

**Evaluative Criteria  
for  
EASEA Schools**

**Grades 9-12**

**Evaluation Instrument  
With  
Introduction & Instructions**



E.A. Sutherland Education Association  
a  
Private School Accrediting Association

**2005**

# THE ACCREDITATION PROCESS

The success of the evaluation process depends upon the cooperative efforts of the following: school board, principal, teachers, parents, students, constituents, and personnel from EASEA. The primary responsibilities of those involved in the accreditation process are indicated below.

## 1. **E. A. Sutherland Education Association Commission on Accreditation**

The EASEA Commission on Accreditation is responsible for:

- establishing guidelines, criteria, and procedures for the evaluation of K-12 schools;
- reviewing application for accreditation and conducting consultative visits;
- supervising the accreditation process;
- providing an adequate supply of appropriate evaluation instruments;
- providing in-service to the school personnel on the evaluation process;
- assisting the schools throughout the evaluation process; and
- overseeing compliance.

## 2. **Principal**

As the agent of the school board, the principal is responsible for organizing and supervising the self-study process at the school.

## 3. **School Board**

The local board is responsible for providing support to the principal and committees in the preparation of the Self-Study Report. This board is to review and approve action plans before they are included in the report.

## 4. **Coordinating Committee**

The Coordinating Committee is composed of the principal and representative from the study committees and school board. It is responsible for:

- a. Appointing 3-5 members to serve on each committee.
- b. Coordinating and monitoring the self-study process to ensure completion of the Self-Study Report according to a approved time line.
- c. Identifying and building consensus on significant school-wide areas needing improvement.
- d. Overseeing the development of school-improvement action plans.

- e. Establishing an ongoing follow-up process to monitor the implementation and accomplishment of each action plan.

5. **Study Committee**

Study committees are responsible for assessing the school in the following twelve standards which are the core of the evaluation process:

1. Philosophical Foundation
2. Community and Constituency
3. Administration
4. Staff Development
5. Curriculum and Instruction
6. Media Center
7. Vocational Education
8. Student Services
9. Student Activities
10. Character Development
11. School Facilities
12. Information Technology

6. **Visiting Committee**

The Visiting Committee is responsible for:

- a. Reading, analyzing, and validating the Self-study Report by observing the school in operation; visiting classes; and interviewing administrators, teachers, students, and others.
- b. Preparing a report that commends the school for its areas of strength, validates action plans, and recommends specific actions to support school improvement.
- c. Recommending a term of accreditation to the EASEA Commission on Accreditation based on the Self-study Report and on-site findings.

## **GENERAL INSTRUCTIONS FOR COMPLETEING THE SELF-STUDY REPORT**

The material contained in the Evaluation Instrument is to be used for the evaluation conducted by each school. The completed report becomes the Self-study Report. The following general instructions will assist in completing the report:

**1. Appoint Coordinating Committee and study committees.**

Information regarding appointment of the Coordinating Committee and the study committees is provided on pages i and ii.

**2. Study instructions for completing each section of the Self-study Report.**

Specific instructions for completing each section of the Self-study Report are provided immediately following the respective title pages.

**3. Distribute appropriate materials to study committee members, faculty, and staff.**

Each study committee member and all teachers should be given the following:

- a. A copy of the appropriate section from the Self-study Report.
- b. The appropriate instructions for completing the section.

**4. Review instructions for developing schoolwide-improvement actions plans.**

The Coordinating Committee, in consultation with all faculty, staff, and study committees, will develop action plans for significant areas of needed improvement. The action plans include (1) action steps, (2) a time line for implementation, (3) an estimate of necessary resources (financial, human, educational, etc.), and (4) the person(s) responsible for each action. Specific instructions, sample action plans, and action-plan forms are included in the Self-study Report.

**5. Gather supplementary materials to be provided for the Visiting Committee.**

Gather the supplementary materials listed on page v. Place the materials in the Visiting Committee workroom.

ALL INSTRUCTION PAGES ARE TO BE REMOVED BEFORE PUBLISHING  
THE SCHOOL'S FINAL SELF-STUDY REPORT.

## Checklist and Time Line for Coordinating Committee

| The number of months in the right column are a guide as to when work should begin on the process in the left column prior to the on-site visit. The responsibilities of the Coordinating Committee are the following: |   |               |
|---|---|---------------|
| ✓   | <b>Tasks:</b>   | <b>Months</b> |
|   | 1. Study and discuss the Evaluative Criteria for EASEA Schools, Grades 9-12, to understand the purpose of the evaluation process and directions for completing the self-study document.   | 8-10          |
|   | 2. Develop a time line for completing each section and the Self-study Report.   | 8-10          |
|   | 3. Appoint study committees of 3-5 members to complete one or more sections of the following areas in the Standards section:<br>a. Philosophical Foundation<br>b. Community and Constituency<br>c. Administration<br>d. Staff Development<br>e. Curriculum and Instruction<br>f. Media Center<br>g. Vocational Education<br>h. Student Services<br>i. Student Activities<br>j. Character Development<br>k. School Facilities<br>l. Information Technology | 5-8           |
|   | 4. Distribute the following materials to each study committee:<br>a. General Instructions for Completing the Self-study Report (page iii) and the specific instructions for completing the selected sections from the self-study instrument.<br>b. Copies of the appropriate section from the self-study instrument.  | 5-8           |
|   | 5. After orientation of all personnel, distribute subject-area material to the appropriate instructional staff.   | 5-8           |
|   | 6. Assist the principal in completing the School Profile and Progress Report sections.  | 5-8           |
|   | 7. Coordinate the distribution, collection, and tabulation of student surveys and parent surveys according to directions for administering these surveys.   | 3-5           |
|   | 8. Review the study committee reports (Standards and Subject Areas) and copy edit the reports to ensure consistency of style and grammatical correctness.   | 3-5           |
|   | 9. Develop action plans based on significant schoolwide areas of needed improvement. Review action plans with faculty and staff, and revise as needed.  | 3-5           |
|   | 10. Present to the board, for study and final approval, all action plans approved by the Coordinating Committee.  | 2-4           |
|   | 11. Develop the Self-study Report from the study committee reports prior to the scheduled on-site visit.  | 2-4           |
|   | 12. Consult with the EASEA office for distribution of the completed self-study.   | 1-2           |

## SUPPLEMENTARY MATERIALS INVENTORY

All materials listed below are to be provided in the Visiting Committee workroom during the visit and are not to be included in the Self-study Report. If several items are contained in existing publications, provide the basic publication and index. If the materials are not available, please make a note of this.

1. Previous Self-study Report.
2. Previous Visiting Committee Report.
3. Annual progress report and interim or revisit reports.
4. School constitution.
5. School bulletin and/or student handbook.
6. School registers.
7. Standardized test results administered during the past three years.
8. Current class schedule.
9. Operating budget for current year.
10. Monthly financial statements for the current school year.
11. Last audited report with the statement.
12. Financial statement for the last full fiscal year.
13. School board minutes for at least one year.
14. Acceptable Use Policy for Internet.
15. School marketing/recruitment plan.
16. Sample copies of school publications (newspaper, yearbook, etc.).
17. List of current denominational and secular periodicals and subscriptions.
18. Disaster/emergency response plans/procedures.
19. Blood-borne pathogen procedures.
20. Hazardous material management plan (asbestos, etc.).
21. Sexual harassment policy.
22. Campus map and floor plans.
23. Teacher course outlines for each course (secondary).
24. Faculty meeting minutes.

# School Profile, Progress Report, And Philosophy

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**EVALUATIVE CRITERIA  
for EASEA Schools, Grades 9-12**

## **INSTRUCTIONS FOR SCHOOL PROFILE, PROGRESS REPORT, AND PHILOSOPHY AND GOALS**

The principal, with assistance from the Coordinating Committee, is responsible for completing this section.

### **Items A Through H**

The principal may delegate to others responsibility for completing applicable sections. For example, he or she could delegate to the librarian, with the support of the Self-study Committee for the media center, the responsibility for completing Section D.

For Section D, #5c, Staff Data (page 8)—The ratio of students to FTE instructional staff should be obtained using the following formula: Divide the total number of students by the total full-time equivalent (FTE) instructional staff. (For example: 36 students divided by 1.5 FTE staff results in a ratio of 24 to 1.)

### **Progress Report**

The principal is responsible for completing the progress report based on input from the faculty, staff, and school board. The school board will approve the completed report.

1. The progress report responds to the action plans and recommendations from the previous evaluation visit, interim review, and/or revisit reports.
2. Under the proper heading, list each recommendation and action taken showing the date of completion. Be specific about the action and supply supporting evidence when applicable.

### **Philosophy, Goals, and School Mission**

The philosophical foundation study committee is responsible for completing this section and Standard 1 in cooperation with the school board, administration, faculty, and staff.

There are schoolwide goals for student learning adopted by the NAD education system. These goals have been adapted from *Journey to Excellence*.

The school board, administration, faculty, and staff will review and reaffirm the school's philosophy, mission statement, and curriculum goals.

**REMOVE THIS PAGE BEFORE PUBLISHING THE SELF-STUDY REPORT**

**Evaluative Criteria  
for  
EASEA Schools**

**Grades 9-12  
Self-study Report**



For

E.A. Sutherland Education Association  
a  
Private School Accrediting Association

**2005**

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## EVALUATION STUDY COMMITTEES

| COORDINATING COMMITTEE   |   |
|--|---|
| <b>Chair:</b>  |   |
|  |   |
|  |   |
| <b>Philosophical Foundations (1) and<br/>Community &amp; Constituency (2)</b>            | <b>Administration (3) and<br/>Staff Development (4)</b>           |
| <b>Chair:</b>  | <b>Chair:</b>   |
|  |   |
|  |   |
|  |   |
|  |   |
|  |   |
| <b>Curriculum &amp; Instruction (5) and<br/>Media Center (6)</b>                         | <b>Vocational Education (7) and<br/>Student Services (8)</b>      |
| <b>Chair:</b>  | <b>Chair:</b>   |
|  |   |
|  |   |
|  |   |
|  |   |
|  |   |
| <b>Student Activities (9), Character Development (10)<br/>And Parent/Student Surveys</b> | <b>School Facilities (11) and<br/>Information Technology (12)</b> |
| <b>Chair:</b>  | <b>Chair:</b>   |
|  |   |
|  |   |
|  |   |
|  |   |
|  |   |

*(Numbers in parentheses correspond to Standards)*

## SCHOOL PROFILE

The principal, with assistance from the Coordinating Committee, is responsible for completing sections A-F. The principal may delegate responsibility for completion of applicable sections to others, such as the media center to the librarian, etc.

**A. General Information**

Name of School \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Principal \_\_\_\_\_

Board Chair \_\_\_\_\_

Date of Last Full Evaluation \_\_\_\_\_

Date of Interim/Revisit \_\_\_\_\_

**B. Significant Financial Data**

1. Provide the following financial information from previous fiscal years:

| <b>Financial Information</b>   | <b>2 Years Ago</b> | <b>1 Year Ago</b> |
|--|--------------------|-------------------|
| Budgeted operating expense   |                    |                   |
| Actual operating expense   |                    |                   |
| Actual operating increase (decrease)   |                    |                   |
| Annual operating income  |                    |                   |
| Total depreciation   |                    |                   |
| Total depreciation funded  |                    |                   |
| Cost per student   |                    |                   |
| Tuition and fees per student   |                    |                   |
| Current student accounts receivable  |                    |                   |
| Non-current student accounts receivable before Allowance for Doubtful Accounts |                    |                   |
| Percent of student account collections   |                    |                   |
| Commercial accounts payable  |                    |                   |
| Total capital expenditures   |                    |                   |
| Income from other sources  |                    |                   |
| Student labor expenses   |                    |                   |
| Instructional materials/supplies expenditures                                  |                    |                   |
| Total technology/computer expenditures   |                    |                   |
| Technology/computer expenditures per student                                   |                    |                   |
| Total library/media expenditures   |                    |                   |
| Library/media expenditures per student   |                    |                   |

2. Date of last audited financial statement: \_\_\_\_\_

**C. Media Center/Library Holdings**

1. Print Materials: (Place total number of volumes to the left of each listing.)

- |  |   |
|--|---|
| _____ Encyclopedia sets, no older than five years, appropriate to various grade levels.<br>Copyright date: _____ | _____ Philosophy                        |
| _____ Modern unabridged dictionary   | _____ Religion                          |
| _____ Current world atlas  | _____ Social science                    |
| _____ Bible concordances   | _____ Language                          |
| _____ Bible dictionary   | _____ Natural science                   |
| _____ SDA Bible commentary sets  | _____ Applied science                   |
| _____ Index to Ellen G. White writings, (three-volume set)   | _____ Picture books—easy reading        |
| _____ Ellen G. White books   | _____ The arts                          |
| _____ General works  | _____ Recreation (sports, crafts, etc.) |
|  | _____ Literature                        |
|  | _____ History, biography, travel        |

|                 |  |
|-----------------|--|
| <b>Summary:</b> | _____ Total number of titles (exclusive of reference)          |
|                 | _____ Total number of reference volumes                        |
|                 | _____ Total number of denominational periodical subscriptions  |
|                 | _____ Total number of secular magazine/newspaper subscriptions |

2. Equipment: (Place total number in the left blank.)

- |                        |                          |                       |
|------------------------|--------------------------|-----------------------|
| _____ Computers        | _____ Cassette recorders | _____ Digital cameras |
| _____ Video projectors | _____ VCR/DVD            | _____ _____           |
| _____ Video cameras    | _____ TVs                | _____ _____           |

3. Software, etc.: (Place total number in the left blank.)

- |                          |             |
|--------------------------|-------------|
| _____ Computer software  | _____ _____ |
| _____ Videocassettes     | _____ _____ |
| _____ Audiocassettes     | _____ _____ |
| _____ CD/DVD/laser discs | _____ _____ |

4. Media Center Organization: (Complete the blanks.)

Library hours: During school \_\_\_\_\_ After school \_\_\_\_\_

- Classification system:  Library of Congress  
 Dewey Decimal  
 Other (specify) \_\_\_\_\_

- Materials selection policy:  Yes  No Date approved by board: \_\_\_\_\_  
Internet Connection:  Yes  No List service(s): \_\_\_\_\_  
Library endorsement:  Yes  No Professional membership: \_\_\_\_\_







5. Staff Data:

a. Indicate the staff FTE assigned to the following areas:

| Assignment             | Men | Women | Total |
|------------------------|-----|-------|-------|
| Administration         |     |       |       |
| Classroom Instructors  |     |       |       |
| Instructional Aides    |     |       |       |
| Library/Media Center   |     |       |       |
| Office Personnel       |     |       |       |
| Vocational Instructors |     |       |       |
| Non-Instructional      |     |       |       |
|                        |     |       |       |
| <b>TOTAL</b>           |     |       |       |

b. Current staff reported in full-time equivalents: \_\_\_\_\_

c. Ratio of students to FTE instructional staff: \_\_\_\_\_

d. Summary of academic preparation (report highest degree held):

|              | No Degree | B.A. | B.A. + 30 | M.A. | Ed.S. | Ed.D or Ph.D |
|--------------|-----------|------|-----------|------|-------|--------------|
| Men          |           |      |           |      |       |              |
| Women        |           |      |           |      |       |              |
| <b>TOTAL</b> |           |      |           |      |       |              |

6. Professional Activities and Memberships:

(List all administrative and instructional staff members, their current professional memberships, and significant professional activities that have impacted instruction in the past two years.)

| Name of Certificated Staff | Professional Memberships | Professional Growth Activities |
|----------------------------|--------------------------|--------------------------------|
|                            |                          |                                |
|                            |                          |                                |
|                            |                          |                                |
|                            |                          |                                |

**E. The Students**

1. Student Enrollment Data:

| Grade        | Opening Enrollments for the Last Five Years |            |            |           |         | Number of Students From Adventist Homes |            | Number of Students From Non-Adventist Homes |            |
|--------------|---|------------|------------|-----------|---------|---|------------|---|------------|
|              | 4 Yrs. Ago                                  | 3 Yrs. Ago | 2 Yrs. Ago | 1 Yr. Ago | Current | Baptized                                | Unbaptized | Baptized                                    | Unbaptized |
| 9            |   |            |            |           |         |   |            |   |            |
| 10           |   |            |            |           |         |   |            |   |            |
| 11           |   |            |            |           |         |   |            |   |            |
| 12           |   |            |            |           |         |   |            |   |            |
| <b>TOTAL</b> |   |            |            |           |         |   |            |   |            |

2. Student Enrollment Data Summary:

- a. Percentage of total students from non-Adventist homes \_\_\_\_\_
- b. Percentage of students baptized \_\_\_\_\_
- c. Projected total student enrollment: Next school year \_\_\_\_\_ In 2 years \_\_\_\_\_ In 3 years \_\_\_\_\_

3. Student Follow-up Data: (Complete the chart below for the preceding two years.)

| School Year | Number of Students Completing This School's Highest Grade | Number of Students Now Attending an Adventist College | Number of Students Now Attending a Non-Adventist College | Number of Students Not Attending Higher Education | Number of Students Who Have Dropped Out of School During This Year |
|-------------|---|---|--|---|--|
|             |   |   |  |   |  |
|             |   |   |  |   |  |

**F. Student Achievement**

1. List the standardized tests administered each year in each grade: (Provide test score printouts as supplementary material for review during the on-site visit.)

| Grade Level | Standardized Test(s) Administered |
|-------------|-----------------------------------|
|             |                                   |
|             |                                   |
|             |                                   |
|             |                                   |
|             |                                   |
|             |                                   |
|             |                                   |
|             |                                   |

2. Explain school communication with parents and constituents regarding student achievement test results.
3. Describe the activities initiated to improve student performance in subject areas that have been identified as inadequate on achievement tests.

4. Secondary Standardized Test Scores:  
 (List the class average grade equivalency of students in each secondary grade tested on the EASEA adopted standardized tests for the three most recent years.)

| Test Areas             | Grade 9     |             |            | Grade 10    |             |            |
|------------------------|-------------|-------------|------------|-------------|-------------|------------|
|                        | 3 Years Ago | 2 Years Ago | 1 Year Ago | 3 Years Ago | 2 Years Ago | 1 Year Ago |
|                        | ____:____   | ____:____   | ____:____  | ____:____   | ____:____   | ____:____  |
| Reading                |             |             |            |             |             |            |
| Written Expression     |             |             |            |             |             |            |
| Mathematics            |             |             |            |             |             |            |
| Social Studies         |             |             |            |             |             |            |
| Science                |             |             |            |             |             |            |
| Information Processing |             |             |            |             |             |            |
| Composite Score        |             |             |            |             |             |            |
|                        |             |             |            |             |             |            |
|                        |             |             |            |             |             |            |

**G. Secondary Curriculum**

In the following chart list every secondary credit course offered to grades 9 to 12 students, providing the name of the teacher and other requested course information.

| Course Title       | Name of Teacher | Endorsement              |                          | Enrollment | Credit Value | Per Week       |               |
|--------------------|-----------------|--------------------------|--------------------------|------------|--------------|----------------|---------------|
|                    |                 | EASEA                    | SDA                      |            |              | No. of Periods | Total Minutes |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
| Art                |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
| Business/Computers |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
| English            |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
| Health             |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
| Home Arts          |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
| Mathematics        |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |

| Course Title       | Name of Teacher | Endorsement              |                          | Enrollment | Credit Value | Per Week       |               |
|--------------------|-----------------|--------------------------|--------------------------|------------|--------------|----------------|---------------|
|                    |                 | EASEA                    | SDA                      |            |              | No. of Periods | Total Minutes |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
| Modern Language    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
| Music              |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
| Physical Education |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
| Religion           |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
| Science            |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                    |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |

| Course Title          | Name of Teacher | Endorsement              |                          | Enrollment | Credit Value | Per Week       |               |
|-----------------------|-----------------|--------------------------|--------------------------|------------|--------------|----------------|---------------|
|                       |                 | EASEA                    | SDA                      |            |              | No. of Periods | Total Minutes |
|                       |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                       |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                       |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
| Social Studies        |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                       |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                       |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                       |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                       |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                       |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
| Industrial Technology |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                       |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                       |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                       |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
| Other                 |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                       |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                       |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                       |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                       |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                       |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                       |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                       |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                       |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                       |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                       |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                       |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |
|                       |                 | <input type="checkbox"/> | <input type="checkbox"/> |            |              |                |               |

**H. Guidance Services**

1. Briefly describe the guidance services of the school in each of the following areas:
  - a. Academic advisement including testing.

b. Career advisement including testing.

c. Personal counseling.

2. List the number of hours per day that guidance services are available to students.

3. List the types and location of guidance materials available to students.

**I. Philanthropy Program**

1. Briefly outline the school's development program, including alumni activities, fund raising, and board development. Include goals, objectives, and action steps for each area.

2. List the goals and accomplishments for the past three years, including total dollars raised, percentage of alumni contributing to the school, and percentage of board members making annual gifts to the school.

3. List the goals for increasing charitable giving in the immediate future.

## PROGRESS REPORT

**Instructions:**

The previous Visiting Committee Report(s)—full evaluation visit, interim review, and/or revisit—are to be used as the basis for the Progress Report. This report states progress in implementing schoolwide-improvement action plans and all recommendations in the previous Visiting Committee Report. Use the accompanying table to report on action plans.

For recommendations, state the specific action that has been taken with supporting evidence/information, where applicable, and give the date of fulfillment.

### PROGRESS REPORT FOR SCHOOLWIDE-IMPROVEMENT ACTION PLANS

Date of Last Evaluation: \_\_\_\_\_

| Action Plan # | Action Plan Goal | Implementation Steps  | Results of Efforts | Barriers to Fulfillment | Current  |
|---------------|------------------|---|--------------------|-------------------------|--|
|               |                  | <p>On schedule with original action plan timeline:   <input type="radio"/> Yes   <input type="radio"/> No</p> |                    |                         | <input type="checkbox"/> New Plan<br>Date Goal Set<br>_____<br><input type="checkbox"/> Plan Not Begun<br><input type="checkbox"/> In Progress<br>Expected date of completion<br>_____<br><input type="checkbox"/> Completed |
|               |                  | <p>On schedule with original action plan timeline:   <input type="radio"/> Yes   <input type="radio"/> No</p> |                    |                         | <input type="checkbox"/> New Plan<br>Date Goal Set<br>_____<br><input type="checkbox"/> Plan Not Begun<br><input type="checkbox"/> In Progress<br>Expected date of completion<br>_____<br><input type="checkbox"/> Completed |

## **PHILOSOPHY AND GOALS**

### **A. Introductory Statement**

A statement of philosophy should be developed for each EASEA school. Schoolwide curriculum goals and objectives consistent with the philosophy shall be established. The philosophy and goals should be systematically reviewed by the constituency, administration, faculty, staff, and school board. There should be an annual evaluation of continuous progress toward these goals.

### **B. Statement of Philosophy**

**C. Statement of School's Mission**

#### D. Seventh-day Adventist Curriculum Goals

The following goals have been developed to support the unique philosophy of Seventh-day Adventist education. (Taken from *Journey to Excellence*.)

|                                | <b>Each st</b> | <b>Each student will:</b>  |
|--------------------------------|----------------|--|
| 1. Acceptance of God           |                | Surrender one's whole life to God, develop a relationship with Jesus Christ, and allow the Holy Spirit to work in one's life.  |
| 2. Commitment to the Church    |                | Desire to know, live, and share the message and mission of the Seventh-day Adventist Church.   |
| 3. Interpersonal Relationships |                | Develop a sense of self-worth, skills in interpersonal relationships, an understanding of the responsibilities of family membership, and the ability to respond with sensitivity to the needs of others. |
| 4. Responsible Citizenship     |                | Develop an understanding of cultural and historical heritages; affirm a belief in the dignity and worth of others; and accept responsibility for local, national, and global environments.               |
| 5. Healthful, Balanced Living  |                | Accept personal responsibility for achieving and maintaining optimum physical, mental, and spiritual health.   |
| 6. Intellectual Development    |                | Adopt a systematic, logical, and biblically based approach to decision making and problem solving when applied to a developing body of knowledge.  |
| 7. Communication Skills        |                | Recognize the importance of effective communication and develop the requisite skills.  |
| 8. Personal Management         |                | Function responsibly in the everyday world using Christian principles of stewardship, economy, and personal management.  |
| 9. Aesthetic Appreciation      |                | Develop an appreciation of the beautiful, both in God's creation and in human expression, while nurturing individual ability in the fine arts.   |
| 10. Career and Service         |                | Develop a Christian work ethic with an appreciation for the dignity of service.  |

**E. Specific Goals for This School**

# Standards for EASEA Schools

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|   |    |
|---|----|
| Instructions for Evaluating School Standards..... |    |
| Philosophical Foundation.....                     | 24 |
| Community and Constituency .....                  | 26 |
| Administration .....                              | 28 |
| Staff Development .....                           | 31 |
| Curriculum and Instruction.....                   | 33 |
| Media Center.....                                 | 35 |
| Vocational Education.....                         | 37 |
| Student Services.....                             | 39 |
| Student Activities.....                           | 41 |
| Character Development .....                       | 43 |
| School Facilities.....                            | 45 |
| Information Technology .....                      | 47 |

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## **EVALUATIVE CRITERIA for EASEA Schools, Grades 9-12**

# INSTRUCTIONS FOR EVALUATING SCHOOL STANDARDS

## School Standards Assessment

Each statement is a standard of school quality that must be met in all EASEA schools. Study committees of 3-5 members are to be appointed to complete one or more standards. The standards are as follows:

|                                  |         |
|----------------------------------|---------|
| Philosophical Foundation.....    | page 24 |
| Community and Constituency ..... | page 26 |
| Administration .....             | page 28 |
| Staff Development .....          | page 31 |
| Curriculum and Instruction ..... | page 33 |
| Media Center.....                | page 35 |
| Vocational Education.....        | page 37 |
| Student Services.....            | page 39 |
| Student Activities.....          | page 41 |
| Character Development .....      | page 43 |
| School Facilities.....           | page 45 |
| Information Technology .....     | page 47 |

The study committee as a group is to evaluate each standard and associated indicators of implementation then determine by consensus the extent to which the statement is addressed. Select the number in the rating scale that best describes the present practice.

- 1—The standard/indicator of implementation is not met.
- 2—The standard/indicator of implementation is partially met.
- 3—The standard/indicator of implementation is met.
- 4—The standard/indicator of implementation is exceptionally met.

After selecting the number that best describes the indicators of implementation and the overall rating for that standard, the study committee is to write a verification narrative statement for that standard.

## Schoolwide-Improvement Action Plans

When the study committee identifies needed significant improvement in a standard, a recommendation for possible development of an action plan should be made to the Coordinating Committee.

Copy this page for each study committee working on standards.

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## STANDARDS FOR EASEA SCHOOLS, Grades 9-12

Standards are ideals for quality schools that are specific, attainable, and measurable. The following standards are to be met in all EASEA schools applying for accreditation. Included with the standards are indicators of implementation that identify the degree to which the standard has been effectively attained.

The appropriate study committee is to evaluate each standard statement and the indicators of implementation to determine by consensus the extent to which each has been attained. After determining the rating for each standard and related indicators of implementation, the study committee is to rate the overall standard based on all available information. The study committee is then to write a short narrative for each of the standards describing the school’s program in relation to the standard to corroborate the chosen rating.

### 1. Standard for the Philosophical Foundation

**Standard:** *The mission statement, philosophy, and purpose give direction to the school’s program, and they are developed and approved cooperatively by the administration, staff, and school board and reflect EASEA educational philosophy.*

The standard/indicator of implementation is:

|    |                    |
|----|--------------------|
| 1— | not met.           |
| 2— | partially met.     |
| 3— | met.               |
| 4— | exceptionally met. |

| <b>Indicators of Implementation:</b>   | <b>1</b>              | <b>2</b>              | <b>3</b>              | <b>4</b>              |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| A. School’s mission statement, philosophy, and purpose are expressed in a written statement and made available to faculty, staff, students, parents, and constituents..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| B. School’s mission statement, philosophy, and purpose are reviewed regularly to meet the changing needs of students and constituency .....                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>Overall rating for this standard .....</b>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Standard for Philosophical Foundation** (*continued*)

**Verification Narrative for Philosophical Foundation:**



**Standard for Community and Constituency** (*continued*)

**Verification Narrative for Community and Constituency:**



**Standard for Administration** *(continued)*

- K. The principal, in cooperation with the staff, creates a safe, nurturing school environment that supports student learning .....
- L. The principal promotes an environment that fosters an appreciation for diversity and multiculturalism .....
- M. Administrators cooperate with the EASEA office to implement a plan of classroom supervision and evaluation of instructional personnel that fosters professional growth .....
- N. The principal encourages and supports the use of innovative instructional strategies that enhance student learning school environment that supports student learning .....
- O. The principal promotes a variety of partnerships among the school, home, church, business, and community .....
- P. The principal cooperates with fellow institutional administrators in employing qualified personnel .....
- Q. The principal maintains a record-keeping system to ensure the security of all school, student, and school board information .....
- R. The principal cooperates with the fellow institutional administrators to ensure that instructional and non-instructional personnel are qualified, oriented with written job descriptions, and aware of their influence on students .....
- S. The principal ensures that student supervision is provided during school hours and at school functions .....
- T. The principal cooperates with EASEA office to ensure compliance with EASEA policies and governmental regulations regarding health and safety requirements and employment practices .....
- Overall rating for this standard** .....

**Standard for Administration** *(continued)*

**Verification Narrative for Administration:**



**Standard for Staff Development** *(continued)*

**Verification Narrative for Staff Development:**



**Standard for Curriculum and Instruction** *(continued)*

**Verification Narrative for Curriculum and Instruction:**

## 6. Standard for the Media Center

**Standard:**     *The media center provides resources that support and enrich the educational program.*

|  |                      |
|--|----------------------|
| The standard/indicator of implementation is: | 1—not met.           |
|  | 2—partially met.     |
|  | 3—met.               |
|  | 4—exceptionally met. |

| <b>Indicators of Implementation:</b>  | <b>1</b>              | <b>2</b>              | <b>3</b>              | <b>4</b>              |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| A.     The media center has a balanced collection of appropriate library materials, including denominational publications, in both print and electronic forms ..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| B.     Personnel provide orientation in locating and evaluating information sources that support student learning .....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>Overall rating for this standard</b> .....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Standard for Media Center** *(continued)*

**Verification Narrative for Media Center:**



**Standard for Vocational Education** (*continued*)

**Verification Narrative for Vocational Education:**

## 8. Standard for Student Services

**Standard:** Student support services meet the needs of students.

The standard/indicator of implementation is:

- 1—not met.
- 2—partially met.
- 3—met.
- 4—exceptionally met.

| <b>Indicators of Implementation:</b>  | 1                     | 2                     | 3                     | 4                     |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| A. Programs and procedures meet the needs of students in areas such as health, academic assistance, career exploration, and counseling .....    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| B. Food service, when provided, meets the nutritional requirements of students.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| C. Administrative records include mandated information about student immunizations and physical examinations and are kept in a locked file..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| D. Procedures are in place to respond to illnesses, injuries, and other emergencies .....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| E. Vehicles used to transport students are in compliance with governmental regulations and EASEA policies .....                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>Overall rating for this standard.....</b>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Standard for Student Services** *(continued)*

**Verification Narrative for Student Services:**

## 9. Standard for Student Activities

**Standard:** *Student activities, as an integral part of the educational program, are designed to meet the needs, personal interests, and goals of students.*

The standard/indicator of implementation is:

- 1—not met.
- 2—partially met.
- 3—met.
- 4—exceptionally met.

| <b>Indicators of Implementation:</b>  | <b>1</b>              | <b>2</b>              | <b>3</b>              | <b>4</b>              |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| A. Student activities are planned and supervised within established policies .....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| B. School activities reflect the philosophy and purpose of the school.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| C. Student activities are sufficient in number and variety to meet the needs and interests of all students .....          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| D. Student activities include witnessing/service opportunities that are integrated throughout the school curriculum ..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>Overall rating for this standard.....</b>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Standard for Student Activities** *(continued)*

**Verification Narrative for Student Activities:**

## 10. Standard for Character Development

**Standard:** *Character Development, as an integral part of the educational process, should be intentional and enlist the will and cooperation of the student.*

The standard/indicator of implementation is:

- 1—not met.
- 2—partially met.
- 3—met.
- 4—exceptionally met.

| <b>Indicators of Implementation:</b>   | <b>1</b>              | <b>2</b>              | <b>3</b>              | <b>4</b>              |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| A. The dress code and its implementation reflects the philosophy and purpose of the school.....                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| B. Discipline procedures respect student’s self-worth and teach self-government and self-control.....                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| C. Programs and activities of the school discourage rivalry and self-glorification .....                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| D. Training in proper decorum and courtesy is an intentional part of the educational process.....                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| E. Instruction in moral values and positive social relationships is an intentional part of the educational process ..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| F. The principles in God’s word and communion with Him are presented as the foundation of all true development .....     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| G. Training & policies uphold a healthy lifestyle as part of God’s ideal .....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>Overall rating for this standard.....</b>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Standard for Character Development** (*continued*)

**Verification Narrative for Character Development:**

## 11. Standard for School Facilities

**Standard:** *The school plant and site are designed, operated, and maintained to achieve the school's mission and purpose.*

The standard/indicator of implementation is:

- 1—not met.
- 2—partially met.
- 3—met.
- 4—exceptionally met.

| <b>Indicators of Implementation:</b>  | <b>1</b>              | <b>2</b>              | <b>3</b>              | <b>4</b>              |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| A. The school is identified by an appropriate sign and displays the national flag.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| B. The campus and school buildings are designed to enhance the administrative, instructional, and co-curricular programs..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| C. The campus buildings are attractive, neat, clean, and well maintained.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| D. Each school building is regularly inspected to ensure that fire, health, and safety regulations are met .....              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>Overall rating for this standard.....</b>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Standard for School Facilities** *(continued)*

**Verification Narrative for School Facilities:**



**Standard for Information Technology** *(continued)*

**Verification Narrative for Information Technology:**

# Subject-Area Evaluations

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|   |     |
|---|-----|
| Instructions for Evaluating Subject Area..... |     |
| Art .....                                     | 50  |
| Business/Computer Education .....             | 55  |
| English .....                                 | 60  |
| Health/Wellness Education.....                | 65  |
| Home Arts/Consumer Science.....               | 69  |
| Mathematics.....                              | 73  |
| Modern Languages.....                         | 78  |
| Music.....                                    | 82  |
| Religion.....                                 | 87  |
| Science .....                                 | 92  |
| Social Studies.....                           | 96  |
| Technology Education .....                    | 100 |
| Witnessing/Service .....                      | 105 |

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## INSTRUCTIONS FOR EVALUATING SUBJECT AREAS

The following steps will guide the teachers in completing the subject-area sections.

### Materials needed for each teacher

1. This page of instructions
2. The assigned subject-area sections
3. Teacher Instructional Profile

Each teacher will complete a set of general questions regarding the instructional program in brief narrative responses.

### Instructions for each section (A–E) in the subject areas

- A. Introductory Statement:** A general statement about the subject area and its purpose and relevance within the EASEA curriculum is provided.
- B. Instructional Goals:** The instructional goals have been provided for each subject area. Teachers may include additional goals for specific or unique aspects of the instructional program.
- C. Instructional Assessment:** This series of questions will be used to determine the effectiveness of the instructional program in the subject area. The teacher is to provide the information requested in brief narrative responses.
- D. Evaluation:** Three summative statements provide the teacher an opportunity to highlight the strengths of the instructional program in this subject area and to cite evidence of student learning.
- E. Recommendations for Improvement:** The teacher is to recommend improvements to the instructional program in this subject area. Some of these recommendations may be used by the Coordinating Committee to develop action plans.

**The completed subject-area sections will be submitted to the Coordinating Committee.**

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# ART

## A. **Introductory Statement**

Art is a universal language of emotions, experiences, and ideas that knows no boundary of time, culture, or geography. Art is offered to help students develop an appreciation for aesthetic beauty, diversity, and creative expression. It gives students an opportunity to develop and express their own creative/artistic abilities.

“The Author of all beauty, Himself a lover of the beautiful, God provided to gratify in His children the love of beauty”—Ellen G. White, *Education*, p. 41.

## B. **Instructional Goals**

The art program will assist the students to:

1. Recognize their unique artistic talents and create a desire to use them to serve and glorify the Creator God.
2. Develop an aesthetic and conceptual understanding of God’s creation and human expression.
3. Value art as a means of self-expressive communication with God and others.
4. Develop observational/perceptual skills and heighten sensory awareness.
5. Develop the ability to make aesthetic judgments by critiquing works of art.
6. Encourage a sense of self-worth in a creative environment.
7. Develop confidence in their artistic skills and abilities.
8. Acquire an appreciation of diversity in the culture arts of the world.
9. Exhibit a fundamental knowledge of art history and aesthetics.
10. Understand and exhibit safe practices in art production.
11. Experience the use of technology in creative expression.
12. Acquire a knowledge of career opportunities in art.



6. What community resources (human and material) are used to enhance the art program?
  
  
  
  
  
  
  
  
  
  
7. How do teachers work together in planning learning activities, both within this instructional area and in other areas?
  
  
  
  
  
  
  
  
  
  
8. How do the content, concepts, and skills presented in the instruction of art create an awareness of available career opportunities?
  
  
  
  
  
  
  
  
  
  
9. Describe the elements of the art program that encourage students to develop and express unique creative abilities.
  
  
  
  
  
  
  
  
  
  
10. What opportunities are available for students to display their work in the school and in the community?



**D. Evaluation**

1. List the improvements in this subject area implemented in the past three years.
2. Identify strengths of this content area. Cite evidence, if available.
3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

**E. Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

## **BUSINESS/COMPUTER EDUCATION**

### **A. Introductory Statement**

Training in computer technology and business education is essential to success in many aspects of life in the changing world of the twenty-first century. Principles of Christian stewardship, service, and decision making are infused into a curriculum of skill development that prepares students for life and successful careers. The “head-heart-hand” characteristics of business and computer education give it potential for inculcating traits, qualities, and truths that affect the learner for life.

### **B. Instructional Goals**

The business/computer education program will assist students to:

1. Understand the application of Christian principles and ethics in business and in the use of computer technology.
2. Acquire an understanding of the importance of Christian stewardship, philanthropy, and personal economy in the management of personal resources.
3. Explore the use of technology in sharing the basic tenets of the Seventh-day Adventist Church.
4. Enhance confidence in decision making, project development, and problem solving using computer technology.
5. Develop initiative, good judgment, and proper work habits in business/computer projects.
6. Acquire competency in the use of basic computer applications/programs.
7. Develop basic keyboarding skills and efficient use of computer peripheral equipment.
8. Understand the role and function of computer technology in various aspects of society.
9. Experience the use of technology in creative projects and commercial productions.
10. Acquire a knowledge of career opportunities in business and fields using computer technology.

**C. Instructional Assessment**

1. List each textbook and workbook (title, author, publisher, copyright & date) used in each class within this subject area.
  
  
  
  
  
  
  
  
  
  
2. What methods are used to determine how well the instructional goals are achieved?
  
  
  
  
  
  
  
  
  
  
3. How do the subject-area goals relate to the schoolwide goals for student learning?
  
  
  
  
  
  
  
  
  
  
4. How are spiritual values infused into the business/computer education program?
  
  
  
  
  
  
  
  
  
  
5. What teaching methods are utilized to meet the students' varying learning styles, needs, abilities, and interests?

6. What community resources (human and material) are used to enhance the business/computer education program?
  
  
  
  
  
  
  
  
  
  
7. How do teachers work together in planning learning activities, both within this instructional area and in other areas?
  
  
  
  
  
  
  
  
  
  
8. Describe how computer education is integrated into the learning process in other aspects of the school curriculum.
  
  
  
  
  
  
  
  
  
  
9. How do the content, concepts, and skills presented in the instruction of business courses and computer education create an awareness of available career opportunities?
  
  
  
  
  
  
  
  
  
  
10. What business courses are offered to secondary students, and how is the computer used to support the instructional program in those courses?



**D. Evaluation**

1. List the improvements in this subject area implemented during the past three years.
  
  
  
  
  
  
  
  
  
  
2. Identify strengths of this content area. Cite evidence, if available.
  
  
  
  
  
  
  
  
  
  
3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

**E. Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

# ENGLISH

## A. **Introductory Statement**

The development of language skills provides a vehicle for effective communication that enhances one's relationship with God and with others. It provides the avenue through which one person may affect another in spiritual growth and social interaction. English instruction should develop proficiency in writing, listening, speaking, reading, and viewing, all of which promote intellectual and spiritual development. Students will become effective communicators—confidently using language to express themselves, to acquire new information, and to interact effectively with others.

## B. **Instructional Goals**

The English program will assist students to:

1. Develop a lifelong love for reading literature, enhancing their understanding of God, others, and themselves.
2. Become discerning/discriminating readers, identifying quality literature in harmony with Christian principles.
3. Develop perception, sensitivity, and an appreciation for the beauty of language and literature and its significant contribution to the human experience and imagination.
4. Internalize Christian values and recognize that they should characterize all communication.
5. Listen and observe purposefully in acquiring, interpreting, and evaluating information.
6. Communicate ideas clearly, accurately, and effectively in written and spoken language.
7. Write for practical, creative, and aesthetic purposes with clarity and precision.
8. Speak effectively when addressing various audiences, under varying circumstances, and for different purposes.
9. Acquire the essential language and study skills essential to functioning as a productive citizen in the church and society.
10. Develop analytical-thinking and evaluation skills for selecting media (television, film, videotapes, audiotapes, CDs, printed material) suitable for learning and/or personal enjoyment.

**C. Instructional Assessment**

1. List each textbook and workbook (title, author, publisher, copyright & date) used in each class within this subject area.
  
2. What methods are used to determine how well the instructional goals are achieved?
  
3. How do the subject-area goals relate to the schoolwide goals for student learning?
  
4. How are spiritual values infused into the English program?
  
5. What teaching methods are used to meet the students' varying learning styles, needs, abilities, and interests?
  
6. What community resources (human and material) are used to enhance the English program?





E. **Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

## **HEALTH/WELLNESS EDUCATION**

### **A. Introductory Statement**

Health education in EASEA schools emphasizes concepts necessary for the development of dynamic Christ-centered personalities, creative minds, and physically fit bodies. The values and lifestyle that students choose as adolescents will influence their health, or state of wellness, throughout their life. Wellness includes the nurture of sound mental and physical health, the development of stable social relationships, and the fostering of spiritual growth and maturity.

### **B. Instructional Goals**

The health education program will assist students to:

1. Gain a knowledge of the biblical and scientific principles of healthful living.
2. Understand how personal health influences the quality of one's relationships with God and with others.
3. Accept biblical and scientific principles of healthful living.
4. Implement/demonstrate an understanding of how to apply personally the biblical and scientific principles of healthful living to their own life choices and habits.
5. Pursue the highest levels of fitness/wellness for success in work and recreation, creating a strong sense of well-being.
6. Acquire skills essential to personal wellness, successful family membership, and effective community witness/service.
7. Identify community health resources.
8. Explore health-related career opportunities.



7. How do teachers work together in planning for the coordination of learning activities, both within this instructional area and in other areas?
  
  
  
  
  
  
  
  
  
  
8. How do the content, concepts, and skills presented in the instruction of health create an awareness of available career opportunities?
  
  
  
  
  
  
  
  
  
  
9. Describe how sensitive health topics are addressed within the health curriculum.
  
  
  
  
  
  
  
  
  
  
10. Give evidence that students have acquired the knowledge and skills to make healthful choices.
  
  
  
  
  
  
  
  
  
  
11. How is technology integrated into the learning process?

**D. Evaluation**

1. List the improvements in this subject area implemented during the past three years.
2. Identify strengths of the instructional program in this subject area. Cite evidence, if available.
3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student development and learning.

**E. Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

## **HOME ARTS/CONSUMER SCIENCE**

### **A. Introductory Statement**

EASEA schools include instruction in home arts, family, and consumer science because healthy, stable families are essential for optimum personal development, a productive society, an effective church program, and demonstrating God's love in relationships. Effective instruction should assist the students in developing an appreciation and understanding for managing life's personal choices, finances, and interpersonal relationships in a manner that positively impacts their life's goals and resources for food, clothing, housing, service to God, and leisure activities.

### **B. Instructional Goals**

The home arts/consumer education program will assist students to:

1. Acknowledge the sacredness of human life and the responsibility of each student to develop a lifestyle that will maintain optimum physical, mental, and emotional health.
2. Create and maintain Christian living environments that permit the harmonious development of personal spiritual maturity and positive interpersonal relationships.
3. Learn to identify and use the available resources to improve home life and meet basic human needs of safety, food, and shelter.
4. Understand the value of maintaining a personal lifestyle of simplicity and service in human relationships as a means to demonstrate eternal values.
5. Acquire the basic knowledge and skills needed for effective home management and maintenance and for wise consumer practices.
6. Explore the opportunities for service in careers related to the home arts, family, and consumer sciences.

**C. Instructional Assessment**

1. List each textbook and workbook (title, author, publisher, copyright & date) used in each class within this subject area.
  
2. What methods are used to determine how well the instructional goals are achieved?
  
3. How do the subject-area goals relate to the schoolwide goals for student learning?
  
4. How are spiritual values infused into the instructional program?
  
5. What teaching methods are used to meet the students' varying learning styles, needs, abilities, and interests?
  
6. What community resources (human and material) are used to enhance the instructional program?





# MATHEMATICS

## A. **Introductory Statement**

Mathematics education should equip students with essential skills for making the many mathematics computations and practical applications of math concepts necessary for living in our technological society. Mathematics instruction must assist students in developing analytical and critical-thinking skills. Opportunities should also be provided for students to discern the mathematical patterns the Creator has given in nature, thus increasing appreciation for its beauty, order, and symmetry.

## B. **Instructional Goals**

The mathematics program will assist the students to:

1. Gain an understanding and appreciation for the Creator God, who is orderly, precise, and infinite.
2. Develop an appreciation for God's faithfulness and dependability as illustrated in the constancy and predictability of mathematical rules.
3. Understand the importance of Christian principles and ethics in mathematical applications.
4. Acquire skill and confidence in performing, communicating, and connecting mathematical concepts.
5. Develop competency in the use of mathematical terms and in measurement skills.
6. Learn to collect, process, properly represent, and interpret statistical data and information.
7. Develop analytical-reasoning, critical-thinking, and problem-solving skills.
8. Acquire skills in selecting and using appropriate technology in mathematics problem solving.



7. How do teachers work together in planning learning activities, both within this instructional area and in other areas?
  
  
  
  
  
  
  
  
  
  
8. How do the content, concepts, and skills presented in the instruction of mathematics create an awareness of available career opportunities?
  
  
  
  
  
  
  
  
  
  
9. Describe the process used to assess student ability for placement at the appropriate math skill level.
  
  
  
  
  
  
  
  
  
  
10. List the type of practical problems presented that will allow students to apply mathematical theories.
  
  
  
  
  
  
  
  
  
  
11. In what ways do students have opportunity to critique their work, examine their own solutions, and make critical interpretations?
  
  
  
  
  
  
  
  
  
  
12. How is technology integrated into the learning process?

13. Explain the rationale for sequencing the current math courses for grades 9 and 12 students.
  
  
  
  
  
  
  
  
  
  
14. How much has been spent annually in the last two years on the mathematics program?

**D. Evaluation**

1. List the improvements in this subject area implemented during the past three years.
  
  
  
  
  
  
  
  
  
  
2. Identify strengths of this content area. Cite evidence, if available.
  
  
  
  
  
  
  
  
  
  
3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

**E. Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

## MODERN LANGUAGES

### A. **Introductory Statement**

Because of the communication links, global transportation systems, and global economy that have developed in our modern world, it is essential that students acquire the ability to understand and communicate effectively with peoples of other cultures and languages. The modern language curriculum will help students develop these skills and abilities. The Seventh-day Adventist Church is an international church with a global mission of sharing the gospel; thus, it is imperative that the study of modern languages be an integral part of the curriculum.

### B. **Instructional Goals**

The modern language program will assist students to:

1. Develop the communication skills of listening, speaking, reading, and writing a modern language.
2. Enhance intellectual acuity for learning in all disciplines and improve social sensitivity.
3. Foster the development of an attitude of inquiry into the concepts, values, and worldview of other people and cultures.
4. Acquire a broader understanding and appreciation for the literature and arts of other cultures and language groups.
5. Develop a desire for language proficiency and linguistic ability that will encourage lifelong learning in languages.
6. Understand the importance of personal involvement in carrying out the gospel commission and being equipped for effective witness/service in an international church.
7. Engender additional employment opportunities, local and international, through the development of modern language skills.
8. Assist in preparing for higher education by accomplishing a common graduation requirement and college/university entrance prerequisite.

**C. Instructional Assessment**

1. List each textbook and workbook (title, author, publisher, copyright & date) used in each class within this subject area.
2. What methods are used to determine how well the instructional goals are achieved?
3. How do the subject-area goals relate to the schoolwide goals for student learning?
4. How are spiritual values infused into the modern language program?
5. What teaching methods are utilized to meet the students' varying learning styles, needs, abilities, and interests?
6. What community resources (human and material) are used to enhance instruction in the modern language program?



13. How much has been spent annually in the last two years for the modern language program?

**D. Evaluation**

1. List the improvements in this subject area implemented during the past three years.
  
  
  
  
  
  
  
  
  
  
2. Identify strengths of this content area. Cite evidence, if available.
  
  
  
  
  
  
  
  
  
  
3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

**E. Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

# MUSIC

## A. **Introductory Statement**

The impact of music on individuals and society necessitates assistance to students in developing a value system to guide them in making good judgments about choices in music. The music program should help students understand, appreciate, create, evaluate, and discriminate in a variety of musical experiences. As a gift from the Creator God, music that is aesthetically pleasing and spiritually inspiring should be the focus of music education in EASEA schools.

## B. **Instructional Goals**

The music program will assist students to:

1. Enhance their spiritual development by supporting their understanding of and relationship with a God of beauty and inspiration.
2. Participate with increasing skill in musical experiences consistent with Christian principles.
3. Develop an aesthetic awareness of melody, harmony, and rhythm.
4. Acquire an understanding of the basic elements of music theory and techniques.
5. Develop skills and technical proficiency in musical performance as a means of self-expression.
6. Cultivate an awareness and appreciation of music from various cultures and historical periods.
7. Develop an appreciation for the influence of music on society and in their personal lives.
8. Learn to use discriminating criteria in selecting music for personal enrichment.

**C. Instructional Assessment**

1. List each textbook and workbook (title, author, publisher, copyright & date) used in each class within this subject area.
2. What methods are used to determine how well the instructional goals are achieved?
3. How do the subject-area goals relate to the schoolwide goals for student learning?
4. How are spiritual values infused into the music program?
5. What teaching methods are utilized to meet the students' varying learning styles, needs, abilities, and interests?
6. What community resources (human and material) are used to enhance the music program?

7. How do teachers work together in planning learning activities, both within this instructional area and in other areas?
  
8. How do the content, concepts, and skills presented in the instruction of music create an awareness of available career opportunities?
  
9. Indicate how the music program prepares students to make decisions about the selection of appropriate music to serve both the spiritual and secular aspects of life.
  
10. Describe how the music curriculum fosters a lifelong appreciation for music.
  
11. Explain how students are given opportunities to develop leadership skills within the music activities.
  
12. What opportunities are provided for students to demonstrate their musical achievements?

13. How is music used to benefit the school, church, and community?

14. How is technology integrated into the learning process?

15. Describe the level of secondary students' participation in the music program.

16. How much has been spent annually in the last two years on the music program?

**D. Evaluation**

1. List the improvements in this subject area implemented during the past three years.

2. Identify strengths of this content area. Cite evidence, if available.

3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

**E. Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

## RELIGION

### A. **Introductory Statement**

“The science of redemption . . . is the highest study in which it is possible for man to engage.”—Ellen G. White, *Education*, p. 126. The sourcebook for this study is the Word of God—the Bible. The study of God’s Word is central to the mission of Seventh-day Adventist Christian education and, as such, is central to the curriculum. The instructional program for religion is designed to help students know God so they will respond with love, trust, and obedience to Him. They will understand the science of salvation, accepting God’s saving grace through Jesus Christ, and make Him the focal point of their lives.

Students will be led to understand and endorse the teachings of the Seventh-day Adventist Church and accept the commission of Jesus to witness for Him in their daily lives. “True education means more than the pursual of a certain course of study. . . . It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come.”—Ellen G. White, *Education*, p. 13.

### B. **Instructional Goals**

The religion program will assist students to:

1. Understand and appreciate the workings and purposes of the Trinity—the Father, the Son, and the Holy Spirit.
2. Recognize the authenticity and authority of the Bible as a primary source of knowledge about the Creator God.
3. Develop an understanding that the purpose of Bible study is to become more like God—more open to the influence of His Spirit.
4. Evaluate the compelling evidence in the Bible and nature that demonstrates the worthiness and admirable goodness of the Creator God.
5. Comprehend the dignity of a human being and the high value God places on each one as evidenced in the plan of salvation.
6. Recognize that God has created a universe and humankind on earth with the privileges and responsibilities of free will and personal choice.
7. Develop an understanding of the great rebellion of Satan and its effects on the universe, and God’s love in providing a plan of redemption.
8. Appreciate the greatness and love of God in providing a remedy to the sin problem.
9. Experience personal growth through Bible study and group interaction/discussion.
10. Develop a personal sense of mission, understanding that sharing one’s faith is a natural outgrowth of acquiring the knowledge about, and developing a relationship with, God.

11. Becoming a committed, loyal, loving Seventh-day Adventist Christian through Bible study, prayer, and group interaction.
12. Understand and accept the role of the prophetic gift as evidenced in Scripture and in the writings of Ellen G. White.

**C. Instructional Assessment**

1. List each textbook and workbook (title, author, publisher, copyright & date) used in each class within this subject area.
  
  
  
  
  
  
  
  
  
  
2. What methods are used to determine how well the instructional goals are achieved?
  
  
  
  
  
  
  
  
  
  
3. How do the subject-area goals relate to the schoolwide goals for student learning?
  
  
  
  
  
  
  
  
  
  
4. What teaching methods are utilized to meet the students' varying learning styles, needs, abilities, and interests?
  
  
  
  
  
  
  
  
  
  
5. What community resources (human and material) are used to enhance the religion program?



12. How is technology integrated into the learning process?
  
  
  
  
  
  
  
  
  
  
13. How much has been spent annually in the last two years for the religion program?

**D. Evaluation**

1. List the improvements in this subject area implemented during the past three years.
  
  
  
  
  
  
  
  
  
  
2. Identify strengths of this content area. Cite evidence, if available.
  
  
  
  
  
  
  
  
  
  
3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

**E. Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

# SCIENCE

## A. **Introductory Statement**

An understanding of science fosters in students an increased understanding of God's creative and sustaining power. True science is a revelation of the character of God. It is essential that students acquire a knowledge of basic scientific principles and their effect on the quality of spiritual, social, moral/ethical, and economic life. The science curriculum and instructional program should include fundamental science concepts, the application of scientific methods of inquiry in laboratory experiences, and problem-solving skills—all skills that are essential for understanding our modern scientific/technological society and the awesome wonders of God's creation.

## B. **Instructional Goals**

The science instructional program will assist the students to achieve the following:

1. Develop an appreciation for the study of science as a means of learning about God—as Designer, Creator, and Sustainer of universal natural laws.
2. Understand the importance of exercising faith in relating scientific data to the Scriptures and other inspired writings.
3. Acquire knowledge of biological, physical, earth, and health sciences consistent with their level of readiness.
4. Extend their understanding of processes, concepts, generalizations, and unifying principles through guided study, research, and laboratory/field activities.
5. Develop fundamental skills in basic scientific methods—gathering, organizing, interpreting, and communicating scientific information.
6. Recognize the relationships of science, technology, and society—evaluating their potential for good and the limitations of each.
7. Develop proficiency in critical and creative thinking and applying problem-solving strategies to everyday situations and problems.
8. Establish a framework of Christian principles for responsible stewardship of natural resources and personal health.
9. Recognize ethical applications of scientific knowledge and the importance of critical analysis in considering conflicting ideas and concepts.
10. Evaluate interests, aptitudes, and abilities necessary for career opportunities in science.

**C. Instructional Assessment**

1. List each textbook and workbook (title, author, publisher, copyright & date) used in each class within this subject area.
2. What methods are used to determine how well the instructional goals are achieved?
3. How do the subject-area goals relate to the schoolwide goals for student learning?
4. How are spiritual values infused into the science program?
5. What teaching methods are utilized to meet the students' varying learning styles, needs, abilities, and interests?
6. What community resources (human and material) are used to enhance the science program?

7. How do teachers collaborate learning activities, both within this instructional area and in other areas?
  
8. How do the content, concepts, and skills presented in the instruction of science create an awareness of available career opportunities?
  
9. What strategies are used to address areas of controversy, such as creation/evolution and other social issues related to science?
  
10. How does instruction in science lead students to a better understanding of environmental and conservation issues?
  
11. Describe the adequacy of available laboratory equipment and materials.
  
12. How and to what extent are students given opportunities to investigate the important concepts of science through inquiry and demonstration?

13. How is technology integrated into the learning process?

14. How much has been spent annually in the last two years for science in grades 9–12?

**D. Evaluation**

1. List the improvements in this subject area implemented during the past three years.

2. Identify strengths of this content area. Cite evidence, if available.

3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

**E. Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

## **SOCIAL STUDIES**

### **A. Introductory Statement**

The social studies program in Seventh-day Adventist schools is designed to emphasize the theme of God's guiding hand in history and His loving concern for humanity. It endeavors to give students an opportunity to develop an appreciation for the biblical concepts of human worth and the value of service to humanity. Social studies acquaints students with the contributions of different cultures to the developing story of humankind and encourages them to become responsible citizens.

### **B. Instructional Goals**

The social studies program will assist the students to:

1. Develop an understanding of the origin, nature, purpose, and destiny of humanity based on a Seventh-day Adventist worldview.
2. Acquire a knowledge of factual historical information and recognize the relevance of historical events on civilization throughout the ages.
3. Recognize God's purpose for people and nations by relating history with Bible prophecy.
4. Analyze, evaluate, and apply information gained through the use of a variety of research and study skills.
5. Communicate historical information and interpretations effectively.
6. Demonstrate the skills essential for effective social interaction and cooperation with others.
7. Develop a personal system of ethics for responsible citizenship based on integrity, morality, and personal responsibility.
8. Recognize the value of patriotism and accept the privilege of serving others through the rights and responsibilities of citizenship.
9. Develop the judgment, perspectives, and analytical skills essential for a productive citizen participating in a contemporary society.
10. Develop a value system based upon respect for human and civil rights, religious tolerance, and multicultural understanding.
11. Develop an individual sense of identity, purpose, and importance in the human story.
12. Participate in activities that demonstrate Christian concern for and acceptance of the world mission of the Seventh-day Adventist Church.



7. How do teachers work together in planning learning activities, both within this instructional area and in other areas?
  
  
  
  
  
  
  
  
  
  
8. How do the content, concepts, and skills presented in the instruction of social studies create an awareness of available career opportunities?
  
  
  
  
  
  
  
  
  
  
9. How does the instructional program integrate the use of critical-thinking skills in analyzing historical and social issues?
  
  
  
  
  
  
  
  
  
  
10. What opportunities are provided for students to apply their knowledge of democracy, responsibility, and civic values to school and community?
  
  
  
  
  
  
  
  
  
  
11. How are multicultural contributions to society and the value of diverse religious, social, and ethnic groups emphasized in the social studies instruction?
  
  
  
  
  
  
  
  
  
  
12. How is technology integrated into the learning process?

13. How much has been spent annually in the last two years for social studies? Give examples of equipment/supplies purchased.

**D. Evaluation**

1. List the improvements in this subject area implemented during the past three years.
  
  
  
  
  
  
  
  
  
  
2. Identify strengths of this content area. Cite evidence, if available.
  
  
  
  
  
  
  
  
  
  
3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

**E. Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

## TECHNOLOGY EDUCATION

### A. **Introductory Statement**

EASEA schools include instruction in practical arts and industrial-technology skills. Technology education plays an important role in preparing youth to live and work successfully in a fast-changing society. Technology education also provides skills that can be used to find entry-level jobs and equip students for Christian witnessing/service. In EASEA schools, technology education, with its “head-heart-hand” characteristics and practical skill development, has the potential to inculcate traits, qualities, and truths that will affect the student for life.

### B. **Instructional Goals**

The technology education program will assist students to:

1. Develop an awareness of technological processes, the use of resources, and the impact of one’s technological activities on the environment and society.
2. Identify, evaluate, select, and use technological resources in practical situations.
3. Demonstrate the ability to work productively, safely, and cooperatively with others.
4. Develop the skills to process resources to meet job specifications and production goals.
5. Understand the importance of developing skills that can be utilized to enhance and support a personal involvement in Christian service projects.
6. Explore the opportunities for service in careers requiring skills in technology.



7. How do teachers work together in planning for the coordination of learning activities, both within this instructional area and in other areas?
  
8. How do the content, concepts, and skills presented in the technology education program create an awareness of available career opportunities?
  
9. Give examples of student work demonstrating their ability to combine theoretical knowledge with practical applications.
  
10. What procedures are in place to ensure that equipment is updated on a regular basis to support instruction?
  
11. What opportunities are provided for students to develop skills for leisure-time activities?
  
12. Cite evidence that shows technology education courses are meeting the needs of current students.

13. How is technology integrated into the learning process?
  
  
  
  
  
  
  
  
  
  
14. How much has been spent annually in the last two years on the technology education program?

**D. Evaluation**

1. List the improvements in this subject area implemented during the past three years.
  
  
  
  
  
  
  
  
  
  
2. Identify strengths of this content area. Cite evidence, if available.
  
  
  
  
  
  
  
  
  
  
3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student development and learning.

**E. Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

## **WITNESSING/SERVICE**

### **A. Introductory Statement**

Since EASEA schools place special emphasis on social and spiritual responsibility, the practice of service for others must be a vital component of each student's education. Witnessing/service experiences should be designed to elevate practice to a level with theory. Ideally, Christian witnessing/service opportunities will strengthen the student's personal relationship with Jesus, enhance positive interpersonal relationships with others, and train and empower students for lifelong service.

"True education means more than the pursual of a certain course of study. . . . It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come."—Ellen G. White, *Education*, p. 13.

### **B. Instructional Goals**

The witnessing/service program will assist students to:

1. Develop a personal commitment to Jesus and respond by reaching out in spontaneous love to all within their sphere of influence.
2. Understand and demonstrate appreciation and respect for the worth of humankind through service activities.
3. Identify the spiritual, physical, intellectual, and emotional needs of others and respond with loving care and courtesy.
4. Acquire an awareness of their own spiritual gifts and utilize them for witnessing and service.
5. Develop positive social skills and interpersonal relationships through cooperation with others in useful service activities.
6. Acquire the ability to present the beauty of the gospel of God's saving grace in clear, concise terms.
7. Develop a sensitivity to the leading of the Holy Spirit in watching for opportunities to lead others into a saving relationship with Jesus Christ.
8. Develop a lifestyle of witnessing and assume personal responsibility for helpful service in the home, at school, at church, and in the community.
9. Acquire knowledge about the resources available through the church, school, and community for supporting and assisting witnessing/service activities.
10. Develop a personal sense of mission and participation in the gospel commission as a member of the Seventh-day Adventist Church.





12. How is technology integrated into the learning process?
  
  
  
  
  
  
  
  
  
  
13. What funds are available (source and amount) to support the witnessing/service program?

**D. Evaluation**

1. List the improvements in this subject area implemented during the past three years.
  
  
  
  
  
  
  
  
  
  
2. Identify strengths of the instructional program in this subject area. Cite evidence, if available.
  
  
  
  
  
  
  
  
  
  
3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

**E. Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

# Surveys

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| Parent Survey .....                                 |     |

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**EVALUATIVE CRITERIA  
for EASEA Schools, Grades 9-12**

## **INSTRUCTIONS FOR ADMINISTERING STUDENT SURVEY**

The study committee assigned to complete the standards for student activities and student services should also oversee the administration of the Student Survey. Follow these instructions:

### **Administration of Student Survey**

The Student Survey is to be administered to students in grades 9-12. Students absent on the day of administration do not need to be surveyed upon their return. It is recommended that one person distribute, supervise, and collect the surveys. This will provide continuity in presenting the purpose and rationale for the survey to students.

In consultation with EASEA, the principal and/or study committee may add questions that would be useful in assessing the quality of locally developed programs and initiatives.

### **Tabulation of Responses to the Student Survey**

1. Tabulation of the responses to the survey will be reported on the form provided.
2. Reporting the responses to survey items 1-31 will be done using a calculated percentage of total responses on each item.
3. The written responses will be collated and transcribed verbatim on separate pages by category.
4. Include the Student Survey Tabulation in the Self-study Report.

**REMOVE THIS PAGE BEFORE PUBLISHING THE SELF-STUDY REPORT**

## STUDENT SURVEY

**Instructions:** Your opinion about the quality of the school program is important. Please complete this student survey. Do **NOT** sign your name. Rate your school by circling the number that corresponds with your level of agreement with the following statements about the school. (Number 1 indicates little or no agreement with the statement, and 5 indicates strong agreement.)

Current grade in school: \_\_\_\_\_ Number of years you have been attending this school: \_\_\_\_\_

**Agreement**  
**Low - - - - - High**

- |           |   |
|-----------|---|
| 1 2 3 4 5 | 1. Spiritual activities at our school are excellent.  |
| 1 2 3 4 5 | 2. I am actively involved in the spiritual activities of the school.  |
| 1 2 3 4 5 | 3. Spiritual values are emphasized in each of my courses.   |
| 1 2 3 4 5 | 4. My school has helped me to grow spiritually and develop a closer relationship with Jesus.  |
| 1 2 3 4 5 | 5. Our school is preparing us to deal with issues and problems we will face in the future.  |
| 1 2 3 4 5 | 6. I see a relationship between what I am studying and my life.   |
| 1 2 3 4 5 | 7. My school is helping me to explore career options.   |
| 1 2 3 4 5 | 8. In my classes a variety of teaching and learning activities is provided to help me learn.  |
| 1 2 3 4 5 | 9. Computer technology is incorporated into classroom instruction in many courses.  |
| 1 2 3 4 5 | 10. Homework assignments help me learn.   |
| 1 2 3 4 5 | 11. We have access to a variety of resources to help us learn, such as computers, Internet access, current library resources, etc.                |
| 1 2 3 4 5 | 12. I have been taught how to use these resources to help me with my schoolwork.  |
| 1 2 3 4 5 | 13. Our school's facilities, such as classrooms, laboratories, library, gymnasium, playground, etc., are adequate.                                |
| 1 2 3 4 5 | 14. Equipment and materials are well maintained and up-to-date.   |
| 1 2 3 4 5 | 15. In addition to written tests and quizzes, I am provided with a variety of ways to demonstrate my learning, such as projects, portfolios, etc. |

- 1 2 3 4 5      16.    The academic program is of high quality.
- 1 2 3 4 5      17.    My teachers care about me.
- 1 2 3 4 5      18.    My teachers are available to help me outside of class time.
- 1 2 3 4 5      19.    The principal is available to students.
- 1 2 3 4 5      20.    School spirit is high.
- 1 2 3 4 5      21.    I feel that I fit in and am accepted.
- 1 2 3 4 5      22.    I am learning to relate in an appropriate manner with those of my opposite gender.
- 1 2 3 4 5      23.    Sexual harassment is **NOT** a problem at our school.
- 1 2 3 4 5      24.    Substance abuse is **NOT** a problem at our school. (Tobacco, alcohol & drugs)
- 1 2 3 4 5      25.    Discipline policies at our school are fair.
- 1 2 3 4 5      26.    Our school provides a safe and orderly environment.
- 1 2 3 4 5      27.    Personal harassment/bullying/hazing are **NOT** problems at our school.
- 1 2 3 4 5      28.    Our school provides a variety of extracurricular activities that meet the needs and interests of students.
- 1 2 3 4 5      29.    The Vocational Training/work education program is helping students gain useful skills and experience.
- 1 2 3 4 5      30.    The student body organization is active.
- 1 2 3 4 5      31.    Our school encourages all students to participate in community and mission projects.
- 1 2 3 4 5      32.    Our school is training us to be of service to others.
- 1 2 3 4 5      33.    My family feels welcome at this school.
- 1 2 3 4 5      34.    Overall, I like my school.

|                        | <b>What are the strengths of this school?</b> | <b>How would you improve the school?</b> |
|------------------------|---|--|
| <b>Spiritual</b>       |   |  |
| <b>Academic</b>        |   |  |
| <b>Extracurricular</b> |   |  |

## STUDENT SURVEY TABULATION

**Instructions:** Indicate how many students in each grade took the survey on the day it was given. Count the number of students that indicated choices 1 through 5. In the appropriate column indicate the percentage of students (or the actual number responding) that marked each number 1 through 5. Remember that 1 indicates little or no agreement with the statement, and 5 indicates strong agreement.

**Number of students completing the survey by grade:**

|          |           |           |           |
|----------|-----------|-----------|-----------|
| <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> |
|----------|-----------|-----------|-----------|

| Survey Statements   | Low -----High |   |   |   |   |
|---|---------------|---|---|---|---|
|   | 1             | 2 | 3 | 4 | 5 |
| 1. Spiritual activities at our school are excellent.                            |               |   |   |   |   |
| 2. I am actively involved in the spiritual activities of the school.            |               |   |   |   |   |
| 3. Spiritual values are emphasized in each of my courses.                       |               |   |   |   |   |
| 4. My school has helped me to grow spiritually.                                 |               |   |   |   |   |
| 5. Our school is preparing us to deal with future issues and problems.          |               |   |   |   |   |
| 6. I see a relationship between what I am studying and my life.                 |               |   |   |   |   |
| 7. My school is helping me to explore career options.                           |               |   |   |   |   |
| 8. In my classes a variety of teaching/learning activities are used to help me. |               |   |   |   |   |
| 9. Computer technology is incorporated into classroom instruction.              |               |   |   |   |   |
| 10. Homework assignments help me learn.   |               |   |   |   |   |
| 11. We have access to a variety of resources to help us learn.                  |               |   |   |   |   |
| 12. I have been taught how to use these resources.                              |               |   |   |   |   |
| 13. Our school's facilities (classrooms, labs, gym, etc.) are adequate.         |               |   |   |   |   |
| 14. Equipment and materials are well maintained and up-to-date.                 |               |   |   |   |   |
| 15. I am provided a variety of ways to demonstrate my learning.                 |               |   |   |   |   |
| 16. The academic program is of high quality.                                    |               |   |   |   |   |
| 17. My teachers care about me.  |               |   |   |   |   |
| 18. My teachers are available to help me outside of class time.                 |               |   |   |   |   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 19. The principal is available to students.   |  |  |  |  |  |
| 20. School spirit is high.  |  |  |  |  |  |
| 21. I feel that I fit in and am accepted.   |  |  |  |  |  |
| 22. I am learning to relate in an appropriate manner with those of my opposite gender.                    |  |  |  |  |  |
| 23. Sexual harassment is <b>NOT</b> a problem at our school.  |  |  |  |  |  |
| 24. Substance abuse is <b>NOT</b> a problem at our school. (Tobacco, Alcohol and drugs)                   |  |  |  |  |  |
| 25. Discipline policies at our school are fair.   |  |  |  |  |  |
| 26. Our school provides a safe and orderly environment.   |  |  |  |  |  |
| 27. Personal harassment/bullying/hazing are <b>NOT</b> problems at our school.                            |  |  |  |  |  |
| 28. Our school provides a variety of extracurricular activities.  |  |  |  |  |  |
| 29. The Vocational Training/work education program is helping students gain useful skills and experience. |  |  |  |  |  |
| 30. The student body organization is active.  |  |  |  |  |  |
| 31. Our school encourages all students to participate in outreach Projects.                               |  |  |  |  |  |
| 32. Our school is training us to be of service to others.   |  |  |  |  |  |
| 33. My family feels welcome at this school.   |  |  |  |  |  |
| 34. Overall, I like my school.  |  |  |  |  |  |

**Summary of Student Comments:**

## **INSTRUCTIONS FOR ADMINISTERING PARENT SURVEY**

The study committee assigned to complete the standards for Student Activities and Student Services should also oversee the administration of the Parent Survey. Follow these instructions:

### **Administration of Parent Survey**

The Parent Survey is to be sent to all parents of all students. An accompanying letter from the principal should indicate the purpose of the survey as an integral part of the school evaluation process and solicit full participation. The letter should also instruct the parents to return the completed survey sealed in an enclosed envelope to the EASEA Office.

The sealed surveys are to be given to the Visiting Committee chair, who will oversee their review. A report of Parent Survey responses will be provided to the school by the Visiting Committee.

**REMOVE THIS PAGE BEFORE PUBLISHING THE SELF-STUDY REPORT**

## PARENT SURVEY

Instructions: Your opinion about the quality of the school program is important. Please complete this parent survey. Do **NOT** sign your name. Return it to the school sealed in the envelope provided. For questions 1–12, rate your school by circling the number that corresponds with your level of agreement with the statements about the school. (Number 1 indicates no agreement with the statement, and 5 indicates strong agreement.) You may add a brief comment about any statement. Upon completion of the ranked response items, answer the open-ended questions 13–16.

How long have you had a student(s) in this school? \_\_\_\_\_ Currently in grade(s): \_\_\_\_\_

**Agreement**  
**Low - - - - - High**

- |           |   |
|-----------|---|
| 1 2 3 4 5 | 1. I am informed of the school's programs and policies.   |
| 1 2 3 4 5 | 2. Reports concerning my student's progress are adequate.   |
| 1 2 3 4 5 | 3. I feel welcome at the school.  |
| 1 2 3 4 5 | 4. Students have access to a variety of resources to help them succeed in learning.   |
| 1 2 3 4 5 | 5. The school is helping my student grow in a relationship with Jesus.  |
| 1 2 3 4 5 | 6. My student receives adequate help from school personnel.   |
| 1 2 3 4 5 | 7. The school accommodates students with special needs.   |
| 1 2 3 4 5 | 8. The students and teachers have a good working relationship.  |
| 1 2 3 4 5 | 9. The school provides students and teachers with a safe and orderly environment for learning.                                  |
| 1 2 3 4 5 | 10. The school is preparing students to continue their education at more advanced levels.                                       |
| 1 2 3 4 5 | 11. Teachers hold high expectations for student learning.   |
| 1 2 3 4 5 | 12. The educational program offered at this school is of high quality.  |
| 1 2 3 4 5 | 13. The Vocational Training/Work Education program is helping my student gain useful skills and develop a Christian work ethic. |



# **Schoolwide-Improvement Action Plans**

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Instructions for Developing Schoolwide-Improvement Action Plans

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**EVALUATIVE CRITERIA  
for EASEA Schools, Grades 9-12**

## **INSTRUCTIONS FOR DEVELOPING SCHOOLWIDE-IMPROVEMENT ACTION PLANS**

Schoolwide-improvement action plans are a vital outcome of the evaluation process. The development of action plans provides the school an opportunity to transform its vision of excellence into strategic-improvement action steps for introducing change and creating a higher level of accountability. Action plans will be created in significant schoolwide areas that need improvement.

A schoolwide-improvement action plan is a detailed description of a strategic initiative. It includes a clear objective, action steps for implementing the plan, a time line, an estimate of necessary resources (financial, human, educational, etc.), and the person(s) responsible for completing each step. Action plan forms are included in the Evaluation Instrument.

All schoolwide-improvement action plans will be drafted by the Coordinating Committee and approved by the school board. Action plans will be based on identified needs of the school program that have been included in the completed Self-study Report sections. This information includes the student and parent surveys. The identified needs will also be reported in the recommendations made by study committees and/or school personnel.

### Procedures for Developing Schoolwide-Improvement Action Plans

- A. The Coordinating Committee will do the following:
  - 1. Develop all schoolwide-improvement action plans with a clearly stated and measurable objective. Suggestions for improvement from the subject areas will be included under the Standard for Curriculum and Instruction.
  - 2. Identify and develop a reasonable number of achievable, specific action plans produced by the self-study process.
  - 3. Use the action plan forms included in the Evaluation Instrument (one form for each plan) and complete each draft plan, fully identifying the action steps to be taken, the responsible person(s), a time line for implementing, and estimated resources required.
  - 4. Ensure that the principal/head teacher and faculty review all draft action plans before sending them to the school board for review and approval.
  - 5. Submit final drafts of all action plans to the school board for approval.
  - 6. Include all schoolwide-improvement action plans as the final section of the Self-study Report.
- B. The school board will approve all schoolwide-improvement action plans prior to their inclusion in the Self-study Report.

**REMOVE THIS PAGE BEFORE PUBLISHING THE SELF-STUDY REPORT**

**Schoolwide-Improvement Action Plan # \_\_\_\_\_**

**Standard #/Subject Area: \_\_\_\_\_**

**Objective:**

| <b>Action Step<br/># _____</b> | <b>Person(s)<br/>Responsible</b> | <b>Action Steps</b> | <b>Date/ Time Line</b> | <b>Estimated<br/>Resources</b> |
|--------------------------------|----------------------------------|---------------------|------------------------|--------------------------------|
|                                |                                  |                     |                        |                                |