

Evaluative Criteria for Southern Union Conference

Early Childhood Programs



Visiting Committee Handbook

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-12 schools in the North American Division and 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

The Evaluative Criteria for Seventh-day Adventist Early Childhood Programs has two components:

1. Self-Study Instrument

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

2. Visiting Committee Handbook

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

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Chapter One -- OVERVIEW

Introduction

The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc. (AAA) is the denominational accrediting authority for all educational institutions and programs 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.

Rationale

The rationale underlying the accreditation process is the belief that it encourages clarification of the mission and goals of Seventh-day Adventist education, contributes substantially to the improvement of the total program, clarifies the significance of the early childhood program as the church in action, and provides opportunity for involvement of the church community.

The accreditation process has three stages: (1) the self-study, (2) the visit by a visiting team, and (3) 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 serve as the underlying bases 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. Standards have been established for the major areas listed below which are found in an Adventist educational program. 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.

Criteria for Accreditation *(continued)*

- 5. Curriculum and Instruction**—An instructional program should be implemented that is consistent with the Southern Union Conference, national standards and sound educational practices.

The curriculum should provide all children with suitable experiences for learning and development consistent with the philosophy, goals, and learning expectations, as well as for meeting 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 the needs and interests of children and families, employing the special skills of 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.

Accreditation Process

The success of the evaluation process depends upon the cooperative efforts of the following: local governing board, program 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 early childhood education personnel on the evaluation process. The union conference office of education is responsible for overall supervision of the evaluation process for early childhood education 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. Program Director

As the agent of the local governing board, the program 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 program 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.

Accreditation Process *(continued)*

7. Coordinating Committee

The Coordinating Committee is composed of the program 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.

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 program 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 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

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 classes; and interviewing administrators, teachers, children, parents, staff, and others.
- 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.

Chapter Two—VISITING COMMITTEE

Introduction

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

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

Action plans may be:

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

Commendations are based on:

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

Recommendations are to be based on:

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

Membership of the Visiting Committee

The Visiting Committee is composed of three to seven (up to 10 members for very large programs). It is to be a representative group, with members chosen from the union, local conference, and early childhood program personnel. The committee should not include persons who have a vested interest in the early childhood program.

Chapter Three – VISITING COMMITTEE CHAIR

Responsibilities of Visiting Committee Chair

The Visiting Committee chair is the person responsible for coordinating and supervising the evaluation process. The responsibilities of the chair are to:

1. Arrange a time schedule for the visit after consultation with the program director.
2. Establish the date, with the program director, at least one month prior to the scheduled visit, for sending the completed Self-study Report to each visiting committee member.
3. Finalize arrangements with the program director, prior to the visit, for lodging and meals, transportation during the visit, meeting room, and secretarial help, if needed, for the visiting committee. The expense of these arrangements is the responsibility of the host early childhood program. Travel expenses of the committee members are normally the responsibility of the employing organization (check with the conference/union office of education). Copies of correspondence should be sent to the local conference office of education.
4. Communicate to each Visiting Committee member the following:
 - a. Individual responsibility for reading the entire Self-study Report and action plans prior to arrival at the early childhood program facility.
 - b. Specific assignments during the visitation.
 - c. Need for prompt attendance at all appointments during the on-site visit.
 - d. Arrangements for lodging and meals during the visit.
 - e. The procedure for reporting travel expenses to and from the early childhood program to be visited. (The employing organization is usually responsible for these expenses. Check with the conference/union office of education).
 - f. The ethics for handling in a confidential manner material received from the early childhood program for review prior to the on-site visit.
 - g. The evaluation process is for the early childhood program, not the individual teachers.
 - h. All action plans are to be approved by the early childhood program Coordinating Committee and then approved by the local operating board. The Visiting Committee may do one of the following:
 - (1) Accept the action plan as written with no written commentary.
 - (2) If the action plan concerns some part of the program that needs to be addressed immediately, the committee may write a recommendation to this effect.
 - (3) If the action plan is incomplete or unsatisfactory, it may be returned for revision.
 - (4) If the committee believes an action plan is warranted, a recommendation may be written requesting an action plan to address that issue.

Responsibilities of Visiting Committee Chair *(continued)*

- i. Guidelines for writing commendations and recommendations are located on page 22.
 - j. A format for the preparation of commendations and recommendations are located on page 23.
5. Conduct an on-site orientation of the Visiting Committee, which will include, but not be limited to, the following:
 - a. The use of the Self-study Report.
 - b. The ethics of maintaining the confidentiality of information from the Self-study Report, interviews, observations, the supplementary materials, conferences, and committee discussions.
 - c. The use of the supplementary material prepared for the committee.
 - d. The procedures in developing the Visiting Committee Report.
 - e. The nature of the Visiting Committee Report, which is a report of the committee as a whole and not a compilation of individual reports from individual specialists.
 - f. The confidential nature of the recommended term of accreditation.
6. Develop a master list of classroom visits and conferences to ensure that each teacher and caregiver is observed in action with the children and every staff member is interviewed either individually or in a departmental meeting.
7. Ensure that the supplementary material listed in the Self-study Report is available in the room assigned to the Visiting Committee.
8. Lead the committee in reaching a consensus on the term of accreditation recommended to the Southern Union Conference (see page 25-26).
9. Complete the form Recommendation for Term of Accreditation on pages 27-28. This form contains the confidential recommended term of accreditation. The information should not be discussed with anyone other than the committee members. The early childhood program will be notified of the term of accreditation granted following action by the Southern Union Conference.
10. Conduct a meeting with the Coordinating Committee and other administrators selected by the program director to hear the preliminary Visiting Committee Report and provide opportunity for questions and explanations before the Visiting Committee Report is finalized.

Responsibilities of Visiting Committee Chair *(continued)*

11. Present orally the draft Visiting Committee Report to the administration, faculty, staff, available board members, and other interested individuals. Provide opportunity for questions to clarify a commendation or recommendation.
12. Edit the final draft of the Visiting Committee Report for consistency and provide a copy to each committee member for final review. Following a review of the edited report by the visiting committee members, the chair is to make any necessary changes.
13. Send the original copy of the final Visiting Committee Report, including the Recommendation of Term of Accreditation, to the first organization in the following table. Send one copy to each of the other organizations. Exclude the Recommendation of Term of Accreditation from the early childhood program's materials.

Early Childhood Program
1. Union
2. Conference
3. Early Childhood Program

14. Correspond with each committee member expressing appreciation for their participation in the on-site visit.
15. In consultation with the local conference make sure that surveys are reviewed by the appropriate group. In early childhood programs where the surveys have been returned in sealed envelopes to be opened and reviewed by the Visiting Committee, it is the chair's responsibility to assign a group the task of tabulating the surveys. A summary report of the survey responses should be included in the Visiting Committee Report.

Checklist for Visiting Committee Chair

A. Before the Visit

The responsibilities of the chair are to:

- _____ 1. Arrange a date and schedule for the visit in consultation with the program director, local conference, and union conference.
- _____ 2. Review the Visiting Committee Handbook.
- _____ 3. Become familiar with process and instructions for completing the Self-study Report.
- _____ 4. Review the early childhood program application checklist and other communication received from the conference office of education to:
 - a. Verify the eligibility for accreditation, from the Early Childhood Program Application and Checklist form received by the conference office of education.
 - b. Develop the assignments for the committee members.
- _____ 5. Make sure that the date for the on-site visit has been set and the assignments for the committee members have been identified.
- _____ 6. Send copies of all correspondence to the program director, Visiting Committee, and the local conference office of education.
- _____ 7. Prepare and send initial correspondence to the program director and include:
 - a. Verification of date for the on-site visit.
 - b. A copy of the proposed schedule and a request for input on the schedule.
 - c. A request for classroom schedule(s).
- _____ 8. Prepare and send additional correspondence to the program director to finalize on the following:
 - a. The schedule during the on-site visit.
 - b. The details of housing, transportation, meals, and workroom arrangements for the committee during the on-site visit.
 - c. The date when the Self-study Report will be sent to the committee members, at least one month prior to the visit.
 - d. The early childhood program has invited the local operating board members, faculty, and staff to attend the exit report.
- _____ 9. Prepare and send initial communication to the Visiting Committee members including:
 - a. Introduction and specific information regarding the assignment.
 - b. The Visiting Committee Handbook unless supplied by the union office.
 - c. Date when the early childhood program's Self-study Report will be mailed to members.
 - d. Arrangements for reimbursement of expenses related to the visit.

Checklist for Visiting Committee Chair *(continued)*

B. During the Visit

The responsibilities of the chair are to:

- _____ 1. Conduct an on-site orientation of the Visiting Committee that will include:
 - a. Use of the Self-study Report and included action plans.
 - b. Ethical and confidentiality issues.
 - c. Use of supplementary materials.
 - d. Procedures for developing the Visiting Committee Report including the importance of consensus building in the report.
- _____ 2. Finalize assignments to ensure that all areas of the early childhood program are included.
- _____ 3. Inform members of the importance of reviewing the supplementary materials provided by the early childhood program.
- _____ 4. Adjust the daily schedule in consultation with the program director and the committee members, as necessary.
- _____ 5. Coordinate and schedule all group meetings and the work of the committee members, including a master list of classroom visits and interviews.
- _____ 6. Lead the committee in reaching consensus on the commendations and recommendations for the final report.
- _____ 7. Lead the committee in reaching consensus on the designation of major commendations and major recommendations.
- _____ 8. Lead the committee in reaching consensus on the recommendation for the term of accreditation (complete the form including signatures).
- _____ 9. Organize the presentation of an oral report to the Coordinating Committee to provide opportunities for questions and explanations.
- _____ 10. Organize the presentation of an oral report to the local operating board, faculty, staff, and other interested persons.
- _____ 11. Arrange for the reporting and reimbursements of Visiting Committee expenses.

Checklist for Visiting Committee Chair *(continued)*

C. After the Visit

The responsibilities of the chair are to:

- _____ 1. Collect all supplementary materials provided to the Visiting Committee and return them to the program director.
- _____ 2. Send the forms Recommendation for Term of Accreditation to the Southern Union Office of Early Childhood Education.
- _____ 3. Copy edit the report. No substantive change should be made without approval from the Visiting Committee.
- _____ 4. Duplicate and distribute copies of the Visiting Committee Report to the appropriate organizations. The recommended term of accreditation should be omitted in copies sent to the early childhood program.
- _____ 5. Comply with any additional requirements as noted by a regional accrediting body/agency and/or governmental agency.

Visiting Committee Report

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

1. Cover page (see page 19 for sample).
2. Title page (see page 20 for sample).

The title page should include:

- a. The heading “Visiting Committee Report.”
 - b. Name of early childhood program and conference.
 - c. Dates for the on-site visit.
 - d. Names and positions of committee members.
 - e. The accrediting body to whom the report is submitted.
3. Description and brief history of the early childhood program (see page 21 for sample). This section should provide a brief history and description of the early childhood program such as location, age, type of early childhood program, the constituency, the ages of children served, the enrollment, and any features that are unique.
 4. Recommendation for the term of accreditation (see pages 27-28).
 5. All board-approved action plans are to be included in the Visiting Committee Report. Action plans may be:
 - a. approved as written.
 - b. recommended for revision.
 - c. recommended for development.
 6. Major commendations:

The Visiting Committee is to review all commendations and develop a list of those that relate to major improvements in the early childhood program or facilities. These would become major commendations.
 7. Major recommendations:

The Visiting Committee is to review all action plans and committee recommendations and develop a list of those that need immediate or significant action. The committee may also ask for the early childhood program to develop additional action plans. Action plans, recommendations, and requested action plans may be considered for inclusion as major recommendations. These would become major recommendations.
 8. Other commendations and recommendations (see page 23 for sample format).

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

(Sample Cover Page)

REPORT OF THE VISITING COMMITTEE

OF

(Name and Address of Early Childhood Program)

OF THE

(Name of Conference)

EVALUATIVE CRITERIA

FOR

SEVENTH-DAY ADVENTIST EARLY CHILDHOOD PROGRAMS

(AGES of CHILDREN)

Prepared for

Southern Union Conference
in partnership with
National Council for Private School Accreditation

(Date of Visit)

(Sample Title Page)

VISITING COMMITTEE REPORT

For

(Name of Early Childhood Program)

(Conference)

(Date of Visit)

Visiting Committee:

Chair	Position

Submitted to
Southern Union Conference
in partnership with
National Council for Private School Accreditation

Description and History of the Early Childhood Program

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

Writing Tips

A key task for members of the Visiting Committee is to reflect findings and observations in the Visiting Committee Report. Writing commendations and recommendations is a structured writing process that should result in concise statements about the early childhood program. Statements that affirm well-developed program-wide improvement plans and commendable early childhood program practices are commendations.

Recommendations are statements that provide guidance and encouragement to early childhood programs for implementing effective changes that will result in early childhood program improvement.

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

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

Unless it would be unclear to future readers, resist the addition of clarifying comments, such as a rationale statement, commendation/recommendation, or a description of the results of a recommended early childhood program activity or practice. Do not be prescriptive in recommendations. State what needs to be improved, but do not indicate methods for accomplishing the tasks.

The introduction to this chapter gives examples of items that might be included in possible commendations and recommendations.

- 3. Evidence:** Each commendation and recommendation needs to be documented. In parentheses at the end of the statement provide a reference that will identify the source of knowledge regarding the early childhood program activity or practice commended or recommended for improvement. This should be a page number from the Self-study Report, the title of supplementary material examined, interviews, or observations. The Visiting Committee chairperson will provide the style that is desired for the Visiting Committee Report. Example: (Self-study, pp. 4, 37; Teacher Profile; Interview; Observation; Supplementary Materials; Student Survey).

Sample Format for Commendations and Recommendations

Standard: Administration

The committee commends:

1. The constituency, board, and administration for restructuring a subsidy formula that ensures equitable financial involvement of all area churches.
(Self-study, p. 24; Interview; Supplemental Material)

The committee recommends:

1. That the board and administration complete a financial plan that will provide a balanced operating budget, funding for depreciation, capital reserves, and servicing existing debt.
(Self-study, pp. 4, 25; Interview; Supplementary Material)
2. That the board and administration formulate and implement a written recruitment plan. (Self-study, p. 7)

Standard: Curriculum and Instructions

The committee commends:

1. The administration and staff for the cordial classroom and campus climate that contributes to a healthy learning environment. (Observation)
2. The administration and staff for effective use of volunteer assistants.
(Self-study, p. 3; Interview; Observation)

The committee recommends:

1. That the administration and staff develop an action plan that will assist teachers in acquiring skills for utilizing a variety of instructional strategies in the classroom to meet the varying learning styles of children.
(Self-study, p. 38; Teacher Profile; Interview; Observation)

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

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

Early Childhood Program-wide Improvement Action Plan

Standard #: 10 .

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

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

Action Plan	Person(s) Responsible	Action Steps	Date / Time Line	Estimated Resources
10a	Admin	Designate a PR person to oversee publications, promotional fliers, and news releases.	Summer 05	Add ½ FTE— \$18,000
10b	PR Designee	Keep the constituency informed through regular and consistent updates of events, news, and needs.	Spring 06 Ongoing	\$500
10c	Admin and Board	Work with the conference administration to invite the program director to principal meetings to share with them issues, updates, and concerns as they work with the constituency. Also, request help to provide a foundation for a cooperative effort with _____ Elementary School.	Spring 07 Ongoing	\$0
10d	Admin	Obtain conference email list to provide information to pastors, elders, and bulletin secretaries.	March 06	\$0
10e	Admin, Staff	Work on making the early childhood program Web page active and current with events, news, and the ability for readers to offer suggestions to the early childhood program.	Spring 08	\$500 initially. Have students update.
10f	Admin, Staff	Give study to developing a newsletter targeted to prospective families. <i>This is a good sample action plan. The action steps are detailed and list those responsible as well as implementation dates.</i>	Fall 99	\$500

Board Chair Signature

Date of Board Approval

Chapter Four—TERMS OF ACCREDITATION

For Early Childhood Programs of the Southern Union Conference

Introduction

The chair will assist the committee in determining the term of accreditation to be recommended to the Southern Union Conference. After reaching consensus on the term to be recommended, the chair will document the recommended term and complete the forms for submission to the union.

The following procedure will assist the committee in developing the recommendation:

1. Review the possible terms of accreditation (see below).
2. Review the Criteria for Accreditation (see pages 6-7).
3. Reach consensus on the recommended term of accreditation.
4. Complete the signature page by entering the name of each member directly under a line and obtaining signatures from committee members.

Terms of Accreditation for Early Childhood Programs

The normal term of accreditation is three years. This means that generally a full-scale evaluation with the preparation of a complete self-study will occur no more than once every three years. However, one or more revisits or reviews could be scheduled during the three years. When the evaluation is a joint effort including the AAA and a regional accrediting association or government or ministry of education, the term of accreditation may be coterminous with that granted by the regional association or ministry, not to exceed three years.

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

- A. Three-Year Term (3PR) -- A maximum term of accreditation for licensed early childhood programs with annual written progress reports on implementation of the program-wide Improvement Action Plans, Major Recommendations, licensing status and program demographics
- B. Three-Year Term with Interim Review (3IR) -- A maximum term of accreditation for licensed early childhood programs with annual written progress reports on implementation of the program-wide Improvement Action Plans, Major Recommendations, licensing status and program demographics *with* on-site reviews made by no less than two early childhood qualified people in the year _____.
- C. Partial Three-Year Term with Revisit Midway (PRM) – A term of two years with annual written progress reports on implementation of the program-wide Improvement Action Plans, all recommendations, licensing status and program demographics *with* an on-site revisit in the fall of the second year by team of no less than three early childhood qualified people. The revisit committee may recommend an extension of accreditation for the remainder of the three-year term, probationary status, or the denial of accreditation based on conditions detailed in the revisiting committee report.

Terms of Accreditation for Early Childhood Programs *(continued)*

- D. Probationary Status (PS) – (This option is not available to early childhood programs seeking accreditation for the first time.) The early childhood program may be placed on probation until there is compliance with the Major Recommendations and program-wide Improvement Action Plans. Probationary Status would be for maximum of 12 months with a revisit prior to the end of the allotted deadline.

- E. Accreditation Denied – Denial of accreditation based on conditions detailed in the Visiting Committee Report.

Recommendation for Term of Accreditation

Early Childhood Programs

Date of Visit _____

Name of ECP _____

Address of ECP _____

Name of Conference _____

This Early Childhood Program's (ECP) license is scheduled to expire on / be renewed by

_____ (date). It is licensed to serve the following population of children:

- (Check all that apply.)
- | | | | |
|--------------------------|--|--------------------------|----------------------------|
| <input type="checkbox"/> | 0-12 months (Infants) | <input type="checkbox"/> | 25-36 months (2 year olds) |
| <input type="checkbox"/> | 13-24 months (1 year olds) | <input type="checkbox"/> | 48-60 months (4 year olds) |
| <input type="checkbox"/> | 37-48 months (3 year olds) | | |
| <input type="checkbox"/> | 5 year olds prior to elementary school enrollment | | |
| <input type="checkbox"/> | 6-12 year olds in before-and-after-school programs | | |

The Visiting Committee recommends that this Early Childhood Program receive:

_____ **Three-Year Term (3PR)** -- A maximum term of accreditation for licensed early childhood programs with annual written progress reports on implementation of the program-wide Improvement Action Plans, Major Recommendations, licensing status and program demographics.

_____ **Three-Year Term with Interim Review (3IR)** -- A maximum term of accreditation for licensed early childhood programs with annual written progress reports on implementation of the program-wide Improvement Action Plans, Major Recommendations, licensing status and program demographics *with* on-site reviews made by no less than two early childhood qualified people in the year _____.

_____ **Partial Three-Year Term with Revisit Midway (PRM)** – A term of two years with annual written progress reports on implementation of the program-wide Improvement Action Plans, all recommendations, licensing status and program demographics *with* an on-site revisit in the fall of the second year by a team of no less than three early childhood qualified people. The revisit committee may recommend an extension of accreditation for the remainder of the three-year term, probationary status, or the denial of accreditation based on conditions detailed in the revisiting committee report.

_____ **Probationary Status (PS)** – (This option is not available to early childhood programs seeking accreditation for the first time.) The early childhood program may be placed on probation until there is compliance with the Major Recommendations and program-wide Improvement Action Plans. Probationary Status would be for a maximum of 12 months with a revisit prior to the end of the allotted deadline. Deadline: _____

_____ **Accreditation Denied** – Denial of accreditation based on conditions detailed in the Visiting Committee Report.

Recommendation for Term of Accreditation *(continued)*

Visiting Committee Members

Chair

Date: _____

Parent Survey

Tabulation of Responses to the Parent Survey

1. The parent survey should be mailed with instructions for return in specially marked, sealed envelopes. Tabulation of parent surveys **should not** be conducted by early childhood program personnel. The chair will designate appropriate timing and personnel for tabulation of the parent surveys.

The goal is to preserve confidentiality and security. Tabulation of the responses to the survey should be reported on the form provided.

2. Reporting the responses to survey items 1-12 should be done using a calculated percentage of total responses on each item.
3. The written responses should be collated and transcribed verbatim on separate pages by category.
4. Include the Parent Survey Tabulation in the Self-study Report.

Parent Survey Tabulation

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

Number of years parents report having children in this early childhood program :

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

With children currently of the following ages:

0-12 months	13-24 months	25-36 months	37-48 months	49-60 month	60-72 months	School-age children in the before-and-after school program:
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Survey Statements	Low 1 2 3 4	High 5
1. I am informed of the program and policies.					
2. Reports concerning my child's progress are adequate.					
3. I feel welcome in this early childhood program.					
4. Children have access to a variety of resources to help them succeed.					
5. The program is helping my child grow in a relationship with Jesus.					
6. My child receives adequate help from program personnel.					
7. The program accommodates children with special needs.					
8. The children, teachers, and caregivers have a good working relationship.					
9. The program provides a safe and orderly environment for growth and learning.					
10. The program is preparing children for more advanced levels of development and learning.					
11. Teachers hold high expectations for children's learning and development.					
12. The educational program offered at this early childhood program is of high quality.					

NOTE: For those schools with pre-kindergarten programs seeking Florida Gold Seal status, a Teacher/Staff survey must be completed in addition to the Student, Parent, and Constituent/Stakeholder surveys.

Teacher/Staff Survey

Tabulation of Responses to the Teacher/Staff Survey

1. The teacher/staff survey should be given with instructions for return in specially marked, sealed envelopes. Tabulation of teacher/staff surveys **should not** be conducted by school personnel. The chair will designate appropriate timing and personnel for tabulation of the teacher/staff surveys.

The goal is to preserve confidentiality and security. Tabulation of the responses to the survey should be reported on the form provided.

2. Reporting the responses to survey items 1-12 should be done using a calculated percentage of total responses on each item.
3. The written responses should be collated and transcribed verbatim on separate pages by category.
4. Include the Teacher/Staff Survey Tabulation in the Self-study Report.

Teacher/Staff Survey Tabulation

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

Number of years teachers/staff report having worked in this school :

0-12 months	1 to 3 years	3 to 6 years	More than 6 years

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

Teacher/Staff Survey Tabulation *(continued)*

Summary of Teacher/Staff Comments:

13 . Why did you choose to work at this school, and what do you like most about your work?

14. What do you consider to be the strengths of this school?

15. What areas of the school could be improved?

16. What suggestions would you offer the administration for improvement?

17. Additional comments:

NOTE: For those schools with pre-kindergarten programs seeking Florida Gold Seal status, a Constituent/Stakeholder survey must be completed in addition to the Student, Parent, and Teacher/Staff surveys.

Constituent/Stakeholder Survey

Tabulation of Responses to the Constituent/Stakeholder Survey

1. The constituent/stakeholder survey should be mailed with instructions for return in specially marked, sealed envelopes. Tabulation of constituent/stakeholder surveys **should not** be conducted by school personnel. The chair will designate appropriate timing and personnel for tabulation of the constituent/stakeholder surveys.

The goal is to preserve confidentiality and security. Tabulation of the responses to the survey should be reported on the form provided.

2. Reporting the responses to survey items 1-10 should be done using a calculated percentage of total responses on each item.
3. The written responses should be collated and transcribed verbatim on separate pages by category.
4. Include the Constituent/Stakeholder Survey Tabulation in the Self-study Report.

Constituent/Stakeholder Survey Tabulation

Instructions: In the appropriate column for statements 1-10, indicate the percentage of constituent/stakeholders that marked each number 1 through 5. Remember that 1 indicates little or no agreement with the statement and 5 indicates strong agreement. Following the tabulation of ranked responses to items #1-10, summarize the write-in comments with the corresponding statement number.

Number of years constituent/stakeholders report having supported this school :

0-12 months	1 to 3 years	4 to 6 years	7 to 10 years	If more than 10 years, how many years?

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

Chapter Five – OTHER CHECKLISTS

Checklist for Union Conference Office of Education

A. Before the Visit

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

- _____ 1. Confirm with the local conferences the schedule of evaluations, interim reviews, and revisits to be conducted during the next year and the instrument to be used.
- _____ 2. Schedule and conduct orientation sessions, including action plan development and visiting team early childhood validators training as needed for local conference education personnel and the early childhood program director to be evaluated during the following year.
- _____ 3. Establish the date for each on-site visit with the Visiting Committee chair, local conference office of education and the program director.
- _____ 4. Notify the local conference superintendent of education or early childhood liaison of the date(s) for on-site visits.
- _____ 5. Appoint the Visiting Committee members and notify the Visiting Committee chair.
- _____ 6. Communicate with each Visiting Committee member and send a copy of the Visiting Committee Handbook.

B. During the Visit

The responsibility of the union conference office of education are to:

- _____ 1. Attend each evaluation and participate as requested by the chair.
- _____ 2. Attend the oral report session with the Coordinating Committee and the exit report presentation.

C. After the Visit

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

- _____ 1. File copies of the Self-study Report, the Visiting Committee Report, and/or any interim review, revisit, or interim progress reports for each early childhood program evaluated during the year.
- _____ 2. Assist, as requested, the local conference office(s) of education and the program directors(s) in developing plans for implementation of the approved action plans and the recommendations in the Visiting Committee Report(s).

Checklist for Local Conference Office of Education

A. Before the Visit

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

- 1. Collaborate with the union office of education in appointing a Visiting Committee chairperson and preparing the schedule of early childhood program evaluations and interim visits, coordinated with the local early childhood program, to be conducted for the upcoming year .
- 2. Obtain an adequate supply of evaluation documents from the union office of education.
- 3. Schedule an orientation, including action plan development for school personnel involved in school evaluations, ensuring that 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.
- 6. Monitor the progress of each early childhood program in completing the evaluation self-study process, assisting the program director and staff as needed.
- 7. Reproduce the program's Self-study Report and distribute to Visiting Committee members at least three weeks 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/member of the Visiting Committee.
- 4. Obtain original signatures from all Visiting Committee members on the Recommended Term form.

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

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 program director in presentation of the Visiting Committee Report to the school 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 program 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 office of education, the program director, and local board.
- ___ 7. File copies of the program's Self-study Report and the Visiting Committee Report as part of the permanent records of the early childhood program.
- ___ 8. After voted action by the local conference board of education, send a copy of the program's self study, the Visiting Committee Report and the Recommendation of Term of Accreditation to the Southern Union Conference Office of Education.
- ___ 9. Ensure the completion of required yearly progress reports by the local early childhood program director approved by the local board and placed in the local conference office of education permanent file.

Checklist for Visiting Committee Members

A. Before the Visit

The responsibilities of a committee member are to:

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

B. During the Visit

The responsibilities of a committee member are to:

- _____ 1. Meet all appointments and committee meetings as directed by the chair.
- _____ 2. Visit classes and conduct interviews with personnel in the assigned areas to compare the Self-study Report with reality.
- _____ 3. Remain focused on the evaluation process and minimize outside distractions.
- _____ 4. Evaluate action plans and complete written commendations and recommendations for the assigned areas based on the early childhood program's Self-study Report, interviews, conferences, and observations.
- _____ 5. Reach consensus on the commendations and recommendations to be included in the final report, and designate major commendations and major recommendations.
- _____ 6. Agree on the recommendation for the term of accreditation.
- _____ 7. Exhibit professional ethics and confidentiality regarding the discussions, deliberations, and results of the on-site visit.
- _____ 8. Itemize expenses and submit a report to the person authorized to provide reimbursement.

C. After the Visit

The responsibilities of a committee member are to:

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

Checklist for Program Director

A. Before the Visit

The responsibilities of the program director are to:

- _____ 1. Cooperate with the local and/or union offices of education in selecting the date for the evaluation visit and inform the local operating board and staff.
- _____ 2. Lead the operating 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 union conference office of education and/or local conference office of education.
- _____ 4. Make recommendations to the local operating board for membership on the Coordinating Committee. This committee may be composed of the following:
 - a. The program 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 operating board members. These study committees should be 2-3 members for small programs and 3-5 members in larger programs.
- _____ 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 Program 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. Board members.
 - d. Faculty and staff.

- _____ 14. Cooperate with the local conference/union 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 program 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 program committees/groups. Consider having substitute teachers/volunteers available to facilitate interviews with teachers and staff.

- _____ 3. Coordinate with the Visiting Committee chair in arranging a meeting of the faculty, staff, available board members, and pastor for the exit report of the Visiting Committee.

C. After the Visit

The responsibilities of the program director are to:

- _____ 1. Arrange for the presentation and distribution of the final Visiting Committee Report to the faculty and operating 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 operating board, faculty, and staff for implementation of action plans and recommendations.

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

- _____ 5. Cooperate with the local and/or union conference office of education in setting the date for any required reviews or revisits.

Checklist for Local Operating Board

A. Before the Visit

The responsibilities of the board chair and members are to:

- _____ 1. Cooperate with the program 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 program 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 (Early Childhood Program)

The numbers on the right are recommended months 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 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 the completion of each section and the Self-study Report.	5-8
3.	Appoint study committees of three to five members (two-three for small programs) to complete one or more sections of the following areas in the Standards section: a. Philosophical Foundation b. Community and Constituency c. Administration d. Staff Development e. Curriculum and Instruction f. Media Center g. Early Childhood Program Activities h. Early Childhood Program Services i. Early Childhood Program Facilities j. Information Technology	5-8
4.	Distribute the following materials to each study committee: a. General Instructions for Completing the Self-study Report. b. Copies of the appropriate section with accompanying instructions.	5-8
5.	After orientation of all personnel, distribute subject-area material, i.e., Early Childhood Program section, including Teacher Instructional Profile, to the appropriate instructional staff.	5-8
6.	Assist the program director in completing the Program Profile and Progress Report sections.	4-6
7.	Coordinate the distribution, collection, and tabulation of parent surveys in a manner that preserves authenticity and confidentiality 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 and subject area reports. Copy edit the reports to ensure consistency of style and grammatical correctness.	2-4
9.	Develop action plans based on significant program-wide 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 union/local conference office of education for distribution of the completed self-study.	1-2

Checklist for Study Committee Members

Before the Visit

The responsibility of each study committee member is to:

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