

Evaluative Criteria for Southern Union Conference

Early Childhood Programs



in agreement with the
National Council for Private School Accreditation

PREFACE

The Evaluative Criteria for Seventh-day Adventist Schools is the basis for the evaluation and accreditation of all K-8 schools in the North American Division and Early Childhood Programs (ECP), i.e., birth through pre-kindergarten programs, in the Southern Union Conference.

The evaluative criteria are published in the following versions:

- a. Evaluative Criteria for Seventh-day Adventist Schools, Small Schools
- b. Evaluative Criteria for Seventh-day Adventist Schools, Grades K-8
- c. Evaluative Criteria for Seventh-day Adventist Schools, Grades K-10
- d. Evaluative Criteria for Seventh-day Adventist Schools, Grades K-12
- e. Evaluative Criteria for Seventh-day Adventist Schools, Grades 9-12
- f. Evaluative Criteria for Southern Union Conference Seventh-day Adventist Schools, Grades PreK-8/10/12 and Early Childhood Programs

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 completing the self-study. The completed self-study instrument becomes the Self-study Report.

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Section 1

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INTRODUCTION

The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc. (AAA) is the denominational accrediting authority for all educational institutions operated in the name of the Seventh-day Adventist Church. It fosters close cooperation among the educational institutions of the Adventist system and effective working relationships with other educational organizations or institutions, accrediting agencies, and government departments of education.

The AAA provides a process by which the educational community holds an institution accountable for its own objectives. It assures the church and constituency that an accredited Adventist educational institution offers programs of quality to the youth of the church and provides professional personnel who meet both church and national standards. This process ensures a basis for reciprocity among Adventist schools.

The North American Division Commission on Accreditation serves as the agent of the AAA for accreditation of all schools in the North American Division.

The duties and functions of the North American Division 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 school in the North American Division.
5. Review the Visiting Committee Report, determine the term of accreditation for each school, and forward recommendations to the AAA for final action.
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 North American Division Office of Education.
8. Consider all matters referred to the Commission by the North American Division Office of Education, General Conference Department of Education, and/or the AAA.
9. Initiate, process, and revise reports, recommendations, and resolutions for action by the AAA.

The Southern Union Conference in agreements with the National Council for Private School Accreditation (NCPSA) has expanded its accreditation responsibilities by offering accreditation to Seventh-day Adventist early childhood programs. This early childhood accreditation track is also in pilot status under AAA.

Attention to young children is imperative to the foundation of a child's character development and success. "Too much importance cannot be placed upon the early training of children. The lessons learned, the habits formed, during the years of infancy and childhood, have more to do with the formation of the character and the direction of the life than have all the instruction and training of after years."
Ministry of Healing, page 380

The Seventh-day Adventist early childhood programs offer opportunities for children birth to five years of age to extend their learning experience, before formal schooling, in a developmentally appropriate environment. Based on age, levels of development, and learning styles, such an environment fosters natural curiosity and stimulates cognitive, physical, social, emotional and spiritual growth.

In this version of the Evaluation Instrument, the Southern Union Conference Office of Education provides a process by which the educational community holds its institution maintaining any combination of classrooms/programs for young children between birth and their entrance into formal schooling, accountable for its own objectives. It assures the church and constituency that an accredited Adventist educational institution offers programs of quality to the children and families of the church and provides professional personnel who meet both church and national standards.

RATIONALE

The rationale underlying the accreditation process is the belief that it helps define the mission and goals of Seventh-day Adventist education, contributes substantially to the improvement of the total program, and provides opportunity for involvement of the church community.

The accreditation process has three stages: the self-study, the visit by a visiting team, and the follow-up activities. The philosophy, goals for learning and development, and the criteria for accreditation from the North American Division Commission on Accreditation and the National Council for Private School Accreditation (NCPSA) serve as the underlying foundation for these stages.

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

1. Assist each administration in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for learning and development are accomplished, and the extent to which these purposes and functions address the general guidelines in the criteria for accreditation.
2. Provide a process for involving the administration, faculty, staff, local governing board, constituency, and parents 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.
6. Assist in coordinating the accreditation process with regional accrediting associations.

CRITERIA FOR ACCREDITATION

An early childhood program is to be evaluated based on the degree to which it fulfills the purpose and functions outlined in its statement of philosophy and goals. In addition, to qualify for accreditation it must provide evidence of adequately addressing the standards and indicators of implementation for Seventh-day Adventist early childhood programs. The following standards have been established to describe an effective program that leads to continuous improvement and results in improved learning and development.

- 1. Philosophical Foundation**—The statement of philosophy of Seventh-day Adventist education and care should be adopted by the local governing board. Curriculum goals and objectives consistent with the philosophy should be developed and reviewed systematically by the constituency, administration, faculty, staff, parents, and governing body; these should be regularly communicated to the constituency. The early childhood program shall have ongoing evaluations of progress toward these goals and objectives, and it must also possess a mission statement that embodies its philosophy.
- 2. Community and Constituency**—A well-defined plan and procedures should be maintained to simplify 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 simplify program improvement; support academic, spiritual, and social development; effectively guide the work of the administration and staff; and provide for accountability in achieving the purpose and mission. The description of the structure should also define the roles and functions of the local governing board, administration, faculty, staff, parents, and constituency. It will also provide and encourage effective working relationships and communication among all concerned.
- 4. Staff Development**—Well-qualified faculty and staff who work cooperatively as individuals and as a team to create an environment in which effective teaching/learning/development occurs should be in place. They should support biblical values as understood and taught by the 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 learning and development.
- 5. Curriculum and Instruction**—An instructional program should be implemented that is consistent with the Southern Union Conference Office of Education, national standards, and sound educational practices.

CRITERIA FOR ACCREDITATION *(continued)*

The curriculum should provide all children with suitable experiences for learning and development consistent with the philosophy, goals, and learning expectations, as well as individual needs, abilities, and interests. The delivery of curriculum will reflect the best professional practices by teachers and be the object of ongoing evaluation involving the constituency, local governing board, teachers, parents, and children. The teaching load and responsibilities will be in harmony with denominational policy.

- 6. Media Center**—A resource center should be provided with adequate and appropriate materials to facilitate learning.
- 7. Early Childhood Program Activities**—Appropriate co-curricular activities and programs should supplement the early childhood program. These programs should be responsive to needs and interests of children and their families, employing the special skills of children and families, faculty, staff, and community resources. The activities and programs should provide opportunities for children to participate in a variety of Christian service activities.
- 8. Early Childhood Program Services**—A program should be developed using organizations and services that support the social, emotional, spiritual, physical, and cognitive needs of children.
- 9. Early Childhood Program Facilities**—A safe and adequate plant with sufficient equipment to implement the program should be provided.
- 10. Information Technology**—Appropriate information technology should be available and used by faculty, staff, and children to enhance the learning process.

THE ACCREDITATION PROCESS

The success of the evaluation process depends upon the cooperative efforts of the following: local governing board, director, teachers, parents, members of constituent churches, and personnel from the union and local conference offices of education. The primary responsibilities of those involved in the accreditation process are indicated below.

1. North American Division Commission on Accreditation, K-12

The North American Division Commission on Accreditation, K-12, is responsible for establishing guidelines, criteria, and procedures for the evaluation of schools. It officially represents the AAA in the North American Division.

2. North American Division Office of Education

This office is responsible for supervising the accreditation process in the K-12 schools in the North American Division. The vice president for education serves as chair of the Commission on Accreditation.

3. Union Conference Office of Education

The responsibility of this office is to provide an adequate supply of appropriate evaluation instruments and in-service the local conference office of education and early childhood program personnel on the evaluation process. The union conference office of education is responsible for overall supervision of the evaluation process for early childhood programs in the union conference.

4. Local Conference Office of Education

This office is responsible for assisting the early childhood programs throughout the evaluation process.

5. Director

As the agent of the local governing board, the director is responsible for organizing and supervising the self-study process.

6. Local Governing Board

The local board is responsible for providing support to the director 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.

THE ACCREDITATION PROCESS *(continued)*

7. Coordinating Committee

The Coordinating Committee is composed of the director and representatives from the study committees and local governing board. It is responsible for:

- a. Appointing 3-5 members to serve on each study committee.

NOTE: At least two members of the study committee must be professionally qualified. For this evaluative purpose, professionally qualified is defined as an individual who has an early childhood education degree, a child development degree (or equivalency), or an elementary education degree with kindergarten endorsement and experience. This may include but not be limited to work experience as an early childhood classroom teacher or a director in an early childhood program, in a specific field of growth and development of young children, and/or in administration of a child care facility.

- b. Coordinating and monitoring the self-study process to ensure completion of the Self-study Report according to an approved time line.
- c. Identifying and building consensus on significant areas needing improvement.
- d. Overseeing the development of improvement action plans.
- e. Establishing an ongoing follow-up process to monitor the implementation and accomplishment of each action plan.

8. Study Committee

Study committees are responsible for assessing the school or early childhood program in the following ten 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. Early Childhood Program Activities
8. Early Childhood Program Services
9. Early Childhood Program Facilities
10. Information Technology

THE ACCREDITATION PROCESS *(continued)*

9. Visiting Committee

The Visiting Committee is responsible for:

- a. Reading, analyzing, and validating the Self-study Report by observing the early childhood program in operation; visiting classrooms; and interviewing administrators, teachers, parents, and staff.
- b. Preparing a report that commends the early childhood program for its areas of strength, validates action plans, and recommends specific actions to support improvement.
- c. Recommending a term of accreditation based on the Self-study Report and on-site findings.

CHECKLISTS FOR COMPLETING THE SELF-STUDY REPORT

Checklist for Local Conference Office of Education

A. Before the Visit

The responsibilities of the local conference office of education are to:

- ___ 1. Prepare the schedule of evaluations and interim visits, coordinated with the local early childhood programs, to be conducted for the upcoming scholastic year and appoint a Visiting Committee chair.
- ___ 2. Obtain an adequate supply of evaluation documents from the union office of education.
- ___ 3. Schedule an orientation, including action plan development, for personnel involved in evaluations, ensuring they have all necessary evaluation materials, including previous reports submitted by the early childhood program.
- ___ 4. Appoint and correspond with Visiting Committee members regarding their assignments and other organizational information.
- ___ 5. Develop a schedule or timeline for the visit and communicate this with the Visiting Committee and the early childhood program administration.
- ___ 6. Monitor the progress of each early childhood program in completing the evaluation self-study process, assisting the director and staff as needed.
- ___ 7. Reproduce the Self-study Reports and distribute to Visiting Committee members at least one month prior to the scheduled on-site evaluation visit.

B. During the Visit

The responsibilities of the local conference office of education are to:

- ___ 1. Ensure that the materials and space are adequately arranged for the Visiting Committee to conduct the on-site visit.
- ___ 2. Conduct a brief orientation including assignments and expectations for Visiting Committee members.
- ___ 3. Participate as chair or member of the Visiting Committee.

Checklist for Local Conference Office of Education *(continued)*

- ___ 4. Obtain original signatures from all Visiting Committee members on the Recommended Term form.

C. After the Visit

The responsibilities of the local conference office of education are to:

- ___ 1. Edit, copy, and distribute the completed Visiting Committee Report to the Visiting Committee members for final approval.
- ___ 2. Reimburse Visiting Committee members for expenses and express appreciation for service.
- ___ 3. Cooperate with the director in presentation of the Visiting Committee Report to the local governing board.
- ___ 4. Present the Visiting Committee Report and recommendation for the term of accreditation to the local conference board of education.
- ___ 5. Cooperate with the director in the implementation of the approved action plans and the recommendations in the Visiting Committee Report.
- ___ 6. Send copies of the final edited Visiting Committee Report as approved by the local conference board of education to the union conference board of education, the director, and local board.
- ___ 7. File copies of the Self-study Report and the Visiting Committee Report as part of the permanent records of the early childhood program.
- ___ 8. Ensure the completion of required yearly progress reports by the early childhood program director, approved by the local governing board and placed in the local conference/union office of education permanent file.

Checklist for the Director

A. Before the Visit

The responsibilities of the director are to:

- ____1. Cooperate with the local conference office of education in selecting the date for the evaluation visit and inform the local governing board and staff.
- ____2. Lead the local governing 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 local conference office of education.
- ____4. Make recommendations to the local governing board for membership on the Coordinating Committee. This committee may be composed of the following:
 - a. The director as chair or co-chair.
 - b. Teacher and board representatives from 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 board members. These study committees should be 2-3 members for small early childhood programs, and 3-5 members in larger ones.
- ____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 Profile section of the Self-study Report.
- ____11. Complete the Progress Report section of the Self-study Report.
- ____12. Lead the Coordinating Committee in copy editing the final report, checking for accuracy and completeness.

Checklist for the Director *(continued)*

- _____13. At least 30 days prior to the visit, distribute the completed Self-study Report to:
 - a. Each member of the Visiting Committee.
 - b. Local conference office of education .
 - c. Local governing board members.
 - d. Faculty and staff.

- _____14. Cooperate with the local conference office of education 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 director 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 committees/groups. Consider having substitute teachers/volunteers available to facilitate interviews with teachers.

- _____3. Coordinate with the Visiting Committee chair in arranging a meeting of the faculty, staff, and available board members for the exit report of the Visiting Committee.

C. After the Visit

The responsibilities of the director are to:

- _____1. Arrange for the presentation and distribution of the final Visiting Committee Report to the faculty and local governing 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 early childhood program.

- _____3. Review the Visiting Committee Report with the local governing board, faculty, and staff for implementation of action plans and recommendations.

Checklist for the Director *(continued)*

- _____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 local conference office of education in setting a date for any required reviews or revisits.

Checklist for Local Governing Board

A. Before the Visit

The responsibilities of the board chair and members are to:

- ___ 1. Cooperate with the director 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. Approve the members of the Coordinating Committee as recommended by the director.
- ___ 4. Serve on the Coordinating Committee and the study committees as appointed.
- ___ 5. Study and approve action plans developed in conjunction with the preparation of the Self-study Report.

B. During the Visit

The responsibilities of the board chair are to:

- ___ 1. Be available for the orientation session and other times as requested by the Visiting Committee chair.
- ___ 2. 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 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

The number of months in the right column are a guide as to when work should begin on the process described in the middle 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 Seventh-day Adventist Schools and Early Childhood Programs 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: <div style="display: flex; justify-content: space-between; margin-left: 20px;"> <div style="width: 45%;"> <ul style="list-style-type: none"> a. Philosophical Foundation b. Community and Constituency c. Administration d. Staff Development e. Curriculum and Instruction </div> <div style="width: 45%;"> <ul style="list-style-type: none"> f. Media Center g. Early Childhood Program Activities h. Early Childhood Program Services i. Early Childhood Program Facilities j. Information Technology </div> </div>	5-8
	4. Distribute the following materials to each study committee: <ul style="list-style-type: none"> a. General Instructions for Completing the Self-study Report (page xvii) 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 director in completing the Profile and Progress Report sections.	4-6
	7. Coordinate the distribution, collection, and tabulation of 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 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 local conference office of education for distribution of the completed self-study.	1-2

Checklist for Study Committee Members

Before the Visit

The responsibilities of each study committee member are 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 sections, 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.

GENERAL INSTRUCTIONS FOR COMPLETING THE SELF-STUDY REPORT

The material contained in the Evaluation Instrument is to be used for the evaluation conducted by each early childhood program. 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 x.

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 improvement action 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 the next page. Place the materials in the Visiting Committee workroom.

REMOVE THIS PAGE BEFORE PUBLISHING THE SELF-STUDY REPORT

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. Program constitution and bylaws.
5. Program bulletin and/or Parent handbook.
6. Enrollment & Attendance records.
7. Parent / Legal guardian contact information.
8. Current daily schedules for each group/classroom of children.
9. Operating budget for current year.
10. Monthly financial statements for the current scholastic year.
11. Last audited report with the statement.
12. Financial statement for the last full fiscal year.
13. Operating board minutes for at least one year.
14. Union Education Code Supplement A.
15. Union approved curriculum & materials list.
16. Marketing/recruitment plan.
17. Sample copies of program publications (newsletters, 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.
23. Governing board manual.
24. Risk Management Loss Control Manual.
25. Home and Center Association Handbook.
26. Employee Handbook for locally-hired employees.
27. Latest inventory of instructional equipment and supplies.
28. Behavior management/discipline policy.
29. List of community resources and agencies that provide service or referrals for children and families with specific needs.
30. Sample menus of two-week's meals and snacks actually served by the program.
31. Permits/License/Certificates from state regulatory agencies of current inspections for fire prevention, health, safety, building occupancy, program operation, food service, etc. as required by civil authorities.
32. S.A.F.E. Program Guide.
33. Evaluation form for locally employed staff
34. Staff meeting & study group log for previous 12 months
35. Parent-specific programs and activity log for previous 12 months
36. Samples of actual lesson plans from each class.
37. Director's job description

Section 2

Profile, Progress Report, and Philosophy

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INSTRUCTIONS FOR EARLY CHILDHOOD PROGRAM PROFILE, PROGRESS REPORT, PHILOSOPHY AND GOALS

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

Items A Through I

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

Progress Report

The director is responsible for completing the progress report based on input from the faculty, staff, and local governing board. The 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 Mission

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

An Adventist system-wide statement of philosophy is included in this evaluation instrument. There are also goals for student learning adopted by the NAD education system. These goals have been adapted from *Journey to Excellence*.

The local governing board, administration, faculty, and staff will review and reaffirm its philosophy, mission statement, and curriculum goals. The early childhood program's statement of mission and specific goals for child development and learning will be added to the system-wide statements.

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EVALUATION STUDY COMMITTEES

COORDINATING COMMITTEE	Philosophical Foundations (1) and Community & Constituency (2)
Chair:	Chair:
Administration (3) and Staff Development (4)	Curriculum & Instruction (5) and Media Center (6)
Chair:	Chair:
Early Childhood Program Facilities (9) and Information Technology (10)	Early Childhood Program Activities (7), Early Childhood Program Services (8), and Surveys
Chair:	Chair:

(Numbers in parentheses correspond to Standards)

EARLY CHILDHOOD PROGRAM PROFILE

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

A. General Information:

Name of Early Childhood Program: _____

Address: _____

Conference _____ Superintendent _____

Director _____ Board Chair _____

Date of Last Full Evaluation _____ Date of Interim/Revisit _____

B. The Constituency :

Name of Church	Current Membership	Total Tithe Last Year	Total Church Budget Last Year	ECP Subsidy This Year	Number of Children from Constituency Enrolled	Number of Children from Constituency Not Enrolled
TOTALS						

Percentage of total ECP subsidy to total constituent tithe: _____

Percentage of total ECP subsidy to total church budget: _____

Percentage of Adventist children in constituent churches *not* attending: _____

C. 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 constituent church and/or school operating subsidy		
Total constituent church and/or school operating subsidy		
Income from other sources		
Total child accounts receivable		
Instructional materials/supplies expenditures		
Total technology/computer expenditures		
Total library/media expenditures		
Library/media expenditures per child		

2. Date of last audited financial statement: _____

3. Tuition rates: Constituent _____

Non-constituent _____

D. Media Center/Library Holdings

1. Print Materials for teachers' and children's use: (Place total number of volumes to the left of each listing.)

- | | |
|--|---------------------------------------|
| ___ Encyclopedia sets, no older than five years, appropriate to various ages.
Copyright date: _____ | ___ Religion |
| ___ Modern unabridged dictionary | ___ Social science |
| ___ Current world atlas | ___ Language |
| ___ Bible concordances | ___ Natural science |
| ___ Bible dictionary | ___ Applied science |
| ___ SDA Bible commentary sets | ___ Picture books / easy reading |
| ___ Index to Ellen G. White writings, (three-volume set) | ___ Fine arts |
| ___ Ellen G. White books | ___ Recreation (sports, crafts, etc.) |
| ___ General works | ___ 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): _____

3. Staff Data:

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

Assignment	Men	Women	Total
Administration			
Classroom Teachers			
Instructional Aides			
Infant and Toddler Caregivers			
Office Personnel			
Library/Media Center			
Food Service Providers			
Custodial/Grounds/Maintenance			
TOTAL			

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

- c. A confidential personnel file should be maintained by the administrator on each locally-hired employee and volunteer. This should include all information required by Southern Union policy, the local governing board, and civil authorities.

List required contents:	Name by what organization it is required:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

4. 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 Staff Member	Professional Membership(s)	Professional Growth Activities

F. The Children

1. Enrollment Data:	Opening Enrollments for the Last Five Years					Number of Children From Adventist Homes		Number of Children From Non-Adventist Homes
	Groups	4 Yrs. Ago	3 Yrs. Ago	2 Yrs. Ago	1 Yr. Ago	Current	Both Parents Baptized	One Parent Baptized
0-12 mos.								
13-24 mos.								
25-36 mos.								
37-48 mos.								
49-60 mos.								
60 mos.+								
TOTAL								

2. Enrollment Data Summary:

a. Percentage of total children from non-Adventist homes _____

b. Projected total enrollment: Next school year _____ In 2 years _____ In 3 years _____

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

Scholastic Year	Number of Children Completing This Facility's Highest Level	Number of Kindergarten Children Now Attending SDA Elementary School	Number of Kindergarten Children Now Attending Other Private Schools	Number of Kindergarten Children Now Attending Public Schools	Number of Kindergarten Children Who Are Home Schooled/Other

4. Is there an elementary school on, or adjacent to, this property? Yes No

5. The Risk Management Loss Control Guidelines Manual for Southern Union Early Childhood Programs and state regulatory authorities have specific requirements on teacher-child ratios for indoor, outdoor, and off-campus / field trip supervision. List the teacher-to-child grouping of children birth through pre-kindergarten:

Group/Class Title	Lead-Teacher / Caregiver's Name	# of children	Caregiver(s) / Assistant Teacher(s) / Aide(s) Field Trip Chaperone(s) / Volunteer(s) Names	I=Indoor, O=Outdoor, OC=Off-Campus		

G. Child Assessment

1. List any early childhood assessment(s) administered regularly. (Provide examples of assessment(s) as supplementary material for review during the on-site visit.)

Level*	Test(s) / Assessment(s) Administered	Administered by Whom

* List the ages of children (in Years-Months) being assessed with particular instrument.

2. Describe how the test outcome information is used and to whom results are communicated.
3. Explain early childhood program communication with parents regarding results of children's assessments.
4. Describe the activities initiated to improve child's performance/development based on child assessment results.

H. Curriculum Audit

List by level the titles of all curriculum being used. Indicate the date on which the alternate materials/curriculum was approved by the conference or union office of education.

Level	Name of Curriculum & Publisher	Copyright Date or Edition	Approval Date

I. Governing Board Members

Please list in the following chart all board members other than constituent church pastors and school principal and information requested. Specify each one's background qualifications or experience to represent an early childhood educational program (e.g. holds a college degree in early childhood education, child psychology, etc., has noted experience working with young children in educational or Sabbath School classrooms, etc.).

Name	Background Experience	Years of Service on Governing Board	Term of Service/ Beginning-Ending Date

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 all 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 ALL 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="checkbox"/> Yes <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> 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"/> Complete

PHILOSOPHY AND GOALS

A. Introductory Statement

A statement of philosophy has been developed for schools operating in the Seventh-day Adventist education system. Curriculum goals and objectives consistent with the philosophy have also been established. Additional goals that meet concerns and needs of the constituency, children and families should be added. The philosophy and goals should be systematically reviewed by the constituency, administration, faculty, staff, and local governing board. There should be an annual evaluation of continuous progress toward these goals.

B. Statement of Philosophy

The Seventh-day Adventist Church recognizes God as the ultimate source of existence and truth. In the beginning God created in His image a perfect humanity, a perfection later marred by sin. Through the guidance of the Holy Spirit, God's character and purposes can be understood as revealed in nature, the Bible, and Jesus Christ. The distinctive characteristics of Adventist education, derived from the Bible and the inspired writings of Ellen G. White, point to the redemptive aim of true education: to restore human beings into the image of their Maker.

While God presents His infinitely loving and wise character as the ultimate norm for human conduct, human motives, thinking, and behavior have fallen short of God's ideal. Education in its broadest sense is a means of returning human beings to their original relationship with God. Its time dimensions span eternity.

Adventist education seeks to develop a life of faith in God and respect for the dignity of all human beings; to build character akin to that of the Creator; to nurture thinkers rather than mere reflectors of others' thoughts; to promote loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful.

An education of this kind imparts far more than academic knowledge. It fosters a balanced development of the whole person—physically, intellectually, socially, and spiritually. Working together, homes, schools, early childhood programs and churches cooperate with divine agencies in preparing learners for responsible citizenship in this world and in the world to come.

C. Statement of Early Childhood Program'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 child will experience how to:

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 Early Childhood Program

Section 3

Standards for Early Childhood Programs

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INSTRUCTIONS FOR EVALUATING EARLY CHILDHOOD PROGRAM STANDARDS

Standards Assessment

Each statement is a standard of quality that must be met in all Seventh-day Adventist early childhood programs. Study committees of 3-5 members are to be appointed to complete one or more standards.

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.

All 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 and the Criteria for Accreditation (pages vii, viii) for each study committee working on standards.

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STANDARDS FOR ADVENTIST EARLY CHILDHOOD PROGRAMS

Standards are ideals for quality early childhood programs that are specific, attainable, and measurable. The following standards are to be met in all Seventh-day Adventist early childhood programs. 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 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 entire program, and they are developed and approved cooperatively by the administration, staff, and local governing board, and reflect Seventh-day Adventist 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. The mission, philosophy, and purpose are expressed in a written statement and made available to faculty, staff, parents, and constituents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The mission statement, philosophy, and purpose are reviewed regularly to meet the changing needs of children and constituency.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Evidence of current research that is consistent with Seventh-day Adventist philosophy of sound educational practices is maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall rating for this standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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. Administrators cooperate with the local conference office of education to implement a plan of classroom supervision and evaluation of instructional personnel that fosters professional growth.
- K. The director encourages and supports the use of innovative instructional strategies that enhance child development and learning.
- L. The director promotes a variety of partnerships among the early childhood program, home, church, school and community.
- M. The operating board and director cooperate with the local conference office of education in employing qualified personnel for all positions and employment status, and staff who commit to supporting the philosophy and mission of the program. (Note: To qualify for Florida Gold Seal, the director must be 21 years of age and meet one of three criteria as required by the state’s Gold Seal for administrators credential).....
- N. The director maintains a record-keeping system to ensure the security of all early childhood program, child, locally funded staff, volunteers and local governing board information.
- O. The director cooperates with the local conference office of education to ensure that non-instructional personnel are qualified, oriented with written job descriptions, and aware of their influence on children and families.
- P. The director ensures that child supervision is provided during early childhood program hours and at early childhood program functions, and that staff-child ratios are maintained per Union/Conference policy, accreditation standards and applicable regulations by civil authorities.....
- Q. The director cooperates with the local conference office of education to ensure compliance with denominational policies and governmental regulations regarding insurance coverage, health and safety requirements and employment practices.
- R. Proper orientation is given for new board members, staff, and volunteers working with children.
- S. Locally-funded employment compensations such as wages, Social Security, FMLA benefits, etc. are in compliance with state and federal requirements and a plan for recruiting and retaining quality staff is in place.
- T. All personnel on-staff receive written job descriptions, an employee handbook, and annual policy updates.

Standard for Administration *(continued)*

- U. Annual training and new employee orientation is provided by qualified individuals to all staff and volunteers in such areas as blood-borne exposure control and protection procedures, sanitation policies, use of fire extinguishers, emergency health & safety procedures, teacher-child ratios, supervision structures, curriculum presentation and use, communication with parents, discipline policies and procedures, etc.
- V. Admission policies and procedures for enrolling young children are in compliance with Southern Union Education Codes and civil authorities....
- W. Medication administration and storage procedures by authorized staff are maintained as required per civil authorities.
- X. A specific field trip policy and procedure that ensures parent notification and permission, organized roll checks before, during and upon return, adult-child supervision ratios and transportation routines are maintained as required by risk management guidelines and civil authorities.
- Y. The administrator has record of each parent receiving copies of policies such as discipline, program operation, finance, emergency closings, etc.
- Z. Annually, the educational program administration and staff make an informal evaluation of practices and create an improvement plan that consists of short-and long-term goals based on child development research and best practices.
- AA. The administrator cooperates with the local conference office of education to conduct a written evaluation of locally funded employees, i.e., teachers and support staff no more than six months into the first year of employment and annually thereafter in a process that contributes to the staff members' professional development.....
- BB. Inter-staff communication procedures are clearly defined and followed to ensure smooth and safe operation of the program.
- CC. The governing board cooperates with the local conference office of education to complete an annual evaluation of the early childhood program director.....
- Overall rating for this standard**

Standard for Administration *(continued)*

Verification Narrative for Administration:

4. Standard for Staff Development

Standard: *Staff-development programs are planned and implemented to enhance the professional development of early childhood program personnel, integrating new knowledge, information, and teaching methodologies identified through current research.*

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. Personnel participate in an ongoing program of professional development.
- B. Personnel have access to and use current professional materials and resources.
- C. Personnel hold memberships in professional organizations.
- D. All staff and director responsible for the care and education of young children obtain a minimum of twelve clock hours per year of continuing education provided by a qualified entity in such areas as emergent literacy and mathematics, observations and assessment, health and safety, family and community relations, communication, child development, classroom and program management, educational technology, legal issues, etc. (Note: for those seeking Florida Gold Seal status, the director and all staff are required to have 30 clock hours of continuing education in the first year of employment and 24 clock hours each year thereafter.)

Overall rating for this standard

Standard for Staff Development *(continued)*

Verification Narrative for Staff Development:

5. Standard for Curriculum and Instruction

Standard: *The curriculum is the core of the early childhood program and reflects the goals and needs of children, providing for their spiritual, social, physical, mental, and emotional development.*

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 curriculum goals reflect the stated mission and philosophy of the early childhood program and are aligned with SUC curriculum goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The belief that the Bible is the revelation of God and the foundation of all knowledge is upheld.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. The instructional program reflects a thorough infusion of spiritual values and Adventist beliefs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. The instructional program provides a variety of learning experiences to meet individual abilities, backgrounds, needs, interests, and learning styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. The instructional program is evaluated and updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Developmental progress and assessments are communicated to parents on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. The progress reporting program uses a variety of strategies from the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Individual assessment results and progress reports are communicated to parents on a regular and timely basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Child assessments / observations are conducted and recorded by trained personnel in such areas as child’s progress, developmental levels, multiple intelligences, learning styles and preferences, and maintained confidential...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard for Curriculum and Instruction *(continued)*

J. Instructional staff show consistent involvement and interaction with children and use affectionate, supportive words in conversation to foster healthy, social and emotional development.....

K. Developmentally appropriate materials, grouping, scheduling, activities, equipment and other supplies are used to meet educational objectives for young children.....

L. Children with identified disabilities / special needs have received an individual program plan developed by and reviewed through a team which includes teacher, parent, and specialist.....

Overall rating for this standard

Standard for Curriculum and Instruction *(continued)*

Verification Narrative for Curriculum and Instruction:

6. Standard for the Media Center

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

The standard/indicator of implementation is:

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

Indicators of Implementation:

1 2 3 4

- A. The media center has a balanced collection of appropriate library materials, including denominational publications, in both print and electronic forms.
- B. Personnel provide orientation in locating and evaluating information sources that support learning for young children.
- Overall rating for this standard**

Standard for Media Center *(continued)*

Verification Narrative for Media Center:

7. Standard for Early Childhood Program Activities

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

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. Activities for children are planned and supervised within established policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Early childhood program activities reflect the philosophy and purpose of the early childhood program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Activities are sufficient in number and variety to meet the needs and interests of all children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Activities by the children include witnessing/service opportunities that are integrated throughout the early childhood program curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall rating for this standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard for Early Childhood Program Activities *(continued)*

Verification Narrative for Early Childhood Program Activities:

- J. Food and formulas, whether provided by the program or brought from home, are stored, prepared and served in compliance with civil regulations and denominational policies.....
- K. Sufficient First Aid supplies and an adequate number of employees with current certification in First Aid, adult and child CPR are on the premises at all times children are present, and accompany children on field trips.
- L. Accident/incident reports on children are documented, shared with parents, and maintained appropriately on file.
- M. Staff have been trained to recognize signs of child abuse/child neglect, to follow procedures for reporting abuse, to keep the information confidential, to maintain abuse prevention compliance in the program and to follow state laws regarding their responsibilities for reporting.
- N. A procedure per regulatory policies is in place for maintaining clean bedding for young children.
- O. An established plan is followed regularly for clean-up, hand-washing routines of adults and children, sanitizing toys, classroom and kitchen equipment to maintain a healthy environment for everyone.....
- P. Infants are cuddled when bottle fed and caregivers follow daily procedures for recording actual food consumed, feeding times, and informing parents of this information.
- Overall rating for this standard**

Standard for Early Childhood Program Services *(continued)*

Verification Narrative for Early Childhood Program Services:

9. Standard for Early Childhood Program Facilities

Standard: *The early childhood program plant and site are designed, operated, and maintained to achieve the program’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 early childhood program is identified by an appropriate sign and displays the national flag.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The campus and early childhood program buildings are designed to enhance the administrative, instructional, and co-curricular programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. The campus, buildings and playgrounds are attractive, neat, clean, and well-maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Each early childhood program building and outdoor area is regularly inspected to ensure that fire, health, and safety regulations are met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Early childhood classrooms are structurally designed to stimulate age-appropriate learning, encourage exploration and experimentation with large and small groups of children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. The classroom atmosphere provides adequate lighting, temperature and ventilation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. The building and outdoor spaces provide, at a minimum, adequate square footage per regulatory rules for the number of children enrolled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. All entrances and exits are clearly identified at all times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. The early childhood program supplies child-sized furnishings that are comforting and appropriate. There are designated areas for shelving and storage that are easily accessible for individual use by adults and children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. Drinking water is readily available and accessible to young children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- K. The facility is designed with sufficient number of appropriate sized sinks and toilets with soap and paper towels accessible for the children.....
 - L. Outdoor play equipment is appropriate, varied and sufficient for the age and number of children.....
 - M. The early childhood play area is clearly identified, appropriately fenced, and facilitates sun and shade areas. Ground cover meets safety standards and allows for varied play/interactions.....
 - N. Diapering areas, supplies, sanitization, and maintenance are in accordance with authorized health practices.
- Overall rating for this standard**

Standard for Early Childhood Program Facilities *(continued)*

Verification Narrative for Early Childhood Program Facilities:

Standard for Information Technology *(continued)*

Verification Narrative for Information Technology:

Section 4

Subject-Area Evaluations

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INSTRUCTIONS FOR EVALUATING SUBJECT AREAS & EARLY CHILDHOOD CLASSROOMS

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

Materials needed for teachers & caregivers:

1. This page of instructions
2. Teacher Instructional Profile
Each lead teacher / lead caregiver of a group/level will complete a set of general questions regarding the instructional program and care in brief narrative responses.
3. The assigned subject-area and early childhood section
Teachers in Pre-kindergarten classrooms of four- and five-year-olds, are to be assigned the Pre-Kindergarten section (See p. 76). Teachers and caregivers for infants through three-year-olds are to be assigned the Early Childhood Program section (See p. 82).

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

- A. **Introductory Statement:** A general statement about the area, and its purpose and relevance within the Adventist 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 specific 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 specific area and to cite evidence of child learning.
- E. **Recommendations for Improvement:** The teacher is to recommend improvements to the instructional program in this specific area. Some of these recommendations may be used by the Coordinating Committee to develop action plans.

The completed subject-area and early childhood sections will be submitted to the Coordinating Committee.

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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. Seventh-day Adventist education recognizes these basic skills as essential for productive citizenship and for comprehending the good news of salvation and sharing it with others.

The individual's recognition of reading as a valuable source of knowledge, pleasure, and spiritual growth is imperative. What one listens to and 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 child in:

1. Developing pre-reading skills that will facilitate reading for learning and pleasure.
2. Becoming discerning/discriminating readers, identifying quality literature in harmony with Christian principles.
3. Developing perception and sensitivity through literature that portrays the beauty of language.
4. Enhancing their understanding of God, others, and self through experiences with literature.
5. Listening and observing purposefully in acquiring, interpreting, and evaluating information.
6. Communicating ideas clearly, accurately, and effectively through spoken language.
7. Pre-writing skills for practical, creative, and aesthetic purposes.
8. Speaking effectively and appropriately when addressing various audiences under varying circumstances.
9. Acquiring the essential language and study skills essential to functioning as a productive citizen in the church and in society.
10. Developing analytical thinking and evaluation skills for selecting media suitable for learning and/or personal enjoyment.

C. Instructional Assessment

1. How is the Union-adopted curriculum used with emergent language arts needs in the instructional program?
2. Describe the processes used to identify the child's level of language development.
3. What provisions are made to accommodate the levels of learning, development, and comprehension within the early childhood program?
4. Give examples of pre-reading and pre-writing activities that include a variety of genres and themes.
5. What opportunities are given to children for the practice of listening and speaking skills in a variety of settings?
6. Describe what strategies are employed for reading to the children across the curriculum and throughout the entire day.

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

8. What motivational techniques are employed to encourage children to become life-long readers for pleasure?

The following materials and equipment are available and used in the language arts/reading program:

	Yes	No
1. Picture books	<input type="radio"/>	<input type="radio"/>
2. Picture dictionaries in English for young children	<input type="radio"/>	<input type="radio"/>
3. Picture dictionaries in other languages for young children	<input type="radio"/>	<input type="radio"/>
4. Poetry books for young children	<input type="radio"/>	<input type="radio"/>
5. Library / trade / story books	<input type="radio"/>	<input type="radio"/>
6. Recorded books / stories / poems	<input type="radio"/>	<input type="radio"/>
7. Computer software or online resources	<input type="radio"/>	<input type="radio"/>
8. Age appropriate magazines and newspapers	<input type="radio"/>	<input type="radio"/>
9. Nature books	<input type="radio"/>	<input type="radio"/>
10. Alphabet books	<input type="radio"/>	<input type="radio"/>
11. Other age appropriate information books	<input type="radio"/>	<input type="radio"/>
12. Handwriting charts/wall strips	<input type="radio"/>	<input type="radio"/>
13. 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 the development and learning of the children.

E. Recommendations for Improvement

After reviewing your responses to sections C–D, list in order of priority improvements recommended for language arts in this early childhood program.

MATHEMATICS

A. Introductory Statement

Mathematics education should equip children with essential skills for developing analytical, problem solving, and critical-thinking abilities. Opportunities should also be provided for children 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 children in:

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

C. Instructional Assessment

1. Describe the processes used to identify child's level of mathematical knowledge and ability, for instructional planning.
2. What provision is made for reinforcement and encouraging further development?
3. Explain the instruction process used in the introduction of new concepts.
4. What opportunities are given for children to appreciate the Creator as a God of order?
5. Give examples of the use of manipulatives to enhance and support instruction.
6. Describe the daily opportunities children have to develop critical-thinking skills and apply math concepts in everyday experiences.

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 children know God so they will respond with love, trust, and obedience to Him.

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

B. Instructional Goals

The religion program will assist the children in:

1. Beginning to understand and appreciate the workings and purposes of the Trinity—the Father, the Son, and the Holy Spirit.
2. Recognizing the Bible as a primary source of knowledge about the Creator God.
3. Developing an understanding of and experience how to become more like God.
4. Recognizing that God has created a universe and humankind on earth with the privileges and responsibilities of free will and personal choice.
5. Developing an understanding of the great rebellion of Satan, its effects on the universe, and God’s love in providing a plan of redemption.
6. Developing 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.
7. Identifying the spiritual, physical, intellectual, and emotional needs of others and respond with loving care and courtesy.

C. Instructional Assessment

1. Describe how the Bible is used as a primary source of spiritual knowledge and insight.

The following materials and equipment are available and used:

	Yes	No
1. Bibles—various versions and appropriate for young children	<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>NIV Story Bible Series, The Bible Story, etc.</i>)	<input type="radio"/>	<input type="radio"/>
5. Bible verses in music and poems	<input type="radio"/>	<input type="radio"/>
6. Character building stories	<input type="radio"/>	<input type="radio"/>
7. Cassettes, CDs, DVDs, and videos	<input type="radio"/>	<input type="radio"/>
8. Computer software	<input type="radio"/>	<input type="radio"/>
9. 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 the development and learning of the children.

E. Recommendations for Improvement

After reviewing your responses to sections C–D, list in order of priority improvements recommended for religion and witnessing/service in this early childhood program.

3. Describe the types of hands-on activities used to enhance exploration, discovery and learning.

4. Give examples of how technology enhances and supports the instruction.

5. Explain how good health and nutrition practices are taught, implemented and maintained throughout the year.

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, DVDs	<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: _____		

D. Evaluation

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

SOCIAL STUDIES

A. Introductory Statement

The social studies program in Seventh-day Adventist early childhood programs is designed to emphasize the theme of God's guiding hand in history and His loving concern for humanity. It endeavors to give children an opportunity to develop an appreciation for the biblical concepts of human worth and the value of service to humanity. Social studies acquaints children 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 children in:

1. Developing an understanding of the origin, nature, purpose, and destiny of humanity based on a Seventh-day Adventist worldview.
2. Demonstrating the skills essential for effective social interaction and cooperation with others.
3. Developing a personal system of ethics for responsible citizenship based on integrity, morality, and personal responsibility.
4. Recognizing the value of patriotism and accept the privilege of serving others through the rights and responsibilities of citizenship.
5. Developing a value system based upon respect for human and civil rights, religious tolerance, and multicultural understanding.
6. Developing an individual sense of identity, purpose, and importance in the human story.
7. Participating in activities that demonstrate Christian concern for and acceptance of the world mission of the Seventh-day Adventist Church.

C. Instructional Assessment

1. How does the instructional program emphasize the world mission of the Adventist Church?

E. Recommendations for Improvement

After reviewing your responses to sections C–D, list in order of priority improvements recommended for social studies in this early childhood program.

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, children 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 children in:

1. Recognizing their unique artistic talents and create a desire to use them to serve and glorify the Creator God.
2. Valuing the arts as a means of self-expressive communication with God and humanity.
3. Developing confidence and proficiency in their artistic skills and abilities.
4. Developing spirituality by supporting their understanding of and relationship with a God of beauty and inspiration.
5. Participating with increasing skill in fine arts experiences consistent with Christian principles.
6. Cultivating an awareness and appreciation of the arts in various cultures and historical periods.

C. **Instructional Assessment**

1. How are children's artistic endeavors in both art and music displayed or exhibited?

2. What provision is made for individual expression in art and music?

3. Describe various experiences included in the instructional program for art.

4. Describe various experiences included in the instructional program for music.

5. How are the fine arts used to enhance the worship experience of children?

The following materials and equipment are available:		
	Yes	No
1. Brushes	<input type="radio"/>	<input type="radio"/>
2. Mediums: chalk, clay, watercolor paint, finger 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. Piano and/or electronic keyboard	<input type="radio"/>	<input type="radio"/>
6. Audio playback equipment	<input type="radio"/>	<input type="radio"/>
7. Cassette tapes, CDs, and DVDs	<input type="radio"/>	<input type="radio"/>
9. Rhythm instruments & other musical instruments	<input type="radio"/>	<input type="radio"/>
10. Other: _____		

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 the development and learning of the children.

E. Recommendations for Improvement

After reviewing your responses to sections C–D, list in order of priority improvements recommended for fine arts in this early childhood program.

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 a Seventh-day Adventist early childhood program. As an integral part of the education of all children, physical education should be enjoyable and success oriented. The program should assist children developing 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 children in:

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

PRE-KINDERGARTEN

A. Introductory Statement

Attention to pre-kindergarten children (four to five year olds) is imperative to the foundation of a child's character development and success.

The Seventh-day Adventist pre-kindergarten offers an opportunity for four to five year olds to extend their learning experience in a developmentally appropriate classroom prior to formal schooling. Based on their age, individual levels and learning styles, such an informal environment fosters natural curiosity and stimulates their cognitive, physical, social, emotional and spiritual growth.

B. Instructional Goals

The fundamental goal of the Seventh-day Adventist pre-kindergarten program is to encourage young children to develop their relationship with God through a safe, interactive, Christ-centered environment. In this environment they are stimulated to observe, explore, think, discover, experiment, speak, manipulate, model, and create. The pre-kindergarten program will be reflected in the following goals.

1. Spiritual — The children will:
 - a. Know Jesus as a personal friend.
 - b. Worship God with joy and reverence.
 - c. Value/accept the Bible as God's Word to them.
 - d. Recognize their value as children of God.
 - e. Develop Christ-like characters
 - f. Have a knowledge and understanding of Seventh-day Adventist beliefs and lifestyle.

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

5. How are emerging communication skills fostered?

6. What multi-sensory and fine motor activities are used as pre-writing and pre-reading exercises?

7. Give at least five examples of how the available instructional materials and equipment are used to implement a program appropriate to the developmental needs of children.

8. Discuss how material/resources are rotated to constantly offer new learning experiences in the classroom.

9. Give examples of teacher sensitivity to cultural differences and learning styles.

10. What actions are taken to develop an awareness, appreciation and respect for diversity in the world?

11. List all screenings/assessments used in the pre-kindergarten program.

12. Describe the evaluation/assessment process used to track learning growth and development.

13. What kind of measures are taken to encourage parental involvement and build mutual understanding and greater consistency between the home and the early childhood program?

14. What types of community resources are utilized to enhance the learning experience?

15. Give examples of equipment and supplies purchased in the last two years for the pre-kindergarten program specifically.

16. Describe the annual expenditures for the last two years on pre-kindergarten supplies and materials.

Specific materials and supplies used in the pre-kindergarten program are:

	Yes	No
<u>Curriculum materials:</u> Adopted curriculum, child evangelism materials, teacher resources, children’s song books, etc.	<input type="radio"/>	<input type="radio"/>
<u>Art materials:</u> Crayons, finger paints, sidewalk chalk, construction paper, Playdough®, etc.	<input type="radio"/>	<input type="radio"/>
<u>Media and Technology:</u> CD/cassette player, computer, printer, TV/VCR, etc.	<input type="radio"/>	<input type="radio"/>
<u>Language Development materials:</u> Picture books, nature magazines, flannel boards & felts, 3-dimensional alphabet letters, books on tape, emergent writing materials, etc.	<input type="radio"/>	<input type="radio"/>
<u>Gross motor manipulatives:</u> Building blocks, woodworking equipment, dramatic play equipment, etc.	<input type="radio"/>	<input type="radio"/>
<u>Fine motor manipulatives:</u> Legos®, small balls, puzzles, games, etc.	<input type="radio"/>	<input type="radio"/>
<u>Music materials:</u> Rhythm instruments, children’s music, etc.	<input type="radio"/>	<input type="radio"/>
<u>Exploratory materials:</u> Magnets, magnifying glass, compass, butterfly net, terrarium, collections, water/sand table, etc.	<input type="radio"/>	<input type="radio"/>
<u>Math & Cooking:</u> Measuring devices, cooking utensils, manipulatives for counting, sorting, patterning, etc.	<input type="radio"/>	<input type="radio"/>
<u>Outdoor play equipment:</u> Big balls, wheel toys, sandbox, climbing equipment, etc.	<input type="radio"/>	<input type="radio"/>
Other: _____		

List additional equipment, supplies, or manipulatives that significantly enhance your pre-kindergarten developmentally appropriate classroom:

D. Evaluation

1. List the improvements in this pre-kindergarten program 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 “1” and “2” have had an impact on the development and learning of the children.

E. Recommendations for Improvement

After reviewing your responses to sections A-D, list in order of priority improvements recommended for this pre-kindergarten.

EARLY CHILDHOOD PROGRAM

Birth to Pre-Kindergarten/Four-year-olds

A. Introductory Statement

Early childhood programs for children birth to pre-kindergarten/four-year-olds have become an integral part of today's society and expectations. Reports from recent brain research state how important healthfulness, a safe environment and positive stimulation are to young children's total development.

Seventh-day Adventist early childhood programs offer safe, healthy environments that facilitate growth and development in surroundings that foster natural curiosity and stimulates the cognitive, physical, social, emotional and spiritual growth of young children.

B. Instructional Goals

The fundamental goal of the Seventh-day Adventist early childhood programs is to encourage young children to develop their relationship with God through a safe, interactive, Christ-centered environment. In this environment they are stimulated to observe, explore, think, discover, experiment, speak, manipulate objects, model, and create. The early childhood program will be reflected in the following goals.

1. Spiritual — The children will:

- a. Know Jesus as a personal friend.
- b. Worship God with joy and reverence.
- c. Recognize the Bible as God's Word to them.
- d. Recognize God as their Heavenly Father.
- e. Develop Christ-like characters.
- f. Have a knowledge of Seventh-day Adventist beliefs and lifestyle.

2. Social/Emotional – The children will:

- a. Participate in a variety of activities.
- b. Develop realistic expectations of themselves.
- c. Accept moments of success, disappointment and failure.
- d. Demonstrate a willingness to try new experiences.
- e. Develop communication skills for effective interaction.
- f. Perform various classroom responsibilities.
- g. Respond to teachers and peers in an appropriate manner.
- h. Develop self-control, fair play, respect for others and willingness to share.
- i. Practice using good manners.
- j. Develop self-help skills.
- k. Appreciate the value of friendship.
- l. Show respect for property.

Specific materials and supplies used in the early childhood program are:

	Yes	No
<u>Curriculum materials:</u> Adopted curriculum, child evangelism materials, teacher resources, children's song books, etc.	<input type="radio"/>	<input type="radio"/>
<u>Art materials (Non toxic):</u> Crayons, finger paints, sidewalk chalk, construction paper, Playdough®, etc.	<input type="radio"/>	<input type="radio"/>
<u>Media and Technology:</u> CD/cassette player, computer, printer, TV/VCR, etc.	<input type="radio"/>	<input type="radio"/>
<u>Language Development materials:</u> Picture books, nature magazines, flannel boards & felts, 3-dimensional alphabet letters, books on tape, emergent language materials, etc.	<input type="radio"/>	<input type="radio"/>
<u>Gross motor manipulatives:</u> Building blocks, dramatic play equipment, etc.	<input type="radio"/>	<input type="radio"/>
<u>Fine motor manipulatives:</u> Duplos®, small balls, puzzles, games, etc.	<input type="radio"/>	<input type="radio"/>
<u>Music materials:</u> Rhythm instruments, children's music, etc.	<input type="radio"/>	<input type="radio"/>
<u>Exploratory materials:</u> Magnets, magnifying glass, compass, butterfly net, cages, terrarium, aquarium, collections, water/sand table, etc.	<input type="radio"/>	<input type="radio"/>
<u>Math & Cooking:</u> Measuring devices, cooking utensils, manipulatives for counting, sorting, patterning, etc.	<input type="radio"/>	<input type="radio"/>
<u>Indoor play equipment:</u> Crawl-through tunnels, tumbling mats, push/pull toys, padded stairs, balls, padded jungle gyms, etc.	<input type="radio"/>	<input type="radio"/>
<u>Outdoor play equipment:</u> Big balls, wheel toys, sandbox, climbing equipment, etc.	<input type="radio"/>	<input type="radio"/>
Other: _____		

E. Recommendations for Improvement

After reviewing your responses to sections A-D, list in order of priority improvements recommended for the early childhood program.

Section 5

Surveys

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INSTRUCTIONS FOR ADMINISTERING PARENT SURVEY

The study committee assigned to complete the standards for Early Childhood Program Activities and Early Childhood Program 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 children. An accompanying letter from the early childhood program director should indicate the purpose of the survey as an integral part of the early childhood program 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 early childhood program facility. Preserving confidentiality and security is imperative.

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 early childhood program administration and board by the Visiting Committee.

REMOVE THIS PAGE BEFORE PUBLISHING THE SELF-STUDY REPORT

PARENT SURVEY

Instructions:

Your opinion about the quality of the early childhood program is important. Please complete this parent survey. Do **NOT** sign your name. Return it to the early childhood program facility sealed in the envelope provided. For questions 1–12, rate your early childhood program by circling the number that corresponds with your level of agreement with the statements about the early childhood program. (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 child(ren) in this early childhood program? _____

Do you have a child(ren) in an infant, toddler or three-year-old classroom in this facility?

Yes

No

If so, please indicate in which group:

infant

toddler

three-year-old

Do you have a child(ren) four or five years old in a pre-kindergarten classroom(s) in this facility?

Yes

No

Agreement Low ----- High

1 2 3 4 5

1. I am informed of the early childhood programs and policies.

1 2 3 4 5

2. Reports concerning my child's development and progress are adequate.

1 2 3 4 5

3. I feel welcome at the early childhood program facility.

1 2 3 4 5

4. Children have access to a variety of resources to help them develop and succeed in learning.

1 2 3 4 5

5. The early childhood program is helping my child grow in a relationship with Jesus.

1 2 3 4 5

6. My child receives adequate help from early childhood program personnel.

1 2 3 4 5

7. The early childhood program accommodates children with special needs.

1 2 3 4 5

8. The children and teachers / caregivers have a good working relationship.

- | | | |
|-----------|-----|--|
| 1 2 3 4 5 | 9. | The early childhood program provides children and staff with a safe and orderly environment for learning. |
| 1 2 3 4 5 | 10. | The early childhood program is preparing children to continue their education and development at more advanced levels. |
| 1 2 3 4 5 | 11. | Teachers / caregivers hold high expectations for learning, growth and development. |
| 1 2 3 4 5 | 12. | The educational program and care offered at this early childhood program is of high quality. |

13 . Why have you chosen this early childhood program for your child(ren) to attend?

14. What do you consider to be the strengths of the early childhood program?

15. What areas of the early childhood program could be improved, and what suggestions would you offer for improvement?

16. Additional comments:

(NOTE: For those seeking Florida Gold Seal status, a Teacher/Caregiver/Staff Survey must be completed in addition to the Parent and Constituent/Stakeholder surveys.)

INSTRUCTIONS FOR ADMINISTERING TEACHER/CAREGIVER/STAFF SURVEY

The study committee assigned to complete the standards for Early Childhood Program Activities and Early Childhood Program Services should also oversee the administration of the Teacher/Caregiver/Staff Survey. Follow these instructions:

Administration of Teacher/Caregiver/Staff Survey

The Teacher/Caregiver/Staff Survey is to be given to all program personnel. An accompanying letter from the early childhood program director should indicate the purpose of the survey as an integral part of the early childhood program evaluation process and solicit full participation. The letter should also instruct the personnel to return the completed survey sealed in an enclosed envelope to the early childhood program facility. Preserving confidentiality and security is imperative.

The sealed surveys are to be given to the Visiting Committee chair, who will oversee their review. A report of Teacher/Caregiver/Staff Survey responses will be provided to the early childhood program administration and governing board by the Visiting Committee.

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TEACHER/CAREGIVER/STAFF ASSESSMENT SURVEY

Instructions:

Your opinion about our early care and education program is important. Please complete this survey. Do **NOT** sign your name. Return it to the center sealed in the envelope provided. For questions 1-12, circle the number that corresponds with your level of agreement with the statements. (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 13-17.

How many years/months have you worked at this early childhood education and care program?

Circle one: 1 to 12 months 1 to 3 years 3 to 6 years more than 6 years

Agreement Low ----- High

- | | | |
|-----------|-----|--|
| 1 2 3 4 5 | 1. | The program administration keeps me informed of working policies, schedules, and procedures and any changes thereof in a timely manner. |
| 1 2 3 4 5 | 2. | Staffing at this early care and education program is good and fair; there are no discriminatory problems. |
| 1 2 3 4 5 | 3. | I feel accepted and respected by my coworkers. |
| 1 2 3 4 5 | 4. | Staff are usually involved in the development and implementation of new programs. |
| 1 2 3 4 5 | 5. | The governance, administration and program offered where I work is high quality. |
| 1 2 3 4 5 | 6. | The administration assists me in developing professionally. |
| 1 2 3 4 5 | 7. | Positive teamwork and collaboration among staff members is high. |
| 1 2 3 4 5 | 8. | Reports from program governance and civil authorities containing information that affects my work/responsibilities are shared with me by my administration in a timely manner. |
| 1 2 3 4 5 | 9. | The administration models maintaining a healthy, safe and orderly environment . |
| 1 2 3 4 5 | 10. | The everyday working relationship among the personnel in my specific area (e.g. food service, classroom, front office) is amiable and professional. |
| 1 2 3 4 5 | 11. | The due process provided by the administration for seeking solutions is adequate. |

- 1 2 3 4 5 12. I feel that my suggestions to the administration regarding curriculum, classroom management, programming, building parent and community relations are appreciated and taken into consideration.
- 13 . Why did you choose to work at this early childhood program, and what do you like most about your work?
14. What do you consider to be the strengths of this early childhood program?
15. What areas of the early childhood program could be improved?
16. What suggestions would you offer the administration for improvement?
17. Additional comments:

(NOTE: For those seeking Florida Gold Seal status, a Constituent/Stakeholder Survey must be completed in addition to the Parent and Teacher/Caregiver/Staff surveys.)

INSTRUCTIONS FOR ADMINISTERING CONSTITUENT/STAKEHOLDER SURVEY

The study committee assigned to complete the standards for Early Childhood Program Activities and Early Childhood Program Services should also oversee the administration of the Constituent/Stakeholder Survey. Follow these instructions:

Administration of Constituent/Stakeholder Survey

The Constituent/Stakeholder Survey is to be distributed to all non-parent constituent church members and local members of non-constituent churches, and made available to others (non-parent) with vested interest in the success of the early childhood program. An accompanying letter from the director should indicate the purpose of the survey as an integral part of the program evaluation process and solicit full participation. The letter should also instruct the respondents to return the completed survey sealed in an enclosed envelope to the early childhood program facility. Preserving confidentiality and security is imperative.

The sealed surveys are to be given to the Visiting Committee chair, who will oversee their review. A report of Constituent/Stakeholder Survey responses will be provided to the early childhood program administration and governing board by the Visiting Committee.

REMOVE THIS PAGE BEFORE PUBLISHING THE SELF-STUDY REPORT

Constituent/Stakeholder Survey

Instructions:

Your opinion about the quality of the early care and education program administration is important. Please complete this survey. Do **NOT** sign your name. Return it to the early childhood program facility sealed in the envelope provided. For questions 1–10, rate your responses by circling the number that corresponds with your level of agreement with the statements. (Number 1 indicates no agreement with the statement, and 5 indicate strong agreement.) You may add a brief comment about any statement. Upon completion of the ranked response items, answer the open-ended questions 11–13.

How many years have you been a stakeholder of this early childhood program? _____

Agreement
Low ----- High

- | | | |
|-----------|-----|---|
| 1 2 3 4 5 | 1. | Adequate information on the early childhood program's governance, policies and practices is available to stakeholders. |
| 1 2 3 4 5 | 2. | Communication and reports from the early childhood program's administration to its stakeholders are regular and adequate. |
| 1 2 3 4 5 | 3. | The director and staff display resourcefulness and positive community relations. |
| 1 2 3 4 5 | 4. | The administration facilitates a good working relationship among all early childhood program personnel. |
| 1 2 3 4 5 | 5. | The administration makes itself available and responds to stakeholders in a timely fashion. |
| 1 2 3 4 5 | 6. | I feel that stakeholders are respected by the administration. |
| 1 2 3 4 5 | 7. | The administration maintains a consistently safe, healthy and orderly environment for children and adults. |
| 1 2 3 4 5 | 8. | The educational program offered at this early childhood program is of high quality. |
| 1 2 3 4 5 | 9. | This early childhood program administration maintains and follows its claimed mission, vision, and purpose. |
| 1 2 3 4 5 | 10. | Stakeholders have adequate opportunity to give input to the administration and governance. |

Section 6

Early Childhood Program-wide Improvement Action Plans

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INSTRUCTIONS FOR DEVELOPING EARLY CHILDHOOD PROGRAM-WIDE IMPROVEMENT ACTION PLANS

Early childhood program-wide improvement action plans are a vital outcome of the evaluation process. The development of action plans provides the early childhood program 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 early childhood program-wide areas that need improvement.

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

Procedures for Developing Early Childhood Program-wide Improvement Action Plans:

- A. The Coordinating Committee will do the following:
 1. Develop all early childhood program-wide 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 program director and faculty review all draft action plans before sending them to the local operating board for review and approval.
 5. Submit final drafts of all action plans to the local operating board for approval.
 6. Include all early childhood program-wide improvement action plans as the final section of the Self-study Report.
- B. The local operating board will approve all early childhood program-wide improvement action plans prior to their inclusion in the Self-study Report.

REMOVE THIS PAGE BEFORE PUBLISHING THE SELF-STUDY REPORT

Early Childhood Program-wide

Improvement Action Plan # _____

Standard # / Subject or Project Area: _____

Objective:

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

