b>		
1. Caregiver washes hands with soap and water after each diapering, when helping children with toileting, or when handling soiled clothing		
2. Diapers/soiled clothing are checked and changed as needed (observe at least one checking during observation period, no prolonged odor)		
3. Children's hands are washed after using the toilet or after diaper change		
4. Accessible place for children to wash hands (e.g., steps or stool near sink)		
5. Extra clothes available to change children		
6. Feeding is appropriate: cereal fed with spoon, sandwiches and finger food in small pieces		
7. Children are not left unattended on changing tables		
<b>D. Outdoor Play</b>		
1. Covered sandbox		
2. Soft surface under swings (e.g., grass or dirt)*		
3. Helmets worn when riding two-wheelers or scooters*		
4. No protruding nails on outdoor play equipment		
5. Outdoor play area free of animal feces or broken glass		

**The Institute for a Child Care Continuum, Bank Street College of Education and Mathematica Policy Research, Inc.**

*\*Checklist modified to meet minimum Illinois DCFS licensing standards where appropriate*

Yes	No	The menus meet the U.S. Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP) Meal Pattern requirements.
		Foods from all of the components required for each meal and snack are included.
		Serving sizes are correct for the ages of the children.
		Foods that have been approved as creditable by the USDA and my state agency are included.
		The menus provide healthful foods.
		A variety of foods each day are planned.
		The main dishes for the week contain a variety of Meat/Meat Alternates.
		A variety of Fruits/Vegetables for the week are planned.
		Several fresh fruits and vegetables in meals and snacks are included.
		A variety of Grains/Breads for the week are planned.
		Some raw vegetables, fruits, and whole-grain breads and cereals for fiber are included.
		The number of fried and high-fat foods on the week's menu are limited.
		The number of sweets such as cookies, cakes, brownies, doughnuts, and sweet cereals are limited.
		Few high salt (sodium) foods such as luncheon meats, wieners, and processed foods are planned.
		Foods that are good sources of vitamin A are included.
		Foods that are good sources of vitamin C are included.
		Foods that are good sources of iron are included.
		Foods that could cause choking in young children are not included.
		Menus are appealing.
		The menus include foods that are different shapes.
		The menus include foods that are different colors.
		The menus include foods that have different textures.

		The menus include foods that have different tastes.
		The likes and dislikes of the children and their parents were taken into account.
		The menus introduced new foods along with familiar foods the children already like.

Adapted from Resources found at:

National Food Service Management Institute

Available at: <https://theicn.org/cacfp>