

# Evaluative Criteria for Seventh-day Adventist Early Childhood Education

## Pre-Kindergarten\*

### Addendum to the North American Division Evaluative Instrument for Seventh-day Adventist Schools Grades K-8



### Southern Union Conference

in agreement with the  
National Council for Private School Accreditation

\* In order for pre-kindergartens to be included in a K-8, K-10, or K-12 school evaluation and accreditation, they must be operating per Southern Union Board of Education Code definition of and policies for school-based pre-kindergarten programs, and employment policies for school teachers.

**Southern Union Conference**  
**School – based**  
**Pre-Kindergarten Programs**  
**Evaluation Instrument**  
**Addendum**

This Evaluation Instrument Addendum  
can be used by a school holding current & valid AAA accreditation  
that operates a 4-year-old/Pre-Kindergarten program as defined in the Southern Union  
Education Codebook section #6000  
to obtain accreditation for its Pre-Kindergarten program.

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# Section 1

## I. INTRODUCTORY STATEMENT

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 educational programs offer opportunities for four-year-old children to extend their learning experience, before formal schooling, in a developmentally appropriate classroom. Based on age, levels of development, and learning styles, such an environment fosters natural curiosity and stimulates cognitive, physical, social, emotional and spiritual growth.

The Southern Union Conference has designed this addendum to supplement the North American Division Adventist Accreditation Association evaluation and accreditation process by offering accreditation to such programs in agreement with the National Council for Private School Accreditation.

This addendum 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.

The Southern Union Conference Office of Education 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 children and families of the church and provides professional personnel who meet both church and national standards.

## II. RATIONALE

The rationale underlying the accreditation process is the belief that it helps define the mission and goals of Seventh-day Adventist education and care for young children, contributes substantially to the improvement of the total educational 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 and goals for learning and the criteria for accreditation serve as the underlying foundation for these stages.

Fundamental to accreditation is the quality of the care and educational program 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 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, 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.

### **III. GENERAL INFORMATION AND PROFILE**

A program for four-year-old pre-kindergarten (Pre-K/4) children, 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 Pre-K/4 programs. The standards describe an effective program that lead to continuous improvement and results in improved care and learning for young children in various environments.

The success of the evaluation process depends upon the cooperative efforts of the following: governing board, principal, teachers, parents, members of constituent churches, and personnel from the union and local conference offices of education.

The Coordinating Committee, composed of the principal and representatives from the study committees and local board, is responsible for:

1. Appointing 3-5 members, two of which must be professionally qualified\* to serve on the Early Childhood Educational Program study committee.
2. Coordinating and monitoring the self-study process to ensure completion of the Self-study Report according to an approved time line.
3. Identifying and building consensus on significant program areas needing improvement.
4. Overseeing the development of program-improvement action plans.
5. Establishing an ongoing follow-up process to monitor the implementation and accomplishment of each action plan.

\* For this evaluative purpose “qualified” is defined as: an individual that 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 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. Specifically, two members of this committee must be qualified to review the early childhood care and educational program.

The Early Childhood Educational Program study committee is responsible for assessing the program in the following ten standards as they relate to goals, practices and procedures of qualified pre-kindergarten programs:

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

Please note: The General Instructions for completing the pre-kindergarten program’s self-study report are the same as the NAD K-8 portion of the Evaluation Instrument (See page xvii).

The material contained in the Evaluation Instrument is to be used for the evaluation conducted by each administration. The completed report becomes the Self-study Report.

## **Supplementary Materials List for the Pre-Kindergarten Program Addendum**

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. Much of the list is already stated in Section 1 of the K-8 evaluation instrument, however, additional items listed below should be added to the collection provided for the Visiting Committee.

If an item is contained in an existing publication, provide the publication and index the requested item. If the materials are not available, please make a note of this.

1. Previous Self-study Report
2. Previous Visiting Committee Report
3. Annual progress report and interim or revisit reports
4. School constitution & bylaws
5. Parent handbook/school bulletin
6. Permanent registers/attendance records/emergency drills
7. Daily schedule for each classroom
8. Operating budget for current year
9. Monthly financial statements for the current school year
10. Last audited report with the statement
11. Financial statement for the last full fiscal year
12. School board minutes for at least one year
13. Union code book
14. Union textbook list
15. Acceptable use policy for internet
16. Program marketing/recruitment plan
17. Sample copies of in-house publications (Ex: newsletters, newspaper, yearbook, etc.)
18. List of current denominational and secular developmentally appropriate periodicals and subscriptions for pre-k/4 children
19. Disaster/emergency response plans/procedures
20. Blood-borne pathogen and universal precaution procedures
21. Hazardous material management plan (asbestos, etc.)
22. Sexual harassment policy
23. School board manual
24. Risk Management Loss Control Manual
25. Home & School Association Handbook
26. Employee handbook for locally funded employees
27. Inventory of instructional equipment and supplies pertinent to the pre-kindergarten program
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 to the Pre-K/4 children.
31. Permits/License/Certificates from state regulatory agencies of current inspections for fire, 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.

# Section 2

The sections and item numbers that follow on pages 7-11 are simply extensions to the same sections and items found in your NAD K-8 Evaluation and Criteria Instrument Section 2: School Profile. Please include the information requested below for reporting Pre-Kindergarten data.

## **Program Profile** Addendum for Pre-Kindergarten

Instructions: Please list below individuals to serve as the Evaluation Study Committee for the Pre-Kindergarten Program.

### **Evaluation Study Committee Members** for the Pre-Kindergarten Program Self-study

Chair:

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Note: Two members of this committee must be qualified to review early childhood educational programs. "Qualified" is defined as: an individual with 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 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.

# Program Profile

Addendum for Pre-Kindergarten

## Section E. The Staff, #1. Administrative and Instructional:

On this chart, include names and information of qualified substitutes for the pre-kindergarten teacher(s). If a substitute is not a certified teacher, give information that explains what makes the substitute qualified. (The bottom or back of the form may be used.)

### #2. Auxiliary/Classified:

On this chart, include names and information of all other staff and volunteers working with the young children. For volunteers, enter years of volunteer work and years of volunteer work at this facility in the spaces for "Years of Employment" and "Years of Employment in this School" respectively.

### #3.5 Personnel File:

A confidential personnel file should be maintained by the administrator on each locally funded employee and volunteer. This should include all information required by the governing board and civil authorities.

List required contents:






**Section G. Student Achievement-continued**

- 2. Explain who administers the test, how the test outcome information is used, and to whom results are communicated.

**Section H. Textbook Audit:**

Since the Southern Union Board of Education approves the adoption of specific curriculum for Pre-Kindergarten, curricula used that are not included in the current Union Conference approved Textbook List must be pre-approved by the local Conference and Union Offices of Education.

Name of Alternative Curriculum(s)	Publisher and Copyright Date	Approval Date

**Section I: Governing Board Members:**

Please list in the following chart any board members with specific background qualification/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, or is an SDA parent of a young child, etc.) and information requested.

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

# Section 3

## STANDARDS AND INDICATORS FOR EVALUATION

Addendum Document: Pre-kindergarten Programs Self-Study Instrument:

<b>1. Standard for the Philosophical Foundation</b>
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**Standard:** *The mission statement, philosophy, and purpose give direction to the whole program, and they are developed and approved cooperatively by the administration, staff, and 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.
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**Indicators of Implementation:** 1   2   3   4  
(See your NAD Self-Study Instrument for Indicators A. & B. of Standard 1.)

C. The mission and purpose statement articulates the program's purpose for the care and/or education of young children and is made available to staff, parents and constituents. ....

D. Evidence of current research that is consistent with Seventh-day Adventist philosophy of sound educational practices is maintained. ....

**Verification Narrative for Philosophical Foundation:**

**2. Standard for Community and Constituency**

**Standard:** *The pre-kindergarten program, school, community, and constituency are mutually interdependent. Cooperative interaction is essential to providing an effective educational program.*

The standard/indicator of implementation is:	1-not met. 2-partially met. 3-met. 4-exceptionally met.
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**Indicators of Implementation:** 1   2   3   4  
(See your NAD Self-Study Instrument for Indicators A.-D. of Standard 2.)

- E. Holds specific parent-teacher conferences at least twice a year to discuss developmental progress, personal care, and education, and to include parent in the goal setting process for the child. ....
  
- F. Promotes involvement and partnership by exercising an open-door policy regarding visits from parents. ....

**Verification Narrative for Community and Constituency:**

**3. Standard for Administration**

**Standard:** *Administrative and professional staff are adequate in number and ensure the effective and successful operation of the 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  
 (With the exception of H, I, M, N, and P, see your NAD Self-Study Instrument for Indicators A.-Q. of Standard 3.)

- H. The principal, in cooperation with the staff, creates a safe, nurturing environment that supports student learning, builds respectful relationships and trust. ....
- I. The principal promotes an environment that fosters an appreciation and respect for diversity and multiculturalism among colleagues, staff, children and families. ....
- M. The operating board and principal 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 principal maintains a record-keeping system to ensure the security of all school, student, locally funded staff, volunteers and local governing board information. ....
- P. The principal ensures that student supervision is provided during school hours and at school functions, and that teacher-student ratios are maintained per Union/Conference policy, accreditation standards and applicable regulations by civil authorities. ....
- R. The constitution and bylaws include governance and provisions for the pre-kindergarten program.....

- S. Proper orientation is given for new board members, staff, and volunteers working with the pre-kindergarten program. ....○ ○ ○ ○
- T. Adequate insurance for accident and liability coverage of persons, property and vehicles is maintained specifically for the pre-kindergarten program. ....○ ○ ○ ○
- U. 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. ....○ ○ ○ ○
- V. Admission policies and procedures for enrolling pre-kindergarteners 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. The pre-kindergarten program has 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. Annually, the pre-kindergarten 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. ....○ ○ ○ ○
- Z. The administrator cooperates with the local conference office of education to conduct a written evaluation of locally funded employees such as the pre-kindergarten teacher(s) 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. ....○ ○ ○ ○
- AA. All personnel that effect the pre-kindergarten program receive written job descriptions, an employee handbook, and annual policy updates.. ○ ○ ○ ○

- BB. Inter-staff communication procedures are clearly defined and followed to ensure smooth and safe operation of the pre-kindergarten program. ....
- CC. The administrator has record of each parent receiving copies of policies such as discipline, program operation, finance, emergency closings, etc.....
- DD. 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 and safety procedures, teacher-child ratios, supervision structures, curriculum presentation and use, communication with parents, discipline policies and procedures, etc. ....

**Verification Narrative for Administration:**



**4. Standard for Staff Development**

**Standard:** *Staff-development programs are planned and implemented to enhance the professional development of school 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  
(See your NAD Self-Study Instrument for Indicators A.-C. of Standard 4.)

D. The principal and all staff responsible for the care and education of pre-kindergarten 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.) .....

**Verification Narrative for Staff Development:**

**5. Standard for Curriculum and Instruction**

**Standard:** *The curriculum is the core of the school 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  
(See your NAD Self-Study Instrument for Indicators A.-H. of Standard 5.)

- 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. ....
  
- J. Instructional staff show consistent involvement and interaction with the pre-kindergarten children and use affectionate, supportive words in conversation with the children to foster healthy, social and emotional development.....
  
- K. Developmentally appropriate materials, grouping, scheduling, activities, equipment and other supplies, and are used to meet educational objectives for pre-kindergarten 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.....

**Verification Narrative for Curriculum and Instruction:**



**7. Standard for Student Activities**

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

The standard/indicator of implementation is:	1–not met. 2–partially met. 3–met. 4–exceptionally met.
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**Indicators of Implementation:** 1 2 3 4  
(See your NAD Self-Study Instrument for Indicators A.-D. of Standard 7.)

(No additional indicators for this standard are given.)

**Verification Narrative for Student Activities:**

**8. Standard for Student Services**

**Standard:** Student support services meet the needs 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  
(See your NAD Self-Study Instrument for Indicators A.-E. of Standard 8.)

- F. Provisions for staff to receive special training for attending to pre-kindergarten children with special medical needs are in place...
  
- G. Annual health and developmental screenings for pre-kindergarten children are scheduled. ....
  
- H. Program personnel are trained in ongoing child observation, documenting significant changes in a child’s pattern of behavior and/or physical condition, informing parents of these changes and filing information per risk management and Best Practice guidelines.....
  
- I. Menus, detailed ingredient lists, and information regarding food groups, nutritional choices, and quantities in all meals and snacks served, all of which are age-appropriate and meet nutritional requirements, are, posted, on file in office, and made available to parents. ....
  
- J. Food, whether provided by the school or brought from home is 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 and Child CPR are on the premises at all times pre-kindergarten children are present and accompany children on field trips. ....

- L. Accident/incident reports on pre-kindergarten 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. ....

**Verification Narrative for Student Services:**



- K. Outdoor play equipment is appropriate, varied and sufficient for the age and number of pre-kindergarten children. ....
  
- L. The pre-kindergarten play area is clearly identified, appropriately fenced, and facilitate sun and shade areas. Ground cover meets safety standards and allows for varied play/interactions. ....
  
- M. The entire campus, buildings and outdoor areas, is attractive, well-maintained and regularly inspected to ensure that fire, health, and safety regulations are met. ....
  
- N. Entrances and exits are clearly identified. ....

**Verification Narrative for Program Facilities:**



**10. Standard for Information Technology**

**Standard:** *The integration of information technology enhances work efficiency and learning enrichment throughout the program.*

The standard/indicator of implementation is:	1–not met. 2–partially met. 3–met. 4–exceptionally met.
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**Indicators of Implementation:** 1 2 3 4  
(See your NAD Self-Study Instrument for Indicators A.-C. of Standard 10.)

(No additional indicators for this standard are given.)

**Verification Narrative for Information Technology:**

# Section 4

## PRE-KINDERGARTEN

### A. Introductory Statement

Attention to pre-kindergarten children is imperative to the foundation of a child's character development and success.

The Seventh-day Adventist pre-kindergarten offers an opportunity for four-year-olds to extend their learning experience in a developmentally appropriate classroom. 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 students 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 students 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 pre-kindergarten program are:**

	<b>Yes</b>	<b>No</b>
<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 &amp; 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: _____		





**E. Recommendations for Improvement**

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

# Section 5

## SURVEYS

*NOTE: for those seeking Florida Gold Seal status, the following Teacher/Staff Survey must be completed.*

### INSTRUCTIONS FOR ADMINISTERING TEACHER/STAFF SURVEY

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

#### **Administration of Teacher/Staff Survey**

The Teacher/Staff Survey is to be sent to all school personnel. An accompanying letter from the principal should indicate the purpose of the survey as an integral part of the school evaluation process and solicit full participation. The letter should also instruct the personnel to return the completed survey sealed in an enclosed envelope to the school facility.

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

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

## TEACHER/STAFF ASSESSMENT SURVEY

**Instructions:**

Your opinion about our school is important. Please complete this survey. Do **NOT** sign your name. Return it to the school 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 school?

*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 school 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 school 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 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 seeking Florida Gold Seal status, the following Constituent/Stakeholder Survey must be completed.*

## **INSTRUCTIONS FOR ADMINISTERING CONSTITUENT/STAKEHOLDER SURVEY**

The study committee assigned to complete the standards for Student Activities and Student 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 and non-student constituent church members and local church members of non-constituent churches, and made available to others (non-parent or non-student) with vested interest in the success of the school program. An accompanying letter from the principal should indicate the purpose of the survey as an integral part of the school evaluation process and solicit full participation. The letter should also instruct the respondents to return the completed survey sealed in an enclosed envelope to the school.

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 school by the Visiting Committee.

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

# Constituent/Stakeholder Survey

## Instructions:

Your opinion about the quality of the school administration is important. Please complete this survey. Do **NOT** sign your name. Return it to the school 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 school? \_\_\_\_\_

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

- |           |     |  |
|-----------|-----|--|
| 1 2 3 4 5 | 1.  | Adequate information on the school's governance, policies and practices is available to stakeholders.      |
| 1 2 3 4 5 | 2.  | Communication and reports from the school's administration to its stakeholders are regular and adequate.   |
| 1 2 3 4 5 | 3.  | The principal and staff display resourcefulness and positive community relations.                          |
| 1 2 3 4 5 | 4.  | The administration facilitates a good working relationship among all school and 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 school is of high quality.   |
| 1 2 3 4 5 | 9.  | This school 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.                 |

11 . What do you consider to be the strengths of the school governance and administration?

12. What areas of the school could be improved; what suggestions would you offer for improvement?

13. Additional concerns or comments: