

**Evaluative Criteria
for
EASEA Schools**

Grades K-8

**Evaluation Instrument
With
Introduction & Instructions**



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

2005

PREFACE

The Evaluative Criteria for EASEA Schools is the basis for the evaluation and accreditation of all schools in North America.

The Evaluative Criteria are published in the following versions:

- a. Evaluative Criteria for EASEA Schools, Grades 9-12
- b. Evaluative Criteria for EASEA Schools, Grades K-8
- c. Evaluative Criteria for EASEA Schools, Grades K-12

The Evaluative Criteria for EASEA Schools has two components:

1. Self-study instrument

This instrument is the basis for the self-study. The instrument contains instructions and details the responsibilities for those persons and committees involved in the evaluation process and for the completion of the self-study. The completed self-study becomes the Self-study Report.

2. Visiting Committee Handbook

The Visiting Committee Handbook contains information on the role and function, membership, and responsibilities of a visiting committee, the Visiting Committee Report, and the term of accreditation.

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**EVALUATIVE CRITERIA
for EASEA Schools, Grades K-8**

INTRODUCTION

The E. A. Sutherland Education Association is an accrediting agency for K-12 educational institutions and programs operated by supporting ministries (lay operated ministries) of the Seventh-day Adventist Church. It fosters close cooperation among the educational institutions of supporting ministries and effective working relationships with other educational organizations or institutions, accrediting agencies, and government departments of education.

EASEA provides a process by which the educational community holds an institution accountable for its own objectives. It assures a schools constituency that an accredited EASEA school offers programs of quality and balance, provides professional personnel who meet both EASEA and State standards and is the basis for reciprocity among EASEA schools.

The EASEA Commission on Accreditation serves as the agent of EASEA for accreditation of supporting schools of the Seventh-day Adventist Church.

The duties and functions of the EASEA Commission on Accreditation are to:

1. Establish guidelines for quality education.
2. Adopt criteria, guidelines, and procedures for evaluation visits.
3. Determine the data to be collected for the periodic review of schools.
4. Periodically review the status of each member school.
5. Review the Visiting Committee Report and determine a term of accreditation for each school.
6. Review appeals from schools regarding the recommendations of the Visiting Committee.
7. Transact business and perform routine activities between regular sessions of the Commission through the EASEA Office.
8. Consider all matters referred to the Commission by the EASEA Office, EASEA Education Council and the EASEA Board of Directors.

RATIONALE

The rationale underlying the accreditation process is the belief that it encourages clarification of the mission and goals of EASEA member schools. A regular evaluation process contributes substantially to the improvement of the total school program and provides opportunity for involvement of the schools stakeholders.

The accreditation process has three stages: (1) the self-study, (2) the visit by a visiting team, and (3) the follow-up activities. The school's philosophy, school-wide goals for student learning, and the criteria for accreditation from the EASEA Commission on Accreditation serve as the underlying basis for these stages.

Fundamental to accreditation is the quality of the educational program experienced by students. Thus, the accreditation process is designed to accomplish the following:

1. Assist each school in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for student learning are accomplished, and the extent to which these purposes and function address the general guidelines in the criteria for accreditation.
2. Provide a process for involving the administration, faculty, staff, school board, constituency, and students in an effective and meaningful evaluation of the program.
3. Provide an independent review of the self-study evaluation.
4. Provide the basis for action plans to address areas needing improvement.
5. Provide the basis for determining a term of accreditation.

CRITERIA FOR ACCREDITATION

A school is to be evaluated based on the degree to which it is accomplishing the purpose and functions outlined in its own statement of philosophy and goals. In addition, to qualify for accreditation, a school must provide evidence of adequately addressing the standards and indicators of implementation for EASEA schools. Standards have been established for the major areas listed below which are found in an EASEA school program. The following standards have been established to describe an effective program that leads to continuous school improvement and results in improved student learning.

1. **Philosophical Foundation** – A statement of philosophy should be adopted by the governing board of each member school. Curriculum goals and objectives, consistent with the philosophy, should be developed and reviewed systematically by the constituency, administration, faculty, staff, students and governing body, and regularly communicated to the school constituency. The school shall have ongoing evaluations of progress towards these goals and objectives. The school must also possess a mission statement that embodies its philosophy.
2. **Community and Constituency** – A well-defined program should be maintained to facilitate two-way communication and cooperative interaction with the local church constituency and community. This communication should be enhanced by an active recruitment and marketing program.
3. **Administration** – A clearly defined organizational structure should facilitate and effectively guide the work of the school and provide for accountability in achieving the purpose and mission of the school. It should also include school improvement; fiscal responsibility; support for student academic, spiritual, physical and social development; and a safe environment for students. The description of the structure should also define the roles and functions of the school board, administration, faculty, staff parents, and constituency, as well as provide and encourage effective working relationships and communication among all concerned.
4. **Staff Development** – A well-qualified faculty and staff who work cooperatively as individuals and as a team to create an environment in which effective teaching/learning occurs should be in place. They should support biblical values as understood and taught by the Seventh-day Adventist Church and hold proper credentials. The administration, in collaboration with the faculty and staff, should plan and implement an ongoing program of professional growth that focuses on student learning.
5. **Curriculum and Instruction** – An instructional program should be implemented that is consistent with the EASEA Standards and sound educational practices.

CRITERIA FOR ACCREDITATION *(continued)*

The curriculum should provide all students with suitable courses of instruction consistent with the school's philosophy, goals, and learning expectations, as well as the student's needs, abilities, and interests. The delivery of curriculum should reflect the best professional practices by teachers and be the object of ongoing evaluation involving the constituency, school board, administration, faculty, staff, and students. The teaching load and responsibilities should be in harmony with EASEA policy.

6. **Media Center** – A resource center should be provided with adequate and appropriate material to facilitate learning.
7. **Student Services** – A program should be developed utilizing organizations and services that support the social, spiritual, and academic needs of students.
8. **Student Activities** – Appropriate co-curricular activities and programs should supplement the formal instruction of the school. These programs should be responsive to student needs and interests, utilizing skills of students, faculty, staff, and community resources. The activities and programs should provide opportunity for the development of student leadership skills and for students to participate in a variety of Christian service activities.
9. **Character Development** – Appropriate activities and programs aimed intentionally at developing character should be a part of the curriculum of the school.
10. **School Facilities** – A safe and adequate school plant with sufficient equipment to implement the school program should be provided.
11. **Information Technology** – Appropriate information technology should be available and utilized by faculty, staff, and students to facilitate the learning process and enhance the active involvement of students.

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**

The E. A. Sutherland Education Association 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.

THE ACCREDITATION PROCESS *(continued)*

- 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 eleven 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. Student Services
8. Student Activities
9. Character Development
10. School Facilities
11. 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 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 page viii.

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.

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:		
✓	Tasks:	Months
	1. Study and discuss the Evaluative Criteria for EASEA Schools, Grades K-8, to understand the purpose of the evaluation process and directions for completing the self-study document.	5-8
	2. Develop a time line for completing each section and the Self-study Report.	5-8
	3. Appoint study committees of 3-5 members to complete one or more sections of the following areas in the Standards section: a. Philosophical Foundation b. Community and Constituency c. Administration d. Staff Development e. Curriculum and Instruction f. Media Center g. Student Services h. Student Activities i. Character Development j. School Facilities k. Information Technology	5-8
	4. Distribute the following materials to each study committee: a. General Instructions for Completing the Self-study Report (page ix) and the specific instructions for completing the selected sections from the self-study instrument. b. Copies of the appropriate section from the self-study instrument.	5-8
	5. After orientation of all personnel, distribute subject-area material, including Teacher Instructional profile, to the appropriate instructional staff.	5-8
	6. Assist the principal in completing the School Profile and Progress Report sections.	4-6
	7. Coordinate the distribution, collection, and tabulation of student surveys as directed by the Visiting Committee chair. Directions for the collection and tabulation of the parent surveys will be given by the Visiting Committee chair.	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.	2-4
	9. Develop action plans based on significant schoolwide areas of needed improvement. Review action plans with faculty and staff, and revise as needed.	2-4
	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. EASEA code book.
15. Acceptable Use Policy for Internet.
16. School marketing/recruitment plan.
17. Sample copies of school publications (newspaper, yearbook, etc.).
18. List of current denominational and secular periodicals and subscriptions.
19. Disaster/emergency response plans/procedures.
20. Blood-borne pathogen procedures.
21. Hazardous material management plan (asbestos, etc.).
22. Sexual harassment policy.

School Profile, Progress Report, And Philosophy

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**EVALUATIVE CRITERIA
for EASEA Schools, Grades K-8**

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 F

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 C.

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 K-8
Self-study Report**



For

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

2005

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EVALUATION STUDY COMMITTEES

COORDINATING COMMITTEE	
Chair:	
Philosophical Foundations (1) and Community & Constituency (2)	Administration (3) and Staff Development (4)
Chair:	Chair:
Curriculum & Instruction (5) and Media Center (6)	Student Services (7) and Student Activities (8)
Chair:	Chair:
Character Development (9) And Parent/Student Surveys	School Facilities (10) and Information Technology (11)
Chair:	Chair:

(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:

Financial Information	2 Years Ago	1 Year Ago
Budgeted operating expense		
Actual operating expense		
Income from tuition and fees		
Income from other sources		
Total student accounts receivable		
Accounts payable		
Instructional materials/supplies expenditures		
Total technology/computer expenditures		
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.
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 |

Summary:	_____ 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.)

- Classification system:
- Library of Congress
 - Dewey Decimal
 - Color coded
 - Other (specify) _____

Materials selection policy: Yes No Date approved by board: _____

Internet Connection: Yes No List service(s): _____

5. Staff Data:

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

Assignment	Men	Women	Total
Administration			
Classroom Teachers			
Instructional Aides			
Library/Media Center			
Office Personnel			
Custodial/Grounds/Maintenance			
TOTAL			

b. Current staff reported in full-time equivalents: _____

c. Ratio of students to FTE instructional staff: _____

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
K									
1									
2									
3									
4									
5									
6									
7									
8									
TOTAL									

2. Student Enrollment Data Summary:

- a. Percentage of total students from non-Adventist homes _____
- b. Percentage of students baptized in 5th grade and above _____
- 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 Academy	Number of Students Now Attending Private Schools	Number of Students Now Attending Public Schools	Number of Students Who Are Home Schooled/Other

4. Is there a day-care or prekindergarten program on the premises? Yes No

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

Test Areas	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
School Year: _____ - _____						
Reading						
Language						
Mathematics						
Social Studies						
Science						
Sources of Information						
Composite Score						
School Year: _____ - _____						
Reading						
Language						
Mathematics						
Social Studies						
Science						
Sources of Information						
Composite Score						
School Year: _____ - _____						
Reading						
Language						
Mathematics						
Social Studies						
Science						
Sources of Information						
Composite Score						

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
		On schedule with original action plan timeline: <input type="radio"/> Yes <input type="radio"/> No			<input type="checkbox"/> New Plan Date Goal Set _____ <input type="checkbox"/> Plan Not Begun <input type="checkbox"/> In Progress Expected date of completion _____ <input type="checkbox"/> Completed
		On schedule with original action plan timeline: <input type="radio"/> Yes <input type="radio"/> No			<input type="checkbox"/> New Plan Date Goal Set _____ <input type="checkbox"/> Plan Not Begun <input type="checkbox"/> In Progress Expected date of completion _____ <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*.)

Each student will:

- | | |
|--------------------------------|--|
| 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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**EVALUATIVE CRITERIA
for EASEA Schools, Grades K-8**

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 19
Community and Constituency	page 21
Administration	page 23
Staff Development	page 26
Curriculum and Instruction	page 28
Media Center.....	page 30
Student Services.....	page 32
Student Activities.....	page 34
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School Facilities.....	page 38
Information Technology	page 40

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.

REMOVE THIS PAGE BEFORE PUBLISHING THE SELF-STUDY REPORT

STANDARDS FOR EASEA SCHOOLS, Grades K-8

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.
--	--

Indicators of Implementation:	1	2	3	4
A. School’s mission statement, philosophy, and purpose are expressed in a written statement and made available to faculty, staff, students, parents, and constituents.....	○	○	○	○
B. School’s mission statement, philosophy, and purpose are reviewed regularly to meet the changing needs of students and constituency	○	○	○	○
Overall rating for this standard	○	○	○	○

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)*

- J. The principal, in cooperation with the staff, creates a safe, nurturing school environment that supports student learning
- K. The principal promotes an environment that fosters an appreciation for diversity and multiculturalism
- L. Administrators cooperate with the EASEA office to implement a plan of classroom supervision and evaluation of instructional personnel that fosters professional growth
- M. The principal encourages and supports the use of innovative instructional strategies that enhance student learning school environment that supports student learning
- N. The principal promotes a variety of partnerships among the school, home, church, business, and community
- O. The principal cooperates with fellow institutional administrators in employing qualified personnel
- P. The principal maintains a record-keeping system to ensure the security of all school, student, and school board information
- Q. 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
- R. The principal ensures that student supervision is provided during school hours and at school functions
- S. 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:

Standard for Media Center *(continued)*

Verification Narrative for Media Center:

7. 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.

Indicators of Implementation:	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"/>
Overall rating for this standard.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Standard for Student Services *(continued)*

Verification Narrative for Student Services:

8. 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.

Indicators of Implementation:	1	2	3	4
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"/>
Overall rating for this standard.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Standard for Student Activities *(continued)*

Verification Narrative for Student Activities:

Standard for Character Development (*continued*)

Verification Narrative for Character Development:

10. 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.

Indicators of Implementation:	1	2	3	4
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"/>
Overall rating for this standard.....	<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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**EVALUATIVE CRITERIA
for EASEA Schools, Grades K-8**

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.

REMOVE THIS PAGE BEFORE PUBLISHING THE SELF-STUDY REPORT

Teacher Instructional Profile:

Name _____

Teaching Assignment _____

1. What methods are used to determine how well the instructional goals are achieved?
2. How are spiritual values infused into the curriculum? Give examples in several subjects.
3. What teaching methods are used to meet the students' varying learning styles, needs, abilities, and interests?
4. What community resources are used to enhance the instructional program? Give examples from different subject areas.
5. To what extent are the various subject areas integrated in the instructional program? Give examples.

LANGUAGE ARTS/READING

A. Introductory Statement

The ability to listen, speak, read, and write with ease and accuracy is essential for learning and living. The study of language arts/reading is basic to the educational program. It provides students the opportunity to develop thinking processes and communication skills. EASEA education recognizes these basic skills as essential for productive citizenship and for comprehending the good news of salvation and sharing it with others.

As reading competency is developed, the individual's recognition of reading as a valuable source of knowledge, pleasure, and spiritual growth should also increase. What one reads should provide a better understanding of one's relationship and responsibility to God and to humanity.

B. Instructional Goals

The language arts/reading program will assist the students to:

1. Develop optimum reading skills to facilitate reading for learning and pleasure.
2. Become discerning/discriminating readers, identifying quality literature in harmony with Christian principles.
3. Develop perception and sensitivity through literature that portrays the beauty of language.
4. Enhance their understanding of God, others, and self through experiences with literature.
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 and appropriately when addressing various audiences under varying circumstances.
9. Acquire the essential language and study skills essential to functioning as a productive citizen in the church and in society.
10. Develop analytical thinking and evaluation skills for selecting media 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. Describe the processes used to assess student ability for placement, instruction, and mastery.
3. What provisions are made to accommodate the levels of student learning and comprehension within and across grade levels?
4. How is instruction of spelling and handwriting integrated into the language arts program?
5. Give examples of how the instruction of reading and writing includes a variety of genre.
6. What opportunities are given to students for the practice of listening and speaking skills in a variety of settings.

7. Describe what strategies are employed for teaching reading across the curriculum.

8. What criteria are applied that indicate a sensitivity to diversity and Adventist values in the selection of supplementary materials?

9. What motivational techniques are employed to encourage students to become lifelong readers for pleasure?

The following materials and equipment are available and used in the language arts/reading program:		
	Yes	No
1. Handwriting charts/wall strips	<input type="radio"/>	<input type="radio"/>
2. Grade-level appropriate dictionaries	<input type="radio"/>	<input type="radio"/>
3. Thesaurus	<input type="radio"/>	<input type="radio"/>
4. Poetry books	<input type="radio"/>	<input type="radio"/>
5. Library/trade books	<input type="radio"/>	<input type="radio"/>
6. Recorded books/stories/poems	<input type="radio"/>	<input type="radio"/>
7. Computer software	<input type="radio"/>	<input type="radio"/>
8. Magazines/newspapers	<input type="radio"/>	<input type="radio"/>
9. Online resources	<input type="radio"/>	<input type="radio"/>
10. Other: _____	<input type="radio"/>	<input type="radio"/>

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.
3. Describe how the improvements and strengths noted in items 1 and 2 have 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.

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.

C. Instructional Assessment

1. List each textbook and workbook (title, author, publisher, copyright & date) used in each class within this subject area.

2. Describe the processes used to assess student ability for placement, instruction, and mastery.

3. What provision is made for reinforcement and evaluation?

4. Explain the instruction process used in the introduction of new concepts.

5. Describe the techniques employed to move students from concrete to abstract concepts.

6. What opportunities are given for students to appreciate the Creator as a God of order?

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 AND WITNESSING/SERVICE

A. **Introductory Statement**

“The science of redemption . . . is the highest study in which it is possible for man to engage.” — *Education*, p. 126. The source book 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 it 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, accept 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 pursuit 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.” — *Education*, p. 13.

B. **Instructional Goals**

The religion program will assist the 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 and experience that the purpose of Bible study is to become more like God—more open to the influence of His spirit.
4. Recognize that God has created a universe and humankind on earth with the privileges and responsibilities of free will and personal choice.
5. Develop an understanding of the great rebellion of Satan, its effects on the universe, and God’s love in providing a plan of redemption.
6. Become a committed, loyal, loving Seventh-day Adventist Christian through Bible study, prayer, and group interaction.
7. Understand and accept the role of the prophetic gift as evidenced in Scripture and in the writings of Ellen G. White.
8. Develop a personal sense of mission and understanding that sharing one’s faith is a natural outgrowth of acquiring knowledge about, and developing a relationship with, God.
9. Identify the spiritual, physical, intellectual, and emotional needs of others and respond with loving care and courtesy.
10. Develop a lifestyle of witnessing and assume personal responsibility for helpful service in the home, school, church, and community.

7. List activities provided to encourage student interest and participation through witnessing and service opportunities.

8. How are students prepared for witnessing and service experiences?

The following materials and equipment are available and used:

	Yes	No
1. Bibles—various versions and appropriate for grade	<input type="radio"/>	<input type="radio"/>
2. Maps of Bible lands	<input type="radio"/>	<input type="radio"/>
3. Bible charts, posters, and pictures	<input type="radio"/>	<input type="radio"/>
4. Bible storybooks (<i>Bible Pageant</i> , <i>The Bible Story</i>)	<input type="radio"/>	<input type="radio"/>
5. Bible dictionaries and handbooks	<input type="radio"/>	<input type="radio"/>
6. Index to the writings of E.G. White	<input type="radio"/>	<input type="radio"/>
7. SDA Bible Commentary series	<input type="radio"/>	<input type="radio"/>
8. Cassettes, CDs, DVDs, and videos	<input type="radio"/>	<input type="radio"/>
9. Computer software	<input type="radio"/>	<input type="radio"/>
10. Other: _____	<input type="radio"/>	<input type="radio"/>

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 opportunities are provided for students to acknowledge God as the Creator?
3. What opportunities are provided for students to engage in scientific inquiry and exploration?
4. Describe the types of hands-on activities used to enhance learning.
5. Give examples of how technology enhances and supports the instruction.

The following materials and equipment are available and used:

	Yes	No
1. Age-appropriate charts and posters	<input type="radio"/>	<input type="radio"/>
2. Appropriate models	<input type="radio"/>	<input type="radio"/>
3. Microscopes	<input type="radio"/>	<input type="radio"/>
4. Slides, transparencies, videos, DVD's	<input type="radio"/>	<input type="radio"/>
5. Computer software	<input type="radio"/>	<input type="radio"/>
6. Laboratory supplies and equipment	<input type="radio"/>	<input type="radio"/>
7. Other: _____	<input type="radio"/>	<input type="radio"/>

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 judgement, 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.

The following materials and equipment are available and used in the social studies program:

	Yes	No
1. Current world globe and/or atlas	<input type="radio"/>	<input type="radio"/>
2. Current maps appropriate for grade level/subject	<input type="radio"/>	<input type="radio"/>
3. Videos, CDs, DVDs, and cassettes	<input type="radio"/>	<input type="radio"/>
4. Radio, television, and VCRs	<input type="radio"/>	<input type="radio"/>
5. Magazines/newspapers for current events	<input type="radio"/>	<input type="radio"/>
6. Computer software	<input type="radio"/>	<input type="radio"/>
7. Internet access	<input type="radio"/>	<input type="radio"/>
8. Other: _____	<input type="radio"/>	<input type="radio"/>

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.

COMPUTER EDUCATION

A. **Introductory Statement**

Training in computer technologies 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 computer curriculum and instructional program will assist the 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 judgement, 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.

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.

FINE ARTS

A. Introductory Statement

To study the arts is to experience the universal language of emotions and ideas that transcends time, culture, and geography. In the act of appreciating, creating, and evaluating a variety of fine arts, students develop a sense of that which is aesthetically pleasing and spiritually inspiring and a gift of the Creator God.

B. Instructional Goals

The fine arts 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. Value the arts as a means of self-expressive communication with God and humanity.
3. Develop the ability to make aesthetic judgements by critiquing works of art and music.
4. Develop confidence and proficiency in their artistic skills and abilities.
5. Experience the use of technology in creative expression.
6. Acquire a knowledge of career opportunities in the fine arts.
7. Develop spirituality by supporting their understanding and relationship with a God of beauty and inspiration.
8. Participate with increasing skill in fine arts experiences consistent with Christian principles.
9. Cultivate an awareness and appreciation of the arts in various cultures and historical periods.
10. Develop an appreciation for the influence of the arts on society and in their personal lives.
11. Learn to use discriminate criteria in selecting music for personal enrichment.

7. How are the fine arts used to enhance the worship experience of students?

The following materials and equipment are available:

	Yes	No
1. Brushes	<input type="radio"/>	<input type="radio"/>
2. Mediums: chalk, clay, paint, etc.	<input type="radio"/>	<input type="radio"/>
3. Variety of papers	<input type="radio"/>	<input type="radio"/>
4. Books and pictures of art and artists	<input type="radio"/>	<input type="radio"/>
5. Computer software	<input type="radio"/>	<input type="radio"/>
6. Charts of music instruments, notes, and symbols	<input type="radio"/>	<input type="radio"/>
7. Piano and/or electronic keyboard	<input type="radio"/>	<input type="radio"/>
8. Audio playback equipment	<input type="radio"/>	<input type="radio"/>
9. Cassette tapes, CDs, and DVDs	<input type="radio"/>	<input type="radio"/>
10. Composers' biographies and posters/pictures	<input type="radio"/>	<input type="radio"/>
11. Rhythm instruments	<input type="radio"/>	<input type="radio"/>
12. Other: _____	<input type="radio"/>	<input type="radio"/>

D. Evaluation

1. List the improvements in these subject areas implemented during the past three years.

2. Identify strengths in this 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 area.

PHYSICAL EDUCATION

A. **Introductory Statement**

Because physical fitness and health are vital to the development of the body, mind, and spirit, the physical education program is very important in an EASEA school. As an integral part of the education of all students, physical education should be enjoyable and success oriented. The program should assist students to develop knowledge, attitudes, and skills that will result in practices necessary to maintain lifelong physical, social, emotional, and mental health.

B. **Instructional Goals**

The physical education program will assist the students to:

1. Enhance their understanding of God as the Creator and Sustainer of life and health.
2. Develop a realization that responsible Christian stewardship includes maintaining physical health.
3. Experience physical development and activities that contribute toward lifelong participation in physical activities.
4. Pursue the highest levels of fitness/wellness for success in work and play, creating a strong sense of well-being.
5. Develop positive self-worth and personal potential through active physical exercise.
6. Understand the importance and balance of independence and teamwork in physical activities, identifying the importance of cooperation.
7. Demonstrate increasing physical agility, balance, coordination, efficiency, and flexibility.
8. Develop improved muscle tone, strength, and endurance.
9. Acquire qualities necessary for good sportsmanship and teamwork, such as self-control and respect for others.
10. Demonstrate a knowledge of rules and strategies commonly practiced in a wide variety of individual and group activities/sports.

C. Instructional Assessment

1. List each textbook and workbook (title, author, publisher, copyright & date) used in each class within this subject area.

2. Describe strategies that convey to students the value of physical activity and that promote teamwork, cooperation, and the development of lifelong healthful practices.

3. How does the physical education program differ from recess?

Give a brief listing of the equipment and materials available for various games, fitness exercises, and/or motor-development activities:

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.

KINDERGARTEN

A. **Introductory Statement**

The early years are critical in the life of the child and form the basis for character development and success in later formal education. Emphasis should be placed on surrounding the young child with a rich experiential environment.

EASEA kindergartens offer a transitional experience that extends the home and early childhood programs into the elementary school. As such, it provides a flexible program that considers the developmental stages of children as well as individual differences.

B. **Instructional Goals**

The primary goal of the EASEA school kindergarten program is to acquaint young children with God through a combined study of nature and the Scriptures. In this environment they are stimulated to observe, explore, think, discover, experiment, speak, manipulate, model, and create. The prescribed kindergarten program will be reflected in the following goals:

1. Spiritual—The students will:
 - a. Accept the Bible as God’s Word to them.
 - b. Worship God with joy and reverence.
 - c. Know Jesus as a personal Friend.
 - d. Recognize their value as children of God.
 - e. Develop Christlike characters.
 - f. Have a knowledge and understanding of Adventist beliefs and lifestyle.

2. Social/Emotional—The students will:
 - a. Accept moments of success, disappointment, and failure.
 - b. Have realistic expectations of themselves.
 - c. Participate in a variety of activities.
 - d. Perform various classroom responsibilities.
 - e. Respond to their teachers and peers in an appropriate manner.
 - f. Develop self-control, respect for others, willingness to share, and a sense of fair play.
 - g. Demonstrate a willingness to try new experiences.
 - h. Develop self-reliance.
 - i. Use communication skills for effective interaction.
 - j. Show respect for property.
 - k. Appreciate the value of friendship.

3. Cognitive—The students will:
 - a. Attend to and complete tasks.
 - b. Develop problem-solving skills.
 - c. Exhibit appropriate communication skills.
 - d. Show an active interest in their environment and an eagerness to learn.
 - e. Apply reasoning from cause to effect in their behavior.

The following materials are available and used in the kindergarten program:

	Yes	No
NAD curriculum materials	<input type="radio"/>	<input type="radio"/>
Child evangelism materials	<input type="radio"/>	<input type="radio"/>
Songbooks	<input type="radio"/>	<input type="radio"/>
Teacher resource books	<input type="radio"/>	<input type="radio"/>
Parenting books	<input type="radio"/>	<input type="radio"/>
Books, nature magazines	<input type="radio"/>	<input type="radio"/>
Pictures, games, puzzles, sewing cards	<input type="radio"/>	<input type="radio"/>
Flannel board and flannel aids	<input type="radio"/>	<input type="radio"/>
Magnetic alphabet board and letters	<input type="radio"/>	<input type="radio"/>
Building blocks and woodworking equipment	<input type="radio"/>	<input type="radio"/>
Tinkertoys® and LEGO® construction toys	<input type="radio"/>	<input type="radio"/>
Materials for drawing, coloring, painting	<input type="radio"/>	<input type="radio"/>
Materials for clay sculpture	<input type="radio"/>	<input type="radio"/>
Materials for cutting and pasting	<input type="radio"/>	<input type="radio"/>
Rhythm instruments	<input type="radio"/>	<input type="radio"/>
CD/DVD player and appropriate CDs/DVDs	<input type="radio"/>	<input type="radio"/>
Playhouse	<input type="radio"/>	<input type="radio"/>
Child-size play furniture	<input type="radio"/>	<input type="radio"/>
Wheel toys	<input type="radio"/>	<input type="radio"/>
Terrarium and aquarium	<input type="radio"/>	<input type="radio"/>
Specimens (rocks, shells, feathers)	<input type="radio"/>	<input type="radio"/>
Cooking utensils	<input type="radio"/>	<input type="radio"/>
Measuring equipment	<input type="radio"/>	<input type="radio"/>
Magnifying glasses	<input type="radio"/>	<input type="radio"/>
Magnets, compasses	<input type="radio"/>	<input type="radio"/>
Balls, bean bags, ropes	<input type="radio"/>	<input type="radio"/>
Balance beam	<input type="radio"/>	<input type="radio"/>
Sandbox	<input type="radio"/>	<input type="radio"/>
Climbing equipment	<input type="radio"/>	<input type="radio"/>
Water play area	<input type="radio"/>	<input type="radio"/>
Maps, globes	<input type="radio"/>	<input type="radio"/>
Other: _____	<input type="radio"/>	<input type="radio"/>

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.

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 people 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 the students to:

1. Develop the communication skills of listening, speaking, reading, and writing a second 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 broad understanding of and appreciation for literature and the 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 through preparation for effective witness/service in an international church.
7. Engender additional employment opportunities, local and international, through the development of modern language skills.

C. **Instructional Assessment**

1. List each textbook and workbook (title, author, publisher, copyright & date) used in each class within this subject area.

2. Describe opportunities provided for students to experience, practice, and use the language.

3. How does the modern language program foster an appreciation for cultural and ethnic diversity?

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.

Surveys

Instructions for Administering Student Survey	
Student Survey	
Student Survey Tabulation.....	84
Instructions for Administering Parent Survey	
Parent Survey	

**EVALUATIVE CRITERIA
for EASEA Schools, Grades K-8**

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. Sexual harassment is **NOT** a problem at our school.
- 1 2 3 4 5 23. Substance abuse is **NOT** a problem at our school. (Tobacco, alcohol & drugs)
- 1 2 3 4 5 24. Discipline policies at our school are fair.
- 1 2 3 4 5 25. Our school provides a safe and orderly environment.
- 1 2 3 4 5 26. Personal harassment/bullying/hazing are **NOT** problems at our school.
- 1 2 3 4 5 27. Our school provides a variety of extracurricular activities that meet the needs and interests of students.
- 1 2 3 4 5 28. Our school encourages all students to participate in community and mission projects.
- 1 2 3 4 5 29. My family feels welcome at this school.
- 1 2 3 4 5 30. Overall, I like my school.

	What are the strengths of this school?	How would you improve the school?
Spiritual		
Academic		
Extracurricular		

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:

5	6	7	8	Total:
---	---	---	---	---------------

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. Sexual harassment is NOT a problem at our school.					
23. Substance abuse is NOT a problem at our school. (Tobacco, Alcohol and drugs)					
24. Discipline policies at our school are fair.					
25. Our school provides a safe and orderly environment.					
26. Personal harassment/bullying/hazing are NOT problems at our school.					
27. Our school provides a variety of extracurricular activities.that meet the needs and interests of students.					
28. Our school encourages all students to participate in outreach Projects.					
29. My family feels welcome at this school.					
30. Overall, I like my school.					

SUMMARY OF STUDENT COMMENTS:

(Please attach a compilation of narrative 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. |

Schoolwide-Improvement Action Plans

Instructions for Developing Schoolwide-Improvement Action Plans

**EVALUATIVE CRITERIA
for EASEA Schools, Grades K-8**

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.

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Schoolwide-Improvement Action Plan # _____

Standard #/Subject Area: _____

Objective:

Action Step # _____	Person(s) Responsible	Action Steps	Date/ Time Line	Estimated Resources