

**Evaluative Criteria
For
EASEA Schools**

VISITING COMMITTEE HANDBOOK



E. A. Sutherland Education Association

2006

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PREFACE

The Evaluative Criteria for EASEA Schools is the basis for the evaluation and accreditation of all EASEA 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.

Chapter One – OVERVIEW

Introduction

The E. A. Sutherland Education Association is an accrediting agency for K-12 educational institutions and programs operated by self-supporting ministries (lay operated ministries) of the Seventh-day Adventist Church. It fosters close cooperation among the educational institutions of self-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 self-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.

Rational

The rational 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. **Manual Training** – A manual training program should be implemented that instills a Christian work ethic with an appreciation for the dignity of labor. The manual training program should involve every student, include training in agriculture, and rotate students through differing training areas. (This standard applied to grades 9-12 only)
8. **Student Services** – A program should be developed utilizing organizations and services that support the social, spiritual, and academic needs of students.
9. **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.
10. **Character Development** – Appropriate activities and programs aimed intentionally at developing character should be a part of the curriculum of the school.
11. **School Facilities** – A safe and adequate school plant with sufficient equipment to implement the school program should be provided.
12. **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.

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 the Visiting Committee Report and determining a term of accreditation;
- reviewing appeals from schools regarding the recommendations of the Visiting Committee.

2. **EASEA Director of Education**

The Director of Education is responsible for:

- 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.

3. **Principal**

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

4. **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.

5. **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 schoolwide 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.

6. 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

7. 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.

Chapter Two – VISITING COMMITTEE

Introduction

The Visiting Committee is responsible for analyzing the Self-study Report, including action plans, to determine the extent to which the school is accomplishing its purpose and mission and meeting the criteria for accreditation. The committee should provide insights into the factors affecting the quality of the school program and should not expect to find a model school or to compare one school with another.

The committee is responsible for developing a written report that will evaluate the schoolwide-improvement action plans, commend the school for its strengths, and recommend areas to receive attention prior to the next visit.

Action plans may be:

1. Approved as written.
2. Recommended for revision.
3. Recommended for development.
4. Rejected.

Commendations are based on:

1. Specific and observable strengths of the school program.
2. Innovative programs that meet distinctive needs.
3. Significant improvements in the school program and facilities.
4. Aspects of the program that are deemed outstanding by the committee.
5. Aspects of the program that are MORE than you would ordinarily expect to find.

Recommendations are to be based on:

1. Standards that are not adequately addressed.
2. Action plans that are inadequate or lacking.
3. Concerns that the Visiting Committee discovered during the visit.

Membership of the Visiting Committee

The Visiting Committee is composed of three to seven members (K-12 schools up to 10 members). It is to be a representative group, with members chosen from the EASEA Office, and administration and teaching faculty of the member schools.

Chapter Three – VISITING COMMITTEE CHAIR

Responsibilities of Visiting Committee Chair

The Visiting Committee chair is the person responsible for coordinating and supervising the evaluation process (*The EASEA Director of Education or his designee serve as chair. When a designee serves the following responsibilities are divided between the DOE and the designee – DOE #'s 1-4, Designee #'s 5-15*). The responsibilities of the chair are to:

1. Arrange a time schedule for the visit after consultation with the principal.
2. Establish the date, with the principal, at least one month prior to the scheduled visit for sending the completed Self-study Report to each visiting committee member.
3. Finalize arrangements with the principal, prior to the visit, for lodging and meals, transportation during visit, meeting room, and secretarial help, if needed, for the visiting committee. The expense of these arrangements is the responsibility of the host school. Travel expenses of the committee members are normally the responsibility of the employing organization. Copies of correspondence should be sent to the EASEA Office.
4. Communicate to each Visiting Committee member the following:
 - a. Individual responsibility for reading the entire Self-study Report and action plans prior to arrival at the school.
 - b. Specific assignments during the visitation.
 - c. Need for prompt attendance at all appointments during the on-site visit.
 - d. Arrangements for lodging and meals during visit.
 - e. The ethics for handling in a confidential manner material received from the school for review prior to the on-site visit.
 - f. The evaluation process is for the school, not the individual teachers.
 - g. All action plans are to be approved by the school Coordinating Committee and then approved by the school board. The Visiting Committee may do one of the following:
 - (1) Accept the action plan as written with no written commentary.
 - (2) If the action plan concerns some part of the program that needs to be addressed immediately, the committee may write a recommendation to this effect.

- (3) If the action plan is incomplete or unsatisfactory, it may be returned for revision.
 - (4) If the committee believes an action plan is warranted, a recommendation may be written requesting an action plan to address that issue.
 - h. Guidelines for writing commendations and recommendations are located on page 21.
 - i. A format for the preparation of commendations and recommendations are located on page 22.
- 5. Conduct an on-site orientation of the Visiting Committee, which will include, but not be limited to, the following:
 - a. The use of the Self-study Report.
 - b. The ethics of maintaining the confidentiality of information from the Self-study Report, interviews, observations, the supplementary materials, conferences, and committee discussions.
 - c. The use of the supplementary material prepared for the committee.
 - d. The procedures in developing the Visiting Committee Report.
 - e. The nature of the Visiting Committee Report, which is a report of the committee as a whole and not a compilation of individual reports from individual specialists.
 - f. Preparation of the Justification Statement (academy only) to support recommended term of accreditation.
 - g. The confidential nature of the recommended term of accreditation.
- 6. Develop a master list of classroom visits and conferences to ensure that each teacher is observed in a teaching situation and every staff member is interviewed either individually or in a departmental meeting.
- 7. Ensure that the supplementary material listed in the Self-study Report is available in the room assigned to the Visiting Committee.
- 8. In consultation with the EASEA Office, make sure the parent surveys are reviewed by the appropriate group. Parent Surveys are tabulated at the EASES Office. A summary report of the parent responses should be included in the Visiting Committee Report.
- 9. Lead the committee in reaching a consensus on the term of accreditation recommended to the EASEA Commission of Accreditation. (see page 24).
- 10. Complete the forms Recommendation for Term of Accreditation on page 26 and Justification Statement on page 20 provided by the EASEA Office. These forms contain the confidential recommended term of accreditation. The information should

not be discussed with anyone other than the committee members. The school will be notified of the term of accreditation granted following action by the EASEA Commission on Accreditation.

11. Conduct a meeting with the Coordinating Committee and other administrators selected by the principal to hear the preliminary Visiting Committee Report and provide opportunity for questions and explanations before the Visiting Committee Report is finalized.
12. Present orally the draft Visiting Committee Report to the administration, faculty, staff, available board members, and other interested individuals. Provide opportunity for questions to clarify a commendation or recommendation.
13. Edit the final draft of the Visiting Committee Report for consistency and provide a copy to each committee member for final review. Following a review of the edited report by the visiting committee members, the chair is to make any necessary changes.
14. Send the original copy of the final Visiting Committee Report, including the Recommendation of Term of Accreditation and the Justification Statement (academy only) to the EASEA Office. Send the original copy of the final Visiting Committee Report, excluding the Recommendation of Term of Accreditation and the Justification Statement, to the school.
15. Correspond with each committee member expressing appreciation for their participation in the on-site visit.

Checklist for Visiting Committee Chair

A. Before the Visit

The responsibilities of the chair are to:

- ___ 1. Arrange a date and schedule for the visit in consultation with the principal.
- ___ 2. Review the Visiting Committee Handbook.
- ___ 3. Become familiar with the process and instructions for completing the Self-study Report.
- ___ 4. Arrange the assignments for the committee members.
- ___ 5. Prepare and send initial correspondence to the principal and include:
 - a. Verification of date of on-site visit.
 - b. A copy of the proposed schedule and a request for input on the schedule.
 - c. A request for a class schedule.
- ___ 6. Prepare and send additional correspondence to the principal to finalize on the following:
 - a. The schedule during the on-site visit.
 - b. The details of housing, transportation, meals, and workroom arrangements for the committee during the on-site visit.
 - c. The date when the Self-study Report will be sent to the committee members, at least one month prior to the visit.
 - d. The school has invited the local school board members, faculty, and staff to attend the exit report.
- ___ 7. Prepare and send initial communication to the Visiting Committee members including:
 - a. Introduction and specific information regarding the assignment.
 - b. The Visiting Committee Handbook.
 - c. Date when the school's Self-study will be mailed to members.

B. During the Visit

The responsibilities of the chair are to:

- ___ 1. Conduct an on-site orientation of the Visiting Committee that will include:
 - a. Use of the Self-study Report and included action plans.
 - b. Ethical and confidentiality issues.
 - c. Use of supplementary materials.
 - d. Procedures for developing the Visiting Committee Report including the importance of consensus building in the report.
- ___ 2. Finalize assignments to ensure that all areas of the school program are included.
- ___ 3. Inform members of the importance of reviewing the supplementary materials provided by the school.
- ___ 4. Adjust the daily schedule in consultation with the principal and the committee members, as necessary.
- ___ 5. Coordinate and schedule all group meetings and the work of the committee members, including a master list of classroom visits and interviews.
- ___ 6. Lead the committee in reaching consensus on the commendations and recommendations for the final report.
- ___ 7. Lead the committee in reaching consensus on the designation of major commendations and major recommendations.
- ___ 8. Lead the committee in reaching consensus on the recommendation for the term of accreditation (complete the form including signatures).
- ___ 9. Organize the presentation of an oral report to the Coordinating Committee to provide opportunities for question and explanations.
- ___ 10. Organize the presentation of an oral report to the school board, faculty, staff, and other interested persons.

C. After the Visit

The responsibilities of the chair are to:

- ___ 1. Collect all supplementary materials provided to the Visiting Committee and return them to the school administrator.
- ___ 2. Copyedit the report. No substantive changes should be made without approval from the Visiting Committee.
- ___ 3. Duplicate and distribute copies of the Visiting Committee Report to the EASEA Office and the school. The recommended term of accreditation and the Justification Statement (academy only) should be omitted in copies sent to the school.

Visiting Committee Report

The Visiting Committee Report is a written record of the findings of the on-site visit. The report is to contain the commendations and recommendations derived by the committee as a whole. It should be prepared using the following format and guidelines for the content of each section:

1. Cover page (see page 17 for sample).
2. Title page (see page 18 for sample).

The title page should include:

- a. The heading “Visiting Committee Report”.
 - b. Name of school.
 - c. Dates for the on-site visit.
 - d. Names and positions of committee members.
 - e. The accrediting body to whom the report is submitted.
3. Description and brief history of the school (see page 19 for sample).

This section should provide a brief history and description of the school, such as location, age, type of school, the constituency, the grades served, the enrollment, and any features that are unique.
 4. Justification Statement (Secondary – see page 20 for sample).
 5. Recommendation for the term of accreditation (see page 26 for sample).
 6. All board-approved action plans are to be included in the Visiting Committee Report.
Action plans may be:

- a. Approved as written.
- b. Recommended for revision.
- c. Recommended for development.

7. Major commendations:

The Visiting Committee is to review all commendations and develop a list of those that relate to major improvements in the school facilities or school program. These would become major commendations.

8. Major recommendations:

The Visiting Committee is to review all action plans and committee recommendations and develop a list of those that need immediate or significant

action. The committee may also ask for the school to develop additional action plans. Action plans, recommendations, and requested action plans may be considered for inclusion as major recommendations. These would become major recommendations.

9. Other commendations and recommendations (see page 22 for sample format).

All other commendations and recommendations made as a result of review of the self-study and the on-site visit should be included in the final document.

Sample Cover Page

REPORT OF THE VISITING COMMITTEE

OF

(Name and Address of School)

EVALUATIVE CRITERIA

FOR

E. A. SUTHERLAND EDUCATION ASSOCIATION, GRADES 9-12

Prepared for
Commission on Accreditation
of the
E. A. Sutherland Education Association

Date of Visit

Sample Title Page

VISITING COMMITTEE REPORT

FOR

(Name of School)

(Date of Visit)

Visiting Committee:

Chair	Position

Submitted to
Commission on Accreditation
E. A. Sutherland Education Association

Description and History of the School

This section should provide a brief history and description of the school, such as location, age, type of school, constituency, grades served, enrollment, and any features that are unique.

Justification Statement (Secondary)

The justification statement is to be a narrative summary statement of the rationale for the term of accreditation recommended by the Visiting Committee.

Writing Tips

A key task for members of the Visiting Committee is to reflect findings and observations in the Visiting Committee Report. Writing commendations and recommendations is a structured writing process that should result in concise statements about the school program. Statements that affirm well-developed schoolwide-improvement plans and commendable school practices are commendations. Recommendations are statements that provide guidance and encouragement to schools for implementing effective changes that will result in school improvement.

Three elements are to be included in all written commendations and recommendations:

- 1. Who:** Always address commendations or recommendations to people by group. Please identify the people group responsible for the school practice and list in hierarchical order. Use group names or titles, avoiding individual names. Example: *The constituency, board, administration, and staff for. . .*
- 2. What:** In a short phrase, identify the educational activity, practice, or program that is commendable or being recommended for improvement. Address only one item in each commendation or recommendation. Specificity is important for future reading and response. Avoid vague phrases such as “It seems as though” or “The committee feels.” The Visiting Committee chairperson may have suggested action words that will facilitate the writing experience.

Unless it would be unclear to future readers, resist the addition of clarifying comments, such as a rationale statement, commendation/recommendation, or a description of the results of a recommended school activity or practice. Do not be prescriptive in recommendations. State what needs to be improved, but do not indicate methods for accomplishing the tasks.
- 3. Evidence:** Each commendation and recommendation needs to be documented. In parentheses at the end of the statement provide a reference that will identify the source of knowledge regarding the school activity or practice commended or recommended for improvement. This should be a page number from the Self-study Report, the title of supplementary material examined, interviews, or observations. The Visiting Committee chairperson will provide the style that is desired for the Visiting Committee Report. Example: (Self-study, pp. 4, 37; Teacher Profile; Interview; Observation; Supplementary Materials; Student Survey).

Sample Format for Commendations and Recommendations

School Standard: Administration

The committee commends:

1. The administration and faculty for the very high percentage of teaching staff who maintain certification and endorsement. (Self-study, pp. 13-15)

The committee recommends:

1. That the board and administration complete a financial plan that will provide a balanced operating budget, funding for depreciation, capital reserves, and servicing existing debt. (Self-study, pp. 3, 25; Interview; supplementary Material)
2. That the board and administration formulate and implement a written student recruitment plan. (Self-study, p. 10; Conference)

School Standard: Curriculum and Instructions

The committee commends:

1. The administration and staff for the cordial classroom and campus climate that contributes to a healthy learning environment. (Observation)
2. The administration and staff for effective use of volunteer assistants. (Interview; Observation)

The committee recommends:

1. That the administration and staff develop an action plan that will assist teachers in acquiring skills for utilizing a variety of instructional strategies in the classroom to meet the varying learning styles of students. (Self-study, p. 4; Teacher Profile; Interview; Observation)

Note that in each instance the commendation or recommendation includes information on:

- a. Who is addressed—such as constituency, board, administration, faculty, etc.
- b. For what reasons.
- c. Documentation—Self-study, p. ____; Interview; Observation (list all that apply).

Schoolwide-Improvement Action Plan

Standard #: 10 .

The school presents in its marketing program a description of the organization, staff, facilities, and unique curriculum.

Objective: To develop a marketing program that is informative and interesting.

Action Plan #	Person(s) Responsible	Action Steps	Date/ Time Line	Estimated Resources
10a	Admin	Designate a PR person to oversee publications, promotional fliers, and news releases.	Summer 06	Add ½ FTE-- \$18,000
10b	PR Designee	Keep the constituency informed through regular and consistent updates of events, news, and needs.	Spring 06 Ongoing	\$500
10e	Admin, Staff	Work on making the school Web page active and current with events, news, and the ability for readers to offer suggestions to the school.	Spring 07	\$500 initially. Have students update.
10d	Admin	Obtain conference email list to provide information to pastors, elders, and bulletin secretaries.	March 08	\$0
10f	Admin, Staff	Give study to developing a newsletter targeted to prospective students. <i>This is a good sample action plan. The action steps are detailed and list those responsible as well as implementation dates.</i>	Fall 09	\$500

Board Chair Signature

Date of Board Approval

Chapter Four – TERMS OF ACCREDITATION

Introduction

The chair will assist the committee in determining the term of accreditation to be recommended to the EASEA Commission on Accreditation. After reaching consensus on the term to be recommended, the chair will document the recommended term, develop the justification statement (secondary), and submit to the EASEA office. The following procedure will assist the committee in developing the recommendation:

1. Review the possible terms of accreditation (see below).
2. Review the Criteria for Accreditation (see pages 4, 5).
3. Reach consensus on the recommended term of accreditation.
4. Complete the signature page by entering the name of each member directly under a line and obtaining signatures from committee members.

Terms of Accreditation

The normal term of accreditation is five years. This means that generally a full-scale evaluation with the preparation of a complete self-study will occur no more than once every five years. However, one or more revisits or reviews could be scheduled during the five years.

One of the following options is to be used in recommending terms of accreditation:

- A. **Five-Year Term With Written Progress Report (5PR)**—A term of five years with annual written progress reports on implementation of the schoolwide-improvement action plans and major recommendations. This report is to be written by the school administration in cooperation with two or three members of the steering committee (secondary) or board (elementary) and forwarded to the EASEA office.
- B. **Five-Year Term With Interim Review (5IR)**—A term of five years with annual written progress reports on implementation of the schoolwide-improvement action plans and all recommendations AND an on-site review by two or more persons (elementary) or three or more persons (secondary) in the second or third year to evaluate and validate the written progress report and present a written report to the EASEA office.

Terms of Accreditation *(continued)*

- C. Partial Five-Year Term With Revisit in Two or Three Years (P5-2 or P5-3)**—A term of two or three years with annual written progress reports on implementation of the schoolwide-improvement action plans and all recommendations AND an on-site revisit by a team of two or more members. One of the following recommendations is to be made (annual progress reports will continue throughout the term):
1. An extension of the accreditation to the end of the five year term. (This is the expected outcome.)
 2. For a P5-2, an additional visit for further review by the revisit team to evaluate an updated progress report in one or two years (R1 or R2).
 3. For P5-3, an additional visit for further review by the revisit team to evaluate an updated progress report in one year (R1).
 4. Placing the school on probationary status.
- D. Probationary Status**—A school may be placed on probation until there is compliance with the action plans and recommendations. Probationary status would be for one year with a revisit by three or more individuals in the spring of the probationary year. The revisit team should recommend one of the following:
1. Accreditation denied.
 2. Continuation of probation for one more year (a maximum of two years total of probation allowed).
 3. Two- or three-year term with a written progress report (this would assume a full visit after the two or three years).
- E. Accreditation Denied**—A school denied accreditation loses official standing as an EASEA accredited school.

Recommendation for Term of Accreditation

Name of School _____ Date of Visit _____

Address of School _____

The Visiting Committee's recommendation to the Commission on Accreditation is:

_____ **Five-Year Term With Written Progress Report (5PR)**—A term of five years with annual written progress reports on implementation of the schoolwide-improvement action plans and major recommendations.

_____ **Five-Year Term With Interim Review (5IR)**—A term of five years with annual written progress reports on implementation of the schoolwide-improvement action plans and major recommendations AND an on-site review by two or more persons in the second or third year of the five-year term.

_____ **Partial Five-Year Term With Revisit in Two or Three Years (P5-2 OR P5-3)**—A term of two or three years with annual written progress reports on implementation of the schoolwide improvement action plans and all recommendations AND an on-site revisit by a team of two or more members. The on-site revisit committee may recommend an extension of accreditation for the remainder of the five-year term, another revisit, or probationary status. Annual written progress reports will continue throughout the term.

_____ **Probationary Status**—The school may be placed on probation until there is compliance with the schoolwide-improvement action plans and recommendations. Probationary status would be for one year with a revisit in the spring of the probationary year.

_____ **Accreditation Denied**—Denial of accreditation based on conditions detailed in the Visiting Committee Report. This action terminates official standing as an EASEA accredited school.

Visiting Committee Members

Chair

Date _____

Student Survey

Tabulation of Responses to the Student Survey

1. The administration and tabulation of student surveys should be at the local school level. The Visiting Committee chair should discuss with the local administrator the process prior to the visit. The goal is to preserve confidentiality and security. The tabulation of the responses to the survey should be reported on the form provided.
2. Reporting the ranked responses to first set of survey items should be done using a calculated percentage of total responses on each item.
3. The written responses should be collated and transcribed verbatim on separate pages by category.
4. Include the Student Survey Tabulation in the Self-study Report.

Parent Survey

Tabulation of Responses to the Parent Survey

1. The parent survey should be mailed with instructions for return in specially marked, sealed envelopes. Tabulation of parent surveys **should not** be conducted by school personnel. The chair will designate appropriate timing and personnel for tabulation of the parent surveys. The goal is to preserve confidentiality and security. Tabulation of the responses to the survey should be reported on the form provided.
2. Reporting the responses to survey items 1-12 should be done using a calculated percentage of total responses on each item.
3. The written responses should be collated and transcribed verbatim on separate pages by category.
4. Include the Parent Survey Tabulation in the Self-study Report.

Parent Survey Tabulation

Instructions: In the appropriate column for statements 1-12, indicate the percentage of parents that marked each number 1 through 5. Remember that 1 indicates little or no agreement with the statement and 5 indicates strong agreement. Following the tabulation of ranked responses to items #1-12, summarize the write-in comments with the corresponding statement number.

Number of years parents report having students in this school:

1	2	3	4	5	How many years more than 10?
6	7	8	9	10	

With students currently in grades:

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

Parent Survey Tabulation (*continued*)

Summary of Parent Comments:

13. Reasons parents give for choosing this school:

14. What parents consider to be the strengths of this school:

15. What areas of the program the parents believe could be improved/suggestions for improvement:

16. Additional parent comments:

Chapter Five – OTHER CHECKLISTS

Checklist for E. A. Sutherland Education Association Office

A. Before the Visit

The responsibilities of the EASEA Director of Education:

- ___ 1. Prepare and update the schedule of evaluations, interim reviews, and revisits to be conducted each year.
- ___ 2. Ensure that each school to be evaluated has copies of the self-study instrument and other material needed for the Self-study Report.
- ___ 3. Schedule and conduct orientation sessions, including action plan development as needed for the principal of each school to be evaluated during the following school year.
- ___ 4. Monitor the progress of each school in completing the evaluation self-study process, assisting the principal/head teacher and staff as needed.
- ___ 5. Establish the date for each on-site visit with the Visiting Committee chair and the principal.
- ___ 6. Appoint the chair of each Visiting Committee.
- ___ 7. Provide an orientation for Visiting Committee chairs.
- ___ 8. Appoint the Visiting Committee members and notify the Visiting Committee chair.
- ___ 9. Communicate with Visiting Committee members—send copy of Visiting Committee Handbook.
- ___ 10. Ensure that the school's Self-study Report is distributed to Visiting Committee members at least three weeks prior to the scheduled on-site evaluation visit.

B. During the Visit

The responsibilities of the EASEA Director of Education are to:

- ___ 1. Participate as chair/member of the Visiting Committee.
- ___ 2. Obtain original signatures from all Visiting Committee members on the Recommended Term form.

C. After the Visit

The responsibilities of the EASEA Director of Education are to:

- ___ 1. Edit, copy, and distribute the completed Visiting Committee Report to the Visiting Committee members for final approval.
- ___ 2. Send copies of the final edited Visiting Committee Report to the principal/head teacher, and local board.
- ___ 3. Schedule the annual meeting of the EASEA Commission on Accreditation.
- ___ 4. Distribute copies of the Visiting Committee reports to each member of the EASEA Commission on Accreditation.
- ___ 5. Send the Certificate of Accreditation to each qualified school evaluated following the actions of the Commission on Accreditation.
- ___ 6. File copies of the Self-study Report, the Visiting Committee Report, and/or any interim review, revisit, or interim progress reports, including the EASEA Commission on Accreditation action, for each school evaluated during the school year, as part of the permanent record of the school.
- ___ 7. Assist, as requested, the principal(s) in developing plans for implementation of the approved action plans and the recommendations in the Visiting Committee Report(s).
- ___ 8. Ensure the completion of required yearly progress reports by the local school principal/head teacher, approved by the local school board and placed in the EASEA office permanent file.

Checklist for Visiting Committee Members

A. Before the Visit

The responsibilities of a committee member are to:

- ___ 1. Review the Visiting Committee Handbook.
- ___ 2. Read the school's Self-study Report prior to arriving at the school and note any questions to be discussed during the visit.
- ___ 3. Bring the Self-study Report and the materials received from the chair and the school.
- ___ 4. Plan to arrive at the time specified and stay through the exit report.

B. During the Visit

The responsibilities of a committee member are to:

- ___ 1. Meet all appointments and committee meetings as directed by the chair.
- ___ 2. Visit classes and conduct interviews with personnel in the assigned areas to compare the Self-study Report with reality.
- ___ 3. Remain focused on the evaluation process and minimize outside distractions.
- ___ 4. Evaluate action plans and complete written commendations and recommendations for the assigned areas based on the school's Self-study Report, interviews, conferences, and observations.
- ___ 5. Reach consensus on the commendations and recommendations to be included in the final report, and designate major commendations and major recommendations.
- ___ 6. Agree on the recommendation for the term of accreditation.
- ___ 7. Exhibit professional ethics and confidentiality regarding the discussions, deliberations, and results of the on-site visit.

C. After the Visit

The responsibilities of a committee member are to:

- ___ 1. Review the draft of the Visiting committee Report.
- ___ 2. Suggest possible changes, and return suggested changes to the chair.

Checklist for Principal/Head Teacher

A. Before the Visit

The responsibilities of the principal are to:

- ___ 1. Cooperate with the EASEA office in selecting the date for the evaluation visit and inform the school board and staff.
- ___ 2. Lead the school board in a review of the previous Visiting Committee Report, Interim Review, or Revisit Report, and determine the status of each recommendation.
- ___ 3. Arrange for the on-site staff orientation, including action-plan development, with the EASEA Director of education.
- ___ 4. Make recommendations to the school board for membership on the Coordinating Committee. This committee may be composed of the following:
 - a. The principal as chair or co-chair.
 - b. Teacher and school board representatives form the study committees.
 - c. Parents and other constituent church members.
- ___ 5. Develop a time line for the completion of the Self-study Report.
- ___ 6. Establish study committees for the Standards section. Where possible, the committees are to represent staff, parents, and school board members. These study committees should be 2-3 members for small schools and 3-5 members in larger schools.
- ___ 7. Distribute the following materials to the chair of each study committee:
 - a. General Instructions for Completing the Self-study Report for each committee member.
 - b. Appropriate pages from the Self-study Report and the corresponding instructions.
- ___ 8. Assist the Coordinating Committee in the preparation of action plans.
- ___ 9. Seek board approval for the action plans developed during the preparation of the Self-study Report.
- ___ 10. Complete the School Profile section of the Self-study Report.
- ___ 11. Complete the Progress Report section of the Self-study Report.

Checklist for Principal/Head Teacher (*continued*)

- ___ 12. Lead the Coordinating Committee in copy editing the final report, checking for accuracy and completeness.
- ___ 13. At least 3 weeks prior to the visit, distribute the completed Self-study Report to:
 - a. Each member of the Visiting Committee.
 - b. EASEA office.
 - c. School board members.
 - d. School faculty and staff (optional).
- ___ 14. Cooperate with the EASEA office and Visiting Committee chair regarding plans for the visit (housing, meals, computer access, and transportation).
- ___ 15. Collect and organize the supplementary materials.

B. During the Visit

The responsibilities of the principal are to:

- ___ 1. Provide a private meeting room with tables, chairs, and the supplementary materials for the Visiting Committee as needed.
- ___ 2. In consultation with the Visiting Committee chair, arrange meetings of appropriate school committees/groups.
- ___ 3. Coordinate with the Visiting Committee chair in arranging a meeting of the faculty, staff, available board members, and student representatives (secondary) for the exit report of the Visiting Committee.

C. After the Visit

The responsibilities of the principal are to:

- ___ 1. Arrange for the presentation and distribution of the final Visiting Committee Report to the faculty and school board.
- ___ 2. File copies of the Self-study Report, the final Visiting Committee Report, Revisit Reports, and Interim Review Reports as part of the permanent records of the school.
- ___ 3. Review the Visiting Committee Report with the school board, faculty, and staff for implementation of action plans and recommendations.

- ___ 4. Review annually the Visiting Committee Report and/or the Interim Review or Revisit Report(s) with the board and maintain an annual written record of progress in implementing the action plans and recommendations.

- ___ 5. Cooperate with the EASEA office in setting the date for any required reviews or revisits.

Checklist for School Board

A. Before the Visit

The responsibilities of the school board chair and members are to:

- ___ 1. Cooperate with the principal in the evaluation process.
- ___ 2. Participate in a review of the previous Visiting Committee Report, Interim Review Report, or Revisit Report, and determine the status of each recommendation.
- ___ 3. Serve on the Coordinating Committee and the study committees as appointed.
- ___ 4. Study and approve action plans developed in conjunction with the preparation of the Self-study Report.

B. During the Visit

The responsibilities of the school board chair are to:

- ___ 1. Meet with the faculty, staff, available board members, constituents, and the Visiting Committee for the oral exit report.

C. After the Visit

The responsibilities of the school board chair are to:

- ___ 1. Provide time in board meetings for review of the Visiting Committee Report.
- ___ 2. Appoint appropriate committees to formulate plans for implementation of the action plans and recommendations.

Checklist and Time Line for Coordinating Committee (Elementary)

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

Checklist and Time Line for Coordinating Committee (Secondary)

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 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: a. Philosophical Foundation b. Community and Constituency c. Administration d. Staff Development e. Curriculum and Instruction f. Media Center g. Vocational Education h. Student Services i. Student Activities j. Character Development k. School Facilities l. Information Technology	5-8
	4. Distribute the following materials to each study committee: 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. 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

Checklist for Study Committee Members

Before the Visit

The responsibility of each study committee member is to:

- ___ 1. Study the Evaluation Instrument With Introduction and Instructions to gain an understanding of the purpose for the entire evaluation process.
- ___ 2. Use the introduction and instructions section, the appropriate section of the Evaluation Instrument, and the results of interviews and/or visits to complete the assigned area.
- ___ 3. Prepare the report for the assigned section(s) and suggest areas of needed improvement that may be developed into action plans by the Coordinating Committee.
- ___ 4. Submit the completed report to the chair of the Coordinating Committee.