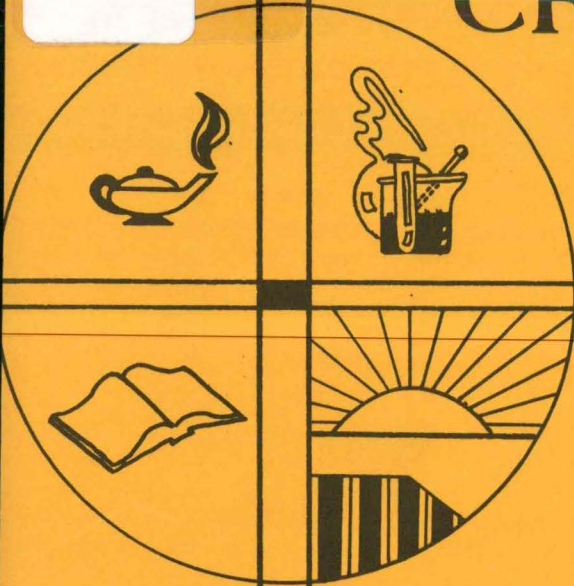


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# SELF EVALUATIVE CRITERIA

## FOR IOWA SCHOOLS



3-693

STATE DEPARTMENT  
OF PUBLIC INSTRUCTION

371I-538S

State of Iowa  
DEPARTMENT OF PUBLIC INSTRUCTION  
Paul F. Johnston, Superintendent  
Grimes State Office Building  
Des Moines, Iowa 50319

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SELF-EVALUATIVE CRITERIA  
FOR  
IOWA SCHOOLS

February, 1971

State of Iowa  
DEPARTMENT OF PUBLIC INSTRUCTION  
Grimes State Office Building  
Des Moines, Iowa 50319

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Program of Studies

Art -----  
Career Education -----  
    Agriculture Education -----  
    Business Education -----  
    Office Education -----  
    Distributive Education -----  
    Home Economics -----  
    Industrial Arts Education -----  
    Trade and Industrial Education--Cooperative -----  
    Trade and Industrial Education--Preparatory -----  
Driver Education -----  
English-Language Arts -----  
Foreign Language -----  

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Health Education and Services -----  
Industrial Education -----  
Mathematics -----  
Music Education -----  
Physical Education -----  
Remedial Reading -----  
Science -----  
Social Studies -----  
Special Education -----

## 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.

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 evaluation, local provision for offerings, services, staff, and facilities.

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

### A. Philosophy

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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, e.g.

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. Other.

## 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 pertinent 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.

## A. Basic Data Regarding Student

1. Enrolled pupils and graduates
2. Age-grade distribution
3. Mental ability
4. Stability (per cent completing high school)
5. Withdrawals (reasons for leaving)
6. Educational intentions
7. Occupational intentions
8. Follow-up graduates

## B. Basic Data Regarding Community

1. Population trends
2. Occupational status of adults
3. Educational status of adults
4. Financial resources--public schools
5. Financial resources--non-public schools
6. Rural pupils
7. Composition of community (socioeconomic)

## C. Evaluation Profile

The philosophy underlying the profile plan 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. This can be achieved by rating each level of activity.

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 an "NA" (not applicable).

### III. Administration and Staff

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#### A. Board of Education

1. The school board, through its secretary, keeps complete and accurate records of all its proceedings.
2. The school board meets regularly using a written agenda.
3. The school board acts as a "committee of the whole." Special committees are developed for special projects. On completion of the assignment the committee is dissolved.
4. The school board formulates written policies for operation of the school program. Policies are kept under continuous revision and made available to all personnel.
5. The school board delegates to the professional staff full authority for executing its policies.
6. The school board elects all personnel only on recommendation of the chief administrator.
7. The school board upon recommendation of its administrator invites key instructional personnel to report on their activities.
8. Long-range planning by the board takes into consideration the Policy Statement, 1963, Future Goals for Public Schools in Iowa formulated by the State Board of Public Instruction.



9. The board of education's long-range planning calls for a schedule on building needs, curriculum improvements, and attention to other areas of the school program.
10. The school board holds membership in state and national organizations.
11. The Board of Education operating a school system has adopted and recorded in its minutes staffing policies designed to attract, hold, and utilize competent professional personnel -- instructional and non-instructional. These policies include but are not limited to guidelines or criteria to be used in determining:
- (a) Size and scope of the staff
  - (b) The school or system-wide average class enrollment per teacher
  - (c) The maximum class enrollment per teacher
  - (d) Extra class duties
  - (e) Time for planning and parent teacher communications
  - (f) The employment of substitute teachers, assistant teachers, teacher associates, and teacher aides.
  - (g) Salaries and salary schedules
  - (h) Participation by members of the professional staff in the formation of school policies.

#### B. Administrative Organization

1. Bulletins, memoranda, verbal follow-up, and other means of communication are used to keep administrative and staff channels open.
2. The school program, goals, and needs are interpreted continuously to the public through news media, TV, radio, and school publications.

- 3. Sufficient consultative (supervisory) personnel is provided at the intermediate and local level to furnish leadership and help to the teachers.
- 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.
- 5. Administrative procedures call for a series of carefully planned meetings with staff aimed at continued improvement in instruction.

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- 6. The superintendent makes and utilizes an annual report evaluating the present school year's operation and making recommendations for the next.
- 7. District policy calls for scheduled parent-teacher conferences in all grades on a basis of two meetings a year.
- 8. An inservice program involving all teachers is in continuous operation.
- 9. Full-time faculty members have a preparation period daily.
- 10. There is a plan for systematic evaluations of all faculty members.

#### C. Business Management

- 1. District business operations are carried on efficiently by a central office.
- 2. The detailed budget is based upon the educational plan of the district. It is kept on forms suggested by the Department of Public Instruction.
- 3. Budget control is maintained through the use of data processing, a card system, or other methods of determining financial balances.
- 4. Teacher personnel folders are complete, i.e., certificate, transcript, and approval statement.
- 5. Pupil accounting records reflect sound procedures in maintaining cumulative and permanent folders.

- 6. Activity fund accounting is kept on forms suggested by the Department of Public Instruction.
- 7. Property accounting is kept on forms suggested by the Department of Public Instruction.
- 8. All requisition and purchase order forms are filed with the central business office.
- 9. Bids are taken on large orders purchased.
- 10. An annual audit of school funds is performed by a CPA or state auditor in accordance with state law.
- 11. A complete financial report of all funds is made monthly to the Board of Education.
- 12. A disaster plan is current.

D. Personnel Administration

- 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 per cent.
- 2. Teachers have a role in development of personnel policies.
- 3. Clerical assistance is provided the teachers and administrative staff.
- 4. A salary schedule is in effect based on preparation, experience, and quality of instruction.
- 5. Salary schedule makes provisions for retirement, leave, insurance, and health benefits.

E. Professional Staff Qualifications

- 1. All professional employees hold registered certificates with proper endorsements. Certificates are valid for the areas in which teachers serve.
- 2. Professional employees indicate a desire to improve through classroom study, professional reading, travel, and continued preparation.

- ( ) 3. Teachers are encouraged to increase competency by attendance at professional meetings, Payment of substitute teachers and travel expense is assumed by the board.
- ( ) 4. Staff members willingly share in established extra-class responsibilities of educational value.
- ( ) 5. There is an on-going attempt by teachers to gain a full understanding of the needs and problems of pupils.
- ( ) 6. Instruction is adapted to the individual needs of the pupils.

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- ( ) 7. There is a "job" description for personnel employed in the school.

Comments

- 1. Outstanding aspects, practices or features of the program.
- 2. Aspects, practices, or features of the program which need improvement.
- 3. What is being done to strengthen or improve the program?
- 4. Suggestions for long-range improvement.

Local Evaluating Committee

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

## IV. School Plant and Special Areas

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 Name of Building and Grade Levels
 

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

## A. Site

- 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.
- 2. The site for the junior high contains fifteen acres plus an additional acre for each one hundred pupils over four hundred.
- 3. The site for the senior high contains thirty acres plus an additional acre for each one hundred pupils in excess of five hundred.
- 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.

## B. Physical Condition

- 1. Corridors and stairways are provided with twenty foot-candles of illumination at all times.
- 2. A continuous handrail at the correct height is provided in each stairwell.
- 3. Stair treads are of non-slip material.
- 4. Facilities are provided for the physically handicapped.
- 5. The exterior of buildings is kept in good state of repair, such as doors, windows, and frames; flashings, gutters, and downspouts; and freedom from defective mortar and structural cracks.

## C. Administrative Spaces

- 1. The head administrator should have adequate office space (recommended minimum--three hundred square

feet). The administrative unit should include general office space, reception room, board room, vault, storage, and workroom.

- 2. 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.
- 3. 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.

#### D. Regular Classrooms

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- 1. Elementary classrooms meet the minimum requirement of thirty square feet per student (recommended minimum--nine hundred square feet and twenty-eight feet wide).
- 2. Kindergarten classrooms meet the minimum requirement of forty square feet per student.
- 3. Non-interchangeable high school classroom should contain an area of seven hundred and fifty square feet.
- 4. Each elementary and secondary classroom should provide a minimum of fifty footcandles of light at the working level.
- 5. Elementary and secondary classrooms are provided with moveable furniture, electrical outlets, adequate chalkboard, tackboard, and light control for use of audiovisual aids.
- 6. Each elementary classroom provides for book shelving in the room library, teacher's closet, project counter with sink, and teacher's file. (Book shelving can be minimal if building has a central library.)
- 7. Buildings are adaptable to changing curricular needs e.g. large group, small group, open space, team teaching, space, etc.

#### E. Special Classrooms

##### 1. Music Rooms

- a. Music rooms are located near or adjoining the auditorium or stage. Rooms are in close proximity, and have ready outside access.

- b. Storage is provided for instruments, uniforms and music, and the location is convenient.
- c. Floors as well as walls and ceilings are sound absorbent.
- d. Sixteen square feet per student is provided for vocal and twenty square feet per student for instrumental music, exclusive of storage and practice rooms.

## 2. Business Education

- a. Each room in the business education section contains an area of at least one thousand square feet.
- b. Each room has convenient outlets for electrical machines and is adaptable for audiovisual equipment.
- c. Each room is provided with a minimum of seventy-five footcandles of light at the working level.
- d. Master electric shut-off is provided for all electric machines.

## 3. Science

- a. Science rooms are placed together in a wing permitting the sharing of teaching materials.
- b. Each room has a minimum of seventy-five footcandles of light at the working level.
- c. Each room contains a minimum of one thousand, two hundred square feet of floor space exclusive of storage.
- d. Each room is adaptable for audiovisual education.
- e. Safety features such as master shut-off controls, fuse or circuit breakers, ventilated chemical rooms, protective eye glasses, and first aid kits are provided.

## 4. Industrial Education

- 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.
- b. Auxiliary spaces for the shop include storage space for tools, material, projects, and a finishing room.
- c. Electrical switches and outlets are provided to facilitate the location of power equipment with master shut-off controls.
- 
- d. The location permits easy access for delivery of material and is removed from the academic area to isolate noise.
- e. Each shop has a minimum of seventy-five foot-candles of light at the working level.

## 5. Special Education

## a. Mentally Retarded

- (1) The instructional space for the mentally retarded is at least one and one-half times larger than the normal size class area.
- (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.
- (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

- (1) The instructional space is the same size as a normal teaching area.
- (2) The space is acoustically designed to provide the best possible hearing conditions.



## c. Speech Therapy

- (1) A specific space is provided for this service in the building.
- (2) The space is designed to permit the use and storage of recording machines, audio meters, and other special equipment needs.

## 6. Home Economics

- a. Unit kitchens are provided in sufficient number to accomodate each multiple of four students.
- 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, bulletin boards, and the like.

## 7. Instructional Materials Center

- a. The center is located centrally for efficient distribution of equipment and materials.
- b. Shelving for book storage is not closer than four inches from the floor and the top shelf is not more than seven feet from the floor.
- c. Both natural and artificial illumination is provided. A minimum of fifty foot-candles of light is provided.

## F. Special Areas

## 1. Cafeteria

- 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. Store rooms 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.
- g. The cafeteria provides for: (1) all utilities as gas, electricity, water, and sewer; (2) sanitizing devices for washing and sterilizing; (3) sanitary storage facilities; (4) twenty foot-candles of light; (5) good ventilation and (6) screens for windows and doors.

## 2. Multi-Purpose Room

- a. The room has a minimum floor size of forty by sixty feet with a ceiling height of at least sixteen feet.
- b. Lighting is equivalent to thirty footcandles in all areas.
- c. The multi-purpose facilities are located on the ground level, accessible to pupils and the public, and free from all obstructions as pilasters and radiators. Shower facilities and equipment storage for boys and girls are provided.

## 3. Gymnasium

- a. The facility provides for the physical education needs of boys and girls equally well as for interscholastic games.

- b. The minimum size of the playing floor is fifty by eighty-four feet with a ceiling height of at least twenty feet.
- c. The gymnasium area provides for: separate locker and shower rooms for boys and girls, locker facilities, towel and equipment storage, equipment drying area, instructor's office with shower and locker, dressing and shower facilities for visiting team, toilet facilities, and first-aid room.

#### G. Heating and Ventilation

- 1. The heating system adequately maintains the proper temperatures in all rooms and areas of each building.
- 2. A mechanical ventilation system provides for introduction of fresh air and recommended air changes in all parts of the building.
- 3. Toilet and locker room ventilation is independent of the rest of the building.

#### H. Electrical

- 1. 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.
- 2. Switches are provided at all entrances to spaces in the building and are placed on the knob side of the door entrance.

#### I. Sanitary Facilities

- 1. A safe and adequate water supply is provided for each building.
- 2. Toilet room accessories such as waste containers, mirrors, hand drying facilities, soap dispensers, and the like are provided.
- 3. Warm water is provided in all lavatories and with automatic temperature controls.
- 4. Drinking fountains are provided in the ratio of one to seventy-five pupils with a minimum of one on each floor.

- ( ) 5. Lavatories are provided in the ratio of one to sixty in each toilet room.
- ( ) 6. 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.

Comments

1. Outstanding aspects, practices or features of the program.

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2. Aspects, practices, or features of the program which need improvement.
3. What is being done to strengthen or improve the program?
4. Suggestions for long-range improvement.

Local Evaluating Committee

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## V. Transportation

## A. School Board Policy

- 1. The Board of Education has adopted specific policies regarding the pupil transportation program.
- 2. The transportation policies of the Board of Education are in written form.
- 3. The Board of Education policies designate the distance at which transportation will be provided.
- 4. The Board of Education has adopted a specific and detailed policy regarding the use of buses for instructional or other non-route trips. (Non-route trip--any trip made by a school bus for a purpose other than transporting children over a regularly scheduled route.)
- 5. Transportation is provided when necessary for pupils who participate in school activities during non-school hours.
- 6. The Board of Education has adopted a set of operating rules for bus drivers.

## B. Safety Education

- 1. The school has a definite program for teaching children to become safe bus passengers.
- 2. The education program for bus safety includes:
  - a. Classroom instruction.
  - b. Assembly programs
  - c. Demonstration and practice on the bus.
  - d. Emergency drills on the bus.
- 3. Bus drivers assist teachers in the instruction of bus safety.
- 4. Pupils have an opportunity to participate in the planning and development of safety rules and the bus safety program.
- 5. There is a definite training program for members of the pupil patrol. (Do not mark this item if a pupil patrol or drivers' assistants are not used.)

## C. Purchasing

- 1. The Board of Education has adopted a long-range plan for purchasing and replacing buses, i.e., replacements are anticipated and provisions made.
- 2. When possible, purchases of new buses are made at times to assure delivery before the next school terms begin.
- 3. Vehicles are purchased only after requesting bids.
- 4. When purchases are made by bids, a written set of specifications describing the kind of equipment desired is supplied in advance.

## D. Contracting

- 1. The school district provides all of the transportation of pupils with publicly owned equipment.
- 2. When it is necessary for the Board of Education to authorize a parent to transport children to school (or as a "feeder" line to a bus route), a written contract is made between the board and the parent.
- 3. The Board of Education prescribes the minimum amount of insurance to be carried by the contractor as a condition of the contract.
- 4. Contracted equipment is inspected at regular intervals by competent inspectors.

## E. Transportation Records

- 1. A separate transportation accounting system is kept subsidiary to the general account.
- 2. A cost analysis for the operation of each individual bus is made periodically.
- 3. Records show the following information for each bus in the fleet:
  - a. Original cost and date of purchase of the bus.
  - b. Total miles operated to date.
  - c. Miles operated per day on assigned route.
  - d. Number of pupils transported on assigned route.
  - e. Cost of gasoline, oil and grease.
  - f. Cost of repairs.
  - g. Specific information on school bus accidents.

4. Monthly reports indicate the operating costs of each vehicle. (These reports would include such information as miles traveled, gasoline consumption, oil consumption, maintenance costs, and repair costs.)
5. A record is kept of the dates worked and wages paid to substitute drivers.
6. Records are kept for the use of buses for instructional and other non-route trips.
7. Records for instructional and other non-route trips include:
- a. The number of miles traveled on each trip.
- b. Cost of gasoline, oil, and other operating expenses.
- c. Cost of drivers' wages for driving on non-route trips.
8. Transportation records show the following costs:
- a. The cost of all transportation and garage insurance.
- b. The depreciation of vehicles
- c. Rents paid for garage or bus storage (if necessary).
- d. Operating expenses of the bus garage (fuel, electricity, water).
9. Repair parts and supplies are carried on an inventory account and charged off to each individual bus only as used.

#### F. Routing

1. An up-to-date spot map of the transportation area in a scale large enough to be functional is kept.
2. The spot map shows the following information.
- a. Location of all roads.
- b. Type of all roads (hard surfaced, gravel, etc.)
- c. Location of all operating school buildings.
- d. Location of all pupils to be transported.
- e. Location of these pupils in a manner which clearly indicates which are kindergarten, elementary school, and secondary school pupils.
- f. Exact route of each bus.
- g. Location of all rail crossings.
- h. Location and nature of other major route hazards.

- ( ) 3. All points where buses will stop to pick up and discharge pupils are determined in planning routes.
- ( ) 4. Bus stops are designated so that they are not on steep grades, blind curves, or near the crest of a hill.
- ( ) 5. Children are picked up and discharged only at designated stops.
- ( ) 6. A definite time schedule showing the time the bus can be expected at each stop is established for each trip.

The time for the beginning of the school's morning session.

The approximate average time that the buses make the first pick-up in the morning. \_\_\_\_\_

The elapsed time between the first pupil pick-up and the beginning of the school's morning session. \_\_\_\_\_

(Answer all)

Is the elapsed time 30 minutes or less? Yes \_\_\_\_\_ No \_\_\_\_\_

Is the elapsed time 40 minutes or less? Yes \_\_\_\_\_ No \_\_\_\_\_

Is the elapsed time less than one hour? Yes \_\_\_\_\_ No \_\_\_\_\_

The approximate average time of the last pupil delivery. \_\_\_\_\_

The elapsed time between the first pupil pick-up and the last pupil delivery. \_\_\_\_\_

(Answer all)

Is the elapsed time 7 hours or less? Yes \_\_\_\_\_ No \_\_\_\_\_

Is the elapsed time 8 hours or less? Yes \_\_\_\_\_ No \_\_\_\_\_

Is the elapsed time less than 9 hours? Yes \_\_\_\_\_ No \_\_\_\_\_

- ( ) 7. When routing of buses has been determined, a detailed report describing the routes is made to the board of education.
- ( ) 8. Officials responsible for the construction and maintenance of roads are given a copy of the bus routes and schedules.
- ( ) 9. The size of the bus assigned to each route is in every instance appropriate (in terms of capacity) for the number of pupils transported.
- ( ) 10. Traffic patterns for approaching, parking on, and leaving school grounds are established.



- 11. Traffic patterns make it unnecessary for a bus to be driven backwards on the school grounds.
- 12. Vehicles are parked on school grounds for loading before school is dismissed. (When this kind of procedure is not possible, do not mark this item.)
- 13. Designated personnel are present in the bus loading area to assist and supervise loading.

#### G. Procedures

- 1. There is a direct and easy way for drivers to report disciplinary problems immediately after the trip in which such problem occurred.
- 2. There is a definite and clearly understood procedure for handling requests for the use of buses for instructional trips and other non-route uses.
- 3. Requests for the use of buses for instructional or other non-route trips are submitted for approval in writing.
- 4. A thorough inventory of supplies and repair parts is made at least twice each school year.

#### H. Parents and Pupils

- 1. Parents are informed of policies regarding the transportation program.
- 2. A copy of the time schedule for the bus is sent to each home affected prior to the opening of school.
- 3. Changes which are made in the time schedule of any bus are delayed until notice has been given to all parties concerned (except in emergencies).
- 4. Rules and regulations for pupil conduct and pupil responsibility are specific and well understood.
- 5. Rules for pupils are sent to the home of each child to be transported.
- 6. Children are expected to be at the road waiting for the bus.
- 7. The local policy of having buses wait for children at pupil stops is definite and well understood by the driver, the pupils, and the public.

- 8. Children who must cross the road after alighting from a bus are required to cross in front of the bus and then only after receiving a signal from the driver.
- 9. The privilege of riding on the bus is denied any child who proves to be a chronic disciplinary problem until arrangements are made either by the child or by the child and his parents with the school administrator.
- 10. It is the policy of the transportation program that no child should be put off the bus for any reason except at his designated stop unless special instructions have been given by the school administrator.

#### I. Driver

##### Conditions of Employment

- 1. The bus driver is regarded by the Board of Education and the entire staff as an important school employee.
- 2. When drivers are hired, they are given a written contract.
- 3. Rules and regulations regarding their duties and responsibilities are given to drivers in written form or in a drivers' handbook.
- 4. The Board of Education has adopted a salary schedule for drivers and other transportation personnel.
- 5. Salaries paid to bus drivers are high enough to insure competent drivers.
- 6. Drivers are given a maximum of security for continuous employment as long as a reasonable quality of service is rendered.

##### Driver Qualifications

- 7. When new drivers are employed, previous driving experience is investigated to assure that it has been safe and satisfactory.
- 8. Consideration is given to maturity and character of every individual before he is employed as a driver.
- 9. Drivers are required to hold an Iowa chauffeur's license and a special school bus driver's permit.

10. Every driver is required to have a physical examination by a registered doctor before employment. (Examinations should include all aspects of health and physical fitness which have a bearing on suitability as a bus driver.)
11. Every driver is required to have a physical examination at least annually after employment.
12. The Board of Education has established a minimum and a maximum age range for employment as a driver.
13. Substitute drivers are expected to meet the same general requirements as regular drivers.
14. Substitute drivers are expected to meet the same physical examination requirements as regular drivers.

#### Training

15. There is a definite program for training bus drivers.
16. The training program for drivers includes both classroom instruction and demonstration and practice with the vehicle.
17. The training program includes:
- a. Explanation of the driver's responsibilities for the bus.
  - b. Explanation of the responsibility of a bus driver's job and the liability of drivers.
  - c. Responsibilities of drivers for administrative routines and reports.
  - d. Driving skills and practice.
  - e. Correct procedures for loading and unloading children at pupil stops.
  - f. Correct procedure for handling disciplinary problems.
  - g. Psychophysical tests (breadth of vision, judging distance, reaction time) so that each driver is made aware of any limitations.

#### Operation and Supervision

18. The supervisor of the transportation program has had specific training or experience which qualifies him as a supervisor.
19. There is close contact between the person responsible for supervising the transportation program and the bus drivers and maintenance personnel on all transportation problems.

- 20. Conferences with drivers and discussions of problems are held at regular intervals.
- 21. Buses are inspected regularly for cleanliness.
- 22. Drivers operate their buses consistently on schedule.
- 23. Drivers are always clean and neat.
- 24. Drivers know what to do and what not to do in an emergency.

#### J. Vehicle

- 1. All vehicles used for transporting children meet the minimum standards for construction of school buses adopted by the State of Iowa.
- 

#### Policy and Procedures

- 2. School officials emphasize and make all necessary provisions for carrying out a preventive maintenance program.
- 3. Maintenance and repair work is done in a school operated garage.
- 4. Mechanics are trained for preventive maintenance.
- 5. There is an easy and direct way for drivers to report apparent failure or unsatisfactory performance of the bus.
- 6. The driver of the bus is responsible for daily maintenance checks for his own bus--tires, gas, oil, radiator.
- 7. The driver is responsible for the cleanliness of the bus--inside and out.
- 8. A spare bus is available and can easily be assigned to a bus route in case of need.

#### Inspection and Repair

- 9. Every bus is inspected regularly by a mechanic for detecting mechanical defects.
- 10. All inspections are guided by a check sheet to insure against over-looked items.

- 11. Immediate repairs are made where defects are found.
- 12. Station wagons and passenger cars used to transport pupils either regularly or for special trips are inspected frequently. (If none are used, do not mark this item.)
- 13. State inspectors make thorough periodic inspections of all school buses.
- 14. Inspectors have the authority to keep vehicles out of service if deemed unsafe.

#### Maintenance Records

- 15. A record or written report is made of all maintenance and repair work.
- 16. Maintenance records show specifically maintenance costs directly resulting from accidents.
- 17. The mechanic makes a written record of maintenance and repair work done for each bus.
- 18. All materials or parts used on each bus are shown on the record of the particular bus.
- 19. Labor in excess of one hour is shown on the record of the particular bus.
- 20. Records of mechanic's inspections become a part of the record of each bus.

#### Garage

- 21. Garage or other shelter is provided to keep buses out of the weather when not in use.
- 22. The bus garage is heated when this is necessary and desirable.
- 23. If the bus garage has a separate heating plant, it is an automatically controlled unit. (If a heated garage is not necessary, do not mark this item.)
- 24. The bus garage is equipped with a telephone.
- 25. Walls, partitions, and roof of bus garage are made of fire-resistant materials.

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 1st pickup to attendance center \_\_\_\_\_

Shortest bus route-number of minutes from 1st pickup to attendance center \_\_\_\_\_

All bus routes-average number of minutes from 1st pickup to attendance center \_\_\_\_\_

Name and Title of person who is responsible for transportation program

\_\_\_\_\_  
Name\_\_\_\_\_  
Title

Comments

1. Outstanding aspects, practices or features of the program.
2. Aspects, practices or features of the program which need improvement.
3. What is being done to strengthen or improve the program?
4. Suggestions for long-range improvement.

Local Evaluating Committee

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## VI. Educational Program

## A. Explanation of Subject Requirements Called for in Code of Iowa, Chapter 257

1. Art may be included as one of the two required areas in fine arts, grades nine through twelve. Art shall be provided as an offering in grades kindergarten through eight.
2. Each high school grades nine through twelve, shall teach five units of practical arts. Subjects in this area may include business education (including commercial type-writing), industrial arts, homemaking, agriculture, distributive education, and health occupations.
3. Four units of English, including language arts, shall be taught. Reading shall be taught in grades seven and eight.
4. Two units of one foreign language shall be taught either annually or alternate years.
5. The following areas shall be taught in the elementary school, grades one through six: health and physical education, including the effects of alcohol, narcotics, and poisons on the human body.
6. Each four year high school shall teach four units of a sequential program in mathematics and one unit of general mathematics, or a total of five units.
7. Music may be one of the two required courses in the fine arts area, grades nine through twelve.
8. In grades nine through twelve, one unit of physical education with one-eighth unit each semester shall be required of each student.
9. Four units of science shall be taught annually. Physics and chemistry may be alternated when an additional unit of science is taught.
10. Each high school, grades nine through twelve, shall teach annually four units of social studies including one-half unit of American government, American history and economics.
11. Every public school district shall offer and make available to all students residing in the school district an approved course in driver education.
12. Special education program and services shall be provided at all levels.



13. Program offerings in grades kindergarten through eight, satisfy legal requirements of Chapter 257.

B. General Educational Program

Elementary (K-6 or K-8)

- ( ) 1. Program offerings satisfy the legal requirements as found in Chapter 280, Code of Iowa, and Chapter 257, Code of Iowa (1966).
- ( ) 2. The school provides qualified and sufficient teaching staff to meet the needs of students.
- ( ) a. The average class size is 20 to 25 with no class over 27. (Rate as A or B.)
- ( ) b. The average class size is 26 to 30 with no class over 30. (Rate as C or D.)
- ( ) c. The average class size is 30 pupils or more. (Rate as F.)
- ( ) 3. The teachers and administrative staff develop cooperatively a curriculum designed for the conditions and needs of their school district.
- ( ) 4. There is a pattern of long and short range planning that reflects current research and changing needs.
- ( ) 5. Learning experiences are continuous and sequential from kindergarten through grade 12.
- ( ) 6. There are regular, planned opportunities throughout the year for teachers to communicate. Such communication is both horizontal and vertical and provides for the smooth continuous progress of children.
- ( ) 7. Careful planning and communication in curriculum development is evidenced in the articulation between elementary and junior high and between junior high and senior high.
- ( ) 8. Instructional practices are not dominated by the pupil grade level.
- ( ) 9. Clearly defined, written policies regarding the operation of the elementary school and implementation of the curriculum are made known to the staff.

10. There is a plan for continuous evaluation of the instructional program, materials, and facilities. This evaluation is used as the basis for educational planning. (Please submit copies of plan.)
11. A child-centered philosophy is exemplified in curriculum through such practices as teacher-pupil planning, flexible grouping, independent activities, and problem-centered instruction.
12. Teaching procedures within the framework of the school philosophy recognize and provide for individual differences in each classroom through:
- a. Identifying and planning for the individual needs, abilities, and interests of each child.
- b. Using differentiated materials, methods, and assignments.
- c. Grouping flexibly on basis of needs, interests, and purposes.
- d. Planning and evaluating individual progress at child's own rate.
13. Pupil records are well organized and accessible to teachers for their use.
14. There is a carefully planned testing program. Test results are interpreted and used:
- a. To plan the instructional program.
- b. To identify children with special needs.
- c. To identify gifted children.
- d. To help evaluate the total school program.
15. Leadership is provided to teachers for the meaningful interpretation of test results.
16. Teacher-pupil conferences emphasize the strengths as well as the needs of each child and provide mutual suggestions for continued development.
17. There is a continuous development of basic skills in all elementary grades.

18. The subject areas and the basic skills are inter-related so that they supplement and reinforce each other.
19. Opportunities for utilizing library and research skills are provided in all subject matter areas.
20. Enrichment and resource materials, and qualified personnel to aid in making their use effective, are immediately available in centers such as media centers, libraries, and storerooms.
21. There is an organizational plan for the efficient utilization of materials.
22. Appropriate dictionaries are supplied in each classroom in quantity so that there is at least one copy for every two pupils in the room.
23. Each classroom above the second grade contains a set of encyclopedias suited to the grade level with copyright dates not over 5 to 10 years old.
24. Teachers participate in the selection and evaluation of instructional materials.
25. Textbooks and teacher guides are replaced or revised at least every five years.
26. One of the elementary administrator's priorities is to exert instructional leadership.
27. The elementary principal demonstrates leadership in community relations by:
- a. Interpreting the school to the community.
- b. Involving lay persons.
- c. Using community resources.
28. The leadership of the school provides a climate in which initiative, creativity, and originality are encouraged and cooperatively evaluated.
29. The administrator coordinates the various services and resource personnel for their most effective use.
30. Every elementary teacher has some scheduled time daily for planning.

31. The inservice program is the result of long-range planning and considers the expressed needs of teachers.
32. Guidelines for teacher evaluation are a cooperative effort of the principal and the staff. Evaluative policies and procedures are known to all. Regular, periodic classroom visits are followed by consultative help and self-evaluation techniques. The major purpose of evaluation is the improvement of instruction.
33. Special teacher or supervisory services are provided for the teaching of art, music, health, and physical education for each student.
- a. Art
- 
- b. Music
- c. Health
- d. Physical education
34. The instructional program reflects a genuine concern for the self-concept and personality development of children.
35. Opportunities are provided at each level for children to learn and practice the skills of effective group living. Feelings, attitudes, and values are recognized as being essential to learning.

Comments

1. Outstanding aspects, practices, or features of the program.
2. Aspects, practices, or features of the program which need improvement.
3. What is being done to strengthen or improve the program?
4. Suggestions for long-range improvement.

Local Evaluating Committee

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Junior High (7-8 or 7-9)

- 1. Program offerings in grades seven and eight satisfy the legal requirements as found in Chapter 280, Code of Iowa, and Chapter 257, Code of Iowa, including art, music, reading, and local, state, and national government.
- 2. The program in fundamental skills begun in the elementary is continued through grades seven and eight in a sequential manner.
- 3. Pupils of the junior high age are provided with outlets for special talents and interests. "Exploratory" offerings are carried on in a block of weeks or a semester in length.
- 4. Pre-career education which includes instruction designed to familiarize individuals with the broad range of occupational areas and the requisites for careers in these areas, is available.
- 5. Appropriate use of the resources of the school and community is made such as text and reference material in subject matter areas, field trips, interviews, and speakers.
- 6. Staff members cooperate with the librarian in the selection and distribution of reading and reference materials.
- 7. Instruction is individualized through such techniques as grouping of students, departmentalization, and differentiated assignments.
- 8. Provisions are made for all pupils in grades seven and eight to have access to a formal program of guidance services which would include group guidance, current educational and career information, individual counseling, standardized testing, evaluation and research.
- 9. Extended contracts are available for purposes of curriculum writing or revision.

Comments

1. Outstanding aspects, practices or features of the program.
2. Aspects, practices, or features of the program which need improvement.
3. What is being done to strengthen or improve the program?
4. Suggestions for long-range improvement.

Local Evaluating Committee

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Senior High (9-12 or 10-12)

1. Program offerings satisfy the legal requirements as found in Chapter 280, Code of Iowa, and Chapter 257, Code of Iowa (1966).
2. The school provides qualified and sufficient teaching staff to meet the needs of students.
3. All the professional staff have been assigned in their major area of preparation and hold a proper certificate.
4. There are no classes with enrollment below five. If so, number \_\_\_\_\_
- 
5. The total working and teaching load of the staff allows time for continuous curriculum study and improvement.
6. Extended contracts are available for purposes of curriculum writing or revision.
7. Textbooks and teacher guides are replaced or revised at least once every five years.
8. Professional staff is organized for purposes of textbook evaluation and selection.
9. Instructional provisions are made to meet the range of needs, abilities, and interests of pupils in each subject area.
10. Student involvement is actively sought in curriculum planning and implementation.
11. Enrichment and resource materials to supplement the basic instructional program are available from the media center or central library for each subject.
12. There is balance between activities within the classrooms which require pupils to work individually and in groups.
13. The principal and/or supervisor provides systematic supervision and evaluation of all classes and activities.



- (  ) 14. Time is provided for reporting to parents through such means as conferences, school visitations, and/or similar procedures.
- (  ) 15. Each teacher's daily schedule provides some time for preparation and planning.
- (  ) 16. The practice of discarding obsolete library books and materials not suited to pupil needs is an annual function.
- (  ) 17. Appropriate use of resources of the school and community, such as text and reference material in subject matter areas, field trips, interviews, and speakers, is encouraged as administrative policy.
- (  ) 18. Staff members cooperate with the librarian in the selection and distribution of reading and reference materials based on needs and requests of the educational program and students.
- (  ) 19. Instruction is individualized through such techniques as grouping of students, departmentalization, and differentiated assignments.
- (  ) 20. A balanced program of activities is provided to insure that all students have an opportunity to participate at their desired level.
- (  ) 21. Extended contracts are available for purposes of curriculum writing or revision.

#### Comments

1. Outstanding aspects, practices or features of the program.
2. Aspects, practices, or features of the program which need improvement.
3. What is being done to strengthen or improve the program?
4. Suggestions for long-range improvement.

Local Evaluating Committee

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
-

## C. Student Activity Program

General Guidelines

- 1. The activity program is cooperatively planned by pupils and teachers and is supervised by qualified personnel.
- 2. It meets the needs and interests and abilities of all pupils in accordance with their individual stages of personal development.
- 3. It offers opportunities for both individual and group activities.
- 4. It is an integral part and an outgrowth of the total school curriculum.
- 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.
- 6. Interscholastic activities do not unreasonably interfere with the regularly scheduled school program.
- 7. Each activity is continually evaluated to insure proper pupil development (e.g., mental, social, physical, and emotional).
- 8. Special education students are given opportunities to participate in activities.

Elementary Guidelines

- 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 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 inter-school competition below the seventh grade.

6. List student activities, other than interscholastic, and rate each:

( ) a. \_\_\_\_\_

( ) b. \_\_\_\_\_

( ) c. \_\_\_\_\_

( ) d. \_\_\_\_\_

( ) e. \_\_\_\_\_

( ) f. \_\_\_\_\_

Junior High Guidelines

- ( ) 1. The junior high pupil needs the opportunity to explore numerous fields of activity. This expression of interest should include art, intramural sports, vocational 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 Guidelines

- ( ) 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 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. Outstanding aspects, practices or features of the program.
- 2. Aspects, practices, or features of the program which need improvement.
- 3. What is being done to strengthen or improve the program?
- 4. Suggestions for long-range improvement.

Local Evaluating Committee

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

- D. Library or Media Center and Materials  
(The term "Media Center" is used for library, instructional materials center, etc.)

Staff

- |                          |        |    |   |
|--------------------------|--------|----|---|
| <input type="checkbox"/> | Elem.  | 1. | The media center services are under the             |
| <input type="checkbox"/> | Jr. H. |    | direction of a properly certificated                |
| <input type="checkbox"/> | Sr. H. |    | librarian(s).                                       |
| <input type="checkbox"/> | Elem.  | 2. | The librarian has training in the preparation       |
| <input type="checkbox"/> | Jr. H. |    | and use of non print materials.                     |
| <input type="checkbox"/> | Sr. H. |    |   |
| <input type="checkbox"/> | Elem.  | 3. | The library or media center staff is adequate       |
| <input type="checkbox"/> | Jr. H. |    | <del>to serve the needs of the school.</del>        |
| <input type="checkbox"/> | Sr. H. |    |   |
| <input type="checkbox"/> | Elem.  | 4. | Clerical assistance is provided library and         |
| <input type="checkbox"/> | Jr. H. |    | audiovisual personnel.                              |
| <input type="checkbox"/> | Sr. H. |    |   |
| <input type="checkbox"/> | Elem.  | 5. | Professional library and audiovisual personnel      |
| <input type="checkbox"/> | Jr. H. |    | are <u>adequately</u> supported by technical and/or |
| <input type="checkbox"/> | Sr. H. |    | clerical assistants.                                |
| <input type="checkbox"/> | Elem.  | 6. | The librarian is free to request the purchase       |
| <input type="checkbox"/> | Jr. H. |    | of materials and supplies throughout the school     |
| <input type="checkbox"/> | Sr. H. |    | year as authorized by the school budget.            |

Facilities

- |                          |        |    |   |
|--------------------------|--------|----|---|
| <input type="checkbox"/> | Elem.  | 1. | The library or media center has adequate space  |
| <input type="checkbox"/> | Jr. H. |    | for school enrollment, furniture, and equipment |
| <input type="checkbox"/> | Sr. H. |    | for storage and use of all types of materials   |
|                          |        |    | by individuals, small groups, or classes.       |
| <input type="checkbox"/> | Elem.  | 2. | The library or media center provides facilities |
| <input type="checkbox"/> | Jr. H. |    | and equipment for the production of non print   |
| <input type="checkbox"/> | Sr. H. |    | materials.                                      |
| <input type="checkbox"/> | Elem.  | 3. | The library or media center provides a profes-  |
| <input type="checkbox"/> | Jr. H. |    | sional collection.                              |
| <input type="checkbox"/> | Sr. H. |    |   |
| <input type="checkbox"/> | Elem.  | 4. | The library or media center provides adequate   |
| <input type="checkbox"/> | Jr. H. |    | work space for professional and clerical staff. |
| <input type="checkbox"/> | Sr. H. |    |   |

- Elem. 5. The library or media center is readily  
 Jr. H. accessible to teachers and students before  
 Sr. H. and after school as well as during the school  
 day.

### Collection

- Elem. 1. A well-chosen, up-to-date collection of  
 Jr. H. printed and non print materials is avail-  
 Sr. H. able to serve broad curricular and personal  
 interests.
- Elem. 2. The collection of books and materials meets  
 Jr. H. the content requirements as specified in  
 Sr. H. Chapter 257, Code of Iowa.
- Elem. 3. The books are indexed by author, title and  
 Jr. H. subject, and classified by the Dewey Decimal  
 Sr. H. System with a shelf-list file being main-  
 tained by classification number.
- Elem. 4. Subject cards for pamphlet and vertical  
 Jr. H. file materials are included in this index  
 Sr. H. or card catalog.
- Elem. 5. Non print materials including community  
 Jr. H. resources are properly indexed in this  
 Sr. H. catalog.

### Services

- Elem. 1. Professional library and/or audiovisual  
 Jr. H. staff, and teachers work together to  
 Sr. H. make effective use of the collection and  
 facilities.
- Elem. 2. Formal and informal instruction and guidance  
 Jr. H. is provided students in the use of the  
 Sr. H. collection and facilities at all grade levels.
- Elem. 3. Instruction is a horizontally and vertically  
 Jr. H. articulated program.  
 Sr. H.
- Elem. 4. Audiovisual materials preparation services  
 Jr. H. are provided for teachers and students.  
 Sr. H.

- |  |  |
|--|--|
| <input type="checkbox"/> Elem.<br><input type="checkbox"/> Jr. H.<br><input type="checkbox"/> Sr. H. | 5. Subject bibliographies, special collection of materials, and aid displays are prepared for and with teachers.   |
| <input type="checkbox"/> Elem.<br><input type="checkbox"/> Jr. H.<br><input type="checkbox"/> Sr. H. | 6. The librarian and/or audiovisual specialist serves on teaching materials selection committees, curriculum committees, and when applicable, on building planning committees. |
| <input type="checkbox"/> Elem.<br><input type="checkbox"/> Jr. H.<br><input type="checkbox"/> Sr. H. | 7. The librarian and/or audiovisual specialist is active as a member of the teaching team.   |

Comments

1. Outstanding aspects, practices, or features of the program.
  
2. Aspects, practices, or features of the program which need improvement.
  
3. What is being done to strengthen or improve the program?
  
4. Suggestions for long-range improvement.

Local Evaluating Committee

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



E. Guidance ServicesDistrict Level

1. Philosophy - A District-wide statement of guidance philosophy which includes the program definition, goals and objectives, and guidelines for implementing the program of guidance services has been developed and adopted (elementary, junior high, and senior high).
2. Articulation and Coordination - Provisions have been made for vertical and horizontal articulation and coordination between the various program levels (elementary, junior high, and senior high).
3. Budget - Specific and adequate budget provisions including access to and procedures for their use, have been made for the program of guidance services.
- a. Elementary
- b. Junior High/Middle School
- c. Senior High
4. Testing Program - A long-range program of systematic, periodic testing and evaluation of all pupils enrolled, coordinated throughout all elementary and secondary school grades, has been developed, and such program has been adopted by the board of education.
5. Pupil Records - A dual system of pupil records which includes (1) an accurate and complete permanent office record on each pupil enrolled, separately housed and maintained, and (2) a cumulative record (housed in the guidance office in Grades 7-12) readily available to all directly concerned professional staff members established and functioning well.
6. Orientation - Provisions have been made to (1) orient all students at each educational level to the program of guidance services available, and (2) assist through orientation activities the student's transition between the various educational levels.
7. Inservice - A program of inservice education is provided to (1) acquaint the entire staff with the program of guidance services, and (2) assist the staff with their responsibilities in carrying out the various guidance functions.

- ( ) 8. Facilities - Guidance facilities which provide for privacy of communication are available for each counselor.
- ( ) 9. Use of Counselor Time - All counselors are free from those administrative responsibilities which may detract from desirable relations with pupils, teachers, parents and members of the community.
- ( ) 10. Guidance Committee - A system-wide guidance committee actively involved in establishing direction for the total program of guidance services is available and functioning.

Secondary Level (7-12)

---

----- Secondary School Enrollment  
 ----- Number of Counselor Units (One full time counselor =  
 ----- one counselor unit)  
 ----- Adequate secretarial assistance is provided for the  
 ----- counseling staff.

- ( ) 1. Appraisal Service - An appraisal service directed toward positive student development and toward the goal of increased self-understanding and self-acceptance is available and functioning.
- ( ) 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.
- ( ) b. The interview is employed to assist the individual to reveal thoughts, feelings, attitudes, preferences, hopes and desires not easily identified through the use of other appraisal devices.
- ( ) c. Parent contacts such as parent conferences and home visitations are used to help understand the student better through understanding his home and family background.
- ( ) d. Other devices, such as cumulative records, standardized tests, student data questionnaires, rating scales, autobiographies, sociograms, anecdotal records, and health records are utilized in the appraisal process.

2. Information Service - An information service which provides for the collection, organization, and dissemination of environmental information is available and functioning.
- a. Current materials on all types of post-secondary education/training opportunities are readily available to students, faculty and parents.
- b. Current and extensive materials on career opportunities which include data on working conditions, educational and/or other requirements, and so forth are readily available to students, faculty, and parents. These materials are national as well as state and local in their scope.
- c. Adequate provisions have been made to house, maintain and update all educational and career materials, including bulletin boards or other wall space for guidance posters and other pertinent guidance advertising.
- d. The faculty is aware of and utilizes the materials available in advising individual students as well as with class groups as they approach common problems.
- e. The counselor(s) coordinates the faculty utilization of educational career materials.
3. Counseling per se is available that affords the student the opportunity to (1) broaden his perspective regarding himself and his opportunities through personal and direct information, (2) provide a venue for self-reflection and self-exploration where he can think about himself in light of the new information he has gained through counseling, and (3) provide direct assistance to him in the decision-making process through helping him integrate the content of counseling into specific courses of action which he sees as appropriate for himself.
- a. The counseling service provides a wide variety of situations in which the student can express his values, knowledge, attitudes, and feelings.

- b. Counseling is viewed as a process in which the counselor is aware not only of the student but of himself as an instrument in the student's self-development.
- c. The school counselor has in his background of professional preparation a sound, supervised practicum experience.
4. Placement Service - A comprehensive placement service is available to assure that the individual has access to all possible placement opportunities.
- a. The educational placement service assists all students by providing them with information, materials, and resources necessary for making educational decisions.
- 
- b. The vocational placement service combines the input of the counseling and the career education staff to provide the individual with a comprehensive and effective service.
- c. The counselor is involved in the identification of individuals with social adjustment needs and is an active resource in affecting appropriate social activities commensurate with identified needs.
5. Research - 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.
- a. The counselor takes a leadership role in determining the needs for research, initiates research studies, dissemination and evaluation of the findings.
- b. Longitudinal and cross-sectional follow-up studies of graduates and dropouts are conducted.
- c. Studies are conducted to determine characteristics and needs of students as well as student evaluations of their total educational experience, especially of the program of guidance services.
- d. An on-going assessment of the strengths and weaknesses of the guidance program in relation to its objectives.

6. Services to Students in Groups - The guidance services program provides planned group guidance activities and opportunities for all pupils.
- a. Information-giving group activities are planned and utilized.
- b. Instructional-discussion group activities usually focusing on a life adjustment situation are available.
- c. Problem-oriented group activities are used with students identified as having common problems.
- d. Free discussion groups are available to students who wish to voluntarily meet to discuss their problems as they identify them.
- e. Counseling groups are available to those students who may benefit from the counseling relationship and the dynamics of the group situation.
- f. Only 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. Counselor-Community Relations and Referral - The guidance effort includes an effective program of public relations which recognizes the inter-dependency of home, community and school. In addition, referral sources and procedures are being utilized.
- 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.
- c. The counselor provides leadership and encouragement in the development and/or extension of community activities for meeting special student needs that are not already adequately met.

Elementary Level (K-6)

\_\_\_\_\_ Elementary School Enrollment

\_\_\_\_\_ Number of Counselor Units (One full time counselor =  
one counselor unit)

- ( ) 1. Section 3.5 (14) of the Standards for Approval of Schools states: "Guidance services in elementary schools. Effective September 1, 1970, the board shall institute a program of guidance services for its elementary schools. Each pupil shall have access to the minimum amount of guidance service specified by the board and recorded in its minutes." Provisions of this section of the Standards have been met.
- 
- ( ) 2. An organized program of guidance services is functioning at the elementary school level.
- ( ) 3. Adequate secretarial assistance is provided the counseling staff.
- ( ) 4. There is an on-going assessment of the strengths and weaknesses of the guidance program in relation to its objectives.
5. Counseling
- ( ) a. Individual counselor-pupil conferences are conducted providing a helping relationship for the expression and exploration of the pupil's values, interests, attitudes, and feelings.
- ( ) b. In working with pupils the counselor utilizes such methods as play media, role playing, and open-end stories.
- ( ) c. The counselor works with pupils in group situations, both small groups and classroom.
- ( ) d. The counselor spends some time with pupils out of the office; e.g. halls and playground.
6. Consulting
- ( ) a. The counselor functions in a consulting role with teachers to create better understanding of children through cooperative planning of appropriate classroom experiences to meet individual needs.

- b. Adequate opportunity for consultation with faculty members is provided.
- c. The counselor is a consultant to parents, individually and in small groups, in regard to social, emotional and educational concerns experienced by their children.
- d. The counselor consults with specialists within the school and community to secure their special help in meeting the various needs of children.

7. Coordinating

- a. All teachers in the school are familiar with the services of the counselor.
  - 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.
  - c. Referral procedures are sufficiently defined so that all staff members are aware of their particular roles in this process.
  - d. The counselor brings the efforts of all participants in the educative 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.
8. If there is no organized program of guidance services at the elementary level, the need for these services is recognized by the:
- a. Administration
  - b. Staff
9. Plans for implementing an organized program of guidance services with the employment of counselors are being formulated.

Comments

1. Outstanding aspects, practices, or features of the program.
  2. Aspects, practices, or features of the program which need improvement.
  3. What is being done to strengthen or improve the program?
- 
4. Suggestions for long-range improvement.

Local Evaluating Committee

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



## ART

- Elem. 1. There is a planned art curriculum for all levels.  
 Jr. H.  
 Sr. H.
- Elem. 2. The art curriculum is broad and varied enough so that every student within the limits of his emotional, social and aesthetic maturity has the opportunity to participate.  
 Jr. H.  
 Sr. H.
- Elem. 3. There is a balance of appreciation, background knowledge and actual work in the art program.  
 Jr. H.  
 Sr. H.
- Elem. 4. The organization of the art curriculum provides for the exploration of a wide variety of materials and processes.  
 Jr. H.  
 Sr. H.
- Elem. 5. There is regularly scheduled art instruction from a certified art teacher in a specially equipped art room for a minimum of 100 minutes per week.  
 Jr. H.  
 Sr. H.
- Elem. 6. The size of the art classes is conducive to individualization of instruction with no more than 25 students per class.  
 Jr. H.  
 Sr. H.
- Elem. 7. The art room should be no less than 50 square feet of work space per pupil or work space to permit student work to proceed without undue hinderance.  
 Jr. H.  
 Sr. H.
- Elem. 8. The art room is visually attractive and provided with equipment, supplies, materials, and instructional aids to meet the objectives of a basic art program.  
 Jr. H.  
 Sr. H.
- Elem. 9. The room should be flexible enough to be used by both groups and individuals.  
 Jr. H.  
 Sr. H.
- Elem. 10. There are adequate ceiling lighting, flexible lighting over specialized work areas, and adequate baseboard or wall electrical outlets (115 and 220 volts).  
 Jr. H.  
 Sr. H.
- Elem. 11. The heating and ventilation of the classroom meet all requirements.  
 Jr. H.  
 Sr. H.

- Elem. 12. There is adequate storage space. At least 350 square feet should be available in or connected to the art room for supplies, materials, equipment, and work in progress. Both open and closed storage area should be provided.
- Jr. H.  
 Sr. H.
- Elem. 13. There is storage for two- and three-dimensional supplies, tools, and equipment, reserve materials and work-in-process; these include drawers, files, cabinets, open and closed shelving, metal cabinets for flammable materials, and floor space.
- Jr. H.  
 Sr. H.
- Elem. 14. There are adequate water facilities with heavy-duty traps and water resistant counters.
- Jr. H.  
 Sr. H.
- 
- Elem. 15. There are adequate washing facilities, and they are placed in locations easily accessible to the students' work area.
- Jr. H.  
 Sr. H.
- Elem. 16. There is provision in the school budget to secure and adequately replace the proper equipment and supplies for the art program.
- Jr. H.  
 Sr. H.
- Elem. 17. There is adequate equipment--film, slide, and overhead projectors, and other electronic teaching aids as are available, projection screen, chalkboard, ceramic kiln, electrical hot plate, jigsaw, paper cutter, and basic hand tools.
- Jr. H.  
 Sr. H.
- Elem. 18. There are source materials--books, periodicals, color prints, art objects, circulating and permanent exhibits of original works of students and professional artist.
- Jr. H.  
 Sr. H.
- Elem. 19. There is wall and cabinet display space for two- and three-dimensional examples.
- Jr. H.  
 Sr. H.
- Elem. 20. The art instructors are members of and actively support their respective professional organization.
- Jr. H.  
 Sr. H.

Comments

1. Outstanding aspects, practices, or features of the program.

2. Aspects, practices, or features of the program which need improvement.
  
3. What is being done to strengthen or improve the program?
  
4. Suggestions for long range improvement.

Local Evaluating Committee

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## DRIVER EDUCATION

Objectives

- 1. There is a written statement of philosophy of driver education for the school system.
- 2. This philosophy has been formulated through cooperative planning of all concerned.
- 3. This philosophy is utilized to provide direction for the development of the driver education program.
- 4. Specific program objectives have evolved from this stated philosophy.

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- 5. The objectives are such that positive contributions to the general education objectives of the district can be made through driver education.

Organization

- 1. Driver education is an integral part of:
  - a. The total education program.
  - b. The total district safety education program.
- 2. Competent leadership is provided for coordination and supervision of the driver education program.
- 3. Driver education classroom and practice driving instruction are scheduled during the regular school day.
- 4. The organizational structure permits the most efficient scheduling of instructional staff members.
- 5. Staff members cooperatively plan the instructional program.
- 6. Assignment of the teaching load is equitable, reasonable, and in line with the load of staff members in other teaching areas in the system.
- 7. Each staff member has his own pupils in the concurrent classroom and practice driving instructional program.
- 8. The program is so organized that all pupils of legal age (sixteen years) that elect to do so, can enroll and receive instruction.

9. Pupils are enrolled in driver education close to their sixteenth birthday.
10. Classes in driver education meet a sufficient number of periods per semester in both classroom and practice driving instruction to fulfill state requirements.
11. Records and reports are filed to protect pupils and personnel in case of liability.
12. Appropriate written records are kept on each car showing:
- a. Insurance coverage.
- b. Time and mileage devoted to practice driving instruction.
- c. Details of servicing and repair.
13. Appropriate written records are kept on each pupil showing:
- a. Lessons taught.
- b. Pupil performance.
- c. Date.
- d. Comments on progress, etc.
14. Letters are regularly sent home to the parent concerning enrollment criteria for evaluation and final pupil evaluation of each pupil enrolled in the program.
15. Each pupil is given specific education experience directed toward clearly formulated objectives in driver education.
16. There is evidence of careful planning and preparation for instruction.
17. Instruction content includes surveys and studies of community problems and conditions directly related to safety and driver education.
18. Demonstrations are used as an integral part of the instruction.
19. Provision is made for coordination of instruction of driver education with other areas of learning.
20. Audiovisual materials selected in terms of the specific objectives of driver education are used in instruction.

### Curriculum

1. Instruction in driver education is based on a written district-wide curriculum.

2. The district-wide curriculum is based on the State Syllabus for Driver Education.

#### Classroom

3. Classroom instruction gives pupils an opportunity to:
- a. Study and evaluate their own physical and mental characteristics as they relate to driving.
- b. Study and discuss the basic skills required in driving.
- c. Develop knowledge and understanding of laws and traffic regulations.
4. Classroom instruction:
- a. Gives pupils a sound understanding of proper pedestrian practices.
- b. Provides practical instruction and information on traffic and highway engineering.
- c. Includes the study of preventive maintenance and the economical use of the automobile.
- d. Emphasizes the importance of personal responsibility and the development of attitudes of courtesy and consideration for other users of the highways.
- e. Includes the areas of insurance, driver liability, and responsible vehicle ownership.

#### Practice Driving

5. Practice driving instruction provides:
- a. For the development of the fundamentals of safe driving.
- b. For the development of sound driving habits and patterns that conform to the guidelines of good learning.
- c. Opportunities for the development of cooperative attitudes toward other drivers, pedestrians, and other occupants of the vehicle.
- d. Opportunities for urban, suburban, and rural highway driving.
- e. Opportunities for the application of knowledge and principles learned in the classroom.

#### Facilities, Equipment, and Supplies

1. The school provides a sufficient number of automobiles for giving practice driving instruction to all eligible pupils.
2. Where vehicles are not owned by the school, a satisfactory written agreement has been reached with the owners specifying

at least the purpose for which the vehicles may be used, the personnel responsible for the operation and maintenance, and the storage of the vehicles.

3. Vehicles used for practice driving are appropriately equipped with:

- a. Dual control clutch and brake pedals for the instructor's use (or dual control brake pedal if vehicle has no clutch pedal).
  - b. Outside rearview mirrors on both left and right sides of the vehicle.
  - c. Seat belts for both driver and instructor.
  - d. Safety equipment for all weather conditions, such as defrosters and chains or snow tires.
4. Vehicles used for practice driving are appropriately insured.
5. Vehicles are maintained in safe operating condition through periodic inspection and servicing of qualified mechanics.
6. When such vehicles are used for purposes other than driver education, all identification with the driver education program is covered or removed.
7. Necessary forms for reporting accidents are kept in the vehicles at all times.
8. The classrooms provided for driver education are equipped for quality instruction.
9. Display space or bulletin board space is provided for exhibiting materials.
10. Up-to-date textbooks and basic reference materials are readily available.
11. Source and reference materials for immediate staff use are readily available.
12. Approved state and local written instructional guides are used to give direction to the instruction.

### Summary

1. Outstanding aspects, practices, and features of the driver education program.

2. The area(s) of the driver education program in which most improvement is needed.

3. What is being done to strengthen or improve the aspects of the driver education program most in need of improvement?

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4. Suggestions for further improvement of the program.



## ENGLISH-LANGUAGE ARTS

- Elem. 1. Teachers are assigned in their major area of preparation.  
 Jr. H.  
 Sr. H.
- Elem. 2. The English-language arts program satisfies the legal requirements of Iowa. (See "1970 Curriculum Circular No. 1-A: Minimum Curriculum Requirements for Approval of Iowa Elementary and Secondary Schools.")  
 Jr. H.  
 Sr. H.
- Elem. 3. An English-language arts course of study has been locally developed or revised for grades kindergarten through twelve during the last five years. This guide implements the stated goals and objectives of the school.  
 Jr. H.  
 Sr. H.
- Elem. 4. The total English-language arts program is flexible enough to provide for individual differences, focused enough to prevent repetition of instruction, and fluid enough to move smoothly and logically from one grade level to another, K-12.  
 Jr. H.  
 Sr. H.
- Elem. 5. Offerings in English-language arts are numerous enough to meet the needs, interests, and capabilities of all students; different materials and methods are used in various offerings. Elective classes at the senior high level have been considered.  
 Jr. H.  
 Sr. H.
- Elem. 6. The program reflects current trends and the findings of research.  
 Jr. H.  
 Sr. H.
- Elem. 7. Inservice training is a carefully planned, continuous effort throughout the year. Teachers have an active role in determining and planning the program content.  
 Jr. H.  
 Sr. H.
- Elem. 8. There are regular, planned opportunities throughout the school year for all teachers or specifically designated teachers to exchange ideas and plan together, both horizontally and vertically. Such planning includes communication between all levels of the staff.  
 Jr. H.  
 Sr. H.
- Elem. 9. Learning experiences are varied and planned to meet the needs, interests, and capabilities of students.  
 Jr. H.  
 Sr. H.
- Elem. 10. Teachers encourage and plan with children for independent and critical thinking, exploration and creativity.  
 Jr. H.  
 Sr. H.

- Elem. 11. Leadership is provided for the meaningful interpretation of test results in terms of the instructional program. The testing program in language arts is used to:

<input type="checkbox"/>	Identify specific strengths and weaknesses of children and plan appropriate programs for them.
<input type="checkbox"/>	Evaluate the progress of individuals, groups, and school.
<input type="checkbox"/>	Evaluate and improve the language arts program.
<input type="checkbox"/>	Help the teachers evaluate their own performance.

- Elem. 12. The teaching of language arts reflects a child-centered approach as exemplified by:

<input type="checkbox"/>	Teacher-pupil planning rather than teacher direction only.
<input type="checkbox"/>	Problem-centered instruction as opposed to book-centered instruction.
<input type="checkbox"/>	Increases involvement and interaction of children.
<input type="checkbox"/>	Opportunities for thinking as opposed to memorization and recall.
<input type="checkbox"/>	Small group and individual activities as opposed to all group instruction.

- Elem. 13. Each classroom contains a variety of materials and media to meet the differing levels of ability and needs of children. Some examples are: reference materials, periodicals, newspapers, and anthology of poetry, thesauri, almanacs, a wide variety and level of books, and media.

- Elem. 14. Children are provided many opportunities to work in small groups and independently. The physical arrangement of the room encourages small group and independent activities.

- Elem. 15. Students are encouraged and guided to establish criteria for evaluation of their own efforts. In addition to teacher evaluations, peer and self-evaluation are accepted procedures.

- Elem. 16. Assignments, objectives, and methods of evaluation are thoroughly explained before work begins.

- Elem. 17. Time is allotted, for activities in each of the communication skills: listening, speaking, reading, and writing.  
 Jr. H.  
 Sr. H.
- Elem. 18. Minimum attention is paid to isolated drill work in grammar, mechanics, spelling, and vocabulary; maximum attention is paid to individual diagnosis and practice.  
 Jr. H.  
 Sr. H.
- Elem. 19. Student papers are used to identify needs in grammar, punctuation, capitalization, spelling, and vocabulary. Opportunities are provided for students to practice identified needs.  
 Jr. H.  
 Sr. H.
- Elem. 20. Opportunity is provided for many types of speaking experiences--moving from such activities as "show and tell" and creative dramatics on the elementary level to panel discussion, symposiums, speeches, and interpretative reading on the secondary level.  
 Jr. H.  
 Sr. H.
- Elem. 21. Opportunity is provided for practice in writing all forms of discourse: narrative, descriptive, expository, argumentative, and persuasive. Functional writing is used in practical situations.  
 Jr. H.  
 Sr. H.
- Elem. 22. Listening is taught as a skill at each level. Opportunities are provided for many types of listening experiences, e.g., to gain information, to analyze a point of view, to identify key ideas, to receive enjoyment.  
 Jr. H.  
 Sr. H.
- Elem. 23. Writing experiences are carefully planned to correlate with literature, language, personal experiences, and content-area subjects.  
 Jr. H.  
 Sr. H.
- Elem. 24. Evaluation of writing is positive rather than negative; particular problems, rather than all problems, are dealt with in specific papers.  
 Jr. H.  
 Sr. H.
- Elem. 25. Examples of both good and poor student writing are discussed in class and used as learning devices.  
 Jr. H.  
 Sr. H.
- Elem. 26. There is a planned sequential program for teaching and practicing library skills, K-12.  
 Jr. H.  
 Sr. H.
- Elem. 27. There is a plan for evaluating the total language arts program and for strengthening it as needed through modification and revision.  
 Jr. H.  
 Sr. H.

- Elem. 28. Reading is not taught in isolation but is an integral  
 Jr. H. part of the total school program.  
 Sr. H.

	Skills learned in reading are used in other content areas and thus reinforced.
	Children are provided with content-area materials on their proper reading level.
	Necessary reading skills unique to a content area are taught.

- Elem. 29. The teacher demonstrates a personal love of reading  
 Jr. H. and literature through:  
 Sr. H.

	Telling stories.
	Reading aloud daily to class.
	Sharing favorite books.
	Reading and reciting poetry.
	Using books purposefully.

- Elem. 30. 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. 31. The child--not the textbook-- is the heart of the  
 Jr. H. reading program. Thus, instruction is not dominated  
 Sr. H. by promotion practices, the grade level lockstep, or graded materials. Rather, instruction, media, and materials are adjusted to the differing needs of children. Various levels of ability are accommodated at the same age or level.

- Elem. 32. A wide variety of materials and media supplement the  
 Jr. H. reading program and are used appropriately in purpose-  
 Sr. H. ful independent and small-group activities. Some examples are: supplementary books of a non-basal variety, trade books, sets of paperbacks, reading kits, listening stations with tapes and records, filmstrips, loops, and learning games and devices.

- Elem. 33. A meaningful variety of self-directed activities are  
 Jr. H. organized so that children may use them independently.  
 Sr. H. Children know the directions and assume the responsibility for their use. Self-checking is used often.

( ) Elem. 34. A variety of reading tests are administered to identify  
 ( ) Jr. H. specific strengths and weaknesses of each child. Test  
 ( ) Sr. H. results are used to meet identified needs with different  
 approaches, materials, and instruction.

( ) Elem. 35. The formal testing program is supplemented by less  
 ( ) Jr. H. formal measures, such as informal reading inventories,  
 ( ) Sr. H. questionnaires, mastery tests, teacher-made tests,  
 case studies, checklists, and ongoing appraisals.

( ) Elem. 36. Resource personnel are available for consultation  
 ( ) Jr. H. regarding certain children: psychologist, nurse,  
 ( ) Sr. H. counselor, and remedial reading teachers.

( ) Elem. 37. The grouping of children is not rigid. Children move  
 ( ) Jr. H. flexibly in groups according to needs and interests.  
 ( ) Sr. H. The pacing of reading groups is determined by need--  
 not by grade level.

( ) Elem. 38. Readiness for reading is not a separate program but  
 ( ) Jr. H. is the initial phase of the reading continuum. The  
 ( ) Sr. H. readiness program provides a wealth of experiences  
 in listening, speaking, visual and auditory skills,  
 multi-sensory and motor skills. Many small-group  
 and independent activities are evident.

( ) Elem. 39. Readiness includes a careful appraisal of each child  
 ( ) Jr. H. to:  
 ( ) Sr. H.

	Adapt materials and instruction to each child's background, ability, maturity, and emotional level.
	Identify children with potential learning problems as early as possible and plan appropriate programs for them.
	Provide for smooth, continuous progress into the next level.

( ) Elem. 40. Many opportunities are provided for each child to  
 ( ) Jr. H. experience success and thus develop feelings of value  
 ( ) Sr. H. and worth. The reading climate is warm, supportive,  
 and secure. Mistakes are accepted as part of learning.

( ) Elem. 41. The teaching of reading continues throughout junior  
 ( ) Jr. H. high and into the senior high school. New and expanded  
 ( ) Sr. H. skills are taught, applied, and refined. Higher level  
 skills of comprehension and interpretation are extended.

( ) Elem. 42. Children are encouraged to explore and pursue their  
 ( ) Jr. H. own interests through books, to read widely and deeply  
 ( ) Sr. H. as they wish. Time is provided daily for children to  
 have some free reading time.

- Elem. 43. There is a regular procedure for teachers to study  
 Jr. H. and plan together for the smooth, continuous progress  
 Sr. H. of each child from one level to another.
- Elem. 44. Teachers assume responsibility for keeping abreast  
 Jr. H. of pertinent research, innovations, and pilot programs  
 Sr. H. by regularly reading professional literature, attending  
 professional meetings, and by membership in profes-  
 sional associations (NCTE, IRA, etc.)
- Elem. 45. Community interest groups, parents, students, and school  
 Jr. H. officials are kept informed as to the nature of the K-12  
 Sr. H. English program.

Comments

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1. Outstanding aspects, practices, or features of the program.
  
2. Aspects, practices, or features of the program which need improvement.
  
3. What is being done to strengthen or improve the program?
  
4. Suggestions for long-range improvement.

Local Evaluating Committee

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## ENGLISH - LANGUAGE ARTS - REMEDIAL READING

Remedial reading is not a separate reading program; rather, it is an integral part of the total reading program.

A remedial reading program is most effective when it is concerned with helping pupils who have been diagnosed as having specific reading problems. Children with reading problems need to be identified as early as possible and the instructional program planned in accordance with their diagnosed needs.

Remedial reading is most effective when:

- |                          |        |    |  |
|--------------------------|--------|----|--|
| <input type="checkbox"/> | Elem.  | 1. | A definite purpose is established based on behavioral  |
| <input type="checkbox"/> | Jr. H. |    | objectives created by the teacher and/or teachers with |
| <input type="checkbox"/> | Sr. H. |    | the help of the principal.                             |
| <input type="checkbox"/> | Elem.  | 2. | Criteria are developed based upon student potential    |
| <input type="checkbox"/> | Jr. H. |    | to determine which students will benefit most from     |
| <input type="checkbox"/> | Sr. H. |    | the program.   |
| <input type="checkbox"/> | Elem.  | 3. | Written policies and procedures are developed and      |
| <input type="checkbox"/> | Jr. H. |    | interpreted to the <u>total</u> staff.                 |
| <input type="checkbox"/> | Sr. H. |    |  |
| <input type="checkbox"/> | Elem.  | 4. | Diagnostic tests are administered to determine the     |
| <input type="checkbox"/> | Jr. H. |    | pupils' adjusted level of instruction, and an indi-    |
| <input type="checkbox"/> | Sr. H. |    | vidual program of remediation is provided.             |
| <input type="checkbox"/> | Elem.  | 5. | Planned communication between the remedial reading     |
| <input type="checkbox"/> | Jr. H. |    | teacher and the classroom teacher is developed.        |
| <input type="checkbox"/> | Sr. H. |    |  |
| <input type="checkbox"/> | Elem.  | 6. | Teachers of the content areas are made aware of the    |
| <input type="checkbox"/> | Jr. H. |    | correct instructional level of each child receiving    |
| <input type="checkbox"/> | Sr. H. |    | remedial instruction.                                  |
| <input type="checkbox"/> | Elem.  | 7. | Continuous contact with parents is maintained.         |
| <input type="checkbox"/> | Jr. H. |    |  |
| <input type="checkbox"/> | Sr. H. |    |  |
| <input type="checkbox"/> | Elem.  | 8. | The remedial reading teacher has a daily unassigned    |
| <input type="checkbox"/> | Jr. H. |    | period   |
| <input type="checkbox"/> | Sr. H. |    |  |

<input type="checkbox"/>	To observe remedial children in regular classroom situations and on the playground.
<input type="checkbox"/>	To conduct conferences.
<input type="checkbox"/>	To administer and score tests.
<input type="checkbox"/>	To prepare materials.
<input type="checkbox"/>	To record data.
<input type="checkbox"/>	Other.

- Elem. 9. Adequate materials and media are provided.
- Jr. H.
- Sr. H.
  
- Elem. 10. Classes are small enough to individualize instruction.
- Jr. H.
- Sr. H.
  
- Elem. 11. The principal maintains a positive and supportive role.
- Jr. H.
- Sr. H.

Comments

1. Outstanding aspects, practices, or features of the program.

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2. Aspects, practices, or features of the program which need improvement.
3. What is being done to strengthen or improve the program?
4. Suggestions for long-range improvement.

Local Evaluating Committee

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



## FOREIGN LANGUAGE

- Jr. H.    1. Foreign language offerings are available to all  
 Sr. H.    students interested in foreign language.
- Jr. H.    2. A three or more year sequence in foreign language  
 Sr. H.    is available for students desiring it.
- Jr. H.    3. If a program is available in the elementary school,  
 Sr. H.    allowance is made so that it can be continued in the  
               secondary school.
- Jr. H.    4. Provision is made for the development of and ability  
 Sr. H.    to understand and speak the language.
- Jr. H.    5. Provision is made for the development of ability  
 Sr. H.    to read and write a language.
- Jr. H.    6. Staff members are teaching in their major areas of  
 Sr. H.    preparation.
- Jr. H.    7. Adequate preparation and planning is made for each  
 Sr. H.    class.
- Jr. H.    8. Instruction is adapted to the needs of individual  
 Sr. H.    students.
- Jr. H.    9. Audiovisual materials are effectively used in the  
 Sr. H.    classroom and a variety of instructional materials  
               are provided.
- Jr. H.    10. The language curriculum is periodically evaluated  
 Sr. H.    and revised.
- Jr. H.    11. Continuing enrollments reflect good carry-over and  
 Sr. H.    holding power.

Comments

1. Outstanding aspects, practices, or features of the program.
  
2. Aspects, practices, or features of the program which need improvement.
  
3. What is being done to strengthen or improve the program?

4. Suggestions for long-range improvement.

Local Evaluating Committee

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
-

## HEALTH EDUCATION AND SERVICES

Every school has a responsibility to provide a school health program which will promote, protect and maintain the health of the school population. Three major components of the school health program--health services, health education, and healthful environment--are founded on the policies developed by the board of education and implemented by staff members through administration direction.

Administration direction should provide the following factors in an adequate school health program:

- |                          |        |  |
|--------------------------|--------|--|
| <input type="checkbox"/> | Elem.  | 1. Provisions are made for adequate facilities for       |
| <input type="checkbox"/> | Jr. H. | health services (space, equipment, supplies).            |
| <input type="checkbox"/> | Sr. H. |  |
| <input type="checkbox"/> | Elem.  | 2. Physical care and dental care procedures are approved |
| <input type="checkbox"/> | Jr. H. | by a professional advisory committee. Procedures         |
| <input type="checkbox"/> | Sr. H. | include emergency care of injury and sudden illness      |
|                          |        | and medications given at school.                         |
| <input type="checkbox"/> | Elem.  | 3. Procedures approved for exclusion and re-admission    |
| <input type="checkbox"/> | Jr. H. | of ill children including Health Department regulations  |
| <input type="checkbox"/> | Sr. H. | for communicable diseases.                               |
| <input type="checkbox"/> | Elem.  | 4. Provision is made for pertinent health information    |
| <input type="checkbox"/> | Jr. H. | on cumulative records and their maintenance.             |
| <input type="checkbox"/> | Sr. H. |  |
| <input type="checkbox"/> | Elem.  | 5. Provision is made to acquaint the school personnel    |
| <input type="checkbox"/> | Jr. H. | with the policies, goals, and objectives of the health   |
| <input type="checkbox"/> | Sr. H. | program.   |
| <input type="checkbox"/> | Elem.  | 6. Provision is made to acquaint the community with the  |
| <input type="checkbox"/> | Jr. H. | policies, goals, and objectives of the school health     |
| <input type="checkbox"/> | Sr. H. | program.   |
| <input type="checkbox"/> | Elem.  | 7. Provision is made for weekly reporting of incidences  |
| <input type="checkbox"/> | Jr. H. | of communicable disease to the Health Department.        |
| <input type="checkbox"/> | Sr. H. |  |

Health Education

- |                          |        |   |
|--------------------------|--------|---|
| <input type="checkbox"/> | Elem.  | 1. Health instruction is based on written objectives    |
| <input type="checkbox"/> | Jr. H. | derived from the policies of the school health program. |
| <input type="checkbox"/> | Sr. H. |   |
| <input type="checkbox"/> | Elem.  | 2. Health education consists of a planned sequential    |
| <input type="checkbox"/> | Jr. H. | series of experiences at each grade level, K-12.        |
| <input type="checkbox"/> | Sr. H. |   |

- Elem. 3. Credit is given for health education classes.  
 Jr. H.  
 Sr. H.
- Elem. 4. The health education curriculum satisfies legal  
 Jr. H. requirements (Chapters 257 and 280, Code of Iowa).  
 Sr. H.
- Elem. 5. Adequate budget is provided for kindergarten through  
 Jr. H. grade twelve health education curriculum development.  
 Sr. H.
- Elem. 6. Professional library in health education material  
 Jr. H. is provided and kept current for the staff.  
 Sr. H.
- 
- Elem. 7. Where health education is integrated into other courses,  
 Jr. H. it is a coordinated, planned series of experiences in  
 Sr. H. health education to eliminate repetition and gaps in  
 the kindergarten through grade twelve curriculum.
- Elem. 8. Instructional material, media, and resources are  
 Jr. H. current and accessible to students in adequate quantity.  
 Sr. H.
- Elem. 9. Teachers responsible for health education have prepara-  
 Jr. H. tion in the area of their responsibility.  
 Sr. H.
- Elem. 10. Community interest groups (professional health and  
 Jr. H. professional associations) are used as resources for  
 Sr. H. instructional materials and planning for new emphasis  
 on health problems.

#### Healthful Environment

- Elem. 1. The site is well drained (no standing water on play  
 Jr. H. area following rain).  
 Sr. H.
- Elem. 2. The site is remote from sources of air pollution and  
 Jr. H. insect and rodent breeding areas.  
 Sr. H.
- Elem. 3. The site is remote from main traffic patterns, highways,  
 Jr. H. railroads, and streams.  
 Sr. H.

- ( ) Elem. 4. Requirements of handicapped children have been considered,  
( ) Jr. H. such as width of doors, toilet facilities, and ramps for  
( ) Sr. H. changing levels.
- ( ) Elem. 5. High noise areas are placed as far as practicable  
( ) Jr. H. from classrooms and library in new plants.  
( ) Sr. H.
- ( ) Elem. 6. Luminaries are cleaned on a regular schedule and  
( ) Jr. H. serviced regularly.  
( ) Sr. H.
- ( ) Elem. 7. Interior walls and ceiling surfaces are cleaned  
( ) Jr. H. regularly and painted when needed.  
( ) Sr. H.
- ( ) Elem. 8. Lighting in classrooms, libraries, and laboratories  
( ) Jr. H. have been checked with light meter for proper footcandles.  
( ) Sr. H.
- ( ) Elem. 9. Solid waste disposal is away from building until final  
( ) Jr. H. disposal.  
( ) Sr. H.
- ( ) Elem. 10. All floors, walls, and ceilings are of smooth construc-  
( ) Jr. H. tion in the food service area.  
( ) Sr. H.
- ( ) Elem. 11. Garbage cans are kept closed and emptied and cleaned  
( ) Jr. H. daily.  
( ) Sr. H.
- ( ) Elem. 12. All doors and windows of food service areas are covered  
( ) Jr. H. with 16-mesh tight fitting screens which are kept  
( ) Sr. H. closed and swing outward.
- ( ) Elem. 13. Toilets and handwashing facilities are available to  
( ) Jr. H. food service workers.  
( ) Sr. H.
- ( ) Elem. 14. There is a safe and adequate water supply available.  
( ) Jr. H.  
( ) Sr. H.
- ( ) Elem. 15. All water used for food preparation and drinking is  
( ) Jr. H. approved by the State Laboratory.  
( ) Sr. H.

- Elem. 16. Periodic tests are taken of the swimming pool water during the day to adjust chemical content.  
 Jr. H.  
 Sr. H.
- Elem. 17. All restrooms have an ample supply of hot and cold running water.  
 Jr. H.  
 Sr. H.
- Elem. 18. Soap and towels are kept available for hand washing in the toilet rooms.  
 Jr. H.  
 Sr. H.
- Elem. 19. There are doors on the toilet stalls in girls' restrooms.  
 Jr. H.  
 Sr. H.
- 
- Elem. 20. Separate toilets and a lounge are available for faculty use.  
 Jr. H.  
 Sr. H.
- Elem. 21. Floors are clean, in good repair, and not slippery.  
 Jr. H.  
 Sr. H.
- Elem. 22. Handrails are on both sides of all stairways.  
 Jr. H.  
 Sr. H.
- Elem. 23. Radiators and steam pipes have protective covers in traffic areas.  
 Jr. H.  
 Sr. H.
- Elem. 24. Fire extinguishers are tested and recharged annually.  
 Jr. H.  
 Sr. H.
- Elem. 25. Plumbing facilities meet minimum recommendations:  
 Jr. H.  
 Sr. H.
- |  |   |
|--|---|
|  | Water Closets: Boys - Elem. 1:40, Sec. 1:75;<br>Girls - Elem. 1:35, Sec. 1:45.      |
|  | Lavatories: hot and cold running water 1:30 up to 300; 1:40 for 300+; urinals 1:30. |
|  | Drinking fountains: 1:100 and 1 per floor   |
|  | Showers: 1:5 for largest class.   |
|  | Service sinks with hot and cold running water: 1 per floor.                         |
- Elem. 26. There is adequate exhausting of steam in shower room.  
 Jr. H.  
 Sr. H.

- Elem. 27. Shower room walls are cleaned daily and are free from  
 Jr. H. soap scum and slime.  
 Sr. H.
- Elem. 28. Sewage disposal is adequate for present and future  
 Jr. H. loads.  
 Sr. H.
- Elem. 29. The building is adequately heated and temperature  
 Jr. H. controlled in each classroom.  
 Sr. H.

#### Health Services

- Elem. 1. Provision is made for nursing services in the health  
 Jr. H. program.  
 Sr. H.
- Elem. 2. Volunteer and/or non-nurse personnel are used for  
 Jr. H. some tasks in health services.  
 Sr. H.
- Elem. 3. Emergency care of sudden illness and injury can be  
 Jr. H. provided by staff qualified by Red Cross First Aid  
 Sr. H. Certificate.
- Elem. 4. Periodic health appraisal of students is done at  
 Jr. H. specified intervals with results recorded on cumulative  
 Sr. H. records including vision, hearing, speech, physical  
 and dental health.
- Elem. 5. Kindergarten and each admission of new pupils to the  
 Jr. H. system are requested to provide a health history.  
 Sr. H.
- Elem. 6. Immunization level of the school population is adequate  
 Jr. H. to prevent outbreaks of the preventable communicable  
 Sr. H. diseases.
- Elem. 7. Periodic screening referrals have adequate follow-up  
 Jr. H. to acquire all remedial processes.  
 Sr. H.
- Elem. 8. Family conference is the major procedure for follow-up  
 Jr. H. of identified defects.  
 Sr. H.
- Elem. 9. Team conferences are planned to devise needed modifi-  
 Jr. H. cation of the handicapped child's educational program.  
 Sr. H.

- Elem. 10. Team members available to child include teacher, nurse,  
 Jr. H. psychologist, speech clinicans and hearing clinicans,  
 Sr. H. counselors, social workers, parents, child. (Underline  
those available in your school.)
- Elem. 11. The nurse-pupil ratio is reasonable for the needs  
 Jr. H. of the school population.  
 Sr. H.
- Elem. 12. The facilities provided for health services are adequate.  
 Jr. H. They should include:  
 Sr. H.
- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Telephone, with space for private conversation.  |
| <input type="checkbox"/> | Desk and chair.  |
| <input type="checkbox"/> | File, locked for confidential information  |
| <input type="checkbox"/> | Cot for temporary emergency care.  |
| <input type="checkbox"/> | Cabinet for supply storage.  |
| <input type="checkbox"/> | Toilet   |
| <input type="checkbox"/> | Running hot and cold water, sink space and<br>facilities in proportion to school size. |
- 
- Elem. 13. Evaluations and assessments of the school population  
 Jr. H. have been made and used as a basis for setting priori-  
 Sr. H. ties in service.
- Elem. 14. Current programs in health services meet the objectives  
 Jr. H. for the health services.  
 Sr. H.
- Elem. 15. Provisions are made for the nurse to attend professional  
 Jr. H. inservice education meetings.  
 Sr. H.
- Elem. 16. The school nurse is expected to attend all faculty  
 Jr. H. meetings and assume faculty status and responsibilities.  
 Sr. H.
- Elem. 17. Tuberculin tests are reported annually for each school  
 Jr. H. employee.  
 Sr. H.
- Elem. 18. All school employees have a written medical report  
 Jr. H. upon employment and every three years thereafter.  
 Sr. H.

Comments

1. Outstanding aspects, practices, or features of the program.



2. Aspects, practices, or features of the program which need improvement.
  
3. What is being done to strengthen or improve the program?
  
4. Suggestions for long-range improvement.

Local Evaluating Committee

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## MATHEMATICS

- |                          |        |  |
|--------------------------|--------|--|
| <input type="checkbox"/> | Elem.  | 1. Mathematics courses are offered to meet the needs and abilities of all students.  |
| <input type="checkbox"/> | Jr. H. |  |
| <input type="checkbox"/> | Sr. H. |  |
| <input type="checkbox"/> | Elem.  | 2. Special consideration is given, in course content, and teaching strategies for students who have exceptional abilities or disabilities in learning mathematics. |
| <input type="checkbox"/> | Jr. H. |  |
| <input type="checkbox"/> | Sr. H. |  |
| <input type="checkbox"/> | Elem.  | 3. Courses and course content are evaluated and revised periodically to reflect new trends in mathematics education and the needs of students.                     |
| <input type="checkbox"/> | Jr. H. |  |
| <input type="checkbox"/> | Sr. H. |  |
| <input type="checkbox"/> | Elem.  | 4. Courses and course content are coordinated vertically to insure continuity and comprehensive coverage of content.   |
| <input type="checkbox"/> | Jr. H. |  |
| <input type="checkbox"/> | Sr. H. |  |
| <input type="checkbox"/> | Elem.  | 5. A budget is provided for K-12 mathematics curriculum development.   |
| <input type="checkbox"/> | Jr. H. |  |
| <input type="checkbox"/> | Sr. H. |  |
| <input type="checkbox"/> | Elem.  | 6. Sufficient individual and group planning time is provided.  |
| <input type="checkbox"/> | Jr. H. |  |
| <input type="checkbox"/> | Sr. H. |  |
| <input type="checkbox"/> | Elem.  | 7. Curriculum materials reflect current content innovations and teaching methods.  |
| <input type="checkbox"/> | Jr. H. |  |
| <input type="checkbox"/> | Sr. H. |  |
| <input type="checkbox"/> | Elem.  | 8. Inservice training and retraining of the staff is accomplished through: local inservice, institutes and graduate study.   |
| <input type="checkbox"/> | Jr. H. |  |
| <input type="checkbox"/> | Sr. H. |  |
| <input type="checkbox"/> | Elem.  | 9. 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.               |
| <input type="checkbox"/> | Jr. H. |  |
| <input type="checkbox"/> | Sr. H. |  |
| <input type="checkbox"/> | Elem.  | 10. The scope and sequence of the K-12 mathematics curriculum reflects periodic curriculum updating.   |
| <input type="checkbox"/> | Jr. H. |  |
| <input type="checkbox"/> | Sr. H. |  |
| <input type="checkbox"/> | Elem.  | 11. Where mathematics concepts are spiraled out through successive levels, repetition is avoided, and expanded concepts are offered as fresh, relevant material.   |
| <input type="checkbox"/> | Jr. H. |  |
| <input type="checkbox"/> | Sr. H. |  |

- Elem. 12. Opportunity for mastery (depth), enrichment and  
 Jr. H. advancement is provided through the availability  
 Sr. H. of appropriate learning units at each level.
- Elem. 13. Instructional materials reflect current trends  
 Jr. H. and are, wherever possible, based on research  
 Sr. H. findings of the topic field as well as the field  
of the psychology of learning.
- Elem. 14. Units are planned to afford the opportunity for  
 Jr. H. students to discuss and evaluate controversial  
 Sr. H. issues.
- Elem. 15. Storage of required instructional media, learning  
 Jr. H. materials, supplies, and tools is so organized  
 Sr. H. that they are available to students, teachers,  
and aides as needed.
- Elem. 16. Community interest groups, parents, students, and  
 Jr. H. school officials are kept informed as to the nature  
 Sr. H. of the K-12 mathematics program.

Comments

1. Outstanding aspects, practices, or features of the program.
  
2. Aspects, practices, or features of the program which need improvement.
  
3. What is being done to strengthen or improve the program?
  
4. Suggestions for long-range improvement.

Local Evaluating Committee

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## MUSIC EDUCATION

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.

These skills and knowledge can best be attained through a sequentially developed series of musical experiences extending from kindergarten through high school.

- Elem. 1. Music instruction is available at all grade levels.  
 Jr. H.  
 Sr. H.
- Elem. 2. Facilities and equipment are available for carrying  
 Jr. H. out the program of instruction.  
 Sr. H.
- Elem. 3. The teachers meet the certification standards for  
 Jr. H. teaching music at the level of their assignment.  
 Sr. H.
- Elem. 4. Sufficient time is allowed in the school schedule  
 Jr. H. for implementing the music program.  
 Sr. H.

Organization of Program

- Elem. 1. The philosophy and objectives of the music education  
 Jr. H. program are in keeping with the goals of the total  
 Sr. H. educational program of the school.
- Elem. 2. The total music program is designed to provide ex-  
 Jr. H.periences which will develop (1) understanding of  
 Sr. H. the structure and function; (2) skill in listening  
to, performing, creating and judging; (3) cultural  
appreciation of; (4) positive attitudes toward music.
- Elem. 3. Articulation of the vocal and instrumental program  
 Jr. H. is provided for between elementary and junior high  
 Sr. H. and between junior high and senior high levels.
- Elem. 4. Experimentation and research are an integral part  
 Jr. H. of the over-all music program.  
 Sr. H.
- Elem. 5. 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. 6. Public performances are designed primarily to provide  
 ( ) Jr. H. musical growth for the students involved.  
 ( ) Sr. H.

( ) Elem. 7. The school and community needs are an important  
 ( ) Jr. H. factor in defining the scope of the music program.  
 ( ) Sr. H.

( ) Elem. 8. Daily class instruction is carefully planned to  
 ( ) Jr. H. achieve specific objectives of the course.  
 ( ) Sr. H.

( ) Elem. 9. Pupils' needs, interests, talents, and experiences  
 ( ) Jr. H. are considered in planning learning activities.  
 ( ) Sr. H.

( ) Elem. 10. Pupils are given the opportunity to assist in  
 ( ) Jr. H. planning, conducting and evaluating learning  
 ( ) Sr. H. activities.

11. Has the district participated in a music program development project within the last 5 years?

\_\_\_ Yes \_\_\_ No

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

	Course sequence
	Course content
	Instructional materials
	Teaching methods
	Other (Specify)

#### Innovative and Experimental Approaches

( ) Elem. 1. Provision is made for the integration of music theory,  
 ( ) Jr. H. history, and appreciation in rehearsals of performing  
 ( ) Sr. H. groups.

( ) Elem. 2. Opportunities are provided for:  
 ( ) Jr. H.  
 ( ) Sr. H.

	Live Professional Concerts
	Live Amateur Concerts
	Exchange Concerts
	Other (Specify)

( ) Elem. 3. The number of pupils enrolled in all music courses  
 ( ) Jr. H. and organizations scheduled within the school day  
 ( ) Sr. H. (grades 9-12; i.e., high school level) compared to  
 the total school population is \_\_\_\_%.



- ( ) 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.

9. Other sources of materials:

	Elementary	Secondary
Area Media Center		
County Library		
Public Library		

Physical Facilities

- ( ) Elem. 1. Music rooms and facilities are of appropriate size, design, and construction to accomodate the needs of the general music program.
- ( ) Jr. H.
- ( ) Sr. H.
  
- ( ) Elem. 2. Vocal and instrumental rehearsal rooms are adequate in regard to:
- ( ) 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 construction are provided.
- ( ) Jr. H.
- ( ) Sr. H.
  
- ( ) Elem. 4. Properly equipped offices are provided at the secondary level.
- ( ) Jr. H.
- ( ) Sr. H.

Yes
  No

- 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.

Methods of Evaluation: Students and Program

1. Provision is made to use the standardized aptitude and achievement tests at periodic intervals.

Yes
  No

What grade levels? \_\_\_\_\_

- Elem. 2. Carefully constructed department and teacher-made  
 Jr. H. tests are scheduled to evaluate student achievement  
 Sr. H. in terms of basic objectives 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 curri-  
 Sr. H. culum content.

- Elem. 7. Parents and other laymen are kept informed as to  
 Jr. H. the nature of the program, its strengths and weak-  
 Sr. H. nesses, and changes that are made to improve it.

Outcomes (For those who have participated in the music program)

- Elem. 1. Students exhibit an understanding of music as an  
 Jr. H. important part of their cultural heritage and are  
 Sr. H. aware of its being one of the primary means of man's  
 expression.

- Elem. 2. Students are articulate in music to some degree as  
 Jr. H. vocalists and/or instrumentalists.  
 Sr. H.



- ( ) Elem. 3. Students have become discriminate in their musical
- ( ) Jr. H. choices and express a desire to continue their
- ( ) Sr. H. musical experiences.
  
- ( ) Elem. 4. Students have developed a nucleus of compositions
- ( ) Jr. H. that have particular value and interest for them.
- ( ) Sr. H.
  
- ( ) Elem. 5. Students are aware of the many aspects, forms, and
- ( ) Jr. H. uses of music today.
- ( ) Sr. H.
  
- ( ) Elem. 6. Students have developed an attitude about music that
- ( ) Jr. H. makes it an important part of their daily life.
- ( ) Sr. H.

Comments

- 1. Outstanding aspects, practices, or features of the program.
  
- 2. Aspects, practices, or features of the program which need improvement.
  
- 3. What is being done to strengthen or improve the program?
  
- 4. Suggestions for long-range improvement.

Local Evaluating Committee

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

## PHYSICAL EDUCATION

- Elem. 1. Physical education courses are required of all pupils  
 Jr. H. at each grade level except those excused for medical  
 Sr. H. reasons.
- Elem. 2. Modified remedial physical education is provided for  
 Jr. H. those pupils who because of health reasons cannot  
 Sr. H. participate in regular classes.
- Elem. 3. Scheduling of classes at the secondary level is  
 Jr. H. on the basis of grade level, special needs, abilities,  
 Sr. H. and capabilities.
- 
- Elem. 4. The elementary school program includes group and  
 Jr. H. individual games, relays, rhythms, creative activities,  
 Sr. H. aquatics, stunts, tumbling, gymnastics, motor skills,  
 and physical fitness exercises.
- Elem. 5. The secondary program (grades seven through twelve)  
 Jr. H. includes rhythms, aquatics, gymnastics, stunts,  
 Sr. H. tumbling, individual, team and lifetime sports,  
 conditioning exercises, and coeducational activities.
- Elem. 6. Elementary classroom and physical education teachers  
 Jr. H. have the assistance of supervisory or resource persons  
 Sr. H. who are qualified by educational and experience to  
 provide professional leadership and guidance.
- Elem. 7. Qualified women physical education teachers are  
 Jr. H. employed to teach the program for girls in the  
 Sr. H. junior and senior high school.
- Elem. 8. Health examinations are a prerequisite for participa-  
 Jr. H. tion in all vigorous physical activity.  
 Sr. H.
- Elem. 9. Pupils dress in appropriate uniforms for physical  
 Jr. H. education.  
 Sr. H.
- Elem. 10. Doctors are available for all athletic events.  
 Jr. H.  
 Sr. H.
- Elem. 11. Showers are available for ALL to shower after each  
 Jr. H. physical education class. Soap supply is available  
 Sr. H. in each shower stall.

- ( ) Elem. 12. A comprehensive course guide has been developed by  
 ( ) Jr. H. the staff.  
 ( ) Sr. H.
- ( ) Elem. 13. A section of the library is maintained for current  
 ( ) Jr. H. physical education magazines and resource books.  
 ( ) Sr. H.
- ( ) Elem. 14. A suitable inside area is available so that during  
 ( ) Jr. H. inclement weather classes may be carried out  
 ( ) Sr. H. uninterrupted.
- ( ) Elem. 15. An outdoor play area is  
 ( ) Jr. H.  
 ( ) Sr. H.  Readily accessible and equipped with acceptable  
 equipment.  
 The area is suitably surfaced, graded, and  
 drained.
- ( ) Elem. 16. Areas are available for:  
 ( ) Jr. H.  
 ( ) Sr. H.  Tennis  
 Handball  
 Basketball  
 Archery  
 Swimming  
 Softball  
 Football  
 Golf  
 Bowling  
 Volley Ball  
 Badmitten  
 Soccer
- ( ) Elem. 17. Lockers, showers, and dressing room facilities are  
 ( ) Jr. H. adequate to care for the largest class.  
 ( ) Sr. H.
- ( ) Elem. 18. Towel service is provided:  
 ( ) Jr. H.  
 ( ) Sr. H.  By the school free.  
 By the school through a student fee.  
 Towel service is furnished by the individual student.
- ( ) Elem. 19. Storage space is available for equipment?  
 ( ) Jr. H.  
 ( ) Sr. H.

- Elem. 20. There shall be no substitute (i.e. varsity sports,
- Jr. H. marching band) for the individual student.
- Sr. H.

Comments

1. Outstanding aspects, practices, or features of the program.
  
  2. Aspects, practices, or features of the program which need improvement.
- 
3. What is being done to strengthen or improve the program?
  
  4. Suggestions for long-range improvement.

Local Evaluating Committee

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## SCIENCE

- ( ) Elem. 1. Are there provisions for students to daily use published  
 ( ) Jr. H. materials in planning their work, interpreting their  
 ( ) Sr. H. observations, and studying the activities and findings  
 of scientists?
- ( ) Elem. 2. Are the instructional materials relevant to your aims  
 ( ) Jr. H. and to the most recent recommendations of authorities  
 ( ) Sr. H. in the field of science education?
- ( ) Elem. 3. Are reading materials appropriate for students of  
 ( ) Jr. H. differing abilities and interests?  
 ( ) Sr. H.
- ( ) Elem. 4. Are sufficient demonstration aids such as specimen  
 ( ) Jr. H. sets, models, and charts, etc. available?  
 ( ) Sr. H.
- ( ) Elem. 5. Are sufficient individual student laboratory materials  
 ( ) Jr. H. available?  
 ( ) Sr. H.
- ( ) Elem. 6. Do teachers have a voice in text and curriculum changes?  
 ( ) Jr. H.  
 ( ) Sr. H.
- ( ) Elem. 7. Are at least 13% of the total number of entries in the  
 ( ) Jr. H. media center library science entries?  
 ( ) Sr. H.
- ( ) Elem. 8. Are provisions made to assure for a continuous appraisal  
 ( ) Jr. H. and improvement of the curriculum program?  
 ( ) Sr. H.
- ( ) Elem. 9. Has a total K-12 science program philosophy been  
 ( ) Jr. H. developed and distributed to all teachers?  
 ( ) Sr. H.
- ( ) Elem. 10. Has the science department developed overall and  
 ( ) Jr. H. individual course objectives?  
 ( ) Sr. H.
- ( ) Elem. 11. Are course guides including objectives available for  
 ( ) Jr. H. all teachers?  
 ( ) Sr. H.

Instructional Activities

- ( ) Elem. 1. Do the learning activities of each science course  
 ( ) Jr. H. build on the previous science training of the  
 ( ) Sr. H. students.

- ( ) Elem. 2. Does the science textbook determine the sequence and  
 ( ) Jr. H. nature of the science activities for the school year?  
 ( ) Sr. H.
- ( ) Elem. 3. Do students engage in laboratory activities on a  
 ( ) Jr. H. regularly scheduled basis?  
 ( ) Sr. H.
- ( ) Elem. 4. Are instructional procedures employed to accommodate  
 ( ) Jr. H. the varying academic abilities of your students.  
 ( ) Sr. H.
- ( ) Elem. 5. Does the teaching style in science employ current  
 ( ) Jr. H. thinking and recommendations with regard to how  
 ( ) Sr. H. students acquire knowledge, comprehend important  
 concepts, or demonstrate application of knowledge?
- 
- ( ) Elem. 6. Does the instruction in science lead to discovery,  
 ( ) Jr. H. understanding, appreciation, and application of  
 ( ) Sr. H. important principles of science?
- ( ) Elem. 7. Does the instruction in science encourage the inter-  
 ( ) Jr. H. relating of facts, principles, and concepts from the  
 ( ) Sr. H. several science fields?
- ( ) Elem. 8. Do all science teachers make use of community resources  
 ( ) Jr. H. which are of value in science teaching?  
 ( ) Sr. H.
- Staff
- ( ) Elem. 1. Do all science teachers have at least a subject-  
 ( ) Jr. H. matter major in their field or fields of science?  
 ( ) Sr. H.
- ( ) Elem. 2. Do all science teachers have at least one preparation  
 ( ) Jr. H. period per day?  
 ( ) Sr. H.
- ( ) Elem. 3. Are all science teachers teaching courses that they  
 ( ) Jr. H. want to teach?  
 ( ) Sr. H.
- ( ) Elem. 4. Do all science teachers maintain active participation  
 ( ) Jr. H. in inservice education through formal study and other  
 ( ) Sr. H. professional activity?

- Elem. 5. Do all science teachers belong to at least one professional organization for science teachers?  
 Jr. H.  
 Sr. H.

Facilities

- Elem. 1. Does it seem apparent that the unique needs of science teaching were seriously considered in planning such general features as floors, illumination, heating, ventilation, plumbing and electrical services?  
 Jr. H.  
 Sr. H.
- Elem. 2. Are the rooms used for science so planned and equipped that their flexibility will provide for a variety of uses, and for changes and adaptations to meet evolving needs?  
 Jr. H.  
 Sr. H.
- Elem. 3. Is furniture that is adaptable to total class, small group, and individual work provided in science rooms?  
 Jr. H.  
 Sr. H.
- Elem. 4. Do the facilities include provisions for students to do individual experimental work without daily moving or dismantling of equipment?  
 Jr. H.  
 Sr. H.
- Elem. 5. Do the facilities include provisions for constructing and repairing science apparatus and equipment?  
 Jr. H.  
 Sr. H.
- Elem. 6. Do the classrooms have sinks, with heavy-duty fixtures for hot and cold water, strategically placed in the laboratory work areas?  
 Jr. H.  
 Sr. H.
- Elem. 7. Are there gas fixtures at every work station--with a master valve under the teacher's control?  
 Jr. H.  
 Sr. H.
- Elem. 8. Are there electric outlets at each laboratory station, and low-voltage alternating and direct current substations either permanently installed or portable?  
 Jr. H.  
 Sr. H.
- Elem. 9. Do the facilities for science include space for proper storage of all materials?  
 Jr. H.  
 Sr. H.
- Elem. 10. Do the facilities include a large preparation room, with gas, water and air, conveniently located for maximum accessibility to all science classrooms?  
 Jr. H.  
 Sr. H.
- Elem. 11. Do the facilities include provisions for the science teacher to confer in privacy with individual students or with small groups?  
 Jr. H.  
 Sr. H.

- Elem. 12. Does the room contain adequate chalkboard, tackboard,  
 Jr. H. and display space?  
 Sr. H.
- Elem. 13. Are the rooms designed and decorated so that they are  
 Jr. H. pleasant and attractive?  
 Sr. H.
- Elem. 14. Safety equipment meets the requirements of the Iowa  
 Jr. H. Code. Chapter 280.20  
 Sr. H.

Evaluation

- Elem. 1. Are a variety of tests used such as standardized tests,  
 Jr. H. teacher-made objective tests, and essay tests?  
 Sr. H.
- 
- Elem. 2. Is an evaluation made of the laboratory experiences  
 Jr. H. of the students.  
 Sr. H.
- Elem. 3. Do students participate in the evaluation of their own  
 Jr. H. work?  
 Sr. H.
- Elem. 4. Are course grades based on student achievement as it  
 Jr. H. relates to individual ability rather than on present  
 Sr. H. teacher or administrator standards?
- Elem. 5. How effectively do the evaluation procedures measure  
 Jr. H. the attainment of the stated objectives for the course?  
 Sr. H.
- Elem. 6. Are test data available to describe the extent to which  
 Jr. H. student behaviors in the affective and cognitive domain  
 Sr. H. are affected by instruction in the sciences?
- Elem. 7. Are data available as to how well students having had  
 Jr. H. science work at this educational level perform at the  
 Sr. H. next educational level in the same subject (elementary  
 school to junior high, junior high to senior high, and  
 senior high to college)?
- Elem. 8. Are pretests of knowledge, attitudes, and abilities used  
 Jr. H. in planning instruction and as a basis for measuring  
 Sr. H. growth?
- Elem. 9. Are students grouped for instructional purposes? (Please  
 Jr. H. indicate basis for grouping.)  
 Sr. H.



- ( ) Elem. 10. Are results of evaluation used to guide students in their selection of future topics and courses to be studied?
- ( ) Jr. H.
- ( ) Sr. H.
  
- ( ) Elem. 11. Is the yearly budget for perishables, glassware, chemicals, specimens, etc. at least one per cent of the total school instructional budget?
- ( ) Jr. H.
- ( ) Sr. H.
  
- ( ) Elem. 12. Are funds available during the year as needed to purchase perishables, etc.?
- ( ) Jr. H.
- ( ) Sr. H.
  
- ( ) Elem. 13. Are funds available to send science teachers to professional meetings for science teachers?
- ( ) Jr. H.
- ( ) Sr. H.
  
- ( ) Elem. 14. Are funds available for paid laboratory assistants and/or paraprofessionals?
- ( ) Jr. H.
- ( ) Sr. H.
  
- ( ) Elem. 15. Community interest groups, parents, students, and school officials are kept informed as to the nature of the K-12 science program.
- ( ) Jr. H.
- ( ) Sr. H.

Comments

1. Outstanding aspects, practices, or features of the program.
  
2. Aspects, practices, or features of the program which need improvement.
  
3. What is being done to strengthen or improve the program?
  
4. Suggestions for long-range improvement.

Local Evaluating Committee

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4. \_\_\_\_\_

## SOCIAL STUDIES

Administrative and Organizational Elements

- Elem. 1. Qualified teachers are assigned in their major area.  
 Jr. H.  
 Sr. H. Comment

- Elem. 2. The social studies program satisfies legal require-  
 Jr. H. ments, local and state (Chapters 257.25 and 280.8,  
 Sr. H. Code of Iowa).

Comment

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- Elem. 3. A budget is provided for a K-12 social studies con-  
 Jr. H. tinuous curriculum development.  
 Sr. H.

Comment

- Elem. 4. Inservice training workshops are established for  
 Jr. H. K-12 social studies staff (or K-12 social studies  
 Sr. H. curriculum committee) on a regularly scheduled basis.

Comment

- Elem. 5. Time is allocated for planning by teachers.  
 Jr. H.  
 Sr. H. Comment

- Elem. 6. Adequate instruments of assessment and evaluation  
 Jr. H. have been devised and are used to update and main-  
 Sr. H. tain a viable K-12 social studies program.

Comment

- Elem. 7. Facilities and equipment are immediately available  
 Jr. H. for carrying out individualized social studies  
 Sr. H. program through the large group and small group  
 instructional situations.

Comment

- Elem. 8. Learning in social studies is related to other areas  
 Jr. H. of the curriculum in ways that contribute to the achieve-  
 Sr. H. ment of behavioral objectives required to attain the  
 stated educational goals of the school.

Comment

- Elem. 9. A professional library of multi-media materials is  
 Jr. H. maintained and used by the staff.  
 Sr. H.

Comment

- Elem. 10. Steady professional growth by the staff through  
 Jr. H. in-house activities, institutes, graduate study,  
 Sr. H. or workshops is reflected by improvement in the  
 K-12 social studies program.

Comment

Program Elements

- Elem. 1. Written K-12 course guides are updated as needed  
 Jr. H. to insure the implementation of the stated goals  
 Sr. H. and objectives of the curriculum of the school.

Comment

- Elem. 2. The scope and sequence of the K-12 social studies  
 Jr. H. curriculum reflects relevant periodic curriculum  
 Sr. H. updating.

Comment

- Elem. 3. The teaching of social studies cognitive and  
 Jr. H. affective skills (critical thinking, problem  
 Sr. H. solving, ability to gather information and  
 formulate conclusions, etc.) essential to the  
 study of human relationships and to the meeting  
 of civic responsibilities is emphasized through  
 clearly stated behavioral objectives, pertinent  


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 units of learning, and ongoing evaluation.

Comment

- Elem. 4. Where social studies concepts are spiraled out  
 Jr. H. through successive levels, repetition is avoided,  
 Sr. H. and expanded concepts are offered as fresh,  
 relevant material.

Comment

- Elem. 5. Opportunity for mastery (depth); enrichment and  
 Jr. H. advancement is provided through the availability  
 Sr. H. of appropriate learning units at each level.

Comment

- Elem. 6. Instructional materials reflect current trends and  
 Jr. H. are, wherever possible, based on research findings  
 Sr. H. of the topic field as well as the field of the  
 psychology of learning.

Comment

- Elem. 7. Units are planned to afford the opportunity for  
 Jr. H. students to discuss and evaluate controversial  
 Sr. H. issues.

Comment

- Elem. 8. A collection of multi-media aids, such as pictures,  
 Jr. H. maps, charts, globes, filmstrips, films, learning  
 Sr. H. packages, and recordings, is maintained for student  
 use.

Comment

- Elem. 9. Storage of required instructional media, learning  
 Jr. H. materials, supplies, and tools, is so organized  
 Sr. H. that they are available to students, teachers, and  
 aides as needed.

Comment

- Elem. 10. Community interest groups and parents are kept informed  
 Jr. H. as to the nature and status of the K-12 social studies  
 Sr. H. program.

- Elem. 11. Community interest groups, parents, students, and school  
 Jr. H. officials are kept informed as to the nature of the K-12  
 Sr. H. Social Studies Program.

Comments

1. Outstanding aspects, practices or features of the program.
  
2. Aspects, practices, or features of the program which need improvement.

3. What is being done to strengthen or improve the program?

4. Suggestions for long-range improvement.

Local Evaluating Committee

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SPECIAL EDUCATION

( ) Elem. 1. The Rules of Special Education as published by the  
 ( ) Jr. H. Department of Public Instruction are being observed.  
 ( ) Sr. H.

( ) Elem. 2. Special education provisions are planned and initiated  
 ( ) Jr. H. as an integral part of the total well-balanced educa-  
 ( ) Sr. H. tional program; the needs of exceptional children are  
 perceived from an over-all point of view.

( ) Elem. 3. Sequentially structured special education programs  
 ( ) Jr. H. include provisions for the following exceptional  
 ( ) Sr. H. children at the pre-school, elementary, junior high,  
 secondary, and post-secondary levels:

El.	Jr.	Sr.

- Crippled or other health impaired.
- Hearing impaired.
- Mentally handicapped.
- Multiple handicapped.
- Socially or emotionally maladjusted.
- Specific learning disabilities.
- Speech impaired.
- Visually impaired.

( ) Elem. 4. Facilities, equipment, materials, and supplies to  
 ( ) Jr. H. carry out assigned responsibilities and functions  
 ( ) Sr. H. are adequate and available for use by special educa-  
 tion personnel and exceptional children.

( ) Elem. 5. Transportation to, from, in, and about the school is  
 ( ) Jr. H. available for handicapped children.  
 ( ) Sr. H.

( ) Elem. 6. Special education personnel are appropriately certified  
 ( ) Jr. H. and approved by the State Division of Special Education  
 ( ) Sr. H. for the particular position they hold and the functions  
 they perform.

( ) Elem. 7. 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.

( ) Elem. 8. 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. 9. Valid and systematic procedures exist for the continuing identification of children requiring special education.  
 ( ) Jr. H.  
 ( ) Sr. H.
- ( ) Elem. 10. Parents are informed regarding needs and services of special education programs.  
 ( ) Jr. H.  
 ( ) Sr. H.
- ( ) Elem. 11. Special education personnel and teachers work together in a cooperative and coordinated effort to insure integration of teaching and the special education services.  
 ( ) Jr. H.  
 ( ) Sr. H.
- ( ) Elem. 12. If not already employed, the utilization of the following special education personnel is being considered:  
 ( ) Jr. H.  
 ( ) Sr. H.

Special Personnel:

<input type="checkbox"/>	Hearing clinician.
<input type="checkbox"/>	Matrons and teacher aides.
<input type="checkbox"/>	Occupational therapist.
<input type="checkbox"/>	Physical therapist.
<input type="checkbox"/>	School psychologist.
<input type="checkbox"/>	School social worker.
<input type="checkbox"/>	Speech clinician.
<input type="checkbox"/>	Supplemental teacher.
<input type="checkbox"/>	Work-study coordinator.
<input type="checkbox"/>	Work adjustment coordinator.
<input type="checkbox"/>	Hospital and homebound teachers.

Special Class, Itinerant or Resource Teachers of:

El.	Jr.	Sr.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Emotionally disturbed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hearing-handicapped.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Specific learning disabilities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mentally retarded, educable.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mentally retarded, trainable.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Physically handicapped.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Visually handicapped.

Administrative, consultant, or supervisory personnel:

<input type="checkbox"/>	Director of special education.
<input type="checkbox"/>	Consultants in any of the above special areas. The duties and functions of all special educational personnel are in accordance with those described in the Department of Public Instruction's publication entitled: <u>The Rules of Special Education Explained.</u>



- Elem. 13. Programs and services are available during summer months as well as during the academic year.
- Jr. H.
- Sr. H.

- Elem. 14. Liaison with agencies providing professional information and services is established.
- Jr. H.
- Sr. H.

Comments

1. Outstanding aspects, practices, or features of the program.
  
  
  
  
  
  
  
  
  
  
2. Aspects, practices, or features of the program which need improvement.
  
  
  
  
  
  
  
  
  
  
3. What is being done to strengthen or improve the program?
  
  
  
  
  
  
  
  
  
  
4. Suggestions for long-range improvement.

Local Evaluating Committee

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## CAREER EDUCATION

## AGRICULTURAL EDUCATION

Physical Facilities

- ( ) 1. Instructional space is sufficient for the variety of classroom, library, laboratory, agricultural mechanics, FFA, 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 a less than a minimum width of twenty-four 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.

Teacher in Charge of Class

- ( ) 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 showing a definite contribution to the agricultural development in production agriculture and agribusiness and the general welfare of the community.
- ( ) 3. Attention is available of careful planning and scheduling for both in-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 he is actually including in the course of study 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 being used as aids in teaching.

#### Organization and Administration

1. Instruction in vocational agriculture is available to the youth of the community 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 developing the program. The teacher is allowed sufficient time to provide group and individual instruction for high school students, young and adult farmers, including the occupational programs.

#### Supervision

1. The teacher's schedule has at least forty hours per month available to be used for supervised farming programs and agricultural occupational experience programs. The teacher makes at least four supervised practice visits to each day school student during the year.
2. The supervised farming programs include the adoption of improved practices in home farm improvement projects. The supervised farming 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 FFA 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 FFA 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.

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- ( ) 2. Periodic meetings are held with the school superintendent and principal on the proper management of the students, direction of the program, results, and other criteria.
- ( ) 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.

Comments

- 1. Outstanding aspects, practices, or features of the program.
- 2. Aspects, practices or features of the program which need improvement.
- 3. What is being done to strengthen or improve the program?
- 4. Suggestions for long-range improvement.

Local Evaluating Committee

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

## CAREER EDUCATION

## BUSINESS EDUCATION

1. Vocational business education is available to all students who need and can profit by it.
2. The business education department does work originating outside the department only when such work contributes to instruction.
3. Class size is determined by factors such as type of instruction and available work areas.
4. Help is given in the placement of graduates when requested.
5. Content of basic business courses is determined by study and analysis of the everyday business and economic needs of students and the community.
6. Preparation for stenographic positions is offered.
7. Preparation for positions involving bookkeeping is offered.
8. Preparation for general clerical occupations is offered.
9. Business education emphasizes the development of personal and social competencies necessary for successful employment.
10. Business education provides, in addition to entry into the world of work, a basis for further education beyond the secondary school.
11. Practice is provided in locating, applying for, and being interviewed for prospective employment.
12. Consideration is given to the coordination of business education courses between the junior high school and the senior high school, and between the senior high school and post-high school institutions.
13. Each member of the business education staff has major preparation in content for the area courses he teaches.
14. Students are encouraged to participate in club activities related to the field of business.
15. Provisions are made for local businessmen and women (an advisory committee) to advise business education.

- ( ) 16. Provision is made to offer business education subjects to non-business students. (Example: Personal Typing - 1 sem - college bound.)

Comments

1. Outstanding aspects, practices, or features of the program.
  
2. Aspects, practices, or features of the program which need improvement.

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3. What is being done to strengthen or improve the program?
  
4. Suggestions for long-range improvement.

Local Evaluating Committee

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2. \_\_\_\_\_
3. \_\_\_\_\_
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## CAREER EDUCATION

## OFFICE EDUCATION

1. The vocational office education program meets the provisions of the State Plan for Vocational Education.
2. The program instruction is based on the findings of surveys of employment opportunities in the office occupations area.
3. Classroom instruction is correlated with the training the student receives on the job.
4. The student receives credit for both the classroom instruction and the supervised job experience.
5. Each student has a career objective of which his present program is an integral part.
6. The teacher-coordinator provides the student with an opportunity to study materials which relate to his individual career objective.
7. An organized advisory committee advises the teacher-coordinator in matters which are important to the success of the program.
8. Sufficient classroom space is available for the learning experiences to be conducted.
9. The teacher-coordinator visits each training station at least once every two weeks and assists the student in learning on the job.
10. Provisions are made for local businessmen and women to have a part in instruction.
11. Students are encouraged to participate in club activities.
12. The teacher-coordinator has an office adjacent to the office education classroom.
13. The equipment the students use in the classroom is comparable to equipment presently used in modern offices.
14. Adequate lighting is provided.
15. A file of individual instruction material is available for student use.
16. Chairs are designed to encourage correct posture.

17. Washing facilities are readily available.
18. Storage facilities are provided for instruction materials and supplies.
19. Appropriate types of audiovisual aids are available.
20. The following equipment is available to the coordinator and easily accessible:
- a. Chalkboard
  - b. Overhead projector
  - c. Tape recorder
  - d. Bookcase
  - e. Magazine rack
  - f. Voice transcription equipment
  - g. Telephone
- 
- h. Adding machine and calculators
  - i. Bulletin board
  - j. Duplicating equipment
  - k. Record player
21. The curriculum includes:
- a. Record keeping
  - b. Typewriting
  - c. Shorthand (for stenographic students)
  - d. Business organization
  - e. Use of computing office machines
  - f. Human relations
  - g. Duplicating procedures and machines
  - h. Use of voice transcription equipment
  - i. Introduction to data processing.

Comments

1. Outstanding aspects, practices, or features of the program.
  
2. Aspects, practices, or features of the program which need improvement.
  
3. What is being done to strengthen or improve the program?



4. Suggestions for long-range improvement.

Local Evaluating Committee

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## CAREER EDUCATION

## DISTRIBUTIVE EDUCATION

- 1. The distributive education program conforms to the State Plan for Vocational Education and to the Distributive Education Policy Bulletin.
- 2. The program instruction is based upon the findings of surveys of employment opportunities in marketing and distribution in the area served by the school.
- 3. Classroom instruction is correlated with the training the student receives on the job.
- 4. The student receives credit for both the classroom instruction and the supervised job experience.

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- 5. Each student has a career objective of which his present program is an integral part.
- 6. An organized advisory committee advises the teacher-coordinator in matters important to the success of the program.
- 7. The teacher-coordinator visits each training station at least once every two weeks and assists the student in learning on the job.
- 8. The teacher-coordinator provides the student with an opportunity to study materials which relate to his individual career objective.
- 9. Provisions are made for local businessmen and women to have a part in instruction.
- 10. Students are encouraged to participate in club activities.
- 11. The teacher-coordinator has an office adjacent to the distributive education classroom.
- 12. Sufficient classroom space is available for the learning experiences.
- 13. Adequate and conveniently arranged storage is available for the storage of equipment and materials not in frequent use.
- 14. The classroom is located near an entrance of the school for easy transporting of materials and for use by adult classes.

15. Display space is available so that an opportunity may be provided for the students to obtain actual experience in building displays.
16. The following equipment is available to the coordinator and easily accessible:
- a. Tackboard
- b. Chalkboard
- c. Overhead projector
- d. Recording unit
- e. Bookcase
- f. Magazine rack
- g. Display counter
- h. Display case
- i. Typewriter
- j. Telephone
- k. Sign machine
- l. Files for individual instruction materials
17. The curriculum includes:
- a. Economics of distribution
- b. Display and advertising
- c. Business organization
- d. Buying, selling, pricing
- e. Marketing, retailing, wholesaling
- f. Store location and layout
- g. Credit, capital, structure, and records
- h. Human relations
18. Movable tables and chairs are provided for flexibility of arrangement.
19. A training plan is prepared by the coordinator and the training sponsor based upon the career objective of the student.
20. On-the-job progress of each student is evaluated jointly by the employer and the teacher-coordinator.
21. Adequate time for coordination is provided.
22. A job description is prepared for each student and used as a basis for instruction.
23. The coordinator has the opportunity to participate in the pre-career program K-12.
24. A list of objectives has been prepared for the program.
25. The coordinator is provided secretarial assistance.

Comments

1. Outstanding aspects, practices, or features of the program.
2. Aspects, practices, or features of the program which need improvement.
3. What is being done to strengthen or improve the program?

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4. Suggestions for long-range improvement.

Local Evaluating Committee

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## CAREER EDUCATION

## HOME ECONOMICS--GENERAL OR VOCATIONAL

Home Economics is designed for persons who have entered upon or who are preparing to enter upon (a) useful employment in the home, usually referred to as homemaking or (b) gainful employment in an occupation involving knowledge and skills of home economics' subjects.

- a. Homemaking means education designed to help individuals and families improve home environments and the quality of personal and family life.
- b. Home Economics directed toward gainful employment provides instruction that qualifies individuals to engage in occupations involving knowledge and skills in home economics subject matter areas. (Included are such occupations as those which provide services to families in the home and similar services to others in group situations; those which provide assistance to professional home economists and to professionals in fields and other occupations directly related to one or more home economics subject matter areas.)

- Jr. H. 1. Homemaking courses at junior and senior high levels are
- Sr. H. offered in a sequential series. The scope, concepts, and objectives to be taught are determined for each level.

## 2. Program offerings may include:

- Jr. H. a. An exploratory course introducing all areas of home economics at junior high level.
- Jr. H. b. Comprehensive sequential course(s) which contain all
- Sr. H. areas of home economics.
- Jr. H. c. Specialized courses which provide for additional in-
- Sr. H. depth study of a particular subject matter area.
- Sr. H. d. Nonprerequisite course(s) for those who have not taken previous courses.
- Sr. H. e. Precareer orientation to the world of work.
- Sr. H. f. Course(s) in home economics related occupations.

## 3. The program is designed to:

- Jr. H. a. Meet needs resulting from social and cultural
- Sr. H. conditions of the community.
- Jr. H. b. Prepare youth and adults for the role of homemaker, or to assume the "dual role" of managing a home and family responsibilities and a job outside the home.

Jr. H. c. Provide opportunities for students to find out  
 Sr. H. about the wide range of occupational and career possibilities available in home economics.

Jr. H. 4. Home economics instruction is made available to in-school  
 Sr. H. youth, out-of-school youth, students with special needs, and adult homemakers.

Jr. H. 5. The learning experiences (activities) are planned to  
 Sr. H. provide for most aspects of home and family living as needed in the community to carry out the objectives of the course and the school. They include instruction in:

Jr.	Sr.	
		food and nutrition.
		child development.
		clothing.
		housing.
		family relations.
		management of resources with emphasis on selection, use, and care of goods and services, budgeting, and other consumer responsibilities.

Jr. H. 6. The program is reviewed periodically and changes are made  
 Sr. H. to adapt it to the present needs for personal home and family living or for occupational preparation.

Jr. H. 7. Continuous evaluation in terms of program objectives is  
 Sr. H. used to measure pupil growth.

Jr. H. 8. Time is scheduled to provide for conferences and home  
 Sr. H. visitations to meet individual differences through individual instruction and home experiences.

Jr. H. 9. An advisory committee of home and community members  
 Sr. H. provides greater cooperation among home, school, and community by assisting in identifying objectives to be met by the program.

Jr. H. 10. Provision is made for maintaining safe, sanitary, efficient  
 Sr. H. and attractive facilities.

Jr. H. 11. An adequate library is available to provide a variety of  
 Sr. H. quality instructional materials in all subject matter areas of home economics for each level taught.

Jr. H. 12. The home economics budget provides for adequate supplies,  
 Sr. H. resource materials, and acquisition, repair or replacement of equipment and facilities.

- Jr. H. 13. The homemaking teacher meets qualification for approval to
- Sr. H. teach in her major field, continues working on professional improvement, and carries out an instructional program of high quality.
  
- Jr. H. 14. A chapter of the Future Homemakers of America is an
- Sr. H. integral part of the classroom program and provides a framework in which youth-planned and youth-directed activities can be extended beyond the classroom to develop leadership and citizenship.

Comments

- 1. Outstanding aspects, practices, or features of the program.
  
- 2. Aspects, practices, or features of the program which need improvement.
  
- 3. What is being done to strengthen or improve the program?
  
- 4. Suggestions for long-range improvement.

Local Evaluating Committee

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

## CAREER EDUCATION

## INDUSTRIAL EDUCATION

- |                   |                           |    |   |
|-------------------|---------------------------|----|---|
| ( )<br>( )<br>( ) | Elem.<br>Jr. H.<br>Sr. H. | 1. | The industrial arts program provides broad educational experiences in <u>modern industrial</u> materials, processes, and methods. This includes manufacturing and service industries. |
| ( )<br>( )<br>( ) | Elem.<br>Jr. H.<br>Sr. H. | 2. | The industrial arts department's budget is sufficient to adequately carry out a complete program.   |
| ( )<br>( )<br>( ) | Elem.<br>Jr. H.<br>Sr. H. | 3. | There is a sequential series of courses ranging from grade seven through twelve.  |
- 
- |                   |                           |     |   |
|-------------------|---------------------------|-----|---|
| ( )<br>( )<br>( ) | Elem.<br>Jr. H.<br>Sr. H. | 4.  | The nature of all courses is such that each student may develop understanding, knowledge, and skills concerning modern industry, commensurate with his ability.                                   |
| ( )<br>( )<br>( ) | Elem.<br>Jr. H.<br>Sr. H. | 5.  | The location of the industrial arts shop is in harmony with the rest of the school plant and curriculum.  |
| ( )<br>( )<br>( ) | Elem.<br>Jr. H.<br>Sr. H. | 6.  | There are sufficient outside entrances which will provide for easy access to supplies, equipment, and projects.   |
| ( )<br>( )<br>( ) | Elem.<br>Jr. H.<br>Sr. H. | 7.  | An average of one hundred and fifty square feet of floor space is provided for each student.  |
| ( )<br>( )<br>( ) | Elem.<br>Jr. H.<br>Sr. H. | 8.  | The shop area is well-lighted with no glare or shadow.  |
| ( )<br>( )<br>( ) | Elem.<br>Jr. H.<br>Sr. H. | 9.  | There are adequate exhaust facilities to eliminate all dust, fumes, and gases.  |
| ( )<br>( )<br>( ) | Elem.<br>Jr. H.<br>Sr. H. | 10. | Proper fire prevention measures are in force, such as fire extinguishers of proper size and type, fire blankets, fireproof storage for combustible materials, and fire exits that are kept clear. |
| ( )<br>( )<br>( ) | Elem.<br>Jr. H.<br>Sr. H. | 11. | The layout of the shop area is such that the instructor has constant surveillance of the entire shop stations at all times.   |



- Elem. 12. Washing facilities are adequate in size and located  
 Jr. H. to facilitate the smooth flow of classes.  
 Sr. H.
  
- Elem. 13. Proper safety precautions are enforced at all times  
 Jr. H. such as guards on machines, adequate floor space for  
 Sr. H. each work area, safety glasses, electrical switches  
 easily accessible; and students know all emergency  
 procedures.
  
- Elem. 14. The industrial arts program is reviewed yearly and  
 Jr. H. appropriate changes made when it is determined that  
 Sr. H. these will improve the total program.
  
- Elem. 15. The instructor has upgraded himself by working in  
 Jr. H. industry. He is pursuing or has completed advanced  
 Sr. H. work in industrial arts.

Comments

1. Outstanding aspects, practices, or features of the program.
  
2. Aspects, practices, or features of the program which need improvement.
  
3. What is being done to strengthen or improve the program?
  
4. Suggestions for long-range improvement.

Local Evaluating Committee

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## CAREER EDUCATION

## PART-TIME COOPERATIVE TRADE AND INDUSTRIAL EDUCATION

This program provides occupational training for students in schools, regardless of size. With this program the student works in an industry or shop in the community for at least one-half of the school day. The other half of the school day is spent by the students pursuing academic subjects of which one or two hours is spent in a "related" class taught by the coordinator of the program. This program is offered during the twelfth grade.

On-The-Job-Phase

1. An advisory committee, including representatives of both the school and the community, assists in planning and developing the program.

Number of members \_\_\_\_\_, Number of meetings \_\_\_\_\_

How selected:

Composition of committee (job title of members):

Nature of activities:

Special advisory committees for adult class(es). Yes \_\_\_ No \_\_\_

2. A survey of training opportunities is made periodically.
- A record is kept of training stations.
3. Training outlines for student-workers are prepared jointly by coordinator and employer and a copy is located in the school file.
4. Coordinator visits employers of student-learners at least once every three weeks.
5. Employers are appraised of the philosophy and objectives of this program.
6. Safety instruction is conducted during the time the student is at work.

7. Employer and coordinator jointly carry on the evaluation of the student.
8. Students are placed in work situations where skill and learning offered will be a challenge to their ability.
9. Students spend not less than 15 hours a week on practical experience (job, project, laboratory).
10. Screening of students is accomplished during the middle of the second semester so that effective placement can be accomplished during the summer or in September.
11. Provision is made for participation in the student club program.  
Number of meetings per month: \_\_\_\_\_  
Fund raising activities: \_\_\_\_\_
12. Coordinator counsels with his students.  
Where?  
When?

Related Instruction Phase (School)

1. There is evidence of careful planning and preparation for classroom instruction.
- Lesson Plans
- Teaching Aids
2. Adequate related instruction materials are available for individualization of instruction for each student-learner.
3. A job description is prepared for each student and used as a basis for instruction.
4. Safety instruction is conducted as part of the general and specific related instruction.
5. Presentation of general related instruction is offered at least once weekly.
6. Adequate records are maintained in school about student's progress for both on-the-job and related phases of training.

- ( ) 7. Students are informed of opportunities in the field for which they are preparing.
  - 8. Coordinator has opportunity to implement an orientation program.
  - ( ) a. Coordinator counsels with potential students.  
Where?  
When?
  - ( ) b. Coordinator has the opportunity to talk to the junior class as a group.  
Where?  
When?
  - ( ) c. Coordinator has the opportunity to participate in the pre-career program K-12.  
Where?  
When?
- 

Comments

- 1. Outstanding aspects, practices, or features of the program.
- 2. Aspects, practices, or features of the program which need improvement.
- 3. What is being done to strengthen or improve the program?
- 4. Suggestions for long-range improvement.

Local Evaluating Committee

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

## CAREER EDUCATION

## PREPARATORY TRADE AND INDUSTRIAL EDUCATION

Vocational preparatory trade and industrial education in high schools having enrollments of five hundred or more students in the tenth, eleventh, and twelfth grades combined should provide classes for those students with the interests, aptitudes, and abilities to learn the skills and related technical knowledge necessary to enter employment in a skilled trade upon graduation. Trade and industrial preparatory courses are offered three hours per day, five days per week, for at least one year in the eleventh or twelfth year. The courses are taught by trade-competent instructors,

1. A list of objectives have been prepared for the program.
2. Adequate reference materials are available.
- a. Texts.
- b. Individual study manuals.
- c. Trade Journals.
- d. Manufacturers manuals.
3. Each student has a career objective as a matter of record.
4. Provision is made for participation in the student club program.  
 Number of meetings per month: \_\_\_\_\_.  
 How are club activities financed? \_\_\_\_\_.  
 Fund raising activities: \_\_\_\_\_
5. Instructor schedule is satisfactory.

Period (Circle Vocational Time)

- 1  
2  
3  
4  
5  
6  
7  
8

Nature of activities during coordination time:

6. Instructor assumes fair share of over-all non-teaching responsibilities of the school.

Nature of such activity:

Is it a continuing extra-curricular activity?

When is the activity done?

7. Instructor maintains adequate files.
- a. Instructional materials.
- b. Club records.
- c. Follow-up surveys.
- d. Students' folders.
8. Instructor counsels with his students.

Where?

When?

9. Instructor is responsible for adult education classes.  
Nature of responsibility:  Supervisory.  Teaching.
10. Equipment reflects that used in industry within the surrounding area.
11. Housekeeping is orderly.
12. Job instruction sheets and reading review sheets are in use and under revision.
13. Adequate use of audio aids.
14. Instructor has refreshed his knowledge of trade he is teaching by gaining additional experience in industry within the last four years.
15. Meetings are held with an approved advisory committee at least twice a year for purposes of promoting the program and upgrading the content of the course.
16. Common introductory projects are used, followed by individual advanced work.
17. Class size is conducive to individualization of instruction.
18. Sufficient work stations are available for the number enrolled in the class.

- 19. Shop environment is adequate with respect to heating, lighting, fire prevention and protection, exhaust facilities, ventilation, wash facility, and storage. Proper safety precautions are observed at all times.
- 20. Equipment layout is such that there is adequate space for passage aisles and work areas around machines, as well as efficient equipment layout.
- 21. The layout of the shop area is such that the instructor has constant surveillance of the entire shop stations at all times.
- 22. Instructor appearance is professional and neat with necessary protective clothing being worn to reflect involvement in the shop teaching process.
- 23. Students use protective clothing when necessary.
- 24. Related instruction classroom or area is available for use when necessary.
- 25. Sufficient funds are available to provide a quality program.

Comments

- 1. Outstanding aspects, practices, or features of the program.
- 2. Aspects, practices, or features of the program which need improvement.
- 3. What is being done to strengthen or improve the program?
- 4. Suggestions for long-range improvement.

Local Evaluating Committee

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

## MATHEMATICS

- Elem. 1. Special consideration is given, in course content, for  
 Jr. H. students who have exceptional abilities or disabilities  
 Sr. H. in learning mathematics.

Comment

- Elem. 2. Special consideration is given, in teaching strategies,  
 Jr. H. for students who have exceptional abilities or disa-  
 Sr. H. bilities in learning mathematics.

Comment

- Elem. 3. Where mathematics concepts are spiraled out through  
 Jr. H. successive levels, repetition is avoided, and expanded  
 Sr. H. concepts are offered as fresh, relevant material.
- Elem. 4. Courses and course content are coordinated vertically  
 Jr. H. to insure continuity and comprehensive coverage of  
 Sr. H. content.
- Elem. 5. Instruction, media, and materials are adjusted to the  
 Jr. H. differing needs of children. Various levels of ability  
 Sr. H. are accommodated at the same age or level.
- Elem. 6. Students are provided opportunities to work in small  
 Jr. H. groups and independently. The physical arrangement  
 Sr. H. of the rooms encourages total class instruction, small  
 group instruction, and independent activities.
- Elem. 7. Courses are available to meet the students academic  
 Jr. H. and vocational needs.  
 Sr. H.
- Elem. 8. To what extent are students electing courses beyond  
 Jr. H. those that are required.  
 Sr. H.
- Elem. 9. There is a plan for evaluating the total mathematics  
 Jr. H. program and for strengthening it as needed through  
 Sr. H. modification and revision.

Comment



- Elem. 10. The mathematics program reflects current content  
 Jr. H. innovation, current teaching methods, and the findings  
 Sr. H. of research.
- Elem. 11. There is a regular procedure for teachers to plan to-  
 Jr. H. gether to develop a sequential program in mathematics.  
 Sr. H.

Explain

- Elem. 12. Teachers at the same grade level work together to  
 Jr. H. develop the mathematics program at that level.  
 Sr. H.
- 

- Elem. 13. Teachers from various grade levels plan together to  
 Jr. H. develop a sequential program in mathematics.  
 Sr. H.

- Elem. 14. Instruction in mathematics is coordinated with that  
 Jr. H. in other subjects.  
 Sr. H.

- Elem. 15. Written K-12 course guides are updated as needed to  
 Jr. H. insure the implementation of the stated goals and  
 Sr. H. objectives of the curriculum of the school.

- Elem. 16. Course guides include unit outlines, suggested activities,  
 Jr. H. resource materials, and evaluation aids.  
 Sr. H.

- Elem. 17. How adequate are the space provisions for present  
 Jr. H. class enrollment?  
 Sr. H.

Comment

- Elem. 18. How adequate are the storage facilities for equipment  
 Jr. H. and supplies?  
 Sr. H.

Comment

- Elem. 19. How adequate are the areas provided teachers for work  
 Jr. H. space and student conferences?  
 Sr. H.
- 

Comment

- Elem. 31. Opportunity is provided for students to organize and  
 Jr. H. analyze raw data and interpret the results.  
 Sr. H.
- Elem. 32. Courses stress the understanding and appreciation of  
 Jr. H. the structure and beauty of mathematics.  
 Sr. H.
- Elem. 33. Laboratory activities are used when appropriate.  
 Jr. H. Concrete and semi-concrete materials are used in  
 Sr. H. conjunction with the textbook.

Comment

---

- Elem. 34. Students are encouraged to supplement classroom  
 Jr. H. activities in mathematics by using the school library  
 Sr. H. or the mathematics resource center.
- Elem. 35. The mathematics teacher assists the counselor in  
 Jr. H. advising students about mathematics and is helping  
 Sr. H. each student select a program of study which best  
meets his needs.
- Elem. 36. Students are informed about professional and vocational  
 Jr. H. opportunities in mathematics.  
 Sr. H.
- Elem. 37. Student progress is evaluated in light of objectives  
 Jr. H. identified by the school.  
 Sr. H.
- Elem. 38. The evaluative process makes provision for individual  
 Jr. H. differences.  
 Sr. H.
- Elem. 39. To what extent are evaluation results used to diagnose  
 Jr. H. difficulties and identify areas that require remedial  
 Sr. H. instruction?

Comment

- Elem. 40. Students are encouraged to evaluate their own  
 Jr. H. achievement.  
 Sr. H.

41. Evaluation techniques include:

- |                          |        |   |
|--------------------------|--------|---|
| <input type="checkbox"/> | Elem.  | a. Measurement of student achievement levels with respect to both understanding and skills. |
| <input type="checkbox"/> | Jr. H. |   |
| <input type="checkbox"/> | Sr. H. |   |
| <input type="checkbox"/> | Elem.  | b. Measurement of student growth with respect to both understanding and skills.             |
| <input type="checkbox"/> | Jr. H. |   |
| <input type="checkbox"/> | Sr. H. |   |
| <input type="checkbox"/> | Elem.  | c. Measurement of student growth in ability to organize and to generalize.                  |
| <input type="checkbox"/> | Jr. H. |   |
| <input type="checkbox"/> | Sr. H. |   |
| <input type="checkbox"/> | Elem.  | d. Tests designed to determine the student's ability to use knowledge in new situations.    |
| <input type="checkbox"/> | Jr. H. |   |
| <input type="checkbox"/> | Sr. H. |   |
- 

42. Describe the mathematics achievement testing program.

43. What offerings should be provided that are not included in the present program?

Elem.:

Jr. H.:

Sr. H.:

Comments

1. Outstanding aspects, practices, or features of the program.
2. Aspects, practices, or features of the program which need improvement.

3. What is being done to strengthen or improve the program?

4. Suggestions for long-range improvement.

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Local Evaluating Committee

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2. \_\_\_\_\_
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