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1979

**SELF EVALUATIVE CRITERIA
FOR IOWA SCHOOLS**

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State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Field Services and Supervision Division
Grimes State Office Building
Des Moines, Iowa 50319

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SELF EVALUATIVE CRITERIA FOR IOWA SCHOOLS

INTRODUCTION

The "Self Evaluative Criteria for Iowa Schools" is designed to provide a complete evaluation of the total experiences that a school provides for its boys and girls.

The self evaluation process is part of a four-phase program for Iowa schools. Phase I is the awareness of a need to evaluate; Phase II is the organization of the local school into committees to determine the present condition of the several areas contained in this document; Phase III is the actual on-site visit by the evaluation team; and Phase IV is the follow-up process of the team visit.

The material is not designed to be restrictive or prescriptive upon the local educational system, but rather as a way for the school to take a look at the learning process and procedures to ascertain if the goals of the district compare with its stated educational philosophy.

I. Philosophy and Objectives

Each school needs to have a statement of philosophy before attempting an outline of objectives. The objectives describe how the school proposes to realize the stated philosophy, which has been developed by cooperative action of the school and community.

The objectives should be realistic in terms of probable achievement since each school is judged on how consistent objectives appear to be as viewed after examination of subject areas, local course offerings, services, staff, and facilities.

A suggested pattern for school evaluation could be based upon the following outline:

A. Philosophy

The philosophy of the school should be developed by a committee made up of faculty, board, and lay people. This should be developed following a comprehensive study of the curriculum.

B. Objectives

1. The program, services, and activities of the school are geared to the needs and characteristics of the students and community to the extent that community resources permit.
2. Provisions for the college-bound and vocationally inclined students are given equal consideration.

3. Instructional programs and practices are designed to make provision for students of varying abilities and learning rates.
4. Includes commentary on the school in relationship to its past developments and its aspirations for the future.

II. School and Community

Any evaluation of a school is based in considerable measure on the extent to which the needs of students enrolled are met. This involves consideration of the dropout rate, stability of school enrollments, age-grade distribution, and community characteristics. Surveys of the community and student body will be important in describing and identifying needs and opportunities.

The objective in such an analysis is to provide as complete a description of the student body, the community and communities served, the opportunities for youth, and the hopes of friends and parents that available information can provide. Each school should develop, in the best possible form, the information (statistical and descriptive) secured.

III. Evaluation

The philosophy underlying the evaluation process views school improvement as a continuous program in which the faculty establishes the goals for itself and then functions cooperatively to realize these goals in progressive steps.

In self-evaluation it is assumed that the entire professional staff will be divided into committees to study and identify the adequacy of the programs and facilities to satisfy all pupil needs.

IV. School Improvement

The end result of a self-evaluation study and team visit is the improvement and change that will result from the study. It is the local school community--the board, administrators, staff, parents, and students--who must determine which improvements are to be attempted.

V. Follow-up

The self evaluation and the team visit should not be the end of this continuous process. The follow-up should include efforts on the part of the administration, board of directors and staff to bring about the desired improvements. The regional consultants will assist to make the follow-up an integral part of the school evaluation.

VI. Summary

Evaluation is a continuous process. It does not imply that something is wrong with the present program. It is an indication that the school desires to alter ineffectual programs and nurture or change those that are good. Evaluation makes good schools even better.

SCORING CRITERIA

The ratings given are not to be interpreted as the rating of the school, but rather as a device for identifying those areas where further effort and study are needed. The faculty committees are in excellent position to make meaningful judgments on the provisions and progress that have been made.

The following system will be used to complete the appropriate ratings in the spaces provided before the item:

Rating

- A - Excellent - Extensive provisions have been made and very good progress realized.
- B - Above Average - Provisions or conditions are moderately extensive and good progress is realized.
- C - Average - Provisions or conditions are evident and are functioning well, but the need for further effort and study is recognized.
- D - Below Average - Inadequate provision has been made or evidence of continuing progress is lacking.
- F - Poor - Progress and provisions are quite limited or missing.

If rating does not apply indicate with a "NA" (not applicable).

Some areas in the evaluation document do not lend themselves to "A" through "F" scoring and can be answered "yes" or "no". The areas that are to be marked yes or no are appropriately listed.

EDUCATIONAL PROGRAM
K-12

The program for learning consists of the courses of instruction available and in progress for all K-12 students. Learning and activity materials provide for the basic or common skills as well as the individual needs of youth. Basic offerings are emphasized in the required instructional program with electives to meet individual needs. Adaptation and flexibility in content and methodology are used to further assist students with varying aptitudes and motivations.

Philosophy

- Yes
- No

1. The district has developed and adopted a philosophy of education to fit the unique conditions of the district. Such a philosophy is written and available, and evidence of community acceptance exists. (Attach a copy.)

Planning

1. The curriculum is based upon a valid assessment of educational needs.

- Elem.
- Jr. H.
- Sr. H.

a. The district has conducted a survey to determine:
Community's desires. Year _____
Staff desires. Year _____
Student desires. Year _____

- Elem.
- Jr. H.
- Sr. H.

b. The district has collected, documented, and analyzed data and information about the students, the school, and the community, i.e., census, dropout, socioeconomic status expertise, etc.

- Elem.
- Jr. H.
- Sr. H.

c. Documented information collected in steps a and b has been verified for general acceptance with the groups involved.

- Elem.
- Jr. H.
- Sr. H.

d. All information and data collected and documented in steps a, b and c are analyzed to determine program needs and priorities.

- Elem.
- Jr. H.
- Sr. H.

2. A comprehensive set of educational goals has been formulated and derived from verified needs.

- Elem. 3. Curricular priorities have been determined. (Attach
 Jr. H. a copy.)
 Sr. H.
4. Evaluation procedures have been designed and are used
 for the following purposes.
- Elem. a. To monitor the program planning-implementation
 Jr. H. process.
 Sr. H.
- Elem. b. To evaluate student gains made in the educational
 Jr. H. program and to identify student and program
 Sr. H. strengths and weaknesses.
- Elem. c. To assess the educational program for evidence of
 Jr. H. needed change or modification.
 Sr. H.
5. The school has delegated to a specific planning group the
 responsibility and authority to plan the educational program,
 utilizing the documented information and data collected.
- Elem. a. This planning group is representative of administrators
 Jr. H. teaching staff, and other appropriate personnel
 Sr. H. (guidance, librarian, director, specialist).
 Student representation is desirable.
- Elem. b. Conditions have been established in which this
 Jr. H. group can work effectively, including clearly
 Sr. H. defined policies, appropriate resources (time,
 money, materials and expertise), and administrative
 and board support.
- Elem. c. This planning group utilizes all information
 Jr. H. and documented priorities to develop objectives,
 Sr. H. determine desired student outcomes, and estimate
 time constraints.
- Elem. d. The planning group systematically analyzes information
 Jr. H. derived from evaluation procedures.
 Sr. H.
- Elem. e. The planning group and administration develop
 Jr. H. active lines of communication with the board
 Sr. H. of directors and staff to ensure cooperative
 action.
- Elem. f. The district has initiated a plan for ongoing
 Jr. H. community understanding and acceptance of the
 Sr. H. planned curricular and educational program.

Staff

1. Sufficient certificated and approved professional staff are employed to meet the educational needs of the students.

Elem.
 Jr. H.
 Sr. H.

- a. The various services and resource personnel of the school and community are coordinated for their most effective use.

Elem.
 Jr. H.
 Sr. H.

- b. Staff personnel or supervisory services are provided for the teaching of art, music, and physical education for each student. Specify time per week.

Elem. Jr.H. Sr.H.

_____ Music
_____ Physical education
_____ Art
_____ Other. Specify. _____

2. Staff development is an essential part of the program of studies.

Elem.
 Jr. H.
 Sr. H.

- a. The inservice program is a continuous effort resulting from short-term, intermediate, and long-range planning and considers the needs of the staff.

Elem.
 Jr. H.
 Sr. H.

- b. Sufficient time, money, and consultative assistance are provided for curriculum and staff development.

Elem.
 Jr. H.
 Sr. H.

- c. The school provides a growing professional library including books, periodicals, and publications of the several professional organizations and agencies.

Elem.
 Jr. H.
 Sr. H.

- d. The staff belongs to professional organizations.

Elem.
 Jr. H.
 Sr. H.

- e. The staff is encouraged to attend state and national conferences.

Elem.
 Jr. H.
 Sr. H.

- f. The staff visits and studies exemplary and innovative programs.

Elem.
 Jr. H.
 Sr. H.

- g. Every teacher is provided with some scheduled time for planning daily within the regular school day. Specify amount of time (recesses, lunch hours, and before and after school times are included):

_____ Elem. _____ Jr.H. _____ Sr.H.

3. There is a systematic and written procedure for evaluation of teachers, including the following processes:

- | | | | |
|--------------------------|--------|----|--|
| <input type="checkbox"/> | Elem. | a. | Guidelines for evaluation are developed cooperatively by the total staff. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
|
 | | | |
| <input type="checkbox"/> | Elem. | b. | The major purpose of evaluation is the improvement of instruction. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
|
 | | | |
| <input type="checkbox"/> | Elem. | c. | Evaluative policies and procedures are made known to all staff members. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
|
 | | | |
| <input type="checkbox"/> | Elem. | d. | Evaluative procedures are based on periodic classroom visits, consultative help, and co-evaluation techniques. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
|
 | | | |
| <input type="checkbox"/> | Elem. | e. | Both administrator and teacher sign the evaluation and maintain a copy. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

The Learner

1. A humanistic environment for learning is an integral part of the total school program by providing for each student:

- | | | | |
|--------------------------|--------|----|--|
| <input type="checkbox"/> | Elem. | a. | Freedom to choose from numerous alternatives. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
|
 | | | |
| <input type="checkbox"/> | Elem. | b. | Inputs into educational planning and sequencing. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
|
 | | | |
| <input type="checkbox"/> | Elem. | c. | A precise description as to what is expected from each student and how each will be evaluated. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
|
 | | | |
| <input type="checkbox"/> | Elem. | d. | Constant feedback as to the progress given each student. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
|
 | | | |
| <input type="checkbox"/> | Elem. | e. | Opportunities to determine when each student has been successful. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

- Elem. f. Opportunity to determine specifically what will be taught, via course study before enrolling.
- Jr. H.
- Sr. H.

- Elem. g. A learning environment that is free of coercion and fear.
- Jr. H.
- Sr. H.

- Elem. h. A learning environment in which each student can consistently receive positive reinforcement for successful task completion.
- Jr. H.
- Sr. H.

- Elem. i. An environment where the learning process is based on individual student needs.
- Jr. H.
- Sr. H.

- Elem. j. Opportunities to assume responsibility for their academic development.
- Jr. H.
- Sr. H.

2. Feelings, attitudes, and values are emphasized within the program of studies through a variety of techniques focusing upon:

- Elem. a. Developing positive attitudes toward self and others.
- Jr. H.
- Sr. H.

- Elem. b. Learning and utilizing the skills of effective group living.
- Jr. H.
- Sr. H.

Curriculum

- Elem. 1. There is a plan for the development of curriculum K-12. (Attach a copy.)
- Jr. H.
- Sr. H.

- Elem. 2. The staff is actively involved in curriculum planning, revision, and implementation.
- Jr. H.
- Sr. H.

- Elem. 3. Student suggestions are received for consideration in curriculum development.
- Jr. H.
- Sr. H.

- Elem. 4. Parents are consulted or involved in curriculum appraisal and development.
- Jr. H.
- Sr. H.

- Elem. 5. Provisions are made for staff members to work together within and across disciplines.
- Jr. H.
- Sr. H.

6. Curriculum evaluation and development includes use of:

Elem. Jr.H. Sr.H.

- _____ Follow-up studies of former students.
- _____ Analysis of student failures.
- _____ Analysis of student dropouts.
- _____ Achievement scores and interest inventory tests.
- _____ Study of research.
- _____ Pilot efforts in use of materials and instructional technology.
- _____ Needs assessment data.

Elem. 7. The curriculum provides the students with an opportunity
 Jr. H. to develop a concern and understanding of the conservation
 Sr. H. of energy and the uses of natural resources.

Elem. 8. The instructional program includes all courses and subject
 Jr. H. matter areas as mandated by law.
 Sr. H.

Elem. 9. The concept of career education has been integrated in the
 Jr. H. total K-12 curriculum.
 Sr. H.

Elem. 10. The multicultural, nonsexist approach has been integrated
 Jr. H. in the total K-12 curriculum.
 Sr. H.

11. The school provides resources for curriculum development and update through:

Elem. Jr.H. Sr.H.

- _____ Funds for travel
- _____ Extended contracts
- _____ Released time
- _____ Early dismissal
- _____ Consultative help
- _____ Visitations
- _____ Professional meetings
- _____ Conferences

12. Instruction is designed and implemented for students whose needs require differentiated education (above and beyond that provided by the regular program). Included are students who are:

Elem. Jr.H. Sr.H.

- _____ Talented and gifted
- _____ Slow-learning
- _____ Mentally handicapped
- _____ Physically handicapped
- _____ Learning disabled
- _____ Emotionally disturbed

13. Instruction is designed to meet student needs and interests using appropriate designs, including, but not limited to:

Elem. Jr.H. Sr.H.

_____ Learning stations
 _____ Semester courses
 _____ Independent studies
 _____ Out-of-school learnings
 _____ Exploratory offerings
 _____ Electives
 _____ Other. Specify. _____

- Elem. 14. Special educational programs and services offer support
 Jr. H. and compliment the total educational program of the school so
 Sr. H. that each one supports and reinforces the other.

15. Check the organizational and instructional patterns utilized in your school.

Organizational patterns

Elem. Jr.H. Sr.H.

_____ Self-contained classrooms
 _____ Open education
 _____ Nongraded classes
 _____ Continuous progress program
 _____ Team teaching
 _____ Year-round school program
 _____ Multi-age grouping
 _____ Departmentalization
 _____ Other. Specify. _____

Instructional patterns

Elem. Jr.H. Sr.H.

_____ Individualized instruction
 _____ Learning stations and/or centers
 _____ Computer-assisted instruction
 _____ TV instruction
 _____ Summer programs
 _____ Programmed learning
 _____ Other. Specify. _____

16. Please attach copies of schedule showing for each level of instruction, i.e., K-2, 4-6, 7-9, 10-12.

Instruction

- Elem. 1. The emphasis of the instructional program is placed
 Jr. H. on the student rather than content or program.
 Sr. H.
- Elem. 2. Teachers and students set instructional objectives
 Jr. H. together. Teachers and students cooperatively evaluate
 Sr. H. progress toward goal accomplishment.
3. The program is carefully coordinated, both horizontally
and vertically, so that instruction moves smoothly and
logically from one level to another, K-12.
- Elem. a. Learning experiences are continuous and sequential
 Jr. H. from kindergarten through grade 12.
 Sr. H.
- Elem. b. The staff utilizes a written scope and sequence
 Jr. H. of skills.
 Sr. H.
- Elem. c. The identification of needs and strengths of
 Jr. H. individual students is continuously carried on.
 Sr. H.
- Elem. d. There are regular, planned opportunities through-
 Jr. H. out the year for teachers to communicate. Such
 Sr. H. communication is horizontal, vertical, and inter-
disciplinary.
- Elem. 4. Student needs, interests, and experiences are among the
 Jr. H. factors considered in the selection and conduct of
 Sr. H. instruction.
- Elem. 5. Instruction is individualized through such techniques
 Jr. H. as grouping of students with like needs and through
 Sr. H. differentiated assignments.
- Elem. 6. Articulation from elementary to junior high and from
 Jr. H. junior high to senior high is carefully planned and
 Sr. H. implemented.
- Elem. 7. A high degree of student involvement and verbal inter-
 Jr. H. change characterizes the classroom procedures.
 Sr. H.
- Elem. 8. Teachers use a variety of techniques such as group discus-
 Jr. H. sions, project activities, laboratory techniques and seminars.
 Sr. H.
- Elem. 9. Students are provided with opportunities to make decisions
 Jr. H. and accept responsibility throughout their educational exper-
 Sr. H. iences.

- Elem. 10. Students are stimulated to embark on independent study
 Jr. H. and to initiate group projects and other creative and
 Sr. H. imaginative activities.
- Elem. 11. The staff is encouraged to experiment with new ideas and
 Jr. H. promising techniques.
 Sr. H.
- Elem. 12. Instruction is designed to stimulate independent thinking
 Jr. H. and problem-solving on the part of students.
 Sr. H.
- Elem. 13. Knowledgeable resource persons other than staff members
 Jr. H. supplement and enrich the instructional program.
 Sr. H.
- Elem. 14. The instructional objectives include not only the acquiring
 Jr. H. of knowledge but also the learning process by which
 Sr. H. knowledge is acquired.
- Elem. 15. The instructional program provides for extensive use of
 Jr. H. the media center to build and strengthen research and study
 Sr. H. skills.

Materials

- Elem. 1. There is a written policy and procedure currently in use
 Jr. H. for the evaluation and selection of materials and media.
 Sr. H.
- Elem. 2. Staff members are involved in the evaluation and selection
 Jr. H. of materials.
 Sr. H.
- Elem. 3. Since materials are tools for implementing curriculum,
 Jr. H. material and book selection follows, not precedes,
 Sr. H. curriculum development.
- Elem. 4. Materials are free of racial bias and sex stereotyping.
 Jr. H.
 Sr. H.
- Elem. 5. Materials are updated at regular intervals.
 Jr. H.
 Sr. H.
- Elem. 6. Materials are organized efficiently for maximum use.
 Jr. H.
 Sr. H.

- () Elem. 7. Materials are consistent with the stated objectives of the
 () Jr. H. school program.
 () Sr. H.
- () Elem. 8. A wide range and variety of instructional materials are
 () Jr. H. available to support the program of instruction.
 () Sr. H.

Pupil Records

- () Elem. 1. Pupil records are well organized and accessible to staff
 () Jr. H. for their use.
 () Sr. H.
2. There is a carefully planned testing program. Test results
 are interpreted and used:
- Elem. Jr.H. Sr.H.
- _____ To plan, modify or redesign the
 instructional program.
 _____ To identify children with special needs.
 _____ To help evaluate the total school program.
- () Elem. 3. Leadership is provided to teachers for the meaningful inter-
 () Jr. H. pretation of test results.
 () Sr. H.
- () Elem. 4. Teacher-pupil conferences emphasize the strengths as well as
 () Jr. H. the needs of each child and include mutual suggestions for
 () Sr. H. continued development.
- () Elem. 5. Pupil-progress reports provide both the student and the
 () Jr. H. parents with specific information in a positive manner.
 () Sr. H.

Comments

1. List the major goals for this area.
2. Identify the outstanding features of this program.

3. Indicate the features of this program which need improvement.

4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

ADMINISTRATION AND STAFF

This section of the self evaluation is concerned with staffing and the business operation of the school. There is a portion devoted to the board of directors and its function in the total program of the district.

Board of Directors

- | | | | |
|--------------------------|-----|-----|--|
| <input type="checkbox"/> | Yes | 1. | The board of directors, through its secretary, keeps complete and accurate records of all its proceedings. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 2. | The board of directors meets regularly using a written agenda. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 3. | The board of directors acts as a "committee of the whole." Special committees are developed for special projects. On completion of the assignment the committee is dissolved. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 4. | The board of directors formulates written policies for the operation of the school program. They are reviewed and updated annually with date of revision noted. This revision is based on recent trends in education and changes in the law. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 5. | The master contract is not in conflict with board of director policies. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 6. | The board of directors delegates to the professional staff full authority for executing its policies. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 7. | The board of directors elects all personnel only on recommendation of the chief administrator. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 8. | The board of directors upon recommendation of its administrator invites key instructional personnel to report on their activities. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 9. | The board of directors has determined major educational needs, developed long-range plans and maintained records of progress. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 10. | Buildings are appraised at least once every five years. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 11. | The board of directors long-range planning calls for a schedule on building needs, curriculum improvements, and attention to other areas of the school program. |
| <input type="checkbox"/> | No | | |

- Yes 12. The board of directors holds membership in state and
 No national organizations.
- Yes 13. The board of directors encourages the use of school
 No facilities and resources by community agencies in
 order to provide better services for all citizens
 of the district.
- Yes 14. The board of directors has adopted a written plan for
 No achieving and maintaining a multicultural, nonsexist
 educational program.
- Yes 15. The board of directors has adopted a procedure for
 No reviewing problems that may appear in the educational
 community.
- Yes 16. The board of directors has adopted a plan of due process
 No for dealing with hearings that involves students or teachers.
- Yes 17. The board of directors has adopted and recorded in its
 No minutes staffing policies designed to attract, hold, and
 utilize competent professional personnel--instructional
 and noninstructional. These policies include but are
 not limited to guidelines or criteria to be used in
 determining:
- Yes a. Size and scope of the staff.
 No
- Yes b. Equal employment opportunities.
 No
- Yes c. The school or system-wide average class enrollment
 No per teacher.
- Yes d. Extra class duties.
 No
- Yes e. Time for planning and parent-teacher communications.
 No
- Yes f. The employment of substitute teachers and
 No educational aides.
- Yes g. Participation by members of the professional staff
 No in the formation of school policies.

Administrative Organization

- Yes 1. Bulletins, memoranda, verbal follow-up, and other means
 No of communication are used to keep administrative and
 staff channels open.

- Yes 2. The school program, goals, and needs are interpreted continuously to the public through news media, television, radio, and school publications.
 No
- Yes 3. Sufficient consultative (supervisory) personnel is provided at the intermediate and local level to furnish leadership and help to the teachers.
 No
- Yes 4. Principals and supervisors, in making periodic reports to the superintendent, recommend the selection, dismissal, assignment, and promotion of teachers. These records are carefully maintained and filed.
 No
- Yes 5. Administrative procedures call for a series of carefully planned meetings with staff aimed at continued improvement in instruction.
 No
- Yes 6. The superintendent makes and utilizes an annual report evaluating the present school year's operation and making recommendations for the next.
 No
- Yes 7. District policy calls for scheduled parent-teacher conferences in all grades on a basis of two meetings a year.
 No
- Yes 8. An inservice program involving all teachers is in continuous operation.
 No
- Yes 9. There is a plan for systematic evaluations of all certificated and noncertificated staff.
 No

Business Management

- Yes 1. District business operations are carried on efficiently by a central office.
 No
- Yes 2. The detailed budget is based upon the educational plan of the district.
 No
- Yes 3. Budget control is maintained through the use of data processing, a card system, or other methods of determining financial balances.
 No
- Yes 4. Teacher personnel folders are complete, i.e., certificate, transcript, and approval statement.
 No
- Yes 5. Pupil accounting records reflect sound procedures in maintaining cumulative and permanent folders.
 No
- Yes 6. Property accounting is kept on forms suggested by the Department of Public Instruction.
 No

- Yes
 No
7. All requisition and purchase order forms are filed with the central business office.
- Yes
 No
8. Bids are taken on large orders purchased.
- Yes
 No
9. An annual audit of school funds is performed by a Certified Public Accountant or state auditor in accordance with state law.
- Yes
 No
10. A complete financial report of all funds is kept.
- Yes
 No
11. Provisions are made to report proceedings of the board of directors to all staff members.
- Yes
 No
12. Meaningful, easy to understand monthly financial reports are prepared for the board of directors and administrators.
- Yes
 No
13. Quarterly and annual financial statements are prepared in accordance with the Code of Iowa.
- Yes
 No
14. The budgetary planning process takes into consideration balance sheet features, such as cash balance, reserve for unspent balance, fund balance, and revenue and expenditure budgeting.
- Yes
 No
15. If an official bargaining unit is formed within the district, the bargaining process is conducted in a manner that does not interfere with the educational process.

Personnel Administration

- Yes
 No
1. Continuity of staff tenure is necessary to carry out an effective school program. In any three-year span, staff turnover averages less than twenty percent.
- Yes
 No
2. Teachers have a role in development of personnel policies.
- Yes
 No
3. Clerical assistance is provided the teachers and administrative staff.

Professional Staff Qualifications

- Yes
 No
1. All professional employees hold registered certificates with proper endorsements. Certificates are valid for the areas in which teachers serve.
- Yes
 No
2. School employees indicate a desire to improve through classroom study, professional reading, travel, and continued preparation.

- | | | | |
|--------------------------|-----|----|---|
| <input type="checkbox"/> | Yes | 3. | Teachers are encouraged to increase competency by attendance at professional meetings. Payment of substitute teachers and travel expense is assumed by the board. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 4. | Staff members willingly share in established extra-class responsibilities of educational value. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 5. | There is an ongoing attempt by teachers to gain a full understanding of the needs and problems of pupils. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 6. | There is a job description for all personnel employed in the school. |
| <input type="checkbox"/> | No | | |

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

3. Indicate the features of this program which need improvement.

4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

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AGRICULTURAL EDUCATION

Vocational-technical instruction in agriculture should effectively and efficiently lead interested youth and adults to acquire knowledge, skills, attitudes, and abilities that provide preparatory education for purposeful employment and supplementary education for advancement in agriculture and agriculture-related occupations.

Physical Facilities

- 1. Instructional space is sufficient for the variety of classroom, library, laboratory, agricultural mechanics, Future Farmers of America, adult and young farmer programs. The agricultural mechanics' shop provides a minimum of two thousand square feet of space for instructional purposes.
- 2. Office area and office equipment are provided for consultation and administration.
- 3. Audiovisual equipment is available, including darkening devices.
- 4. The vocational agriculture department provides a telephone for use of the instructor in providing administration and supervision of the vocational agriculture program.
- 5. The classroom provides a minimum area of seven hundred square feet with no less than a minimum width of twenty-four square feet.
- 6. The classroom and shop are adequately equipped, including reference library to provide instruction on the agricultural subjects which are commensurate with the times.
- 7. There is adequate heating, lighting, and ventilation to provide the proper working situation for students.

Department Programs and Plans

- 1. An annual written program of work is prepared which includes objectives, survey of the community, instructional procedure, and other factors necessary for a sound vocational agriculture program.

- 2. The program of the department includes objectives, the goals that are making a definite contribution to the agricultural development in production agriculture and agribusiness, and the rural welfare of the community.
- 3. Evidence is available of careful planning and scheduling for both class instruction and supporting activities.
- 4. The teacher has a good up-to-date course of study and is following it as evidenced by what is actually included in the students' vocational agriculture notebooks, individual folders, records and plans, books, and other supporting evidence.
- 5. The vocational agriculture library is up to date and has an adequate supply of reference books, bulletins, and visual materials to be used in teaching based upon the course of study. Community resources are used as aids in teaching.

Organization and Administration

- 1. Instruction in vocational agriculture is available to all the youth of the community, regardless of race, sex, or disability, who are interested in or concerned with agriculture and to adults now employed or desirous of entering an agricultural occupation.
- 2. An adequate travel and time allowance is budgeted to provide proper supervision for day school, adult, and young farmer programs.
- 3. Opportunities are provided for prospective vocational agriculture students to receive a clear understanding of the purposes and nature of the program before enrollment.
- 4. The department offers an instructional program for young and adult farmers in the community.
- 5. An advisory group assists the teacher in planning and evaluating the program. The teacher is allowed sufficient time to provide group and individual instruction for high school students, and young and adult farmers.
- 6. Curriculum content, instructional materials and teaching strategies are representative of the cultural/racial diversity in the United States and imply that agriculture skills are important to both boys and girls.
- 7. Enrollments in courses that are predominately one sex have been reviewed to insure that counseling or curriculum policies are not contributing factors for class composition.

Supervision

- 1. The teacher's schedule has at least forty hours per month available to be used for agricultural occupational experience programs. The teacher makes at least four supervised practice visits to each day school student during the year.
- 2. The supervised occupational programs include adoption of practices in home farm improvement and agribusiness projects. The supervised occupational program of the student shows progress as evidenced by size, quality, increased net worth, and use of improved practices.

Records and Reports

- 1. There are adequate up-to-date records on each adult, young farmer, and day student enrolled.
- 2. Adequate up-to-date records of all official reports prepared by the department, or received by the department, are properly retained, such as preliminary reports, annual reports, young and adult farmer reports, annual Future Farmers of America reports, and monthly travel reports.
- 3. The department has on file an up-to-date inventory of the department facilities including books and bulletins, instructional supplies, classroom equipment, shop equipment, and other property of the department or the Future Farmers of America Chapter.

Evaluation

- 1. The instructor annually consults with key business people of the community and agricultural leaders to determine the proper direction of the program.
- 2. Periodic meetings are held with the school superintendent and principal on the proper management and direction of the students' program.
- 3. A local advisory group is used in planning and revising the high school, young farmer, and adult farmer vocational agriculture program to meet modern needs.
- 4. The "Iowa Standards for Quality Vocational Programs in Agricultural Education" is used in evaluating the local program.

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

3. Indicate the features of this program which need improvement.

4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Date _____

Local Evaluating Committee

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ART

Visual art in Iowa schools is concerned with encouraging students to utilize their visual and tactile senses. Art helps students acquire knowledge to make aesthetic judgments about visual relationships in manmade and natural environments, as well as developing psychomotor skills in specific art areas, such as drawing, painting, sculpture, textile design, photography, and architecture.

- Elem. 1. Art instruction is offered at all grade levels
- Jr. H. by a certificated art teacher.
- Sr. H.

- Elem. 2. Regularly scheduled art instruction is held in a
- Jr. H. specially equipped art room.
- Sr. H.

- Elem. 3. The number of pupils enrolled in all art courses
- Jr. H. scheduled within the school day compared to the
- Sr. H. total school population is what percent?

- Elem. 4. What is the average amount of minutes that art
- Jr. H. classes meet during the school day at each level?
- Sr. H.

Organization of Program

- Elem. 1. The philosophy and objectives of the art education
- Jr. H. program are in keeping with the goals of the total
- Sr. H. educational program of the school.

- 2. The total program is designed to provide experiences which will develop:

Elem. Jr.H. Sr.H.

- _____ Knowledge of the structure and function of art.
- _____ Skill in perceiving, critiquing and creating art.
- _____ Cultural understanding of various western and non-western styles of art.
- _____ Appreciation of contributions to the art world of women and diverse racial/cultural groups.
- _____ Exploration in nonstereotypic ways of careers in art.
- _____ Positive attitudes toward art.

Elem. 3. There is a balance between art and the other disciplines.
 Jr. H. There is also a balance between producing art, critiquing
 Sr. H. and judging art, learning the language of art, and
learning about artists and artworks.

Elem. 4. There is a sequentially developed art program K-12.
 Jr. H.
 Sr. H.

Elem. 5. The structure of the curriculum is flexible enough
 Jr. H. to assimilate change in terms of current and societal
 Sr. H. trends, i.e., change in racial/cultural population
of the student body and surrounding community.

Elem. 6. Student artwork is displayed on a continuing basis
 Jr. H. in the art room and in other areas of the school
 Sr. H. building. There is space for both two-dimensional
and three-dimensional examples.

Elem. 7. Regularly scheduled instruction is carefully planned
 Jr. H. to achieve specific objectives of the course.
 Sr. H.

Elem. 8. Pupils' needs, interests, talents, and experiences
 Jr. H. are considered in planning learning activities.
 Sr. H.

9. Learning experiences include but are not limited to
the following:

Elem. Jr.H. Sr.H.

_____ Cultural differences

_____ Gifted

_____ Nonperformers

_____ Handicapped

_____ Other. Specify. _____

Elem. 10. Pupils are given the opportunity to assist in planning
 Jr. H. learning activities.
 Sr. H.

Elem. 11. The district has participated in an art program
 Jr. H. development project within the last five years.
 Sr. H.

12. Opportunities are provided for:

Elem. Jr.H. Sr.H.

_____ Sculpture

_____ Ceramics

_____ Drawing

_____ Painting

_____ Printmaking

_____ Textile design

_____ Photography

_____ Cinematography and/or video

Curriculum

- () Yes
() No
- () Yes
() No
- () Yes
() No
1. There is a chairperson for the art department.
 2. The chairperson has a reduced teaching load or receives extra compensation.
 3. Supervision and assistance is provided the teachers in the form of constructive evaluation and outside help.
 4. Inservice activities are provided by the school for maintaining and stimulating teacher competency through:

Times Per Year	Type
	Large Group Meetings or Workshops
	Small Group Meetings or Workshops
	Visits to Other Schools
	Provision for Attendance at State or National Conventions

Instructional Materials

- () Elem.
() Jr. H.
() Sr. H.
1. The basic objectives of the program are considered in the selection of materials and equipment.
 2. Necessary art equipment would include:
Elem. Jr.H. Sr.H.
_____ ceramic kiln
_____ electric hot plate
_____ paper cutter
_____ basic hand tools (brayers, cutters, knives)
_____ small looms
 3. Basic tools and supplies are provided for:
Elem. Jr.H. Sr.H.
_____ sculpture
_____ print making
_____ drawing and painting
_____ textile design
_____ ceramics
_____ photography

- () Elem. 4. The school budget includes funds that provide for
 () Jr. H. new art equipment and supplies.
 () Sr. H.
- () Elem. 5. The school budget includes funds that provide for
 () Jr. H. replacement and maintenance of equipment and
 () Sr. H. supplies.
- () Elem. 6. Instructional materials are varied to meet
 () Jr. H. individual differences and needs.
 () Sr. H.
- () Elem. 7. All of the equipment, tools and materials are
 () Jr. H. readily accessible to the staff.
 () Sr. H.
- () Elem. 8. A variety of books, periodicals, and art prints
 () Jr. H. are available to students and teachers.
 () Sr. H.
- () Elem. 9. Appropriate audiovisual equipment is available.
 () Jr. H.
 () Sr. H.

10. Other sources of materials:

Elem. Jr.H. Sr.H.

_____ Area media center
 _____ County library
 _____ Public library
 _____ Local art center

Physical Facilities

- () Elem. 1. Art rooms and facilities are of appropriate size,
 () Jr. H. design, and construction to accommodate the needs
 () Sr. H. of the art program.
- () Elem. 2. The art room is visually attractive.
 () Jr. H.
 () Sr. H.
- () Elem. 3. The room is flexible enough to be used by both
 () Jr. H. groups and individuals.
 () Sr. H.
- () Elem. 4. Provisions are made for adequate ceiling lighting,
 () Jr. H. flexible lighting over specialized work areas, and
 () Sr. H. ample installation of baseboard or wall electrical
 outlets (110 and 220 volts).

- Elem. 5. Heating and ventilation in the classroom are
 Jr. H. satisfactory.
 Sr. H.
- Elem. 6. Adequate storage space is available.
 Jr. H.
 Sr. H.
- Elem. 7. Storage is available for two- and three-dimensional
 Jr. H. objects. Provision is made for flammable materials.
 Sr. H.
- Elem. 8. Adequate water facilities are present with heavy-
 Jr. H. duty traps and water resistant counters.
 Sr. H.
- Elem. 9. Satisfactory washing facilities are present and
 Jr. H. placed in locations easily accessible to the
 Sr. H. students' work area.
- Elem. 10. Properly equipped offices are provided.
 Jr. H.
 Sr. H.

Methods of Evaluation

- Elem. 1. Critiques of student work by teachers and students
 Jr. H. emphasize the positive qualities of the artwork and
 Sr. H. encourage the student artist to think of several
 alternatives.
- Elem. 2. Carefully constructed tests are scheduled to evaluate
 Jr. H. student achievement in terms of basic objectives of the
 Sr. H. course.
- Elem. 3. Evaluation devices other than examinations are
 Jr. H. also used.
 Sr. H.
- Elem. 4. Cumulative records of pupils' participation and
 Jr. H. achievements in artistic activities are kept and
 Sr. H. used for counseling purposes.
- Elem. 5. Pupils are encouraged to evaluate their own artistic
 Jr. H. performance, basic understandings, attitudes, artistic
 Sr. H. judgments and values.
- Elem. 6. Evaluation procedures are used continually as a
 Jr. H. basis for revision of course objectives and curriculum
 Sr. H. content.

- | | | | |
|--------------------------|--------|-----|---|
| <input type="checkbox"/> | Elem. | 7. | The community is kept informed as to the nature |
| <input type="checkbox"/> | Jr. H. | | of the program, its strengths and weaknesses, and |
| <input type="checkbox"/> | Sr. H. | | changes that are made for improvement. |
| <input type="checkbox"/> | Elem. | 8. | Students are aware that art is a primary means |
| <input type="checkbox"/> | Jr. H. | | of expression and communication; they exhibit an |
| <input type="checkbox"/> | Sr. H. | | understanding of art as an important part of |
| | | | their own cultural heritage and that of others. |
| <input type="checkbox"/> | Elem. | 9. | Students are articulate as artists to some degree. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 10. | Students can communicate verbally and in writing |
| <input type="checkbox"/> | Jr. H. | | their ideas about art. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 11. | Students have become discriminate in their artistic |
| <input type="checkbox"/> | Jr. H. | | choices and express a desire to continue their |
| <input type="checkbox"/> | Sr. H. | | artistic experiences. |
| <input type="checkbox"/> | Elem. | 12. | Students are aware of the many styles, forms and |
| <input type="checkbox"/> | Jr. H. | | media of art today. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 13. | Students have developed a positive attitude about |
| <input type="checkbox"/> | Jr. H. | | art which makes it an important part of their |
| <input type="checkbox"/> | Sr. H. | | daily lives. |
| <input type="checkbox"/> | Elem. | 14. | Students have a means of self expression and com- |
| <input type="checkbox"/> | Jr. H. | | munication in the art program. |
| <input type="checkbox"/> | Sr. H. | | |

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

3. Indicate the features of this program which need improvement.

4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

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BUSINESS EDUCATION

A large portion of Iowa's youth will work in the business world, and all of them will devote a significant part of their earnings to the purchase of goods and services. Courses within business education provide students opportunities to develop skills and competencies necessary to entering a vocation of their choice and to participate in those fundamental experiences and learnings which are concerned with the operation of our economic and business systems.

All schools with a business education program will fill out Section A. Schools in Iowa with a distributive education program and/or an office occupation program will fill out Sections A and B.

Business Education - Section A

- | | |
|---|---|
| <input type="checkbox"/> Yes
<input type="checkbox"/> No | 1. The department provides opportunities for basic business understanding. |
| <input type="checkbox"/> Yes
<input type="checkbox"/> No | 2. The department provides for career awareness opportunities. |
| <input type="checkbox"/> Yes
<input type="checkbox"/> No | 3. The department provides opportunities for students to develop acceptable work ethics. |
| | 4. Students are given opportunities to develop positive attitudes toward: |
| | Yes No |
| | <input type="checkbox"/> <input type="checkbox"/> Self-discipline
<input type="checkbox"/> <input type="checkbox"/> Time-management
<input type="checkbox"/> <input type="checkbox"/> Accepting responsibilities
<input type="checkbox"/> <input type="checkbox"/> Self-improvement
<input type="checkbox"/> <input type="checkbox"/> Assessment of one's own worth
<input type="checkbox"/> <input type="checkbox"/> Initiative
<input type="checkbox"/> <input type="checkbox"/> Punctuality
<input type="checkbox"/> <input type="checkbox"/> Dress |
| | 5. The department provides opportunities for students to achieve business literacy by creating: |
| | Yes No |
| | <input type="checkbox"/> <input type="checkbox"/> Economic understanding
<input type="checkbox"/> <input type="checkbox"/> Ability to conceptualize the individual's role within the economy
<input type="checkbox"/> <input type="checkbox"/> Knowledge of an ability to use resources |

- Yes
 No
6. The department provides opportunities for students to achieve computer literacy.
- Yes
 No
7. The department provides opportunities for students to gain a usable understanding of business terminology.
8. The department provides a foundation for basic attitudes which:
- Yes No
- Allows the student to become adaptable to change
 Provides students with the ability to learn alternative procedures or new equipment
 Provides students with a wide variety of knowledge regarding duplicating skills
 Allows students to develop positive attitudes toward interpersonal relations
 Provides ability to interact with others
 Provides ability to accept criticism
 Recognizes the rights of others
- Yes
 No
9. The students are given the opportunities in decision making, analytical abilities, and problem solving.
- Yes
 No
10. The students are given opportunities to master computation skills.
11. The students are given opportunities to upgrade the following language arts skills:
- Yes No
- Writing
 Grammar/punctuation
 Vocabulary
 Speaking
 Listening
 Spelling
 Original Composition
 Proofreading
 Telephone Communications
12. The students are given opportunities to develop the following skills:
- Yes No
- Keyboarding
 Record Management
 Machine Transcription
 Reprographics
 Equipment Operations
 Record Keeping
 Shorthand
 Data Processing

- Yes
 No
13. The department provides opportunities for students to prepare for gainful employment (vocational) and to help students acquire the necessary knowledge for their individual business experiences (personal use).
- Yes
 No
14. The department objectives are reviewed periodically and updated to reflect changing business conditions and educational practices.
- Yes
 No
15. The business education department provides a printed curriculum guide which indicates the sequence of offerings to achieve the stated goals of the student.
- Yes
 No
16. The curriculums are in a state of continuous revision and improvement based upon advisory committee recommendations, surveys, and other sources of information that relate to the educational program.
- Yes
 No
17. The staff is certificated and teaching in the approved areas.
- Yes
 No
18. The faculty members assume membership and participation in professional organizations.
- Yes
 No
19. The teachers are knowledgeable about the economic sector of society and provide planned experiences for students to develop an understanding of the free enterprise system.
- Yes
 No
20. Provisions are made for individualized instruction.
- Yes
 No
21. There are well-defined objectives provided for each class.
22. Vocational preparation is offered for:
- Yes No
- Stenographic positions
 Clerical positions
 Bookkeeping positions
 Positions in marketing and distribution
- Yes
 No
23. The department members assist in department planning, such as equipment, purchases, development of curriculum, selection of students, and placement of students.
- Yes
 No
24. The teaching load is reasonable in regard to number of preparations, student-teacher ratio, and extracurricular assignments.
- Yes
 No
25. The teacher selects textbooks that fulfill the needs of the students in their chosen career.

- Yes 26. Teaching aids such as newspapers, magazines and reference books are used in the classroom.
 No
- Yes 27. Periodic surveys are made to be sure the classroom equipment is as modern as that which is used in business establishments.
 No
- Yes 28. There is a rotation plan of trade-in for machines in order to keep modern equipment in the classroom.
 No
- Yes 29. Classrooms provide adequate space for effective instruction.
 No
- Yes 30. Safety measures are taken in regard to electrical outlets, wiring, and other potential hazards.
 No
- Yes 31. The instructional standards of the department meet the entry level required by business.
 No
- Yes 32. The department emphasizes the development of personal and social competencies which are necessary for successful employment.
 No
- Yes 33. All students regardless of sex, race or disability have equal access to all courses in business education.
 No
- Yes 34. Curriculum content and instructional materials are representative of the cultural/racial diversity in the United States and imply that business skills are important to both boys and girls.
 No
- Yes 35. Enrollments in courses that are predominately one sex have been reviewed to insure counseling or curriculum policies are not a contributing factor in class composition.
 No

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

3. Indicate the features of this program which need improvement.

4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

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Distributive Education/Office Occupations - Section B

Distributive education is a program of instruction which is designed to provide opportunities for students to prepare for employment in marketing, merchandising, and management.

Office occupations is a method of instruction using a combination of courses and practical experiences organized into a program of instruction to provide opportunities for students to prepare for or advance in selected office occupations.

Please indicate the appropriate program in your school:

_____ Distributive Education

_____ Office Occupations

Organization

- | | | | |
|--------------------------|-----|----|---|
| <input type="checkbox"/> | Yes | 1. | The primary objective of distributive education/office occupations is to prepare persons for entry, adjustment, and advancement in distributive education/office occupations. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 2. | Instruction is based primarily on the local concerns in distributive education/office occupations; however, area, state, and national trends are taken into consideration. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 3. | Students of diverse abilities, aptitudes, interests, and cultural backgrounds who want, need, and can profit from the instruction are served. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 4. | Students are counseled periodically by teacher-coordinators, employers, and guidance counselors concerning progress towards their career objectives and future plans. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 5. | Individual student records are maintained by the teacher-coordinator regarding the occupational achievements of each student. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 6. | The distributive education/office occupations advisory committee provides input in planning, implementing, and evaluating the program. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 7. | Effective public relations techniques are employed to disseminate information about the programs to the community and students. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 8. | A written rationale is available which describes the basis for the organizational plan of the program. |
| <input type="checkbox"/> | No | | |

- Yes
 No
9. Procedures for the terminal placement of graduates are provided.
- Yes
 No
10. Placement for graduates is provided.
- Yes
 No
11. Training stations for distributive education/office occupations comply with established employment and safety practices.
- Yes
 No
12. Training sponsors of distributive education/office occupations are oriented to their responsibilities to provide real-life learning experiences for students on the job.
- Yes
 No
13. Training sponsors make periodic evaluation of the student's occupational experiences.
- Yes
 No
14. The teacher-coordinator is employed for a sufficient period of time before and after the regular school year in order that initial placement, terminal placement, follow-up and evaluation activities may be accomplished.
- Yes
 No
15. Adequate coordination time is provided the teacher-coordinator to coordinate classroom instruction with other sources of student learning, including on-the-job training.
- Yes
 No
16. The distributive education/office occupations program is considered to be an integral part of the total vocational education effort of the school.

Course Offerings

- Yes
 No
1. The distributive education/office occupations program includes instruction for students who have a career objective, who can profit from the instruction, and allows for refinement or redirection of careers.
- Yes
 No
2. The distributive education/office occupations curriculum includes basic economic understandings.
- Yes
 No
3. The distributive education/office occupations program provides instruction to give students an understanding and appreciation of the American private enterprise system.
- Yes
 No
4. The distributive education/office occupations program advances the goals of the total educational program.
- Yes
 No
5. The distributive education/office occupations program is correlated with other content areas.
- Yes
 No
6. The curriculum is cooperatively planned and sequenced to provide for continuous growth of students.

Facilities

- Yes
 No
1. Facilities and equipment reflect the specific goals of the program and provide spaces for program development.
- Yes
 No
2. The teacher-coordinator is provided with adequate office space and equipment.
- Yes
 No
3. Electrical outlets are safe and located to facilitate the work of the classroom.
4. Place a check before equipment available for use by the coordinator and students.
- Bulletin board
 - Chalkboard
 - Visual-aid projection equipment
 - Audio and visual recording and playback equipment
 - Bookcase
 - Magazine rack
 - Sales facilities
 - Display facilities
 - Typewriter
 - Duplicating equipment
 - Telephone
 - Cash register
 - Paper cutter
 - Sign printing equipment
 - Specialized laboratory equipment
- Yes
 No
5. Plans and budget provisions are made for the evaluation, replacement, and addition of instructional materials and equipment on a systematic basis.

Staff

Each member of the distributive education/office occupations staff:

- Yes
 No
1. Has specialized training and is approved for content areas.
- Yes
 No
2. Has training in teaching strategies appropriate for those students with special needs.
- Yes
 No
3. Has developed and maintains good professional relations with the business community.
- Yes
 No
4. Utilizes resource persons to assist with instructional activities when their services will enhance teacher effectiveness.
- Yes
 No
5. Demonstrates a commitment to the profession as evidenced by participation in professional activities of the field.

- Yes
 No
6. Works cooperatively with other teachers in planning and coordinating instruction.
- Yes
 No
7. Shows evidence of knowledge of current practices through participation in workshops and other learning experiences.

Program

- Yes
 No
1. Instructional outcomes are consistent with the school's objectives.
- Yes
 No
2. A variety of instructional methods and activities appropriate for the diverse learning styles, needs, and abilities of students is utilized.
- Yes
 No
3. A student association is an integral part of the program of studies.
- Yes
 No
4. Community resources are used to enrich the instructional program.
- Yes
 No
5. Each student has an individualized training plan specifying competencies to be learned on the job and/or in the classroom-laboratory.
- Yes
 No
6. Training plans are cooperatively constructed by the teacher-coordinator, the training sponsor, and the student.
- Yes
 No
7. On-the-job training includes a planned sequence of activities and learning experiences.
- Yes
 No
8. Training stations are selected which provide occupational growth opportunities consistent with the student's capabilities, interests, objectives, and goals.
- Yes
 No
9. The related classroom phase of cooperative distributive education/office occupations is taught by the teacher-coordinator.
- Yes
 No
10. Course objectives, study guides, assignment sheets, and current bibliographies are used effectively.
- Yes
 No
11. Textbooks and instructional materials are up to date and readily accessible.
- Yes
 No
12. Appropriate audiovisual materials are readily accessible.
- Yes
 No
13. Current issues of newspapers, magazines, periodicals, business and government publications, and other reference materials are available.

4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

CAREER EDUCATION

Successful implementation of career education includes four components. They are administration, personnel school and community relations, and curriculum.

Administration

- | | | | |
|--------------------------|--------|----|---|
| <input type="checkbox"/> | Elem. | 1. | A written plan detailing the district's commitment to career education has been prepared by local school officials, has been formally endorsed by the local board of directors and is being utilized. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 2. | Existing district policy statements and operational guidelines have been reviewed to insure their compatibility with the district career education plan. Wherever necessary, new policies and guidelines have been developed. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 3. | The local school district's administrative structure and processes provide for both district-level and building-level coordination of career education. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 4. | District-level and building-level career education objectives have been implemented on the basis of local student, staff, community, and area needs. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 5. | Both district and building planning processes contribute to the identification of human and physical resources needed to support career education. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 6. | Procedures for implementing career education at the local level are suggested within the district's written career education plan. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 7. | The local district's operating budget is sufficient to support the needs and priorities outlined within its own long-range career education plan. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 8. | Appropriate facilities and equipment are available within the district to properly support career education needs. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 9. | A written plan has been developed and adopted by the district for evaluating the effectiveness of career education and for reporting this information to appropriate district administration and staff. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

- Elem. 10. The career education program encourages students to
 Jr. H. explore varied academic and career options regardless
 Sr. H. of disability, sex or race.

Personnel

- Elem. 1. The staff within a building is able to integrate career
 Jr. H. education concepts, skills, and attitudes into their
 Sr. H. program areas/levels.
- Elem. 2. Professional development plans and programs are based
 Jr. H. upon an accurate, ongoing assessment of the staff's
 Sr. H. professional development needs and current trends in
 career education.
- Elem. 3. A program for professional staff development is available
 Jr. H. within the district for all staff and is used by staff
 Sr. H. members as a means for them to enhance their knowledge,
 skills, and competencies related to career education.

School and Community Relations

- Elem. 1. The entire community is utilized in support of career
 Jr. H. education development.
 Sr. H.
- Elem. 2. The school staff has an opportunity to inform the
 Jr. H. community about current career education goals,
 Sr. H. plans, and activities.
- Elem. 3. The school's staff seeks information from the community
 Jr. H. regarding educational needs, goals, plans, and activities
 Sr. H. appropriate for career education development.

Curriculum

- Elem. 1. The philosophy, goals, objectives, and minimum competencies
 Jr. H. associated with career education have been specified by
 Sr. H. district personnel, reviewed by the committee members,
 and adopted by the board of directors.
- Elem. 2. The district's curriculum plan should demonstrate the
 Jr. H. continuity of career education experiences between
 Sr. H. career awareness, career exploration, and career
 preparation program-level goals, objectives, and
 minimum student competency requirements.
- Elem. 3. The district's career-related curriculum has been
 Jr. H. designed to insure the appropriate use of community-
 Sr. H. based learning experiences for students at each level.

- | | | | |
|--------------------------|--------|----|---|
| <input type="checkbox"/> | Elem. | 4. | A wide variety of different instructional processes |
| <input type="checkbox"/> | Jr. H. | | are utilized by district personnel to facilitate the |
| <input type="checkbox"/> | Sr. H. | | delivery of career education concepts to all students. |
| | | | |
| <input type="checkbox"/> | Elem. | 5. | Students should be provided with diverse opportunities |
| <input type="checkbox"/> | Jr. H. | | to continuously identify, assess, and explore their |
| <input type="checkbox"/> | Sr. H. | | aptitudes and interests in relation to career fields and decisions. |

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

3. Indicate the features of this program which need improvement.

4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

CHILD NUTRITION PROGRAMS

Child nutrition programs include the lunch program, breakfast program, milk program, equipment program, nutrition education program and donated commodity program. Numerous school districts prepare meals for senior citizens; some districts prepare meals for child day care centers.

While the lunch program should provide wholesome, nutritious, well-balanced meals attractively served at prices parents can afford to pay, it should also be a nutrition program teaching nutrition education with the lunchroom as a laboratory.

1. Type of Food Service

- Breakfast
- Milk
- Type A Lunch
- A La Carte

2. Campus

- Open Closed

3. Participation Data

- a. Average daily attendance last month.
- b. Average daily participation last month.
- c. Percentage (b ÷ a).

Records

- Yes
- No

- 1. Does the school have an accurate method for keeping records?
- 2. Name of person responsible for keeping participation records.

_____	_____
Name	Title

- 3. Name of person responsible for keeping financial records.

_____	_____
Name	Title

- Yes 4. Is an operating budget followed?
 No
- Yes 5. Is an estimate made of potential income and a
 No comparison made against actual income?
- Yes 6. Does the school maintain a separate bank or ledger
 No account for school food services funds?
- Yes 7. Does the school have a system of accountability to
 No handle ticket sales?

8. Does the school have adequate records on:

Yes No

- Receipts?
 Disbursements?
 Accounts receivable?
 Accounts payable?
 Inventory of purchased food (for each
 quarter)?
 Nonexpendable equipment depreciation
 schedule?
 Files of records, receipts, etc. for a
 period of at least three years?
 Daily participation?

Special Milk Program

- Yes 1. Is the school district participating in the special
 No milk program?
- Yes 2. In accordance with the policy statement, is free milk
 No being offered to eligible children?
- Yes 3. Is the school using the collection procedure described
 No in its approved policy statement to obtain an accurate
 count of free milk served as well as to protect the
 anonymity of free milk recipients?
4. Times of Service:
- Before school
 Mid-morning
 Lunch
 Mid-afternoon
 After school
- Yes 5. Do all records on file indicate that milk purchases
 No for previous month equal or exceed number claimed?

- Yes 6. If malts are served, are the number of one-half pints included? (Concentrated milk, non-fat dry milk ingredients are not acceptable for milk credit.)
 No

Free and Reduced-Price Meals

- Yes 1. Do all attendance centers in the district have a free and reduced-price policy statement on file as approved by the Child Nutrition Programs Division of the Department of Public Instruction with amendments?
 No
- Yes 2. Did the school distribute a letter to each parent at the opening of school this past fall and furnish each a copy of an application and income scale?
 No
- Yes 3. Is the method of collection listed in the approved policy statement being implemented in the school?
 No
- Yes 4. Is the district fulfilling the requirements and procedures outlined in the policy statement?
 No
- Yes 5. Do all children approved for free meals and free milk or reduced-price meals receive them?
 No
- Yes 6. Have all parents who meet the eligibility standards for free meals and free milk or reduced-price meals made application?
 No
- Yes 7. Are special efforts being made to encourage nonparticipating eligible parents to make application for free meals and free milk or reduced-price meals?
 No
- Yes 8. Did the school publicly announce the eligibility standards for free meals and free milk or reduced-price meals?
 No
- Name of media _____ Date _____
- Yes 9. Is there an approved application for each child receiving free meals and free milk or reduced price meals?
 No
- Yes 10. On approved applications, were all students eligible?
 No
- Yes 11. Are student workers recorded as free meals and free milk?
 No
- Yes 12. In regard to approving or disapproving applications, are the parents and the local school officials aware that a prehearing conference may be requested by either party?
 No
- Yes 13. Has a prehearing conference been requested by either a parent or a local school official?
 No

Nutrition Education

- Yes 1. Are nutrition education displays or posters in evidence
 No in the lunchroom?
- Yes 2. Are efforts being made to provide classroom teachers
 No and students with information pertaining to the Type A
 lunch, breakfast pattern, and nutrition education?
- Yes 3. Does the school district participate in the nutrition
 No education program?

Food Service Personnel

- Yes 1. Have school food service employees participated in short
 No courses offered at Iowa State University?
- Yes 2. Have school food service workers participated in basic
 No courses at the local area community colleges?
- Yes 3. Are work schedules and assignments followed?
 No

Food Purchasing

- Yes 1. Is a sound food purchasing procedure followed?
 No
- Yes 2. Are any foods purchased on a bid basis?
 No
3. Name of person responsible for purchasing food.

Name

Title

Food Preparation Facilities

- Yes 1. Is food preparation equipment adequate?
 No
- Yes 2. Is an island-type arrangement of cooking facilities
 No used?
3. Is the food preparation equipment:
- Yes No
- ____ ____ Hooded?
- ____ ____ Equipped with grease filters?
- ____ ____ Equipped with exhaust fan?

- Yes 4. Is fire protection equipment available?
 No
- Yes 5. Is the floor covering in the kitchen appropriate for
 No easy care and maintenance?
- Yes 6. Is the floor covering in the lunchroom appropriate for
 No easy care and maintenance?
- Yes 7. Is the floor covering in the storeroom adequate?
 No
- Yes 8. Are refrigerator capacities adequate?
 No
- Yes 9. Are freezer capacities adequate?
 No
- Yes 10. Are temperature readings available for all freezers?
 No
- Yes 11. Are temperature readings available for all coolers?
 No

Serving Practices

- Yes 1. Is the "offer vs. serve" procedure in effect in the senior
 No high building?
- Yes 2. Did the school adopt the "offer vs. serve" procedure
 No in junior high or middle school?

Sanitary Practices

- Yes 1. Do the kitchen, lunchroom, and storeroom appear to be
 No clean and meet overall sanitary conditions?
2. Dish-return area:
- Yes No
- _____ _____ Is the area clean?
 _____ _____ Is the area in good physical condition?
 _____ _____ Is the area acceptable in appearance?
 _____ _____ Are dishes air dried rather than towel dried?
 _____ _____ Is the dish-return procedure set up for fast,
 orderly traffic flow?
 _____ _____ Does the same person handle soiled and clean
 dishes during the operation?
- Yes 3. Are proper dishwashing equipment and procedures being used?
 No

- () Yes
() No
4. Is the proper temperature maintained for wash and rinse. (wash, 140° - 160°; rinse 180°)?
- () Yes
() No
5. Are proper garbage and waste disposal equipment and procedures being used?
- () Yes
() No
6. Are silverware, napkins, and straws dispensed properly?
- () Yes
() No
7. Do the cooks and student helpers follow good grooming practices and are they dressed in proper attire?
- () Yes
() No
8. Do all program personnel comply with the Minimum Curriculum Requirements and Standards for Approved Schools with respect to health certificate and examinations?
- () Yes
() No
9. Are adequate employee facilities provided?

Food and Commodity Storage

1. Are dry storage facilities adequate in connection with the following:
- Yes No
- _____ Temperature reading between 50 and 70 degrees F.?
 _____ Floor racks used?
 _____ Adequate shelving?
 _____ Facilities clean?
 _____ Free from janitorial supplies?
 _____ Protected from pilferage?
 _____ Free from insect infestation?
 _____ Free from rodents?
 _____ Effective method used for controlling rodents and insects?
 _____ Adequate ventilation?
- () Yes
() No
2. Are adequate inventory practices being used?
- () Yes
() No
3. Are frozen commodities properly stored and inventoried?
- () Yes
() No
4. Does the manager follow the procedure for increasing and decreasing requests for USDA foods?
- () Yes
() No
5. Are all USDA-donated foods used within a period of one year?
- () Yes
() No
6. Explain all storage deficiencies, if any.

Menu Planning

- | | | |
|--------------------------|-----|---|
| <input type="checkbox"/> | Yes | 1. Are the meals planned to meet Type A requirements daily? |
| <input type="checkbox"/> | No | |
| <input type="checkbox"/> | Yes | 2. Are basic menu planning principles followed? |
| <input type="checkbox"/> | No | |
| <input type="checkbox"/> | Yes | 3. Are proper procedures and techniques used by the person or persons planning menus? |
| <input type="checkbox"/> | No | |
| <input type="checkbox"/> | Yes | 4. Are USDA program aids used? |
| <input type="checkbox"/> | No | |

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

3. Indicate the features of this program which need improvement.

4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

ENGLISH-LANGUAGE ARTS

The English-language arts program includes the essential communication skills of listening, speaking, reading, and writing and the content areas of language, literature, and media. Evaluation items dealing with program content are addressed to these areas. Also included are items on program organization, teaching strategies, evaluation, materials, and teaching conditions.

- | | | | |
|--------------------------|--------|----|--|
| <input type="checkbox"/> | Elem. | 1. | A written K-12 language arts curriculum has been developed or revised during the last three years. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | This written curriculum states the goals and objectives of the language arts program and implements the goals and objectives of the school philosophy. |
| <input type="checkbox"/> | Elem. | 2. | The program is carefully coordinated, both horizontally and vertically, so that instruction moves smoothly and logically from one grade level to another, K-12. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 3. | There are regular, planned opportunities throughout the school year for language arts teachers to exchange ideas and plan curriculum together, both horizontally and vertically. All levels are included: elementary, junior high/middle, and senior high. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| | | 4. | The major goal of the K-12 program is to develop the maximum potential of each student at each grade level, regardless of ability or of vocational-educational plans. |
| <input type="checkbox"/> | Elem. | a. | The curriculum makes realistic provisions for student differences in ability, goals, and cultural values. Courses, units, and learning activities provide sufficient alternatives to accommodate these differences. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | b. | Provisions are made, in course content and teaching strategies, for students who are gifted and talented in language arts. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

- Elem. c. Course offerings (required and elective) in
 Jr. H. the secondary program are numerous enough to
 Sr. H. meet the needs, interests, and capabilities
 of all students; different materials and
 methods are used in various offerings.
- Elem. 5. Instructional materials, both basic and supple-
 Jr. H. mentary, are adequate to support the program. These
 Sr. H. include print and nonprint materials in a variety
 of formats and a wide range of levels.
- Elem. 6. Instructional materials are free of racial, ethnic,
 Jr. H. and sexual bias.
 Sr. H.
- Elem. 7. The curriculum includes the compositions of men,
 Jr. H. women and the disabled as well as diverse racial/
 Sr. H. cultural groups.
- Elem. 8. The media center is adequate to support the language
 Jr. H. arts program.
 Sr. H.
- Elem. 9. There is a planned, sequential program for teaching
 Jr. H. and practicing library skills, K-12.
 Sr. H.
- Elem. 10. Independent and critical thinking, creativity
 Jr. H. and exploration are developed in students at all
 Sr. H. levels of the program.
- Elem. 11. Opportunities are provided for students to establish
 Jr. H. their own objectives and select their own learning
 Sr. H. activities.
- Elem. 12. Opportunities are provided for students to evaluate
 Jr. H. their own achievement.
 Sr. H.
- Elem. 13. Students are provided many opportunities to work in
 Jr. H. small groups and independently. The physical arrange-
 Sr. H. ment of classrooms encourages small group and
 independent activities.
- Elem. 14. There is a well-organized, sequential program of
 Jr. H. skill development at all levels, with sufficient
 Sr. H. diagnosis to reteach or reinforce a skill as it
 becomes necessary.
- Elem. 15. All language arts courses and classes include
 Jr. H. activities in each of the communication skills:
 Sr. H. listening, speaking, reading, and writing.

- () Elem. 16. Listening is taught as a skill at each level through
 () Jr. H. varied experiences to gain information, to analyze
 () Sr. H. a point of view, to identify key ideas, and to
 receive enjoyment.
- () Elem. 17. Speaking is taught as a skill at each level through
 () Jr. H. sequential and coordinated instructional processes.
 () Sr. H.
- () Elem. 18. The program reflects the findings of linguistic
 () Jr. H. science, particularly regarding the nature of
 () Sr. H. language, the ways in which language is learned and
 used, and the ways in which language changes.
- () Elem. 19. Minimum attention is paid to isolated drill work
 () Jr. H. in grammar, usage, mechanics, spelling, and
 () Sr. H. vocabulary; maximum attention is paid to individual
 diagnosis and practice.
- () Elem. 20. Student papers are used to identify needs in
 () Jr. H. usage, punctuation, capitalization, spelling and
 () Sr. H. vocabulary. Opportunities are provided for
 students to practice identified needs.
- () Elem. 21. At all levels, the program provides an adequate
 () Jr. H. amount of writing experiences and instruction
 () Sr. H. suited to the ability of the students.
22. At all levels, the program provides an adequate
 variety of writing experiences and instruction.
- () Elem. a. Sufficient practice is provided in writing all
 () Jr. H. forms of discourse: narrative, descriptive,
 () Sr. H. expository, and persuasive.
- () Elem. b. Sufficient practice is provided in imaginative
 () Jr. H. or personal writing, i.e. "creative writing."
 () Sr. H.
- () Elem. c. Sufficient practice is provided in "practical"
 () Jr. H. writing: simple reports, writing examinations,
 () Sr. H. friendly and business letters, etc.
- () Elem. 23. Examples of student writing are discussed in class
 () Jr. H. and used as learning devices.
 () Sr. H.
- () Elem. 24. Writing experiences are planned to correlate with
 () Jr. H. personal experiences, literature, language, and
 () Sr. H. content area subjects.

- Elem. 25. Evaluation of writing is positive rather than
 Jr. H. negative (particular problems are dealt with
 Sr. H. in specific papers).
- Elem. 26. The teaching of reading skills is coordinated
 Jr. H. with the language arts program.
 Sr. H.
- Elem. 27. A major goal of the literature program is to help
 Jr. H. students develop a life-long interest in literature
 Sr. H. and a desire to participate in experiences related
to literature.
- Elem. 28. Literature study and other activities involving
 Jr. H. reading are planned to accommodate a wide range
 Sr. H. of student abilities. Able readers are challenged
and less able readers are not given impossible
tasks.
- Elem. 29. The literature program helps students develop
 Jr. H. criteria for evaluating literature.
 Sr. H.
- Elem. 30. Individualized reading is an integral part of
 Jr. H. the total language arts program.
 Sr. H.
- Elem. 31. The program includes instruction in understanding
 Jr. H. and evaluating the mass media and awareness of
 Sr. H. racial and cultural bias.
- Elem. 32. Audiovisual materials are adequate to support
 Jr. H. instruction in the mass media.
 Sr. H.
- Elem. 33. There is a plan for evaluating the total
 Jr. H. language arts program.
 Sr. H.
- Elem. 34. The evaluation process is broadly based, including
 Jr. H. formal, standardized testing and informal methods
 Sr. H. such as teacher-made tests, questionnaires, work
samples and teacher observation.
- Elem. 35. The evaluation process is used primarily to identify
 Jr. H. specific strengths and weaknesses of students and
 Sr. H. plan appropriate programs for them.
- Elem. 36. The evaluation process is used to evaluate the
 Jr. H. program and to strengthen it as needed through
 Sr. H. modification and revision.
- Elem. 37. Assessment of student progress and achievement
 Jr. H. includes self-evaluation and peer-evaluation.
 Sr. H.

- Elem.
 - Jr. H.
 - Sr. H.
38. The evaluation process takes account of different levels of student ability.
- Elem.
 - Jr. H.
 - Sr. H.
39. Inservice training is a carefully planned, continuous effort throughout the year. Teachers have an active role in determining and planning the program content.
- Elem.
 - Jr. H.
 - Sr. H.
40. An adequate professional library is available to the language arts staff.
- Elem.
 - Jr. H.
 - Sr. H.
41. Language arts teachers are members of professional subject-matter organizations: National Council of Teachers of English (NCTE) and Iowa Council of Teachers of English (ICTE).
- Elem.
 - Jr. H.
 - Sr. H.
42. Language arts teachers have the opportunity to attend the state and national meetings of their professional subject-matter organizations.
- Elem.
 - Jr. H.
 - Sr. H.
43. Community interest groups, parents, students, and school officials are kept informed as to the nature of the language arts program.

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

3. Indicate the features of this program which need improvement.

4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

FOREIGN LANGUAGE

The foreign language program may include any one or more of several different languages. Various approaches of instruction may be incorporated. The study of another language may give a student an opportunity for better understanding of others and the improvement of attitudes. The local district should determine the needs and expectations they are striving for in their language program.

- Jr. H. 1. Foreign language offerings are available to all students.
 Sr. H.
- Jr. H. 2. A two or more year sequence is available to all students.
 Sr. H.
- Jr. H. 3. The foreign language is taught by an instructor or
 Sr. H. instructors who are fluent both in speaking and writing
the language.
- Jr. H. 4. All foreign language teachers are properly certificated
 Sr. H. and teaching in their approved area.
- Jr. H. 5. The cultural history of the language is incorporated
 Sr. H. into the studies.
- Jr. H. 6. Conversation is conducted in the language during the
 Sr. H. class period and the use of English kept to a minimum.
- Jr. H. 7. There are adequate supplemental and instructional
 Sr. H. materials available.
- Jr. H. 8. The use of audiovisual equipment and materials is used
 Sr. H. effectively.
- Jr. H. 9. The language curriculum is reviewed and revised
 Sr. H. periodically.
- Jr. H. 10. There is adequate preparation and planning time for
 Sr. H. each class.
- Jr. H. 11. The schedule is flexible enough to allow all students to
 Sr. H. enroll in the language of their choice.
- Jr. H. 12. The student enrollment in foreign language classes reflect
 Sr. H. continued interest in these courses.
- Jr. H. 13. Curriculum content, instructional materials and teaching
 Sr. H. strategies are representative of both foreign and domestic
cultures associated with the language.

Comments

1. List the major goals for this area.
2. Identify the outstanding features of this program.
3. Indicate the features of this program which need improvement.
4. Identify the items currently being completed to strengthen this program.
5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

1. _____
2. _____
3. _____
4. _____

GUIDANCE SERVICES

Guidance is that part of the total educational program designed to foster maximal development of individual potentialities by providing early and continual assistance to youth as they consider various choices, make decisions and accept the adjustments all must make as they move through life.

District Level

- Yes 1. A formally written district-wide philosophy of the
 No guidance program has been developed and adopted.
- Yes 2. A long-range guidance plan has been developed which
 No details the district's K-12 program of guidance services.
The plan provides for emphasis on career development
and includes goals and objectives and guidelines for
implementing.
- Yes 3. The career development aspects of the guidance program
 No provides for the continuous assessment of student aptitudes
and interests, opportunities for exploring different
occupations, and assistance in career related decision
making.
- Yes 4. Provisions have been made for vertical and horizontal
 No articulation and coordination between the various program
levels (elementary, junior high/middle school, and
senior high).
- Yes 5. The school utilizes community resources (e.g., parent
 No volunteers, college students, retired citizen volunteers,
business and industrial personnel) when appropriate for
assisting with the guidance related needs of the students.
- Yes 6. A system-wide coordinated program of testing and
 No evaluation has been developed, implemented and adopted
by the board of directors.
- Yes 7. A dual system of pupil records has been implemented
 No which includes (a) an accurate and complete permanent
office record on each pupil, separately housed and
maintained; and (b) a cumulative record (housed in
the guidance office in grades 7-12) is readily
available to all professional staff members.
- Yes 8. Provisions have been made to (a) orient all students
 No at each educational level to the program of guidance
services available, and (b) assist through orientation
activities the student's transition between the various
educational levels.

9. A program of inservice education is provided to:
- Yes
 No
- a. Acquaint the entire staff with the program of guidance services.
- Yes
 No
- b. Assist the staff with their responsibilities in carrying out the various guidance functions.
- Yes
 No
10. Guidance facilities which provide for privacy of communication are available for each counselor.
- Yes
 No
11. All counselors are free from those administrative responsibilities which may detract from desirable relations with pupils, teachers, parents, and members of the community.
- Yes
 No
12. A guidance committee consisting of representation of staff, students, parents and community is actively involved in establishing direction for the total program of guidance services.
- Yes
 No
13. The school administration provides leadership and support to the guidance program.
- Yes
 No
14. The guidance program encourages students regardless of disability, sex or race/culture to explore varied academic and career options.
- Yes
 No
15. Appraisal instruments and guidance materials are selected by using multicultural, nonsexist guidelines.

Elementary Level (K-6)

- _____ Elementary school enrollment.
- _____ Number of counselor units (one full-time counselor = counselor unit).
- _____ All counselors have proper approval/endorsement issued by the State Department of Public Instruction.
- Yes
 No
1. Section 3.5(16) of the Minimum Curriculum Requirements and Standards for Approved Schools states: "Guidance services in elementary schools. The board shall adopt and maintain a clearly described program of guidance services for its elementary schools to aid pupils with their personal, educational, and career development." Provisions of this section of the Standards have been met.
- Yes
 No
2. An organized program of guidance services with stated goals and objectives (employing approved elementary school counselors) is functioning at the elementary school level.

- Yes
 No
3. Adequate guidance work area (office) allowing for private conferences and small group work is provided.
- Yes
 No
4. Adequate secretarial assistance is provided the counseling staff.
- Yes
 No
5. There is an ongoing assessment of the strengths and weaknesses of the guidance program in relation to its objectives.
- Yes
 No
6. Needs assessments are conducted on a regular basis and results are utilized in continuing program development.
7. Individual counselor-pupil conferences are conducted which provide a helping relationship for the expression and exploration of the pupil's values, interests, attitudes, and feelings.
- Yes
 No
- a. In working with pupils the counselor utilizes such methods as play media, role playing, and open-end stories.
- Yes
 No
- b. A classroom guidance program with planned sequential activities is established.
- Yes
 No
- c. Counselor works with pupils in group situations both small and classroom size.
- Yes
 No
- d. The counselor spends some time with pupils out of the office, e.g., halls and playground.
8. The counselor functions in a consulting role with teachers to create better understanding of children through cooperative planning of appropriate classroom guidance experiences to meet individual needs.
- Yes
 No
- a. Adequate opportunity for consultation with faculty members is provided.
- Yes
 No
- b. The counselor is a consultant to parents, individually and in small groups, in regard to social, emotional and educational concerns experienced by their children.
- Yes
 No
- c. Provisions are made for parent education programs.
- Yes
 No
- d. The school provides inservice opportunities emphasizing guidance related needs.
- Yes
 No
- e. The counselor consults with specialists within the school and community to secure their special help in meeting the various needs of children.

9. The counselor brings the efforts of all participants in the educational process together and focuses them upon the needs of each individual child. In doing this the counselor functions as the coordinator of the total pupil personnel services team.

Yes
 No

a. All teachers in the school are familiar with the services of the counselor.

Yes
 No

b. The importance of good working relationships among all staff members so that each may contribute to the effectiveness of the pupil's school experience is recognized.

Yes
 No

c. Referral procedures are sufficiently defined so that all staff members are aware of their particular roles in this process.

Yes
 No

d. The counselor is involved in staffings for "special students."

Secondary Level (7-12)

____ Secondary school enrollment.
____ Number of counselor units (one full-time counselor =
____ one counselor unit).

____ All counselors have proper approval/endorsement issued by the State Department of Public Instruction.

1. An appraisal service directed toward positive student development and toward the goal of increased self-understanding and self-acceptance is available and functioning.

Yes
 No

a. Appraisal service information is utilized by teachers and counselors to increase student self-understanding through classroom activities, and to assist teachers in their follow-through on implementation of decisions reached by students.

Yes
 No

b. The interview is employed to assist the individual to express feelings, attitudes, preferences, hopes and desires not easily identified through the use of other appraisal devices.

Yes
 No

c. Parent contacts, such as parent conferences and home visitations, are used to help understand the student better through understanding home and family background.

Yes
 No

d. Other informational sources such as cumulative records, standardized tests, student data questionnaires, autobiographies, sociograms, and health records are utilized in the appraisal process.

2. An information service which provides for the collection, organization, and dissemination of information is available and functioning.
- Yes
 No
- a. Current materials on all types of postsecondary education/training opportunities are readily available to students, faculty, and parents.
- Yes
 No
- b. Current and extensive materials on career opportunities which include data on working conditions, educational and/or other requirements, are readily available to students, faculty, and parents. These materials are local, state, and national in their scope.
- Yes
 No
- c. Adequate provisions have been made to house, maintain, and update all educational and career materials.
- Yes
 No
- d. Bulletin boards or other wall space for guidance posters and other pertinent guidance displays are in evidence.
- Yes
 No
- e. The faculty is aware of and utilizes the materials available from the guidance office in advising individual students, as well as with class groups, as they approach common problems.
- Yes
 No
- f. The counselor(s) coordinates the faculty utilization of educational career materials.
3. A counseling service is available that affords students the opportunity to broaden their understanding of themselves, their environment, and their opportunities.
- Yes
 No
- a. Counseling services are provided for students on a voluntary, counselor initiated and referral basis.
- Yes
 No
- b. Counseling services are also available to the students at times other than during the regular school day.
- Yes
 No
- c. The counseling service makes available a relationship in which the student may express values, knowledge, attitudes and feelings.
- Yes
 No
- d. Counseling is viewed as a process in which the counselor is aware not only of the student but of himself/herself as an instrument in the student's self-development.

4. A comprehensive placement service is available to assure that the individual has access to all possible placement opportunities.

Yes
 No

a. The educational placement service assists all students by providing them with information, materials and resources necessary for making decisions.

Yes
 No

b. The vocational placement service combines the input of the counseling and other staff members in providing the individual with a comprehensive and effective service.

Yes
 No

c. The placement service assists individuals with personal adjustment needs that would effect placement (educational and/or vocational) and assumes responsibility in identifying appropriate resources commensurate with identified needs.

Yes
 No

d. Measures have been taken to assure that the counseling process is not a contributing factor in any courses and/or programs in which there is a high enrollment concentration of one sex.

Yes
 No

e. The counselor shares in the responsibility of assisting businesses and agencies in which students are placed to practice nondiscrimination concerning sex, race or disability.

5. The guidance program includes an effective research service concerned with the study of student needs and how well school services and activities are meeting those needs.

Yes
 No

a. The counselor takes a leadership role in determining the needs for research, initiates research studies, dissemination, and evaluation of the findings.

Yes
 No

b. Longitudinal and cross-sectional follow-up studies of graduates and dropouts are conducted.

Yes
 No

c. Studies are conducted to determine characteristics and needs of students, as well as student evaluations of their total educational experience, particularly their experiences pertaining to the program of guidance services.

Yes
 No

d. An ongoing assessment is made of the strengths and weaknesses of the guidance program in relation to its objectives.

6. The guidance services program provides planned group guidance activities and opportunities for all pupils.

Yes
 No

a. Group activities are used with students identified as having common concerns/problems.

- Yes
 No
- Yes
 No
- Yes
 No
- b. Free discussion groups are available to students who wish to voluntarily meet to discuss their concerns/problems as they identify them.
- c. Counseling groups are available to those students who may benefit from the counseling relationship and the dynamics of the group situation.
- d. Staff members who are prepared in group procedures are utilized in positions of leadership in group guidance activities, with the counselor assuming a major leadership responsibility in the development of group processes.
7. The guidance effort includes an effective program of public relations which recognizes the interdependency of home, community, and school. In addition, referral sources and procedures are being utilized.
- Yes
 No
- Yes
 No
- a. The counselor knows the community and takes an active part in community affairs, and has established close working relationships with personnel from various agencies and organizations.
- b. The counselor coordinates the use of referral services by assisting students and their parents in developing their awareness and utilization of these services.
8. Counselor's role as a consultant:
- Yes
 No
- Yes
 No
- Yes
 No
- Yes
 No
- Yes
 No
- Yes
 No
- Yes
 No
- Yes
 No
- a. Consulting with teachers to share the counselor's understanding of human behavior, and his/her skills in interviewing and counseling.
- b. Consulting with parents to assist them to better understand the importance of effective communication and how to utilize various techniques in developing positive self concepts and feelings of worth and independence in their children.
- c. Consulting with administrators to assist in establishing a positive school climate.
9. Adequate secretarial assistance is provided for the counseling staff.

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

3. Indicate the features of this program which need improvement.

4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

HEALTH EDUCATION

Health education experiences in school, home, and community should encourage life styles that promote and maintain good health, promote acceptance of each person's responsibility for good health, and help prevent disease or disability.

A comprehensive school health program encompasses school health education, school health services, and promotes healthful living.

This school district's health education program:

- | | | | |
|--------------------------|--------|----|---|
| <input type="checkbox"/> | Elem. | 1. | Provides for a planned and coordinated written K-12 |
| <input type="checkbox"/> | Jr. H. | | health program and is correlated into the total school |
| <input type="checkbox"/> | Sr. H. | | offering. |
| <input type="checkbox"/> | Elem. | 2. | Provides a health program that is based on the philosophy |
| <input type="checkbox"/> | Jr. H. | | and goals of the district and involves periodic evaluation. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 3. | Has a person who is qualified to assume the development, |
| <input type="checkbox"/> | Jr. H. | | coordination, and implementation of the health program. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 4. | Provides a comprehensive health education program that is |
| <input type="checkbox"/> | Jr. H. | | aimed at the prevention of individual physical, emotional, |
| <input type="checkbox"/> | Sr. H. | | and social health problems. |
| <input type="checkbox"/> | Elem. | 5. | Provides instruction in the major areas of physical health, |
| <input type="checkbox"/> | Jr. H. | | social health, mental health, environmental and community |
| <input type="checkbox"/> | Sr. H. | | health, and education for life skills. |
| <input type="checkbox"/> | Elem. | 6. | Provides a program that is developed by cooperative plan- |
| <input type="checkbox"/> | Jr. H. | | ning of educators, students, parents, and community members. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 7. | Provides an adequate budget to provide facilities, materials, |
| <input type="checkbox"/> | Jr. H. | | and equipment for a health education program. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 8. | Allows for inservice for staff members. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 9. | Allows for all units of health education to be co- |
| <input type="checkbox"/> | Jr. H. | | educational except the components dealing with human |
| <input type="checkbox"/> | Sr. H. | | sexuality. |

- | | | | |
|--------------------------|--------|-----|--|
| <input type="checkbox"/> | Elem. | 10. | Helps the student understand that growing and developing follows a predictable sequence, yet are unique for each individual. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 11. | Enhances the student's growth and well-being by increasing the understanding and practice of the principles of sound nutrition. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 12. | Helps the student develop an attitude of self-appraisal which includes the identification of responsibilities for an effective program of personal health. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 13. | Helps the student understand his/her sexuality, the continuity of life (including death and dying), parenting, and the concept of family. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 14. | Helps the student develop proper attitudes and behavior for preventing and controlling disease. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 15. | Helps the student understand and practice habits of safe living, including the ability to administer first aid. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 16. | Helps the student understand the nature, use, and effects of tobacco, alcohol, and drugs and make intelligent decisions concerning their use. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 17. | Helps the student understand that the use of substances that modify mood and behavior arises from a variety of motivations. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 18. | Provides the student criteria for evaluating and selecting health services, practices, and products. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 19. | Helps the student understand and use community health services and related agencies. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 20. | Helps the student become aware of health careers. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

Program and Organization

1. Identify the roles of school personnel who are responsible for the development of health education curriculum in this school district.

2. Describe the variety of approaches used in the health education program (K-12) including areas of integration, health courses, and coordination of the K-12 health education program. Include grade levels.

3. Identify each grade level in which communicable disease control (symptoms, prevention, immunization) is discussed.

4. Identify any community resources (personnel and materials) utilized in health education.

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

3. Indicate the features of this program which need improvement.

4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

HOME ECONOMICS EDUCATION

Consumer and homemaking programs are designed to prepare individuals for the role of homemaker and to contribute to the employability of persons in the dual role of homemaker and wage earner. Offerings provide for development of competencies essential to the establishment of satisfying personal, home, and family life.

The home economics education evaluation sections are in two parts. All schools should fill out Section A. Those schools with home economics occupations should fill out Sections A and B.

Home Economics - Section A

- () Jr. H. 1. The program prepares students (both male and female)
 () Sr. H. who have entered or are preparing to enter the work of the home.
2. Emphasis is given to the following areas in order to meet current societal needs:
- Jr.H. Sr.H.
- _____ Consumer education
 _____ Management of resources
 _____ Promotion of nutritional knowledge and food use
 _____ Promotion of parenthood education
- () Jr. H. 3. The program encourages participation of students
 () Sr. H. to prepare for combining the roles of homemakers and wage earners.
- () Jr. H. 4. Consideration is given to social and cultural
 () Sr. H. conditions, especially in economically depressed areas and where bilingual instruction is needed.
- () Jr. H. 5. The program is reviewed periodically and changes are
 () Sr. H. made to adapt it to the present needs for personal home and family living or for occupational preparation.
- () Jr. H. 6. Continuous evaluation in terms of program objectives is
 () Sr. H. used to measure pupil growth.
- () Jr. H. 7. A youth organization is an integral part of the class-
 () Sr. H. room program and provides a framework in which youth-planned and youth-directed activities can be extended beyond the classroom to develop leadership and citizenship.

- Jr. H. 8. A significant proportion of students have been enrolled
 Sr. H. in the program.
- Jr. H. 9. An overall home economics advisory committee with broad
 Sr. H. community representation is functioning.
- Jr. H. 10. The recommendations of the advisory committee are given
 Sr. H. consideration in the formulation of the program.
- Jr. H. 11. To facilitate effective operation, duties and respon-
 Sr. H. sibilities of the advisory committee are outlined in
writing. The committee meets regularly and
minutes of meetings are available.
- Jr. H. 12. Long-range plans are utilized in determining priorities
 Sr. H. and financing for the home economics programs.
- Jr. H. 13. Instructional plans are made for the year, the unit and
 Sr. H. the day.
- Jr. H. 14. Methods and techniques of teaching are in keeping
 Sr. H. with developments and trends in education.
- Jr. H. 15. Written courses of study have been developed for all
 Sr. H. offerings including clearly defined objectives stated
in behavioral terms.
- Jr. H. 16. Existing resources in homes, schools, and community
 Sr. H. have been utilized to enrich the program.
- Jr. H. 17. The department is attractive, inviting, clean and orderly.
 Sr. H.
- Jr. H. 18. Light, heat, and ventilation are adjustable.
 Sr. H.
- Jr. H. 19. Systematic procedures are maintained for budgeting
 Sr. H. and accurate recording of purchases and inventories.
- Jr. H. 20. The facility space allocation is adequate for the
 Sr. H. purpose of the instructional program.
- Jr. H. 21. There is space and equipment for individual study,
 Sr. H. skill development, demonstration, conference, small
and large group discussion.
- Jr. H. 22. Equipment is arranged in such a manner as to emphasize
 Sr. H. safety and class control.
- Jr. H. 23. Equipment is modern and representative of that being
 Sr. H. used in homes of the community.
- Jr. H. 24. New equipment is acquired as needed, and obsolete and
 Sr. H. irreparable equipment is properly disposed of and
replaced.

- Jr. H. 25. Library and instructional materials are filed in such
 Sr. H. a manner that they are readily available to students and
teachers.
- Jr. H. 26. Students regardless of race, sex or disability have
 Sr. H. equal access to all courses.
- Jr. H. 27. Curriculum content and instructional materials are
 Sr. H. representative of the cultural/racial diversity in
the United States and imply that parenting, food
preparation, personal grooming, clothing production
and domestic maintenance skills are important for
both boys and girls.
- Jr. H. 28. Enrollments in courses that are predominately one sex
 Sr. H. have been reviewed to insure counseling or curriculum
policies are not contributing factors in class composition.

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

3. Indicate the features of this program which need improvement.

4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

Home Economics Occupations - Section B

- Yes
 No
1. All students have an occupational objective in home economics and receive training for that occupation.
- Yes
 No
2. All students are enrolled in a related class which is taught by the teacher-coordinator.
- Yes
 No
3. A skill-related class has been taken, or is being taken concurrently with the cooperative offering, by each student.
- Yes
 No
4. The student receives credit for both the classroom instruction and the supervised job experience.
- Yes
 No
5. A vocational student organization is an integral part of the program with the coordinator serving as the advisor.
- Yes
 No
6. Each student works a minimum of 15 hours each week in an approved training station.
- Yes
 No
7. Employers are responsible for compliance with laws applicable to their business for the employment of student learners.
- Yes
 No
8. Training agreements are on file for each training sponsor.
- Yes
 No
9. An individual written training plan has been developed in coordination with the training sponsor for each student.
- Yes
 No
10. The progress of the student is based upon the training plan.
- Yes
 No
11. Planned coordination time is scheduled to coincide with the student's working schedule.
- Yes
 No
12. The coordinator has the equivalent of one-half hour per student per week coordination time.
- Yes
 No
13. An advisory committee representing occupational areas for which training is provided meets regularly and assists in the further development, assessment, and evaluation of the preparatory career education program.

14. The coordinator has:

Yes No

_____ an office
_____ access to clerical assistance
_____ a typewriter
_____ a telephone
_____ files

Yes No

_____ an extended contract
_____ travel budget
_____ time provided to attend teacher and
student conferences.

- Yes
 No
15. In addition to the advisory committee, follow-up surveys are used to evaluate the effectiveness of this program.
- Yes
 No
16. Upon completion of the program, placement services are provided for each student.
- Yes
 No
17. Career preparatory programs which have been approved by the State Board of Public Instruction are following the objectives and provision as outlined in the proposal or program of work.
- Yes
 No
18. The program of work/course of study is on file locally and is updated annually.

Comments

1. List the major goals for this area.
2. Identify the outstanding features of this program.
3. Indicate the features of this program which need improvement.
4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

INDUSTRIAL EDUCATION

The industrial education program provides students with opportunities for the development of knowledge, skills, and attitudes relating to industry and its supporting technologies. The program should also assist students in the assessing of their self potential for possible future occupations in the industrial sector of our economy.

The industrial education evaluation sections include three parts. All schools should fill out Section A. Those schools that have a cooperative program with students enrolled in an off-campus project or program under a coordinator from the school should fill out Section A and B. There are some schools that have trade and industrial programs that utilize a laboratory on the school site, these schools should fill out Sections A and C.

Industrial Education - Section A

- Elem. 1. The industrial education program provides opportunities for the student to learn about industry and its supporting technologies and to assess self-potential for possible future careers in the industrial sector of our economy.
- Jr. H.
- Sr. H.
- Elem. 2. Elementary school industrial education provides students with insights into, and an awareness of, our industrial-technical society.
- Elem. 3. At the elementary level, students are engaged in learning activities which are active, constructive, enjoyable, of brief duration, and related to the general objectives of the elementary school, industrial education, and career education.
- Jr. H. 4. Courses in industrial education at the junior high level provide exploration of the adult world of work, the economics of industrial occupations, and aid significantly in the development of self concepts.
- Jr. H. 5. Courses at the junior high level provide exploratory experiences in at least two of the following industrial systems: communication systems, production systems, and energy systems.
- Sr. H. 6. At the senior high level, courses are available to the students for in-depth exploration and beginning specialization in production systems, communication systems, and energy system clusters.
- Sr. H. 7. At the senior high level, opportunities are available for further individual exploration, specialization, research and development in each cluster.

- () Elem. 8. Because of the differences in pupil learning styles,
 () Jr. H. varied instructional methods are continually evaluated
 () Sr. H. and implemented.
- () Elem. 9. Individual teachers, curriculum committees, and
 () Jr. H. administrators strive to continually evaluate and
 () Sr. H. refine the industrial education curriculum.
- () Elem. 10. The industrial education department's budget is
 () Jr. H. sufficient to adequately carry out a complete program.
 () Sr. H.
- () Elem. 11. The location of the industrial education shop is
 () Jr. H. in harmony with the rest of the school plant and
 () Sr. H. curriculum.
- () Elem. 12. There are sufficient outside entrances which will
 () Jr. H. provide for easy access to supplies, equipment, and
 () Sr. H. projects.
- () Elem. 13. An average of one hundred and fifty square feet of
 () Jr. H. floor space is provided for each student.
 () Sr. H.
- () Elem. 14. The shop area is well-lighted with no glare or shadow.
 () Jr. H.
 () Sr. H.
- () Elem. 15. There are adequate exhaust facilities to eliminate
 () Jr. H. dust, fumes, and gases.
 () Sr. H.
- () Elem. 16. Proper fire prevention measures are in force, such
 () Jr. H. as fire extinguishers of proper size and type, fire
 () Sr. H. blankets, fireproof storage for combustible materials,
 and fire exits that are kept clear.
- () Elem. 17. The layout of the shop area is such that the instructor
 () Jr. H. has constant surveillance of the entire shop stations
 () Sr. H. at all times.
- () Elem. 18. Washing facilities are adequate in size and located
 () Jr. H. to facilitate the smooth flow of classes.
 () Sr. H.
- () Elem. 19. Proper safety regulations in accordance with Iowa
 () Jr. H. Occupational Safety and Health Act and Iowa's School
 () Sr. H. Laws are enforced at all times, such as guards on
 machines, adequate floor space for each work area,
 safety glasses, electrical switches easily accessible;
 and students know all emergency procedures.
- () Elem. 20. All students regardless of race, sex or disability
 () Jr. H. have equal access to all courses.
 () Sr. H.

Elem. 21. Curriculum content and instructional materials are
 Jr. H. representative of the cultural/racial diversity in
 Sr. H. the United States and imply that industrial
education is important for both boys and girls.

Elem. 22. Enrollments in courses that are predominately one
 Jr. H. sex have been reviewed to insure counseling or
 Sr. H. curriculum policies are not contributing factors
in class composition.

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

3. Indicate the features of this program which need improvement.

4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

Trade and Industrial Cooperative Education - Section B

This program provides students with occupational education for their chosen trade or industrial career through the use of the cooperative method. In this program students receive on-the-job training from a local industry and/or business, supervised by the coordinator, for at least one half of the school day. The remaining part of the school day the student is enrolled in classes at the school of which one to two hours is a "related" class taught by the coordinator of the program. Upon successful completion of the program, students should possess the skills, attitudes, and technical knowledge necessary to enter employment in the skilled trade for which they have been trained.

- Yes 1. All students enrolled in this course have an occupational
 No objective in a trade, technical or industrial occupational
 area and are receiving training for that occupation.
- Yes 2. All students are enrolled in a related class which is
 No taught by the teacher-coordinator.
- Yes 3. A skill-related class has been taken or is being taken
 No concurrently with the cooperative offering by each
 student.
- Yes 4. The student receives credit for both the classroom
 No instruction and the supervised job experience.
- Yes 5. The Vocational Industrial Clubs of America program
 No is an integral part of the course with the coordinator
 serving as the advisor.
- Yes 6. Each student works a minimum of 15 hours each week in
 No an approved training station.
- Yes 7. Employers are responsible for compliance with laws applicable
 No to their business for the employment of student learners.
- Yes 8. Training agreements are on file for each training sponsor.
 No
- Yes 9. An individual written training plan has been developed
 No in coordination with the training sponsor for each
 student.
- Yes 10. Safety instruction is conducted during the time the
 No student is at work.
- Yes 11. The progress of the student is based upon the training plan.
 No
- Yes 12. Employer and coordinator jointly carry on the evaluation
 No of the student.
- Yes 13. Adequate records are maintained in school about student's
 No progress for both on-the-job and related phases of training.

- Yes
 No
14. Planned coordination time is scheduled to coincide with the student's working schedule.
- Yes
 No
15. The coordinator has the equivalent of one-half hour per student per week coordination time.
- Yes
 No
16. Coordinator visits employers of student-learners at least once every two weeks and assists the student in learning on the job.
- Yes
 No
17. An advisory committee representing occupational areas for which training is provided meets regularly and assists in the further development, assessment, and evaluation of the preparatory career education program.
- Yes
 No
18. A survey of training opportunities is made periodically and a record is kept of training stations.
19. The coordinator has:
- | Yes | No | |
|-------|-------|--|
| _____ | _____ | an office |
| _____ | _____ | access to clerical assistance |
| _____ | _____ | a typewriter |
| _____ | _____ | a telephone |
| _____ | _____ | files |
| _____ | _____ | an extended contract |
| _____ | _____ | a travel budget |
| _____ | _____ | time provided to attend teacher and student conferences. |
- Yes
 No
20. The teacher-coordinator prepared a year-end descriptive and statistical report at the close of each fiscal year.
- Yes
 No
21. In addition to the advisory committee, follow-up surveys are used to evaluate the effectiveness of of this program.
- Yes
 No
22. Upon completion of the program, placement services are provided for each student.
- Yes
 No
23. Career preparatory programs which have been approved by the State Board of Public Instruction are following the objectives and provision as outlined in the proposal or program of work.
- Yes
 No
24. The program of work/course of study is on file locally and is updated annually.
- Yes
 No
25. Classroom instruction is correlated with the training the student receives on the job.
- Yes
 No
26. The teacher-coordinator provides the student with an opportunity to study materials which relate to his/her individual occupational objective.

- Yes 27. Sufficient classroom space is available for learning
 No experiences to be conducted.
- Yes 28. Provisions are made for local businessmen and craftsmen
 No to have a part in instruction.
- Yes 29. Safety instruction is conducted as a part of the class-
 No room instruction.
- Yes 30. Adequate up-to-date related instruction materials are
 No available for individualization of instruction for each
 student learner.
- Yes 31. Storage facilities are provided for instruction materials
 No and supplies.
- Yes 32. Appropriate types of audiovisual aids are available.
- Yes 33. Co-op program orientation and counseling is available
 No to potential students.
- Yes 34. The coordinator has the opportunity to participate in
 No the career awareness and exploratory program.
35. The curriculum includes:
- | Yes | No | |
|-------|-------|------------------------------|
| _____ | _____ | work adjustment |
| _____ | _____ | human relations |
| _____ | _____ | communications on the job |
| _____ | _____ | free enterprise system |
| _____ | _____ | industrial safety |
| _____ | _____ | labor-management relations |
| _____ | _____ | leadership development |
| _____ | _____ | specific related instruction |

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

3. Indicate the features of this program which need improvement.

4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

1. _____

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4. _____

Trade and Industrial Education - Section C

Trade and industrial education provides students with occupational preparation education for their chosen trade or industrial career. Students are enrolled in a class that uses for instructional purposes a laboratory equipped to simulate the work setting for that occupation in industry. The class is taught by a trade-competent instructor. Upon successful completion of the course, students should possess the skills, attitudes and technical knowledge necessary to enter employment in the skilled trade for which they have been trained.

- Yes 1. Courses which have been approved by the State Board of Public Instruction are following the objectives and provisions as outlined in the proposal or program of work.
 No
- Yes 2. All students enrolled in this program have an occupational goal in this area of training.
 No
- Yes 3. The program of work/course of study is on file locally and is updated annually.
 No
- Yes 4. The Vocational Industrial Clubs of America program is an integral part of the course(s) with the instructor(s) serving as advisor.
 No
- Yes 5. An advisory committee representing the occupational area of training meets regularly and assists in the further development, assessment, and evaluation of the career preparatory program.
 No
- Yes 6. Because of the differences in pupil learning styles, varied instructional methods are continually evaluated and implemented.
 No
- Yes 7. Individual teachers, curriculum committees, and administrators strive to continually evaluate and refine the trade and industrial education curriculum.
 No
- Yes 8. In addition to the advisory committee, follow-up surveys are used to evaluate the effectiveness of this program.
 No
- Yes 9. Upon completion of the program, placement services are provided for each student.
 No
- Yes 10. Safety instruction is conducted as a part of the classroom instruction.
 No
- Yes 11. Provisions are made for local businessmen and craftsmen to have a part in the instruction.
 No
- Yes 12. Adequate up-to-date reference materials and related instruction materials are available to each student.
 No

- Yes
 No
13. Appropriate types of audiovisual aids are available.
- Yes
 No
14. The program's budget is sufficient to adequately carry out a complete program.
- Yes
 No
15. Equipment reflects that used in industry within the surrounding area.
- Yes
 No
16. Sufficient work stations are available for the number enrolled in the class.
- Yes
 No
17. Class size is conducive to individualization of instruction.
- Yes
 No
18. The layout of the shop area is such that the instructor has constant surveillance of the entire shop stations at all times.
- Yes
 No
19. Equipment layout is such that there is adequate space for aisles and work areas around machines, as well as efficient equipment layout.
- Yes
 No
20. The laboratory area is well lighted with no glare or shadow.
- Yes
 No
21. Proper safety regulations in accordance with Iowa Occupational Safety and Health Act and Iowa's School Laws are enforced at all times, such as guards on machines, adequate floor space for each work area, safety glasses, and electrical switches easily accessible; and students know all emergency procedures.
- Yes
 No
22. There are adequate exhaust facilities to eliminate dust, fumes and gases.
- Yes
 No
23. Proper fire prevention measures are in force, such as fire extinguishers of proper size and type, fire blankets, fire-proof storage for combustible materials, and fire exits that are kept clear.
- Yes
 No
24. Washing facilities are adequate in size and located to facilitate the smooth flow of classes.
- Yes
 No
25. There are sufficient outside entrances which will provide for easy access to supplies, equipment, and projects.

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

3. Indicate the features of this program which need improvement.

4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

1. _____
2. _____
3. _____
4. _____

MATHEMATICS

Considering our changing society there is an increased need to include multiple skills areas as basic for students studying mathematics. Estimation, problem solving, measurement, application of mathematics to everyday situations, computer literacy, geometry and the collection, organization and interpretation of data should be incorporated into the K-12 mathematics program as well as the appropriate computational skills and the manipulations of numerals and mathematical expressions.

Complete this self-evaluation instrument by utilizing the four different types of response formats described as follows: A through F rating system, yes or no responses, written information requested, or the checklist.

An explanation for the A through F rating scale is provided in "Scoring Criteria" section.

Curriculum Development

- | | | | |
|--------------------------|--------|----|--|
| <input type="checkbox"/> | Yes | 1. | There is a standing K-12 mathematics curriculum committee. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 2. | There is a designated chairperson for the K-12 mathematics curriculum committee. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 3. | The mathematics program reflects the district's philosophy statement and related goals. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 4. | There is a philosophy statement for the K-12 mathematics program. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 5. | There are broad goals for the K-12 mathematics program. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Elem. | 6. | The mathematics program is up-to-date as it reflects current content trends and teaching methods as well as findings of research. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 7. | The mathematics program (K-8 grade level content and the secondary courses) is vertically articulated to insure continuity and comprehensive coverage. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 8. | A written scope and sequence for the mathematics program is available. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 9. | The mathematics program has horizontally articulated learning experiences incorporated with other subject areas. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

- Yes 10. There are written up-to-date K-12 mathematics course
 No guides.
- Yes 11. The written course guides are used by teachers.
 No
- Elem. 12. The written course guides contain student learning
 Jr. H. outcomes indicated as "need-to-know" (mastery)
 Sr. H. or "nice-to-know".
- Elem. 13. The written course guides include unit outlines,
 Jr. H. learning activities, resource materials and evaluative
 Sr. H. methods.
- Elem. 14. Mathematical concepts that require several levels before
 Jr. H. student mastery is obtained are taught with relevant
 Sr. H. materials. (These materials are not repetitive of
 previous grade level(s) materials and are described in
 the written course guide.)
- Elem. 15. Within the course guides procedures are identified
 Jr. H. and used for diagnosis of each student's progress in
 Sr. H. order to reinforce or reteach a skill/concept.
- Elem. 16. Mathematical language is stressed.
 Jr. H.
 Sr. H.
- Elem. 17. Learning opportunities (courses, activities, field
 Jr. H. trips, etc.) are provided to meet student needs with
 Sr. H. respect to these components--academic and career
 awareness.
- Elem. 18. Students with exceptional abilities or disabilities
 Jr. H. in mathematics are given the needed attention in the
 Sr. H. curricular program.
19. Mathematical experiences that should be provided but
 are not included in the present program are:

Elem.:

Jr. H.:

Sr. H.:

Instructional Strategies

- Elem. 1. Instruction is varied to meet the different learning needs of the children.
 Jr. H.
 Sr. H.
- Elem. 2. Students are provided opportunities to work in small groups and independently, and the physical arrangement of the rooms facilitates these opportunities.
 Jr. H.
 Sr. H.
- Elem. 3. A variety of learning materials, teaching materials, situations and experiences are used to stimulate understanding of mathematical concepts and relationships.
 Jr. H.
 Sr. H.
- Elem. 4. Concepts are introduced/taught in activity oriented learning situations by using hands-on manipulative type materials.
 Jr. H.
 Sr. H.
- Elem. 5. Students use the school library/resource center to supplement and/or extend the classroom expectations.
 Jr. H.
 Sr. H.
- Elem. 6. Resources (people and materials) from outside the mathematics classroom are used to provide examples of the practical applications of mathematics.
 Jr. H.
 Sr. H.
- Elem. 7. Opportunity is provided for students to organize data, then analyze data and subsequently make interpretations (conclusions, predictions, etc.) of the data.
 Jr. H.
 Sr. H.
- Elem. 8. Mathematics instruction is periodically coordinated with learning experiences in other subject areas.
 Jr. H.
 Sr. H.

Instructional Materials

- Elem. 1. Media and learning materials are carefully selected and matched to meet the specific needs of children.
 Jr. H.
 Sr. H.
- Elem. 2. Supplementary instructional materials (print and nonprint--including posters, charts, audiovisual materials) are available and are used in the instruction.
 Jr. H.
 Sr. H.
- Elem. 3. Hands-on instructional equipment and materials are available.
 Jr. H.
 Sr. H.
- Elem. 4. Supplementary reference materials are used effectively.
 Jr. H.
 Sr. H.

- Elem. 5. Enrichment reading materials (The Mathematic Student Journal, library books about mathematics, etc.) are provided.
 Jr. H.
 Sr. H.
- Elem. 6. Materials used in the mathematics program reflect career roles open to both women and men.
 Jr. H.
 Sr. H.
- Elem. 7. Incorporated within the mathematics materials are multicultural, nonsexist attitudes necessary for providing broad student learning experiences.
 Jr. H.
 Sr. H.
- Yes 8. There is a written policy that is used for previewing and purchasing materials which are appropriate for the district's K-12 mathematics program.
 No

Evaluation

- Elem. 1. There is a district plan for evaluating the total effectiveness of the mathematics program.
 Jr. H.
 Sr. H.
- Elem. 2. A student's progress is evaluated according to the identified learner outcomes.
 Jr. H.
 Sr. H.
- Elem. 3. The specific strengths and weaknesses of each student are transferred when a student goes to another teacher, level, and/or course.
 Jr. H.
 Sr. H.
- Elem. 4. The evaluation process includes techniques for measuring student performance which allows for individual differences among students.
 Jr. H.
 Sr. H.
5. The evaluation process includes the following (please check the appropriate blanks):

Elem. Jr.H. Sr.H.

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Standardized norm referenced instruments. |
| _____ | _____ | _____ | Criterion referenced instruments. |
| _____ | _____ | _____ | Teacher-made tests. |
| _____ | _____ | _____ | Tests that accompany the basal texts. |
| _____ | _____ | _____ | Minimal competency tests. |
| _____ | _____ | _____ | Non-paper/pencil methods of evaluation, such as observation, demonstration, oral, or real world applications. |

6. Describe how the evaluative instruments and resulting data are effectively used in the mathematics program.

Elem.:

Jr. H.:

Sr. H.:

Student Involvement

- | | | | |
|--------------------------|--------|----|--|
| <input type="checkbox"/> | Elem. | 1. | Students are encouraged to evaluate their own achievement and progress in mathematics in light of their career expectations. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 2. | Students elect mathematics courses and/or opportunities beyond those that are required. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 3. | Students are provided counseling and are encouraged to pursue the study of mathematics commensurate with their ability as well as with respect to outside motivations and/or influences. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

Staff Development

- | | | | |
|--------------------------|-----|----|--|
| <input type="checkbox"/> | Yes | 1. | A regular procedure is identified and used for teachers to plan and implement a quality mathematics program. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 2. | Teachers from various grade levels meet to insure a sequential mathematics program is maintained. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 3. | Teachers at the same grade level work together to share their successes and needs. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 4. | The opportunity for classroom teachers to participate in staff development programs is provided (mathematics workshops, institutes, conferences, professional meetings, inservice programs, graduate study, etc.). |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 5. | General and technical reference materials are available and used by the staff. |
| <input type="checkbox"/> | No | | |

- Yes 6. Teachers assigned to mathematics instruction hold memberships in the professional organization(s) representative of the content area.
 No

Facilities

- Elem. 1. Adequate classroom space is available.
 Jr. H.
 Sr. H.
- Elem. 2. Space is provided for student-teacher and/or parent-teacher conferences.
 Jr. H.
 Sr. H.
- Elem. 3. Adequate space is provided for both a teacher work area and a planning area.
 Jr. H.
 Sr. H.
- Elem. 4. Adequate storage space and facilities are provided for mathematics materials and equipment.
 Jr. H.
 Sr. H.

Comments

1. List the major goals for this area.
2. Identify the outstanding features of this program.
3. Indicate the features of this program which need improvement.

4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

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MEDIA CENTER

The term media center is used for library, instructional materials center, educational media center or any other term used to designate the center(s), and services formerly included under library and audiovisual services.

The Department of Public Instruction publication Plan for Progress in the Media Center, K-6 or Plan for Progress in the Media Center, 7-12 may be used to help define adequate or appropriate programs.

Staff

- | | | | |
|--------------------------|--------|----|---|
| <input type="checkbox"/> | Elem. | 1. | The professional media center staff is adequate to |
| <input type="checkbox"/> | Jr. H. | | serve the needs of the school. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 2. | The professional media staff has preparation in the |
| <input type="checkbox"/> | Jr. H. | | selection, organization and administration of print |
| <input type="checkbox"/> | Sr. H. | | and nonprint instructional materials. |
| <input type="checkbox"/> | Elem. | 3. | The professional media staff has training in the |
| <input type="checkbox"/> | Jr. H. | | preparation and use of nonprint materials. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 4. | The professional media staff has preparation in various |
| <input type="checkbox"/> | Jr. H. | | services including reference, reading guidance, skills |
| <input type="checkbox"/> | Sr. H. | | instruction and curriculum planning. |
| <input type="checkbox"/> | Elem. | 5. | The media center is provided adequate support staff. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 6. | All media center staff members have clearly defined |
| <input type="checkbox"/> | Jr. H. | | written job descriptions. |
| <input type="checkbox"/> | Sr. H. | | |

Facilities

- | | | | |
|--------------------------|--------|----|---|
| <input type="checkbox"/> | Elem. | 1. | The media center is located so it is readily accessible |
| <input type="checkbox"/> | Jr. H. | | to all students. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 2. | All print and nonprint materials and services are com- |
| <input type="checkbox"/> | Jr. H. | | bined in one media center. |
| <input type="checkbox"/> | Sr. H. | | |

- () Elem. 3. The media center has adequate space and appropriate
 () Jr. H. furniture for the number of students served.
 () Sr. H.
- () Elem. 4. The media center has space available for small group
 () Jr. H. conferences.
 () Sr. H.
- () Elem. 5. The media center provides for individual study, viewing,
 () Jr. H. and listening.
 () Sr. H.
- () Elem. 6. The media center has adequate shelving for all types of
 () Jr. H. materials.
 () Sr. H.
- () Elem. 7. The media center has adequate space, equipment, and
 () Jr. H. supplies available for production and duplication of
 () Sr. H. audiovisual materials.
- () Elem. 8. The media center has adequate space for office, storage,
 () Jr. H. and staff work area.
 () Sr. H.
- () Elem. 9. The physical arrangement reflects a concern for the
 () Jr. H. functional relationships between the different areas
 () Sr. H. of the center.

Organization and Administration

- () Elem. 1. The school's media program is coordinated under a single
 () Jr. H. media professional.
 () Sr. H.
- () Elem. 2. A policy and procedure for selection and review of
 () Jr. H. materials prepared with media center personnel involve-
 () Sr. H. ment is part of school board policy and administrative
 procedure.
- () Elem. 3. Teachers and students participate in the materials selec-
 () Jr. H. tion process.
 () Sr. H.
- () Elem. 4. Instructional materials and equipment are requested,
 () Jr. H. ordered, processed, and administered by media center
 () Sr. H. personnel.
- () Elem. 5. The media center staff has an ongoing and systematic
 () Jr. H. weeding program to keep the collections current and
 () Sr. H. relevant.
- () Elem. 6. The books are indexed in a card catalog by author, title
 () Jr. H. and subject and classified by a recognized, accepted
 () Sr. H. system with a shelf list being maintained.

- Elem. 7. Nonprint materials are indexed in the card catalog by
 Jr. H. a recognized, accepted system with a shelf list being
 Sr. H. maintained.
- Elem. 8. The media center maintains a system for the efficient
 Jr. H. inventorying, scheduling or circulation, maintenance and
 Sr. H. replacement of media equipment.
- Elem. 9. A media staff member serves on curriculum committees.
 Jr. H.
 Sr. H.
- Elem. 10. Provisions are made to actively involve media center
 Jr. H. personnel in the teaching-learning process.
 Sr. H.
- Elem. 11. Teachers and students regularly receive information about
 Jr. H. available resources including those in the community and
 Sr. H. from other agencies and their potential for classroom use.
- Elem. 12. The media center purchases materials that reflect the
 Jr. H. cultural/racial diversity of the United States and roles
 Sr. H. open to both men and women in today's society.

Utilization

- Elem. 1. Formal and informal instruction and guidance is pro-
 Jr. H. vided students in the use of materials, equipment, and
 Sr. H. facilities.
- Elem. 2. Formal instruction is a horizontally and vertically
 Jr. H. articulated program.
 Sr. H.
- Elem. 3. Media personnel have sufficient time and opportunity to
 Jr. H. work with teachers to make effective use of the collec-
 Sr. H. tion and facilities.
- Elem. 4. Media personnel participate regularly in department and
 Jr. H. team meetings.
 Sr. H.
- Elem. 5. Subject bibliographies, special collections of materials
 Jr. H. and displays are prepared for and with teachers.
 Sr. H.
- Elem. 6. Teachers and students are assisted with the preparation
 Jr. H. and duplication of audiovisual materials.
 Sr. H.
- Elem. 7. Use of the media center is limited to those activities
 Jr. H. requiring the resources of the center.
 Sr. H.

- Elem. 8. Individuals or groups of students use the media center to engage in projects during regular class periods.
- Jr. H.
- Sr. H.

- Elem. 9. Teachers and students have access to the media center with a professional media staff person present at all times during the school day.
- Jr. H.
- Sr. H.

- Elem. 10. The frequency of use indicates teachers and students are making appropriate use of resources available.
- Jr. H.
- Sr. H.

Resources (Materials and Equipment)

- Elem. 1. The size and scope of the book collection including reference materials are adequate to implement curriculum objectives.
- Jr. H.
- Sr. H.

- Elem. 2. The collection of audiovisual materials is adequate to implement curriculum objectives.
- Jr. H.
- Sr. H.

- Elem. 3. Periodical subscriptions are of sufficient number and scope to implement curriculum objectives.
- Jr. H.
- Sr. H.

- Elem. 4. The materials collections supplement the recreational interests of students.
- Jr. H.
- Sr. H.

- Elem. 5. The media center maintains an organized vertical file.
- Jr. H.
- Sr. H.

- Elem. 6. The collection of professional materials is adequate to meet staff needs.
- Jr. H.
- Sr. H.

- Elem. 7. The media center provides a sufficient amount and variety of audiovisual equipment for use by individuals, and by small and large groups.
- Jr. H.
- Sr. H.

- Elem. 8. An up-to-date community resource index is available.
- Jr. H.
- Sr. H.

- Elem. 9. Teachers are aware of, and using, media services provided by the area education agency media center.
- Jr. H.
- Sr. H.

Budget

- | | | | |
|--------------------------|--------|----|--|
| <input type="checkbox"/> | Elem. | 1. | Financial provisions are adequate to build and maintain up-to-date collections. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 2. | Media center staff participates in preparing the budget for the media program and in establishing and amending priorities for use of media program funds. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 3. | The media center staff has freedom to request the purchase of materials and supplies throughout the school year as authorized by the school budget, and is kept informed regularly concerning the balance of monies available. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

Comments

1. List the major goals for this area.
2. Identify the outstanding features of this program.
3. Indicate the features of this program which need improvement.
4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

1. _____

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4. _____

MUSIC

Music is the fine art that utilizes sounds in time in a meaningful and organized manner. Subject matter and activities in music are designed to impart the skills and knowledge necessary for the creation, understanding and performance of music.

The program is designed to develop appreciation, knowledge and skills commensurate with inherent talent and ability.

- Elem. 1. Music instruction is available at all grade levels.
- Jr. H.
- Sr. H.

- Elem. 2. Facilities and equipment are available for carrying out the program of instruction.
- Jr. H.
- Sr. H.

- Elem. 3. Sufficient time is allowed in the school schedule for implementing the music program.
- Jr. H.
- Sr. H.

Organization of Program

- Elem. 1. The philosophy and objectives of the music education program are in keeping with the goals of the total educational program of the school.
- Jr. H.
- Sr. H.

- 2. The total music program is designed to provide experiences which will develop:

Elem. Jr.H. Sr.H.

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Knowledge of the structure and function of music. |
| _____ | _____ | _____ | Skill in listening to, performing, creating and judging music. |
| _____ | _____ | _____ | Cultural understanding of various western and non-western styles of music. |
| _____ | _____ | _____ | Appreciation of contributions to the the music world of women and diverse racial/cultural groups. |
| _____ | _____ | _____ | Exploration in non-stereotypic ways of career opportunities in music. |
| _____ | _____ | _____ | Positive attitudes toward music. |

- Elem. 3. There is a balance between music and other disciplines.
- Jr. H. There is also a balance between the instrumental, the
- Sr. H. vocal, and the classroom music programs.

- Elem. 4. There is a sequentially developed series of musical
 Jr. H. experiences extending from grades K-12.
 Sr. H.
- Elem. 5. Experimentation and research are an integral part
 Jr. H. of the overall music program.
 Sr. H.
- Elem. 6. The structure of the curriculum is flexible enough
 Jr. H. to assimilate change in terms of current and societal
 Sr. H. trends, i.e., change in racial/cultural population of
 the student body and surrounding community.
- Elem. 7. A creative approach to the use of the elements of
 Jr. H. music, instructional materials and student assign-
 Sr. H. ments is utilized in developing the music program.
- Elem. 8. Public performances are designed primarily to pro-
 Jr. H. vide musical growth for the students involved.
 Sr. H.
- Elem. 9. Daily class instruction is carefully planned to
 Jr. H. achieve specific objectives of the course.
 Sr. H.
- Elem. 10. Pupils' needs, interests, talents, and experiences
 Jr. H. are considered in planning learning activities.
 Sr. H.
- Elem. 11. Pupils are given the opportunity to assist in
 Jr. H. planning learning activities.
 Sr. H.

12. Learning experiences include, but are not limited to, the following:

Yes No

_____ Culturally different
 _____ Gifted
 _____ Nonperformers
 _____ Handicapped

- Yes 13. Has the district participated in a music program
 No development project within the last five years?

If "yes" what was the nature of the work?

_____ Course sequence
 _____ Course content
 _____ Instructional materials
 _____ Teaching methods
 _____ Other. Specify _____

- Elem. 14. Provision is made for the integration of music theory, history, and appreciation in rehearsals of performing groups.
 Jr. H.
 Sr. H.

15. Opportunities are provided for:

Elem. Jr.H. Sr.H.

_____ Live professional concerts
 _____ Live amateur concerts
 _____ Exchange concerts
 _____ Other. Specify _____

- Elem. 16. The number of pupils enrolled in all music courses and organizations scheduled within the school day compared to the total school population is what percent?
 Jr. H.
 Sr. H.

- Elem. 17. List the number of minutes the music classes meet at each level.
 Jr. H.
 Sr. H.

Curriculum

- Yes 1. Is there a chairperson of the music department?
 No
- Yes 2. If "yes" does the chairperson have a reduced teaching load or receive extra compensation?
 No
- Yes 3. Is supervision and assistance provided as needed (i.e., the new teacher, classroom teacher) in the form of constructive evaluation and outside help?
 No
4. Inservice activities are provided by the school for maintaining and stimulating teacher competency through:

Times Per Year	Type
	Large Group Meetings or Workshops
	Small Group Meetings or Workshops
	Visits to Other Schools
	Provision for Attendance at State or National Conventions

Instructional Materials

- Elem. 1. Criteria and procedures for the selection of materials have been established and include nontraditional music.
- Jr. H.
- Sr. H.

- Elem. 2. The school budget includes funds that provide for new music materials and equipment.
- Jr. H.
- Sr. H.

- Elem. 3. The school budget includes funds that provide for replacement and maintenance of those in current use.
- Jr. H.
- Sr. H.

- Elem. 4. The basic objectives of the program are considered in the selection of materials and equipment.
- Jr. H.
- Sr. H.

- Elem. 5. Instructional materials and methods are varied to meet individual differences and needs.
- Jr. H.
- Sr. H.

- Elem. 6. All of the materials are readily accessible to the staff.
- Jr. H.
- Sr. H.

- Elem. 7. A variety of books, periodicals, performance and reference materials are available to students and teachers.
- Jr. H.
- Sr. H.

- Elem. 8. Appropriate audiovisual equipment is available.
- Jr. H.
- Sr. H.

- Elem. 9. Other sources of materials are available from the area media center and/or public library.
- Jr. H.
- Sr. H.

Physical Facilities

- Elem. 1. Music rooms and facilities are of appropriate size, design, and construction to accommodate the needs of the general music program.
- Jr. H.
- Sr. H.

- 2. Vocal and instrumental rehearsal rooms are adequate in regard to:

Elem. Jr.H. Sr.H.

- _____ Size
- _____ Freedom of transmission of sound
- _____ Lighting
- _____ Ventilation
- _____ Heating
- _____ Acoustical treatment
- _____ Proximity and accessibility to auditorium and storage facilities

- Elem. 3. Sufficient practice rooms of satisfactory size and
 Jr. H. construction are provided.
 Sr. H.
- Elem. 4. Properly equipped offices are provided.
 Jr. H.
 Sr. H.
- Elem. 5. Adequate storage space for equipment is provided.
 Jr. H.
 Sr. H.
- Elem. 6. Adequate storage space for supplies is provided.
 Jr. H.
 Sr. H.
- Elem. 7. Adequate space is provided for the music library.
 Jr. H.
 Sr. H.

Methods of Evaluation

- Elem. 1. Standardized aptitude tests are used at periodic
 Jr. H. intervals.
 Sr. H.
- Elem. 2. Carefully constructed tests are scheduled to evaluate
 Jr. H. student achievement in terms of basic objectives
 Sr. H. of the course.
- Elem. 3. Evaluation devices other than examinations are also
 Jr. H. used.
 Sr. H.
- Elem. 4. Cumulative records of pupils' participation and
 Jr. H. achievements in music activities are kept and used
 Sr. H. for counseling purposes.
- Elem. 5. Pupils are encouraged to evaluate their own musical
 Jr. H. performance, basic understandings, attitudes, musical
 Sr. H. judgments and values.
- Elem. 6. Evaluation procedures are used continually as a
 Jr. H. basis for revisions of course objectives and curric-
 Sr. H. ulum content.
- Elem. 7. The community is kept informed as to the nature
 Jr. H. of the program, its strengths and weaknesses, and
 Sr. H. changes that are made for improvement.

- | | | | |
|--------------------------|--------|-----|--|
| <input type="checkbox"/> | Elem. | 8. | Students are aware that music is a primary means of expression and communication; they exhibit an understanding of music as an important part of their own cultural heritage and that of others. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 9. | Students are articulate in music to some degree as vocalists and/or instrumentalists. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 10. | Students have become discriminate in their musical choices and express a desire to continue their musical experiences. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 11. | Students have developed a nucleus of compositions that have particular value and interest for them. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 12. | Students are aware of the many aspects, forms, and uses of music today. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 13. | Students have developed an attitude about music that makes it an important part of their daily life. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 14. | Students have a means of self expression in the music program. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

3. Indicate the features of this program which need improvement.

4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

PHYSICAL EDUCATION

The physical education program consists of those courses and activities designed to help meet physical and recreational needs of all youth. The physical education program is interpreted as including the required class instruction, intramural and interscholastic programs, and other related physical recreational activities.

- | | | | |
|--------------------------|--------|-----|--|
| <input type="checkbox"/> | Elem. | 1. | Physical education personnel are certified and |
| <input type="checkbox"/> | Jr. H. | | teach in their approved areas. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 2. | Facilities permit a wide variety of physical education |
| <input type="checkbox"/> | Jr. H. | | experiences. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 3. | Facilities are adequate for physical education |
| <input type="checkbox"/> | Jr. H. | | instruction. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 4. | Curricular offerings are related to valid goals and |
| <input type="checkbox"/> | Jr. H. | | objectives. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 5. | An orderly progression in learning activities is |
| <input type="checkbox"/> | Jr. H. | | provided, K-12. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 6. | Individual needs and differences are recognized and |
| <input type="checkbox"/> | Jr. H. | | provisions are made for these differences. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 7. | Classes are conducted on a coeducational basis as |
| <input type="checkbox"/> | Jr. H. | | required by Title IX. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 8. | The awarding of academic credit for physical education |
| <input type="checkbox"/> | Jr. H. | | is consistent with procedures in other disciplines. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 9. | Adequate reporting procedures exist for communicating |
| <input type="checkbox"/> | Jr. H. | | student achievement and progress. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 10. | Students are informed of the criteria utilized in |
| <input type="checkbox"/> | Jr. H. | | their evaluation. |
| <input type="checkbox"/> | Sr. H. | | |

- Elem. 11. Internal program and staff evaluation is conducted
 Jr. H. on a regular basis.
 Sr. H.
- Elem. 12. Written physical education policies are readily
 Jr. H. available.
 Sr. H.
- Elem. 13. Information on students with limitations which require
 Jr. H. special attention is made available to the physical
 Sr. H. education instructor.
- Elem. 14. Inspection and reporting procedures exist to prevent
 Jr. H. the use of unsafe equipment or facilities.
 Sr. H.
- Elem. 15. Community resources and facilities are used to supplement
 Jr. H. existing on site facilities.
 Sr. H.
- Elem. 16. Individuals not certificated in physical education act
 Jr. H. only as assistants to the instructor.
 Sr. H.
- Elem. 17. Class size is determined by program objectives, facilities,
 Jr. H. equipment, and the age and experience of the students.
 Sr. H.
- Elem. 18. Intramural activities are conducted as a integral
 Jr. H. part of the physical education program. The nature
 Sr. H. and extent of these activities will be provided
 by the school.
- Elem. 19. Play days, field days and similar activities are
 Jr. H. conducted throughout the school year.
 Sr. H.
- Elem. 20. Staff utilizes opportunities to gain public awareness
 Jr. H. and support for physical education.
 Sr. H.
- Elem. 21. Physical education courses are required of all
 Jr. H. pupils at each grade level except those excused
 Sr. H. for medical or religious reasons.
- Elem. 22. Health examinations are a prerequisite for partici-
 Jr. H. pation in all vigorous physical activity.
 Sr. H.
- Elem. 23. A section of the library is maintained for current
 Jr. H. physical education magazines and resource books.
 Sr. H.

- | | | | |
|--------------------------|--------|-----|--|
| <input type="checkbox"/> | Elem. | 24. | A suitable inside area is available so that during inclement weather classes may be carried out un-interrupted. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 25. | Lockers, showers, and dressing room facilities are adequate to care for the largest class. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 26. | Storage space is available for equipment. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 27. | A program of intramural sports has been developed. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 28. | The physical education activities emphasize leisure time activities which will benefit the student outside the school environment. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 29. | Protective equipment is provided according to the needs of the program. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

3. Indicate the features of this program which need improvement.

4. Identify the items currently being completed to strengthen this program.

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Local Evaluating Committee

Date _____

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4. _____

READING

The following elements of a successful reading program may be observed in the district.

- Elem. 1. The school district has a written philosophy
 Jr. H. of reading which includes (a) school's definition
 Sr. H. of reading, (b) students' attitudes toward reading,
 and (c) students' mastery of reading skills.

- Elem. 2. The reading program utilizes a scope and sequence
 Jr. H. of reading skill development.
 Sr. H.

- Elem. 3. The program provides for continuous record keeping
 Jr. H. of each student's progress.
 Sr. H.

- Elem. 4. The program achieves good articulation and coherence
 Jr. H. from grade to grade and school level to school
 Sr. H. level.

- 5. The program identifies individual strengths and
 needs of students. Check (✓) the procedures
 utilized to accomplish this.

Elem. Jr.H. Sr.H.

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Group test achievement |
| _____ | _____ | _____ | Diagnostic test |
| _____ | _____ | _____ | Criterion-referenced test |
| _____ | _____ | _____ | Mastery test |
| _____ | _____ | _____ | Informal reading inventory |
| _____ | _____ | _____ | Teacher-made test |
| _____ | _____ | _____ | Ongoing appraisal using
sequence of skills |
| _____ | _____ | _____ | Miscue inventory |
| _____ | _____ | _____ | Teacher observation (written
and systematic) |
| _____ | _____ | _____ | Other. Specify _____ |

- Elem. 6. The program teaches each student at the proper
 Jr. H. instructional level and learning rate.
 Sr. H.

- Elem. 7. The program utilizes several methods or approaches
 Jr. H. to reading instruction.
 Sr. H.

- () Elem. 8. The program develops positive attitudes toward self
 () Jr. H. and reading.
 () Sr. H.
- () Elem. 9. Each student has time daily to read for enjoyment.
 () Jr. H.
 () Sr. H.
- () Elem. 10. The program uses a wide variety and range of supple-
 () Jr. H. mentary reading materials, both commercial and non-
 () Sr. H. commercial.
- () Elem. 11. The program utilizes a wide variety of media to support
 () Jr. H. reading activities.
 () Sr. H.
- () Elem. 12. Materials and equipment are organized for efficient
 () Jr. H. use.
 () Sr. H.
13. The program includes a planned program of reading
 readiness which:
- () Elem. a. Adapts materials and instruction to each
 () Jr. H. child's background, ability, maturity, and
 () Sr. H. emotional level.
- () Elem. b. Identifies children with potential learning
 () Jr. H. problems as early as possible and plans appro-
 () Sr. H. priate programs for them.
- () Elem. c. Provides for smooth, continuous progress
 () Jr. H. into the next level.
 () Sr. H.
- () Elem. 14. A balance exists among small group, large group,
 () Jr. H. total class, and individual activities.
 () Sr. H.
- () Elem. 15. Students are grouped flexibly according to needs
 () Jr. H. and interests.
 () Sr. H.
- () Elem. 16. Reading groups are paced according to students'
 () Jr. H. needs, not grade level or textbook.
 () Sr. H.
- () Elem. 17. Resource personnel are available for consultation
 () Jr. H. regarding certain children: psychologist, nurse,
 () Sr. H. counselor, and remedial reading teachers.
- () Elem. 18. The administration maintains a positive and supportive
 () Jr. H. attitude toward the entire reading program, including
 () Sr. H. remedial reading.

- | | | | |
|--------------------------|--------|-----|---|
| <input type="checkbox"/> | Elem. | 19. | Inservice training is a carefully planned, continuous effort throughout the year. Teachers have an active role in determining and planning the program content. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| | | | |
| <input type="checkbox"/> | Elem. | 20. | An adequate professional library is available to the reading teachers. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| | | | |
| <input type="checkbox"/> | Elem. | 21. | Reading teachers are members of professional reading organizations. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| | | | |
| <input type="checkbox"/> | Elem. | 22. | Reading teachers have the opportunity to attend the state and national meetings of their professional reading organizations. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| | | | |
| <input type="checkbox"/> | Elem. | 23. | Community interest groups, parents, students, and school officials are kept informed as to the nature of the reading program. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| | | | |
| <input type="checkbox"/> | Elem. | 24. | The reading curriculum includes works, themes, and perspectives of men, women and the disabled as well as diverse racial/cultural groups. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

Comments

1. List the major goals for this area.
2. Identify the outstanding features of this program.
3. Indicate the features of this program which need improvement.

4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

SAFETY EDUCATION

Organization and Administration

- Yes 1. A philosophy of safety education has been cooperatively developed by the school board, administration, teachers, students and community residents.
 No
- Yes 2. All safety activities and instruction are based on written board of directors policies.
 No
- Yes 3. Evaluations are conducted and based on philosophy, related instructional objectives and the changing needs of students.
 No
- Yes 4. Adequate funds have been budgeted.
 No
- Yes 5. Teachers have attended a regional, state or national safety meeting during the past year.
 No
- Yes 6. Responsibility has been given to a specific individual for supervising safety activities and instruction.
 No
- Yes 7. A safety committee of faculty, students and others meets and makes recommendations.
 No
- Yes 8. Inservice on safety concerns and interdisciplinary safety instruction has been held during the past year.
 No
- Yes 9. Students assist in the selection of periodicals and books placed in the library.
 No

Driver Education

- Yes 1. The state curriculum guide or the PRIDE Model Curriculum is being used or referenced.
 No
- Yes 2. A primary objective is to develop an attitude which will produce safe driving behaviors.
 No
- Yes 3. Instruction designed to develop safe driving competencies is based on written objectives of which students are aware.
 No
- Yes 4. Written lesson plans for the classroom and behind-the-wheel activities have been updated during the past year.
 No

- Yes 5. Course records are kept on file for a period of five
 No years.
- Yes 6. Written contracts for loaned vehicles are on file
 No in the superintendent's office.
- Yes 7. The program provides an opportunity for organized parent
 No involvement.
- Yes 8. Driver education vehicles are used for driver education
 No instruction only.
- Yes 9. The insurance policy covering driver education vehicles
 No is on file in the superintendent's office.
- Yes 10. Credit is given for successful completion of the
 No course.
- Yes 11. Night driving is provided.
- Yes 12. Psychophysical testing of driver education students
 No is done.
- Yes 13. The present textbook is less than three years old.
- Yes 14. Selective use of community resources is made.
- No

Other Safety Instruction

Courses or units which are provided are listed with grade levels indicated.

- _____ Auto Passenger
- _____ Bicycle
- _____ First Aid
- _____ Moped
- _____ Motorcycle
- _____ Pedestrian
- _____ Playground
- _____ Recreation
- _____ Water Safety
- _____ Other. Specify. _____

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

3. Indicate the features of this program which need improvement.

4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

1. _____
2. _____
3. _____
4. _____

SCHOOL HEALTH SERVICES

School health services include a variety of activities to promote and maintain wellness and recognize early signs and symptoms of illness in the school population. This service component of the total school health program should be based on policies established by the district board of directors. School nurses assist in interpreting how the pupil's health status impacts on the pupil's educational program.

School District Policies

- Yes 1. Provisions are made for a safe, healthful environment.
 No
- Yes 2. Communicable diseases are controlled.
 No
- Yes 3. There is a procedure for handling children inadequately immunized.
 No
- Yes 4. Provisions are made to assist children in recognizing and meeting their health needs and following through on treatment and recommendations.
 No
- Yes 5. There are cooperative efforts between school and community in developing mutually beneficial health programs.
 No

Administration

- Yes 1. Space and equipment is provided for health services.
 No
- Yes 2. There are adequate first aid supplies.
 No
- Yes 3. There are written procedures available to all employees to be followed in case of illness and injury occurring during school.
 No
- Yes 4. There is a written referral system for exchanging specific information about pupils with other professionals (i.e., physicians, Area Education Agency personnel, social services, etc.).
 No

- Yes 5. There is established procedure for providing required health history as a prerequisite to special education staffing.
 No
- Yes 6. There are written procedures for dealing with child abuse.
 No
- Yes 7. Accommodations for physically handicapped pupils have been provided.
 No

Organization of Health Services

- Yes 1. Is there a table of organization revealing lines of authority for school health service personnel? (Attach a copy.)
 No
2. List health service facilities in each building in the district (desk and chair, locked file, sink, hot and cold running water, toilet, chairs).

Building				
a				
b				
c				
d				
e				
f				
g				

3. Resources available in district.

_____ Physicians: _____ M.D.'s _____ D.O.'s
 _____ Dentists
 _____ Hospitals
 _____ Clinics
 _____ Emergency Medical Service

School Health Services and Personnel

- Yes 1. There is a written job description for each employee
 No in the health services program.
- Yes 2. There are written objectives for the school health
 No program based on school district philosophy.
- Yes 3. Qualifications of school health personnel are
 No checked and kept on file.
- Yes 4. Upon employment and every three years, thereafter,
 No all employees file a report of medical examination.
- Yes 5. Does the school nurse review employees' physical
 No examination reports?
- Yes 6. Report of physical examination for pupils are required
 No at: Kindergarten entry ____, Other grades ____ _
____ _ .
7. Screening programs:
- Vision (LEA, AEA) Grades ____ _
- Hearing (AEA) Grades ____ _
- Scoliosis (LEA) Grades ____ _
- Other _____ Grades ____ _
- Yes 8. Are teachers notified of pupil health or suspected
 No health problems?
- Yes 9. Health records are kept on each pupil and include
 No current immunization data, specific health problems,
screening results, referrals for professional
evaluation. (Attach copy of all health record
forms used.)
- Yes 10. Is there an organized system of monitoring the
 No follow-up on referrals which has been established
that assures pupils' rights of privacy?
11. List the inservice programs provided by school
nurse for school personnel in the past two years
(programs on emergency care, any employee screening,
health information).

12. Identify the major health problems in the school population.

Comments

1. List the major goals for this area.
2. Identify the outstanding features of this program.
3. Indicate the features of this program which need improvement.

4. Identify the items currently being completed to strengthen this program.

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4. _____

SCHOOL PLANT FACILITIES

The school plant, which consists of the site, buildings, equipment, and related facilities and services, is an important factor in the operation of an educational program. The plant is the physical environment in which pupils achieve and not just a place of instruction.

There are a number of major areas which need to be considered when school facilities are evaluated. The more important areas are listed below.

- | | | | |
|--------------------------|-----|-----|---|
| <input type="checkbox"/> | Yes | 1. | Each elementary school site contains ten acres plus an additional acre for each one hundred pupils with consideration given to the predicted ultimate maximum enrollment. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 2. | The site for the junior high contains fifteen acres plus an additional acre for each one hundred pupils over four hundred. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 3. | The site for the senior high contains thirty acres plus an additional acre for each one hundred pupils in excess of five hundred. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 4. | Traffic hazards, developed play areas, physical education stations, playground equipment, and landscaping have been given appropriate consideration in the selection and development of school sites. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 5. | The site is well drained. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 6. | The site is free from air pollution and insects. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 7. | Requirements of physically handicapped have been considered. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 8. | Corridors and stairways are provided with twenty footcandles of illumination at all times. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 9. | A continuous handrail at the correct height is provided in each stairwell. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 10. | Stair treads are of nonslip material. |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | Yes | 11. | Facilities are provided for the physically handicapped. |
| <input type="checkbox"/> | No | | |

- Yes
 No
12. The exterior of the buildings is kept in good state of repair, such as doors, windows, and frames and flashings, gutters, and downspouts. The exterior is also free of defective mortar and structural cracks.
- Yes
 No
13. The daily cleaning is done well.
- Yes
 No
14. The head administrator has adequate office space (recommended minimum--three hundred square feet). The administrative unit should include general office space, reception room, board room, vault, storage space, and workroom.
- Yes
 No
15. A well-located private office is available for each principal (recommended minimum--one hundred and eighty square feet). Related areas should include vault, storage space, workroom, and reception area.
- Yes
 No
16. Each counselor's office should have privacy and be adequate in size (recommended minimum--one hundred square feet). A waiting room should be available for students.
- Yes
 No
17. Elementary classrooms meet the minimum recommendation of thirty square feet per student (recommended classroom size--nine hundred square feet and at least twenty-eight feet wide).
- Yes
 No
18. Kindergarten classrooms meet the minimum recommendation of forty square feet per student.
- Yes
 No
19. Each interchangeable high school classroom should contain an area of seven hundred and fifty square feet.
- Yes
 No
20. Each elementary and secondary classroom should provide a minimum of fifty footcandles of light at the working level.
- Yes
 No
21. Elementary and secondary classrooms are provided with movable furniture, electrical outlets, adequate chalkboard, tackboard, and light control for use of audio-visual aids.
- Yes
 No
22. Each elementary classroom provides for bookshelving in the room library, teacher's closet, project counter with sink, and teacher's file. (Bookshelving can be minimal if building has a central library.)
- Yes
 No
23. Buildings are adaptable to changing curricular needs, e.g., large group, small group, open space, team teaching, etc.

24. Music Rooms

- Yes
 No
- a. Music rooms are located near or adjoining the auditorium or stage. Rooms are in close proximity and have outside access.
- Yes
 No
- b. Storage is provided for instruments, uniforms and music; and the location is convenient.
- Yes
 No
- c. Floors, as well as walls and ceilings, are sound absorbent.
- Yes
 No
- d. Sixteen square feet per student for vocal and twenty square feet per student for instrumental music is provided, exclusive of storage and practice rooms.

25. Business Education

- Yes
 No
- a. Each room in the business education section contains an area of at least one thousand square feet.
- Yes
 No
- b. Each room has convenient outlets for electrical machines and is adaptable for audiovisual equipment.
- Yes
 No
- c. Each room is provided with a minimum of seventy-five footcandles of light at the working level.
- Yes
 No
- d. A master electric shut-off is provided for all electric machines.

26. Science

- Yes
 No
- a. Science rooms are placed together in a wing permitting the sharing of teaching materials.
- Yes
 No
- b. Each room has a minimum of seventy-five footcandles of light at the working level.
- Yes
 No
- c. Each room contains a minimum of one thousand two hundred square feet of floor space exclusive of storage.
- Yes
 No
- d. Each room is adaptable for audiovisual equipment.
- Yes
 No
- e. Safety features such as master shut-off controls, fuse or circuit breakers, ventilated chemical rooms, protective eyeglasses, and first aid kits are provided.

27. Industrial Education

- Yes
 No
- a. A single-purpose shop contains at least two thousand square feet. A shop serving two or more areas should provide a minimum of three thousand square feet.

- Yes
 No
- b. Auxiliary spaces for the shop include storage space for tools, material, projects, and a finishing room.
- Yes
 No
- c. Electrical switches and outlets are provided to facilitate the location of power equipment with master shut-off controls.
- Yes
 No
- d. The location permits easy access for delivery of material and is removed from the academic area to isolate noise.
- Yes
 No
- e. Each shop has a minimum of seventy-five footcandles of light at the working level.

28. Special Education

a. Mentally Retarded

- Yes
 No
- (1) The instructional space for the mentally retarded is at least one and one-half times larger than the normal size class area.
- Yes
 No
- (2) Provisions are made for additional space, either adjoining or as a part of the area, to provide for creative arts, practical arts, and shop activities.
- Yes
 No
- (3) The instructional space is a part of the regular school building, carpeted, provided with electrical outlets, water, sewer, chalkboard, tackboard, and light control.

b. Hard of Hearing

- Yes
 No
- (1) The instructional space is the same size as a normal teaching area.
- Yes
 No
- (2) The space is acoustically designed to provide the best possible hearing conditions.

c. Speech Therapy

- Yes
 No
- (1) A specific space is provided for this service in the building.
- Yes
 No
- (2) The space is designed to permit the use and storage of recording machines, audiometers, and other special equipment needs.

29. Home Economics

- Yes
 No
- a. Unit kitchens are provided in sufficient number to accommodate each multiple of four students.

- Yes
 No
- Yes
 No
- Yes
 No
- b. A clothing area is provided which includes cutting tables, sewing machines, storage space, three-way mirror, dressing booth or screen, etc.
- c. An all-purpose department contains at least sixteen hundred square feet or in a multi-department, each individual room contains nine hundred square feet.
- d. The homemaking suite includes a living area, display case, and bulletin boards.

30. Media Center

- Yes
 No
- Yes
 No
- Yes
 No
- a. The center is located centrally for efficient distribution and control of equipment and materials.
- b. Shelving for book storage is no closer than four inches from the floor and the top shelf is no more than seven feet from the floor.
- c. Both natural and artificial illumination is provided. A minimum of fifty footcandles of light is available.

31. Cafeteria

- Yes
 No
- Yes
 No
- Yes
 No
- Yes
 No
- Yes
 No
- Yes
 No
- Yes
 No
- Yes
 No
- a. It is located at one end of the building where odors do not permeate classrooms.
- b. There is direct access to the dining room from the corridors and convenient access to the outside.
- c. Facilities are designed so traffic in and out of service and eating areas moves smoothly without congestion and interference.
- d. The kitchen area is one and one-half square feet per meal served with a minimum of three hundred square feet. The dining area has provided ten square feet per pupil seated with a minimum area of twelve hundred and fifty square feet.
- e. Storerooms are rodent and vermin free, well-lighted, ventilated, and protected from theft. Convenient enclosed shelving and hanging space are provided for dishes and cooking utensils. Facilities for storage of milk and frozen foods are provided.
- f. Toilet, washroom, and locker space are provided near the kitchen for the employees.

- Yes
 No
- g. The cafeteria provides for: (1) all utilities, such as gas, electricity, water, and sewer; (2) sanitizing devices for washing and sterilizing; (3) sanitary storage facilities; (4) twenty footcandles of light; (5) good ventilation; and (6) screens for windows and doors.

32. Multipurpose Room

- Yes
 No
- a. The room has a minimum floor size of forty by sixty feet with a ceiling height of at least sixteen feet.
- Yes
 No
- b. Lighting is equivalent to thirty footcandles in all areas.
- Yes
 No
- c. The multipurpose facilities are located on the ground level, accessible to the pupils and the public, and free from all obstructions such as pilasters and radiators. Shower facilities and equipment storage for boys and girls are provided.

33. Gymnasium

- Yes
 No
- a. The facility provides equally for the physical education needs of boys and girls and inter-scholastic games.
- Yes
 No
- b. The minimum size of the playing floor is fifty by eighty-four feet with a ceiling height of at least twenty feet.
- Yes
 No
- c. The gymnasium area provides for separate and equitable locker and shower rooms for boys and girls. Accessibility to locker facilities, to towel and equipment storage, equipment drying area, instructor's office with shower and locker, dressing and shower facilities for the visiting team, toilet facilities, and first aid room are equal for both boys and girls.
- Yes
 No
34. The heating system adequately maintains the proper temperature in all rooms and areas of each building.
- Yes
 No
35. A mechanical ventilation system provides for introduction of fresh air and recommended air changes in all parts of the building.
- Yes
 No
36. Toilet and locker room ventilation is independent of the rest of the building.
- Yes
 No
37. The main service panel is located so as to prevent access from unauthorized persons. All branch panels in corridors or elsewhere are of the flush type and are provided with locks.

- Yes 38. Switches are provided at all entrances to spaces in the building and are placed on the knob side of the door entrance.
 No
- Yes 39. A safe and adequate water supply is provided for each building.
 No
- Yes 40. Toilet room accessories, such as waste containers, mirrors, hand drying facilities, soap dispensers, and hot water are provided.
 No
- Yes 41. Warm water is provided in all lavatories with automatic temperature controls.
 No
- Yes 42. Drinking fountains are provided in the ratio of one to seventy-five pupils with a minimum of one on each floor.
 No
- Yes 43. Lavatories are provided in the ratio of one to sixty in each toilet room.
 No
- Yes 44. Water closets are provided in the ratio of one to thirty-five for girls and a ratio of one to sixty for boys. A minimum of one urinal for each thirty boys is provided. Doors for privacy are provided.
 No
- Yes 45. Faculty lounges and toilets are provided.
 No

Buildings & Additions	Age	Capacity	Present Enrollment	Grade Level

Comments

- List the major goals for this area.

- 2. Identify the outstanding features of this program.

- 3. Indicate the features of this program which need improvement.

- 4. Identify the items currently being completed to strengthen this program.

- 5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

- 1. _____
- 2. _____
- 3. _____
- 4. _____

SCHOOL TRANSPORTATION PROGRAM

Board of Directors

- Yes 1. The board of directors has adopted specific policies regarding the pupil transportation program.
- No

- 2. The policies are in written form. They include:
 - Yes a. A policy designating the distance at which transportation is to be provided.
 - No

 - Yes b. A specific and detailed policy regarding the request and use of buses for educational and activity trips.
 - No

 - Yes c. A specific and detailed policy regarding the request for and use of buses by non-school related groups and persons in accordance with the following: Sections 285.1(21) and 285.10(9)(10), The Code of Iowa, Section 22.10(5), Iowa Administrative Code.
 - No

 - Yes d. A policy on discipline procedures for administrators, bus drivers, and passengers.
 - No

 - Yes e. A policy setting forth the job descriptions and operating policies for school transportation personnel.
 - No

 - Yes f. A policy providing for a long-range plan for purchasing and replacing buses.
 - No

 - Yes g. A policy prescribing the type and amount of insurance coverage for the transportation program.
 - No

 - Yes h. A policy indicating the procedure to be taken by administrators and bus drivers in the event of an accident including medical treatment requirements, hospital usage, and parent notification.
 - No

Safety Education

- Yes 1. The school has a definite program for teaching all children to become safe bus passengers.
- No

- 2. The bus safety education program includes:

Yes No

_____ Classroom instruction.
 _____ Assembly programs.

Yes No

_____ _____ Demonstration and practice on the bus.
_____ _____ Emergency evacuation drills.

3. The K-6 Traffic Safety Education Curriculum Guide for the Iowa Schools from the Department of Public Instruction is used in the school bus passenger safety program for:

Yes No

_____ _____ Classroom instruction.
_____ _____ Evacuation drills.
_____ _____ School bus safety representative training.

- Yes No 4. There is a training program for members of the pupil patrol.

Transportation Records

Yes
 No

1. A separate transportation accounting system is maintained.
2. The cost analysis for the operation of each bus in the fleet is made at least:

Yes No

_____ _____ Weekly.
_____ _____ Monthly.
_____ _____ Annually.
_____ _____ Other. Specify. _____

3. Records are kept which show the following information:

Yes No

_____ _____ Original cost and date of purchase of each bus.
_____ _____ Depreciation charge-off on each bus.
_____ _____ Total miles operated to date.
_____ _____ Miles operated per day on regular, shuttle, and kindergarten routes.
_____ _____ Number of pupils transported on regular routes.
_____ _____ Cost of gasoline, oil, and other lubricants.
_____ _____ Cost of tires and tubes.
_____ _____ Cost of labor and repair parts.
_____ _____ Cost of insurance (buses and garage).
_____ _____ Rents paid for garage or storage.
_____ _____ Operating expense of the bus garage (fuel, electricity, water).
_____ _____ Dates worked and wages paid to drivers.
_____ _____ Other administrative costs.

4. Records are kept for instructional and other nonroute trips and include, as a minimum, the following information:

Yes No

_____ Number of miles traveled on each trip.
 _____ Cost of driver's wages for nonroute trips.
 _____ Unusual costs such as towing, special trip insurance, etc.

Yes
 No

5. Detailed information on school bus accidents is maintained.

6. List the name of the person(s) responsible for the following record keeping duties:

_____ Daily fuel consumption.
 _____ Miles traveled daily.
 _____ Vehicle maintenance including lubricants, parts and labor.
 _____ Driver salary and benefits.
 _____ Driver contracts.
 _____ Completion of Department of Public Instruction Annual School Transportation Report.
 _____ Costs associated with educational, activity, and non-school related trips.

Bus Routes

1. An up-to-date spot map on a scale large enough to be functional is maintained showing the following information:

Yes No

_____ Location of all roads.
 _____ Type of roads (gravel, dirt, hard-surfaced).
 _____ Location of all attendance centers.
 _____ Location of all pupils in a manner which clearly indicates which are kindergarten, elementary, and secondary school pupils.
 _____ Exact route of each bus.
 _____ Location of all rail crossings.
 _____ Location and nature of other major route hazards.

Yes
 No

2. Children are picked up and discharged only at designated stops.

- Yes
 No
3. Bus stops are designated only when there is adequate clear vision in each direction.
- Yes
 No
4. A definite time schedule showing the time the bus can be expected at each stop has been established and is posted in each bus.
- Yes
 No
5. There is a route diagram in each bus to aid substitute drivers that may not be familiar with the route.
- Yes
 No
6. Traffic patterns for approaching, parking on, and leaving school grounds are established.
- Yes
 No
7. Emergency routes are established to be used in case of road embargoes or adverse road conditions due to inclement weather.
- Yes
 No
8. Riding time for the passengers does not exceed limits established by the state agency.
- Yes
 No
9. Bus routes are reviewed at least annually for hazards.
- Yes
 No
10. Officials responsible for the construction and maintenance of secondary roads are given a copy of the bus routes and schedules.
- Yes
 No
11. Restricted loading and unloading areas have been established at or near the school.
- Yes
 No
12. Designated personnel are present in the bus loading area to assist and supervise loading.

Procedures

- Yes
 No
1. There is a definite procedure for handling requests for the use of buses for instructional and activity trips as well as requests by nonschool related groups and persons.
- Yes
 No
2. Requests for the use of buses for these trips are in writing.
- Yes
 No
3. There is a direct and easy method for drivers to report disciplinary problems.
- Yes
 No
4. Drivers have been instructed on procedures to be followed in case of accident or other emergency.
- Yes
 No
5. A complete inventory of supplies and repair parts is made at least once a year.

Parents and Pupils

- Yes 1. Parents are informed of policies pertaining to the
 No transportation program.
- Yes 2. A copy of the bus time schedule is sent to the home
 No prior to the opening of school.
- Yes 3. Rules and regulations for pupil conduct are specific
 No and well understood; they are sent to the home of
 each child who is transported.

Bus Drivers

- Yes 1. When drivers are hired, they are given a written
 No contract.
- Yes 2. Rules and regulations regarding their duties and
 No responsibilities are given to the drivers in written
 form or in a driver's handbook.
- Yes 3. The board has adopted a salary schedule for drivers.
 No
- Yes 4. Salaries paid to bus drivers are adequate to insure
 No competent drivers.
- Yes 5. Qualifications have been established for bus drivers.
 No
- Yes 6. There is a definite program for training school bus
 No drivers which includes both classroom instruction
 and behind-the-wheel practice.
- Yes 7. Conferences or safety meetings for the drivers are
 No held at regular intervals.
- Yes 8. Substitute drivers meet the same requirements as
 No regular drivers.
- Yes 9. Drivers with safe driving records are recognized
 No by the administration through an awards program.

Vehicles

- Yes 1. All vehicles used for transporting pupils meet
 No the minimum standards for construction of school
 buses as adopted by the State of Iowa.

- Yes
 No
2. Vehicles are purchased only after requesting bids.
- Yes
 No
3. A written set of specifications describing the equipment to be purchased is furnished to the bidders.
- Yes
 No
4. When possible, purchases of new buses are made at times to assure delivery before the next school term begins.
- Yes
 No
5. Spare buses are available and can easily be assigned to a bus route in case of need.
- Yes
 No
6. The capacity rating of the spare buses are at least the equivalent of the largest buses used on the regular routes.

Maintenance

- Yes
 No
1. School officials emphasize and make all necessary provisions for carrying out a preventive maintenance program.
- Yes
 No
2. The driver performs a pre-trip inspection of the bus and reports in writing any defect discovered.
- Yes
 No
3. Each bus is inspected regularly by a mechanic for detecting mechanical defects and immediate repairs are made when defects are found.
- Yes
 No
4. The buses are kept clean--inside and out.
- Yes
 No
5. Maintenance records are maintained showing maintenance and repair work done for each bus.
- Yes
 No
6. All materials or parts used on each bus are shown on the record of the particular bus.

Garage

- Yes
 No
1. Garage or other shelter is provided to keep buses out of the weather when not in use.
- Yes
 No
2. If shelter for the buses is not provided, are electrical outlets available to plug engine heaters into?
- Yes
 No
3. The bus garage is heated if it is used for repair work.
- Yes
 No
4. Washing facilities are available so buses can be kept clean.

- Yes 5. The garage is equipped with a telephone.
 No
- Yes 6. Walls, partitions and roof of bus garage are made
 No of fire-resistant materials.

Operation and Supervision

- Yes 1. The board has designated the person, if other than
 No the superintendent, who is responsible for the
 transportation program.
- Yes 2. There is close contact between the person responsible
 No for supervising the transportation program and the
 bus drivers and maintenance personnel on all transporta-
 tion problems.
- Yes 3. Job descriptions are on file for all transportation
 No positions.

Summary

- _____ Number of regular bus routes.
- _____ Number of buses used on regular routes.
- _____ Number of small vehicles used on regular routes.
- _____ Number of spare buses.
- _____ Capacity of largest bus used on regular routes.
- _____ Capacity of largest spare bus.
- _____ Number of maintenance personnel.
- _____ Year and model of oldest bus.
- _____ Year and model of newest bus.
- _____ Average age of buses.
- _____ Number of approved regular drivers.
- _____ Number of approved alternate drivers.
- _____ Longest bus route--number of miles.
- _____ Shortest bus route--number of miles.
- _____ Average length of bus routes--number of miles.

_____ Longest bus route--number of minutes from first pickup to attendance center.

_____ Shortest bus route--number of minutes from first pickup to attendance center.

_____ All bus routes--average number of minutes from first pickup to attendance center.

Name and title of person who is responsible for transportation program.

_____ Name

_____ Title

Comments

1. List the major goals for this area.
2. Identify the outstanding features of this program.
3. Indicate the features of this program which need improvement.
4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

SCIENCE

This section provides for a convenient A-F rating of each response item.

General

- | | | | |
|--------------------------|--------|----|---|
| <input type="checkbox"/> | Elem. | 1. | Are there provisions for students to use current published materials in planning their work, interpreting their observations, and studying the activities and findings of scientists? |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 2. | Are the instructional materials relevant to the students and also compatible with the most recent recommendations of authorities in the field of science education? |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 3. | Are appropriate reading materials provided for students of differing abilities and interests? |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 4. | Are adequate support materials, such as general laboratory equipment, models, maps, charts, and audiovisual equipment and materials, available? |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 5. | Are sufficient student laboratory materials available so that students may work in small groups (2 to 4 students) and/or individually? |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 6. | Are classroom teachers actively involved in curriculum design and change? |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 7. | Are the teachers of science active in recommending science materials for the library? |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 8. | Have a total K-12 science program philosophy statement and realistic, practical goals been developed and distributed to all teachers? |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 9. | Has the K-12 science curriculum been developed so students will experience a well-coordinated program as they move progressively through the science program? |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

- () Elem. 10. Have the teachers/students of science developed and
 () Jr. H. adopted student objectives?
 () Sr. H.
- () Elem. 11. Are the developed and/or adopted student objectives
 () Jr. H. available to each teacher of science?
 () Sr. H.
- () Elem. 12. Is the science curriculum designed to fulfill the
 () Jr. H. individual practical needs of most students?
 () Sr. H.
- () Elem. 13. Are community interest groups, parents, students,
 () Jr. H. and school officials kept informed as to the
 () Sr. H. nature of the K-12 science program?
- () Elem. 14. The science curriculum structure, content, instructional
 () Jr. H. materials and teaching strategies are representative of
 () Sr. H. the cultural/racial diversity in the United States and
 the roles open to both women and men in today's society.
- () Elem. 15. The science program is utilized and enhanced by the
 () Jr. H. physical plant and facilities.
 () Sr. H.

Facilities

- () Elem. 1. Are the general features (i.e., floors, illumina-
 () Jr. H. tion, heating, ventilation, plumbing, and elec-
 () Sr. H. trical service) of the rooms used for science
 instruction adequate to fulfill the instructional
 and safety needs generated by the science program?
- () Elem. 2. Are the rooms used for science instruction flexible
 () Jr. H. enough to provide for a variety of activities and
 () Sr. H. for changes and adaptations to meet evolving needs?
- () Elem. 3. Do all the rooms used for science instruction have
 () Jr. H. furniture adaptable to large group, small group,
 () Sr. H. and individual work?
- () Elem. 4. Do the facilities include provisions for students
 () Jr. H. to do individual experimental work without daily
 () Sr. H. moving or dismantling of equipment?
- () Elem. 5. Do the facilities include provisions for construc-
 () Jr. H. ting and repairing science apparatus and equip-
 () Sr. H. ment?
- () Elem. 6. Do the rooms used for science instruction have
 () Jr. H. adequate sinks and water sources available?
 () Sr. H.

- Elem. 7. Are adequate energy sources available for each
 Jr. H. student (or small groups) to successfully complete
 Sr. H. the learning activities?
- Elem. 8. Do the facilities for science include space for
 Jr. H. proper storage of all equipment, supplies, and
 Sr. H. materials?
- Elem. 9. Do the facilities include adequate provisions for
 Jr. H. teacher planning and preparation work?
 Sr. H.
- Elem. 10. Are there facilities for the teachers of science
 Jr. H. to confer in privacy with individual students or
 Sr. H. small groups?
- Elem. 11. Does the room contain adequate chalkboard, bulletin
 Jr. H. board, and display space?
 Sr. H.
- Elem. 12. Are the rooms used for science decorated in such
 Jr. H. a manner as to enhance the learning environment?
 Sr. H.
- Elem. 13. Does the school provide adequate equipment to ful-
 Jr. H. fill the minimal safety requirements listed in the
 Sr. H. Code of Iowa (Chapter 280.20) (eye protection, extinguishers,
 deluge showers, eyewash)?

Budget

- Elem. 1. Is the yearly budget for perishables, glassware,
 Jr. H. chemicals, and specimens adequate for a quality
 Sr. H. science program?
- Elem. 2. Are funds available to purchase materials locally
 Jr. H. (i.e., seeds, vegetables, bread) whenever
 Sr. H. needed?
- Elem. 3. Are funds available and used to help send teachers
 Jr. H. of science to professional meetings?
 Sr. H.
- Elem. 4. Are funds available and used for typing and clerical
 Jr. H. help for the teachers of science?
 Sr. H.
- Elem. 5. Are funds available and used for paid laboratory
 Jr. H. assistants and/or educational aides?
 Sr. H.

- Elem. 6. Is the yearly budget for capital outlay items (i.e.,
 Jr. H. items that are not perishable and usually have a
 Sr. H. usable life of at least five years) adequate for a
 quality science program?

Staff

- Elem. 1. Do all teachers of science have at least a subject-
 Jr. H. matter minor within the field or fields they are
 Sr. H. teaching?
- Elem. 2. Do all teachers of science have at least one plan-
 Jr. H. ning period per day?
 Sr. H.
- Elem. 3. Do the teachers of science maintain active parti-
 Jr. H. cipation in inservice education through formal study
 Sr. H. (i.e., summer workshops and extension courses)
 and other professional activities (i.e., attendance
 of state or national meetings)?
- Elem. 4. Is each teacher of science active in at least one
 Jr. H. professional organization?
 Sr. H.

Instructional Activities

- Elem. 1. Do the learning activities of each science course
 Jr. H. build on the previous experiences (processes and
 Sr. H. skills) of the students?
- Elem. 2. Do student activities allow the student to explore
 Jr. H. and discover ideas prior to or in lieu of reading
 Sr. H. about them?
- Elem. 3. Are instructional procedures employed to accommodate
 Jr. H. the varying abilities and handicaps of the students?
 Sr. H.
- Elem. 4. Does the teaching style in science employ current
 Jr. H. practices and research with regard to how students
 Sr. H. learn?
- Elem. 5. Are students stimulated, encouraged, and given the
 Jr. H. opportunity to develop thinking or problem solving
 Sr. H. skills?
- Elem. 6. Does the instruction in science encourage the inter-
 Jr. H. relating of facts, principles, processes, and
 Sr. H. concepts from the several science fields?

- Elem. 7. Do most teachers of science make use of community
 Jr. H. resources in planning student learning experiences?
 Sr. H.
- Elem. 8. Are student-oriented environmental experiences
 Jr. H. incorporated within the science curriculum?
 Sr. H.
- Elem. 9. Are students grouped for instructional purposes?
 Jr. H.
 Sr. H.
- Elem. 10. Are the instructional activities designed to meet
 Jr. H. the needs of students who will enter the "world
 Sr. H. of work" at age 16 or early thereafter?
- Elem. 11. Careers in science areas are explored emphasizing the
 Jr. H. potential for all students regardless of disability,
 Sr. H. sex or cultural/racial heritage.

Evaluation

- Elem. 1. Are a variety of tests used to evaluate student
 Jr. H. progress?
 Sr. H.
- Elem. 2. Is an evaluation made of the laboratory experiences
 Jr. H. and process skills of the students?
 Sr. H.
- Elem. 3. Do students participate in the evaluation of their
 Jr. H. own work?
 Sr. H.
- Elem. 4. Are science grades based on student achievement as
 Jr. H. it relates to individual ability rather than on
 Sr. H. predetermined teacher or administrator standards?
- Elem. 5. How effectively do the evaluation procedures
 Jr. H. measure the attainment of the stated objectives
 Sr. H. for the course?
- Elem. 6. Are test data available to describe the extent to
 Jr. H. which student behaviors in the affective, psycho-
 Sr. H. motor, and cognitive domains are influenced by
 instruction in the sciences?
- Elem. 7. Are follow-up data available to show how well
 Jr. H. students perform in science at the next educational
 Sr. H. level?
- Elem. 8. Are pretests of knowledge, attitudes, and skills
 Jr. H. used in planning instruction and as a basis for
 Sr. H. measuring growth?

- Elem. 9. Are results of evaluation used to guide students in
 Jr. H. their selection of future topics and courses to be
 Sr. H. studied?
- Elem. 10. Are provisions made to assure a continuous
 Jr. H. appraisal and improvement of the curriculum program?
 Sr. H.

Comments

1. List the major goals for this area.
2. Identify the outstanding features of this program.
3. Indicate the features of this program which need improvement.
4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

SOCIAL STUDIES

This section provides a convenient evaluation outline for those who want to examine their own social studies program. Its use will furnish a profile of a program as it is, although the checklist will not specify all that is needed in assessment. The outline can be used for a given grade level or for a school or district-wide program.

Administration and Organization

- | | | | |
|--------------------------|--------|----|--|
| <input type="checkbox"/> | Elem. | 1. | Administration develops with the staff clear and |
| <input type="checkbox"/> | Jr. H. | | concise plans and policies necessary for the |
| <input type="checkbox"/> | Sr. H. | | operation of an effective program. |
| <input type="checkbox"/> | Elem. | 2. | Administration develops and implements long- |
| <input type="checkbox"/> | Jr. H. | | range curriculum plans for the improvement of |
| <input type="checkbox"/> | Sr. H. | | instruction for students. |
| <input type="checkbox"/> | Elem. | 3. | Administrative provision for staff development is |
| <input type="checkbox"/> | Jr. H. | | a program of inservice which includes systematic |
| <input type="checkbox"/> | Sr. H. | | activities promoted or directed by administra- |
| | | | tive or supervisory personnel and is designed |
| | | | to increase the competencies, skills, and knowledge |
| | | | required of professional personnel. |
| <input type="checkbox"/> | Elem. | 4. | Administrative provisions for teachers' instruc- |
| <input type="checkbox"/> | Jr. H. | | tional loads for similar subject matter and |
| <input type="checkbox"/> | Sr. H. | | methods of instruction are approximately the |
| | | | same. |
| <input type="checkbox"/> | Elem. | 5. | Administrative provisions for adequate instruments |
| <input type="checkbox"/> | Jr. H. | | of assessment and evaluation are utilized for the |
| <input type="checkbox"/> | Sr. H. | | improvement of program experiences for students. |
| <input type="checkbox"/> | Elem. | 6. | Administrative leadership for a professional library |
| <input type="checkbox"/> | Jr. H. | | of multimedia materials that portrays the plural- |
| <input type="checkbox"/> | Sr. H. | | istic nature of our society is maintained and |
| | | | provided for use by the staff. These materials |
| | | | represent the broad spectrum of roles and life |
| | | | styles open to women and minority racial groups |
| | | | in today's society. |
| <input type="checkbox"/> | Elem. | 7. | Administrative provision for storage of required |
| <input type="checkbox"/> | Jr. H. | | instructional media, learning materials, supplies, |
| <input type="checkbox"/> | Sr. H. | | and tools is so organized that they are available |
| | | | to students, teachers, and aides as needed. |

- Elem. 8. Administrative provision for a collection of multi-ethnic, nonsexist, multimedia aids, such as pictures, maps, charts, globes, filmstrips, films, learning packages, and recordings, are maintained for student use.
 Jr. H.
 Sr. H.
- Elem. 9. Administrative provision for community surveys and graduate follow-up surveys are coordinated within a five-year period, or current feedback from a community advisory committee is available for purposes of the improvement of curriculum.
 Jr. H.
 Sr. H.
- Elem. 10. Administrative provision for the establishment of a social studies curriculum committee-structure on a continuous year-to-year basis has been accomplished.
 Jr. H.
 Sr. H.
- Elem. 11. Administrative provision for the development of job descriptions for the varying roles of social studies curriculum committee members has been created.
 Jr. H.
 Sr. H.
- Elem. 12. Administrative provision for a budget line item in the superintendent's general budget allows for financial consideration of a social studies curriculum committee activity.
 Jr. H.
 Sr. H.
- Elem. 13. Written K-12 course guides are updated as needed to insure the implementation of the stated goals and objectives of the curriculum of the school.
 Jr. H.
 Sr. H.
- Elem. 14. The scope and sequence of the K-12 social studies curriculum reflects relevant periodic curriculum updating.
 Jr. H.
 Sr. H.

Programs Related to the Concerns of Students

- Elem. 1. Students are involved in the formulation of goals, the selection of activities, and the assessment of curriculum outcomes.
 Jr. H.
 Sr. H.
- Elem. 2. The staff makes steady effort, through regularized channels and practices, to identify areas of concern to students.
 Jr. H.
 Sr. H.
- Elem. 3. Students have choices within programs.
 Jr. H.
 Sr. H.
- Elem. 4. All students have ample opportunity for social studies education at all grade levels.
 Jr. H.
 Sr. H.

Programs Related to the Real Social World

- | | | | |
|--------------------------|--------|----|---|
| <input type="checkbox"/> | Elem. | 1. | The program focuses on the social world as it actually is, i.e., unemployment, poverty, social structure, urban problems. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 2. | The program emphasizes pervasive and enduring social problems. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 3. | The program includes analysis and attempts to formulate potential resolutions of present and controversial problems such as racism and war. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 4. | The program provides intensive and recurrent study of cultural, racial, religious, and ethnic groups. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 5. | The program offers opportunities to meet and work with members of racial and ethnic groups other than their own. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 6. | The program builds upon the realities of the immediate school community. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 7. | Participation both in school and out is considered part of the program. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

Programs Related to Man's Experience, Culture, and Beliefs

- | | | | |
|--------------------------|--------|----|---|
| <input type="checkbox"/> | Elem. | 1. | The program emphasizes valid concepts, principles and theories in the social sciences. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 2. | The program develops proficiency in methods of inquiry in the social sciences and in techniques for processing social data. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 3. | The program develops students' ability to distinguish among empirical, logical, definitional, and normative propositions and problems. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 4. | The program draws upon all of the social sciences and the history of the United States and the Western and non-Western worlds. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 5. | The program draws from what is appropriate in other related fields such as anthropology, psychology, law, communications, and the humanities. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

- Elem. 6. The program represents some balance between the
 Jr. H. immediate social environment of students and the
 Sr. H. larger social world.
- Elem. 7. The program includes the study of man's achieve-
 Jr. H. ments and those policies contrary to the present
 Sr. H. national goals.

Program Objectives

- Elem. 1. Objectives are carefully selected and formulated.
 Jr. H.
 Sr. H.
- Elem. 2. Knowledge, abilities, valuing, and social parti-
 Jr. H. cipation are represented in the objectives
 Sr. H. of the program.
- Elem. 3. Classroom instruction and materials are based
 Jr. H. upon clearly stated objectives.
 Sr. H.
- Elem. 4. Classroom instruction enables students to see their
 Jr. H. goals clearly in brief instructional sequences and
 Sr. H. lengthy units of study.

Programs Related to the Learning Process

- Elem. 1. Students have a wide and rich range of learning
 Jr. H. activities appropriate to the objectives of their
 Sr. H. program.
- Elem. 2. Activities include the processes of making decisions
 Jr. H. about socio-civic affairs.
 Sr. H.
- Elem. 3. Activities involve the students in their communities.
 Jr. H.
 Sr. H.
- Elem. 4. Learning activities are sufficiently varied and
 Jr. H. flexible.
 Sr. H.
- Elem. 5. Activities are carried on in a climate which
 Jr. H. supports students' self-respect and opens oppor-
 Sr. H. tunities to all.

Programs Related to Learning Resources

- Elem. 1. Instructional materials portray the pluralistic nature of our society and the broad spectrum of roles and life styles open to minority racial groups and women in today's world. Materials, wherever possible, are based on research findings of the topic field as well as the field of the psychology of learning.
- Jr. H.
- Sr. H.
- Elem. 2. Printed materials accommodate a wide range of reading abilities and interests, learning activities, and sources.
- Jr. H.
- Sr. H.
- Elem. 3. A collection of multiethnic, nonsexist, multi-media aids, such as pictures, maps, charts, globes, filmstrips, films, learning packages, and recordings, are maintained for student use.
- Jr. H.
- Sr. H.
- Elem. 4. Classrooms draw upon the contributions of many kinds of resource persons and organizations representing many points of view.
- Jr. H.
- Sr. H.
- Elem. 5. Activities use the school and community as a learning laboratory.
- Jr. H.
- Sr. H.
- Elem. 6. The program has available many kinds of work space.
- Jr. H.
- Sr. H.
- Elem. 7. The program teaches students to apply social studies concepts into their lives.
- Jr. H.
- Sr. H.
- Elem. 8. Learning experiences are organized in such fashion that students learn how to continue to learn.
- Jr. H.
- Sr. H.
- Elem. 9. The program enables students to relate their experiences in social studies to other areas of study.
- Jr. H.
- Sr. H.
- Elem. 10. The historical and contemporary contributions of minority racial groups and women to our society are clearly spelled out along with the multiple forces that have operated and are operating to the disadvantage of these groups. Intergroup tension and conflict are analyzed objectively.
- Jr. H.
- Sr. H.

Program Evaluation

- Elem. 1. Evaluation is based primarily on the school's own statements of objectives.
- Jr. H.
- Sr. H.

- Elem. 2. Assessment includes progress in knowledge,
 Jr. H. abilities, valuing, and participation.
 Sr. H.
- Elem. 3. Evaluation data is used for planning curricular
 Jr. H. improvement.
 Sr. H.
- Elem. 4. Evaluation data offers students help in the course
 Jr. H. of learning.
 Sr. H.
- Elem. 5. Regular reexamination of basic curricular goals
 Jr. H. is an integral part of the evaluation.
 Sr. H.

Overall School Program

- Elem. 1. The district provides appropriate materials, time,
 Jr. H. and facilities for social studies education.
 Sr. H.
- Elem. 2. Teachers try out and adapt for their own students
 Jr. H. promising innovations.
 Sr. H.
- Elem. 3. The basic purposes of social studies education are
 Jr. H. clearly related to the needs of the immediate com-
 Sr. H. munity as to those of society at large.
- Elem. 4. Teachers participate regularly in active social
 Jr. H. studies curriculum committees with both decision-
 Sr. H. making and advisory responsibilities.
- Elem. 5. Teachers participate regularly in activities
 Jr. H. which foster their competence in social studies
 Sr. H. education.
- Elem. 6. Teachers have social studies consultants available
 Jr. H. for help.
 Sr. H.
- Elem. 7. Teachers and schools rely upon a district-wide
 Jr. H. policy statement on academic freedom and profes-
 Sr. H. sional responsibility.
- Elem. 8. Teachers assigned with teaching responsibilities
 Jr. H. in social studies hold memberships in professional
 Sr. H. organizations representative of this content area.

Comments

1. List the major goals for this area.
2. Identify the outstanding features of this program.
3. Indicate the features of this program which need improvement.
4. Identify the items currently being completed to strengthen this program.
5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

SPECIAL EDUCATION

- Elem. 1. Special education provisions are planned and
 Jr. H. initiated as an integral part of the total well-
 Sr. H. balanced educational program; the needs of excep-
 tional children are perceived from an overall
 point of view.
2. Sequentially structured special education programs include provisions for the following children at the preschool, elementary, junior high, senior high, and postsecondary levels:

Pre-S. El. Jr. Sr. P.Sec.

_____	_____	_____	_____	_____	Physical disabilities
_____	_____	_____	_____	_____	Mental disabilities
_____	_____	_____	_____	_____	Communication disabilities
_____	_____	_____	_____	_____	Hearing impaired
_____	_____	_____	_____	_____	Visually impaired
_____	_____	_____	_____	_____	Emotional disabilities
_____	_____	_____	_____	_____	Learning disabilities
_____	_____	_____	_____	_____	Severely/profoundly handicapped

- Elem. 3. Facilities, equipment, materials, and supplies to
 Jr. H. carry out assigned responsibilities and functions
 Sr. H. are adequate and available for use by special
 education personnel and pupils.

- Elem. 4. Transportation to, from, in, and about the school
 Jr. H. is available for handicapped children.
 Sr. H.

- Elem. 5. Sufficient and appropriate records and reports to
 Jr. H. insure continuity and effective program planning
 Sr. H. are maintained on each pupil in need of or being
 served through special education programs or
 services.

- Elem. 6. Special education personnel are provided with office
 Jr. H. time, clerical assistance, and office space adequate
 Sr. H. to carry out their assigned responsibilities and
 functions.

- Elem. 7. Valid and systematic procedures exist for the
 Jr. H. continuing identification of children requiring
 Sr. H. special education.

- Elem. 8. Parents are informed and involved in special
 Jr. H. education programs and services.
 Sr. H.
- Elem. 9. Special education personnel and teachers work
 Jr. H. together in staffing sessions in a cooperative and
 Sr. H. coordinated effort to insure appropriate programs.
10. There is an individualized education program (IEP) for each child requiring special education which includes:
- Elem. a. A statement of the present levels of educational
 Jr. H. performance.
 Sr. H.
- Elem. b. A statement of annual goals, including short-
 Jr. H. term instructional objectives.
 Sr. H.
- Elem. c. A statement of the specific special education
 Jr. H. and related services to be provided to the child,
 Sr. H. and the extent to which the child will be able to participate in regular education programs.
- Elem. d. The projected dates for initiation of services
 Jr. H. and the anticipated duration of the services.
 Sr. H.
- Elem. e. Appropriate objective criteria and evaluation
 Jr. H. procedures and schedules for determining, on
 Sr. H. at least an annual basis, whether the short-term instructional objectives are being achieved.
11. The following special education support personnel are available to your school district through the Area Education Agency.

Elem. Jr.H. Sr.H.

_____	_____	_____	Teacher, preschool handicapped
_____	_____	_____	Hearing clinician
_____	_____	_____	Occupational therapist
_____	_____	_____	Physical therapist
_____	_____	_____	School psychologist
_____	_____	_____	School social worker
_____	_____	_____	Speech clinician
_____	_____	_____	Special education nurse
_____	_____	_____	Work-experience instructor
_____	_____	_____	Hospital and homebound teachers
_____	_____	_____	Educational strategist
_____	_____	_____	Special education media specialist

12. Place "T" in appropriate blank if teacher is available. Place "C" in blank if consultant is available.

Elem. Jr.H. Sr.H.

_____	_____	_____	Emotional disabilities
_____	_____	_____	Hearing impaired
_____	_____	_____	Learning disabilities
_____	_____	_____	Mental disabilities
_____	_____	_____	Physical disabilities
_____	_____	_____	Visually impaired
_____	_____	_____	Communication disabilities
_____	_____	_____	Severely/profoundly handicapped

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

3. Indicate the features of this program which need improvement.

4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

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4. _____

STUDENT ACTIVITY PROGRAM

Experiences in the student activity program are designed to help meet the leisure, recreational, social, and emotional interests and needs of students. Efforts are made to help students develop attitudes and values they can carry into life situations. In all activities, development of democratic principles is a major objective.

General

- | | | | |
|--------------------------|--------|-----|--|
| <input type="checkbox"/> | Elem. | 1. | The activity program is cooperatively planned by pupils and teachers and is supervised by qualified personnel. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 2. | It meets the needs, interests and abilities of all pupils in accordance with their individual stages of personal development. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 3. | It offers opportunities for both individual and group activities. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 4. | It is an integral part and an outgrowth of the total school curriculum. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 5. | There is a balance in the program so that a limited number of activities is not perpetuated at the expense of other worthwhile areas of participation. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 6. | Interscholastic activities do not unreasonably interfere with the regularly scheduled school program. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 7. | Each activity is continually evaluated to insure proper pupil development (e.g., mental, social, physical, and emotional). |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 8. | Special education students are given opportunities to participate in activities. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 9. | A calendar of all events is made available to staff, students and community. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 10. | Has the school evaluated the activity program to see if revision or elimination of some programs might be feasible? |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

- Elem. 11. Does the activity program offer equal opportunities
 Jr. H. for both boys and girls in the area of staff,
 Sr. H. program and facilities?

Elementary

1. Each elementary child has an opportunity to participate in a wide variety of activities. These may include art, music, play or physical activities, hobbies, dramatics, and projects.
2. The activity is a part of the regular daily schedule.
3. There is a balance between in-school and out-of-school activities.
4. Consideration in activity planning is given to camping and outdoor education.
5. There is no program of interschool competition below the seventh grade.
6. List student activities, other than interscholastic, and rate each:
- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

Junior High

1. The junior high pupils need the opportunity to explore numerous fields of activity. This expression of interest should include art, intramural sports, vocal and instrumental music, hobbies, art and crafts, club work, student government, publications, and a limited social program.
2. List student activities, other than interscholastic, and rate each:
- a. _____
- b. _____

- () c. _____
- () d. _____
- () e. _____
- () f. _____

Senior High

- () 1. A diversified pupil-activity program is available so that special interests and aptitudes may be expressed.
- () 2. Activities contribute to, and are an extension of, the total school program.
- () 3. Opportunities are available in speech and dramatics, music, athletics, intramurals, student government, journalism, club activities, social groups, assemblies, leisure time activities, and other areas as may be developed under adequate school supervision.
- 4. List student activities, other than interscholastic, and rate each:
 - () a. _____
 - () b. _____
 - () c. _____
 - () d. _____
 - () e. _____
 - () f. _____

Comments

- 1. List the major goals for this area.

2. Identify the outstanding features of this program.

3. Indicate the features of this program which need improvement.

4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____



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