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1982

**SELF EVALUATIVE CRITERIA
FOR IOWA SCHOOLS**



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

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SELF EVALUATIVE CRITERIA FOR IOWA SCHOOLS

INTRODUCTION

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

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

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

I. Philosophy and Objectives

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

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

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

A. Philosophy

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

B. Objectives

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

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

II. School and Community

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

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

III. Evaluation

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

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

IV. School Improvement

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

V. Follow-up

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

VI. Summary

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

SCORING CRITERIA

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

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

Rating

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

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

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

SECRET

The following information is being furnished to you for your information and is not to be disseminated outside your organization.

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EDUCATIONAL PROGRAM
K-12

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

Philosophy

- Yes
 - No
1. The district has developed and adopted a philosophy of education to fit the unique conditions of the district. Such a philosophy is written and available, and evidence of community acceptance exists. (Attach a copy.)

Planning

1. The curriculum is based upon a valid assessment of educational needs.
- Elem.
 - Jr. H.
 - Sr. H.
- a. The district has conducted a survey to determine:
- | | | |
|--------------------|------|-------|
| Community's goals. | Year | _____ |
| Staff goals. | Year | _____ |
| Student goals. | Year | _____ |
- Elem.
 - Jr. H.
 - Sr. H.
- b. The district has collected, documented, and analyzed data and information about the students, the school, and the community, i.e., census, dropout, socioeconomic status expertise, etc.
- Elem.
 - Jr. H.
 - Sr. H.
- c. Documented information collected in steps a and b has been verified for general acceptance with the groups involved.
- Elem.
 - Jr. H.
 - Sr. H.
- d. All information and data collected and documented in steps a, b and c are analyzed to determine program needs and priorities.
- Elem.
 - Jr. H.
 - Sr. H.
2. A comprehensive set of educational goals has been formulated and derived from verified needs.
- Elem.
 - Jr. H.
 - Sr. H.

Elem. 3. Curricular priorities have been determined. (Attach
 Jr. H. a copy.)
 Sr. H.

4. Evaluation procedures have been designed and are used for the following purposes.

Elem. a. To monitor the program planning-implementation
 Jr. H. process.
 Sr. H.

Elem. b. To evaluate student gains made in the educational
 Jr. H. program and to identify student and program
 Sr. H. strengths and weaknesses.

Elem. c. To assess the educational program for evidence
 Jr. H. of needed change or modification.
 Sr. H.

5. The school has delegated to a specific planning group the responsibility and authority to plan the educational program, utilizing the documented information and data collected.

Elem. a. This planning group is representative of admin-
 Jr. H. istrators, teaching staff, and other appropriate
 Sr. H. personnel (guidance, librarian, director, specialist).
Student representation is desirable.

Elem. b. This planning group is representative of the
 Jr. H. culturally diverse groups in the community, both
 Sr. H. men and women as well as the disabled.

Elem. c. Conditions have been established in which this
 Jr. H. group can work effectively, including clearly
 Sr. H. defined policies, appropriate resources (time,
money, materials and expertise), and administrative
and board support.

Elem. d. This planning group utilizes all information
 Jr. H. and documented priorities to develop objectives,
 Sr. H. determine desired student outcomes, and estimate
time constraints.

Elem. e. The planning group systematically analyzes
 Jr. H. information derived from evaluation procedures.
 Sr. H.

Elem. f. The planning group and administration develop
 Jr. H. active lines of communication with the board
 Sr. H. of directors and staff to ensure cooperative
action.

- Elem.
 - Jr. H.
 - Sr. H.
- g. The district has initiated a plan for ongoing community understanding and acceptance of the planned curricular and educational program.

Staff

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

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

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

Elem. Jr.H. Sr.H.

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

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

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

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

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

- Elem.
 - Jr. H.
 - Sr. H.
- d. The staff belongs to professional organizations.

- Elem.
 - Jr. H.
 - Sr. H.
- e. The staff is encouraged to attend state and national conferences.

- Elem.
 - Jr. H.
 - Sr. H.
- f. The staff visits and studies exemplary and innovative programs.

() Elem.
() Jr. H.
() Sr. H.

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

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

() Elem.
() Jr. H.
() Sr. H.

h. The staff has been involved in inservice on multicultural, nonsexist approaches to school programs.

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

() Elem.
() Jr. H.
() Sr. H.

a. Guidelines for evaluation are developed cooperatively by the total staff.

() Elem.
() Jr. H.
() Sr. H.

b. The major purpose of evaluation is the improvement of instruction.

() Elem.
() Jr. H.
() Sr. H.

c. Evaluative policies and procedures are made known to all staff members.

() Elem.
() Jr. H.
() Sr. H.

d. Evaluative procedures are based on periodic classroom visits, consultative help, and co-evaluation techniques.

() Elem.
() Jr. H.
() Sr. H.

e. Both administrator and teacher sign the evaluation and maintain a copy.

The Learner

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

() Elem.
() Jr. H.
() Sr. H.

a. Freedom to choose from numerous alternatives.

() Elem.
() Jr. H.
() Sr. H.

b. Inputs into educational planning and sequencing.

() Elem.
() Jr. H.
() Sr. H.

c. A precise description as to what is expected from each student and how each will be evaluated.

- Elem. d. Constant feedback as to the progress given
 Jr. H. each student.
 Sr. H.
- Elem. e. Opportunities to determine when each student
 Jr. H. has been successful.
 Sr. H.
- Elem. f. Opportunity to determine specifically what will
 Jr. H. be taught, via course study before enrolling.
 Sr. H.
- Elem. g. A learning environment that is free of coercion
 Jr. H. and fear.
 Sr. H.
- Elem. h. A learning environment in which each student can
 Jr. H. consistently receive positive reinforcement for
 Sr. H. successful task completion.
- Elem. i. An environment where the learning process is
 Jr. H. based on individual student needs.
 Sr. H.
- Elem. j. Opportunities to assume responsibility for their
 Jr. H. academic development.
 Sr. H.

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

- Elem. a. Developing positive attitudes toward self and
 Jr. H. others.
 Sr. H.
- Elem. b. Learning and utilizing the skills of effective
 Jr. H. group living.
 Sr. H.

Curriculum

- Elem. 1. There is a plan for the development of curriculum K-12
 Jr. H. which reflects multicultural, nonsexist involvement.
 Sr. H. (Attach a copy.)
- Elem. 2. Resource guides have been developed for each area of the
 Jr. H. curriculum.
 Sr. H.
- Elem. 3. The staff is actively involved in curriculum planning,
 Jr. H. revision, and implementation.
 Sr. H.

Elem. 4. Student suggestions are received for consideration
 Jr. H. in curriculum development.
 Sr. H.

Elem. 5. Parents are consulted or involved in curriculum
 Jr. H. appraisal and development.
 Sr. H.

Elem. 6. Provisions are made for staff members to work together
 Jr. H. within and across disciplines.
 Sr. H.

7. Curriculum evaluation and development includes use of:

Elem. Jr.H. Sr.H.

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

Elem. 8. The curriculum provides the students with an opportunity
 Jr. H. to develop a concern and understanding of the conserva-
 Sr. H. tion of energy and the uses of natural resources.

Elem. 9. The instructional program includes all courses and
 Jr. H. subject matter areas as mandated by law.
 Sr. H.

Elem. 10. The concept of career education has been integrated
 Jr. H. in the total K-12 curriculum.
 Sr. H.

Elem. 11. The multicultural, nonsexist approach has been integrated
 Jr. H. in the total K-12 curriculum.
 Sr. H.

12. The school provides resources for curriculum develop-
ment and update through:

Elem. Jr.H. Sr.H.

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

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

Elem. Jr.H. Sr.H.

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

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

Elem. Jr.H. Sr.H.

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

- () Elem. 15. Special educational programs and services offer support and compliment the total educational program of the school so that each one supports and reinforces the other.
 () Jr. H.
 () Sr. H.

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

Organizational patterns

Elem. Jr.H. Sr.H.

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

Instructional patterns

Elem. Jr.H. Sr.H.

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

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

Instruction

1. The program is carefully coordinated, both horizontally and vertically, so that instruction moves smoothly and logically from one level to another, K-12.
 - a. Learning experiences are continuous and sequential from kindergarten through grade 12.
 - Elem.
 - Jr. H.
 - Sr. H.
 - b. The staff utilizes a written scope and sequence of skills.
 - Elem.
 - Jr. H.
 - Sr. H.
 - c. The identification of needs and strengths of individual students is continuously carried on.
 - Elem.
 - Jr. H.
 - Sr. H.
 - d. There are regular, planned opportunities throughout the year for teachers to communicate. Such communication is horizontal, vertical, and interdisciplinary.
 - Elem.
 - Jr. H.
 - Sr. H.
2. Student needs, interests, and experiences are among the factors considered in the selection and conduct of instruction.
 - Elem.
 - Jr. H.
 - Sr. H.
3. Instruction is individualized through such techniques as grouping of students with like needs and through differentiated assignments.
 - Elem.
 - Jr. H.
 - Sr. H.
4. Articulation from elementary to junior high and from junior high to senior high is carefully planned and implemented.
 - Elem.
 - Jr. H.
 - Sr. H.
5. A high degree of student involvement and verbal interchange characterizes the classroom procedures.
 - Elem.
 - Jr. H.
 - Sr. H.

- | | | | |
|--------------------------|--------|-----|----------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 6. | Teachers use a variety of techniques such as group discussions, project activities, laboratory techniques and seminars. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 7. | Students are provided with opportunities to make decisions and accept responsibility throughout their educational experiences. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 8. | Students are stimulated to embark on independent study and to initiate group projects and other creative and imaginative activities. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 9. | The staff is encouraged to experiment with new ideas and promising techniques. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 10. | Instruction is designed to stimulate independent thinking and problem-solving on the part of students. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 11. | Knowledgeable resource persons other than staff members supplement and enrich the instructional program. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 12. | The instructional objectives include not only the acquiring of knowledge but also the learning process by which knowledge is acquired. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 13. | The instructional program provides for extensive use of the media center to build and strengthen research and study skills. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

Materials

- | | | | |
|--------------------------|--------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 1. | There is a written policy and procedure currently in use for the evaluation and selection of materials and media. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 2. | Staff members are involved in the evaluation and selection of materials. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 3. | Since materials are tools for implementing curriculum, material and book selection follows, not precedes, curriculum development. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 4. | Student and faculty collections both include materials which reflect the cultural/social diversity of the United States and the roles open to both women and men in today's society. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

- | | | |
|--------------------------|--------|-------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 5. Materials are updated at regular intervals. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 6. Materials are organized efficiently for maximum use. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 7. Materials are consistent with the stated objectives of the school program. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 8. A wide range and variety of instructional materials are available to support the program of instruction. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |

Pupil Records

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

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

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

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

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

Local Evaluating Committee

Date _____

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

ADMINISTRATION AND STAFF

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

Board of Directors

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

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

Administrative Organization

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

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

Business Management

- Yes
 No
1. District business operations are carried on efficiently by a central office.
- Yes
 No
2. The detailed budget is based upon the educational plan of the district.
- Yes
 No
3. Budget control is maintained through the use of data processing, a card system, or other methods of determining financial balances.
- Yes
 No
4. Property accounting is kept on forms suggested by the Department of Public Instruction.
- Yes
 No
5. All requisition and purchase order forms are filed with the central business office.
- Yes
 No
6. Bids are taken on large orders purchased.
- Yes
 No
7. An annual audit of school funds is performed by a Certified Public Accountant or state auditor in accordance with state law.

- () Yes
() No
8. The financial accounting system is separated by funds with a complete accounting for each fund.
- () Yes
() No
9. Provisions are made to report proceedings of the board of directors to all staff members.
- () Yes
() No
10. Meaningful, easy to understand monthly financial reports are prepared for the board of directors and administrators.
- () Yes
() No
11. Quarterly and annual financial statements are prepared in accordance with the Code of Iowa.
- () Yes
() No
12. The budgetary planning process takes into consideration balance sheet features, such as cash balance, reserve for unspent balance, fund balance, and revenue and expenditure budgeting.
- () Yes
() No
13. The school district is utilizing the double entry system for the operating, tort, and unemployment funds as well as all funds in the schoolhouse fund group.
- () Yes
() No
14. The general fund group and schoolhouse fund group monies are maintained in separate bank accounts.
- () Yes
() No
15. Does the district have a comprehensive "Chart of Accounts" which provide the appropriate detail for their line item budget?
- () Yes
() No
16. Staff members are involved in the development of the line item budget.

Personnel Administration

- () Yes
() No
1. Continuity of staff tenure is necessary to carry out an effective school program. In any three-year span, staff turnover averages less than twenty percent.
- () Yes
() No
2. Clerical assistance is provided the teachers and administrative staff.

Professional Staff Qualifications

- () Yes
() No
1. All professional employees hold registered certificates with proper endorsements. Certificates are valid for the areas in which teachers serve.
- () Yes
() No
2. School employees indicate a desire to improve through classroom study, professional reading, travel, and continued preparation.
- () Yes
() No
3. Teachers are encouraged to increase competency by attendance at professional meetings. Payment of substitute teachers and travel expense is assumed by the board.

- | | | |
|--------------------------|-----|--------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Yes | 4. Staff members willingly share in established extra-class responsibilities of educational value. |
| <input type="checkbox"/> | No | |
| <input type="checkbox"/> | Yes | 5. There is an ongoing attempt by teachers to gain a full understanding of the needs and problems of pupils. |
| <input type="checkbox"/> | No | |
| <input type="checkbox"/> | Yes | 6. There is a job description for all personnel employed in the school. |
| <input type="checkbox"/> | No | |
| <input type="checkbox"/> | Yes | 7. Standard application forms are used with consistency. |
| <input type="checkbox"/> | No | |

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

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

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

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

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

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AGRICULTURAL EDUCATION

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

Physical Facilities

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

Department Programs and Plans

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

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

Organization and Administration

- 1. Instruction in vocational agriculture is available to all the youth of the community, regardless of race, sex, or disability, who are interested in or concerned with agriculture and to adults now employed or desirous of entering an agricultural occupation.
- 2. An adequate travel and time allowance is budgeted to provide proper supervision for day school, adult, and young farmer programs.
- 3. Opportunities are provided for prospective vocational agriculture students to receive a clear understanding of the purposes and nature of the program before enrollment.
- 4. The department offers an instructional program for young and adult farmers in the community.
- 5. An advisory group assists the teacher in planning and evaluating the program. The teacher is allowed sufficient time to provide group and individual instruction for high school students, and young and adult farmers.
- 6. Curriculum content, instructional materials and teaching strategies are representative of the cultural/racial diversity in the United States and imply that agriculture skills are important to both boys and girls.

7. Enrollments in courses that are predominately one sex have been reviewed to insure that administrative, counseling or curriculum policies or practices are not contributing factors for class composition.

Supervision

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

Records and Reports

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

Evaluation

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

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

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

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

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

Local Evaluating Committee

Date _____

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

ART

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

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

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

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

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

Curriculum

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

- Elem. 2. There is a sequentially developed art program K-12.
 Jr. H.
 Sr. H.

- Elem. 3. A curriculum resource guide has been developed which
 Jr. H. reflects multicultural, nonsexist approaches.
 Sr. H.

- Elem. 4. Regularly scheduled instruction is carefully planned
 Jr. H. to achieve specific objectives of the course.
 Sr. H.

- Elem. 5. The structure of the curriculum is flexible enough
 Jr. H. to assimilate change in terms of current and societal
 Sr. H. trends.

Elem. 6. Pupils' needs, interests, talents, and experiences are
 Jr. H. considered in planning learning activities.
 Sr. H.

Elem. 7. Student artwork is displayed on a continuing basis
 Jr. H. in the art room and in other areas of the school building.
 Sr. H. There is space for both two-dimensional and three-
dimensional examples.

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

Elem. Jr.H. Sr.H.

_____	_____	_____	Skill in perceiving and critiquing art
_____	_____	_____	Learning the language of art
_____	_____	_____	Cultural understanding of various western and non-western styles of art
_____	_____	_____	Appreciation of contributions to the art world of women and diverse racial/ cultural groups, both foreign and domestic
_____	_____	_____	Productive artistic skills
_____	_____	_____	Knowledge of the broad array of art-related careers which expands options for all students beyond a few obvious and stereotyped choices

9. The curriculum provides for special experiences for the
following students:

Elem. Jr.H. Sr.H.

_____	_____	_____	Diverse cultural/racial groups
_____	_____	_____	Gifted
_____	_____	_____	Handicapped
_____	_____	_____	Other. Specify _____

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

11. Opportunities are provided for:

Elem. Jr.H. Sr.H.

_____	_____	_____	Design
_____	_____	_____	Sculpture
_____	_____	_____	Drawing
_____	_____	_____	Painting
_____	_____	_____	Printmaking
_____	_____	_____	Textile design
_____	_____	_____	Photography
_____	_____	_____	Cinematography and/or video

Organization of Program

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

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

Instructional Materials

- () Elem. 1. The basic objectives of the program are considered in
 () Jr. H. the selection of materials and equipment.
 () Sr. H.

2. Necessary art equipment would include:

Elem. Jr.H. Sr.H.

- _____ Ceramic kiln
 _____ Electric hot plate
 _____ Paper cutter
 _____ Basic hand tools (brayers, cutters,
 knives)
 _____ Small looms

3. Basic tools and supplies are provided for:

Elem. Jr.H. Sr.H.

_____	_____	_____	Sculpture
_____	_____	_____	Print making
_____	_____	_____	Drawing and painting
_____	_____	_____	Textile design
_____	_____	_____	Ceramics
_____	_____	_____	Photography

Elem. 4. The school budget includes funds that provide for
 Jr. H. new art equipment and supplies.
 Sr. H.

Elem. 5. The school budget includes funds that provide for
 Jr. H. replacement and maintenance of equipment and
 Sr. H. supplies.

Elem. 6. Instructional materials are varied to meet
 Jr. H. individual differences and needs.
 Sr. H.

Elem. 7. All of the equipment, tools and materials are
 Jr. H. readily accessible to the staff.
 Sr. H.

Elem. 8. A variety of books, periodicals, and art prints
 Jr. H. are available to students and teachers.
 Sr. H.

Elem. 9. Appropriate audiovisual equipment is available.
 Jr. H.
 Sr. H.

10. Other sources of materials:

Elem. Jr.H. Sr.H.

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

Physical Facilities

Elem. 1. Art rooms and facilities are of appropriate size,
 Jr. H. design, and construction to accommodate the needs
 Sr. H. of the art program.

Elem. 2. The art room is visually attractive.
 Jr. H.
 Sr. H.

- Elem. 3. The room is flexible enough to be used by both
 Jr. H. groups and individuals.
 Sr. H.
- Elem. 4. Provisions are made for adequate ceiling lighting,
 Jr. H. flexible lighting over specialized work areas, and
 Sr. H. ample installation of baseboard or wall electrical
 outlets (110 and 220 volts).
- Elem. 5. Heating and ventilation in the classroom are
 Jr. H. satisfactory.
 Sr. H.
- Elem. 6. Adequate storage space is available.
 Jr. H.
 Sr. H.
- Elem. 7. Storage is available for two- and three-dimensional
 Jr. H. objects. Provision is made for flammable materials.
 Sr. H.
- Elem. 8. Adequate water facilities are present with heavy-
 Jr. H. duty traps and water resistant counters.
 Sr. H.
- Elem. 9. Satisfactory washing facilities are present and
 Jr. H. placed in locations easily accessible to the
 Sr. H. students' work area.
- Elem. 10. Properly equipped offices are provided.
 Jr. H.
 Sr. H.

Methods of Evaluation

- Elem. 1. Critiques of student work by teachers and students
 Jr. H. emphasize the positive qualities of the artwork and
 Sr. H. encourage the student artist to think of several
 alternatives.
- Elem. 2. Carefully constructed tests are scheduled to evaluate
 Jr. H. student achievement in terms of basic objectives of
 Sr. H. the course.
- Elem. 3. Evaluation devices other than examinations are
 Jr. H. also used.
 Sr. H.
- Elem. 4. Cumulative records of pupils' participation and
 Jr. H. achievements in artistic activities are kept and
 Sr. H. used for counseling purposes.

- | | | |
|--------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 5. Pupils are encouraged to evaluate their own artistic performance, basic understandings, attitudes, artistic judgments and values. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 6. Evaluation procedures are used continually as a basis for revision of course objectives and curriculum content. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 7. The community is kept informed as to the nature of the program, its strengths and weaknesses, and changes that are made for improvement. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 8. Students are aware that art is a primary means of expression and communication; they exhibit an understanding of art as an important part of their own cultural heritage and that of others. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 9. Students are articulate as artists to some degree. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 10. Students can communicate verbally and in writing their ideas about art. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 11. Students have become discriminant in their artistic choices and express a desire to continue their artistic experiences. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 12. Students are aware of the many styles, forms and media of art today. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 13. Students have developed a positive attitude about art which makes it an important part of their daily lives. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 14. Students have a means of self expression and communication in the art program. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

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

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

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

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

982

BUSINESS EDUCATION

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

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

Business Education - Section A

() Yes
() No

1. The department provides opportunities for basic business understanding.

() Yes
() No

2. The department provides for career awareness opportunities.

() Yes
() No

3. The department provides opportunities for students to develop acceptable work ethics.

4. Students are given opportunities to develop positive attitudes toward:

Yes No

- _____ Self-discipline
- _____ Time-management
- _____ Accepting responsibilities
- _____ Self-improvement
- _____ Assessment of one's own worth
- _____ Initiative
- _____ Punctuality
- _____ Dress

5. The department provides opportunities for students to achieve business literacy by creating:

Yes No

- _____ Economic understanding
- _____ Ability to conceptualize the individual's role within the economy
- _____ Knowledge of an ability to use resources

Yes
 No

6. The department provides opportunities for students to achieve computer literacy.

Yes
 No

7. The department provides opportunities for students to gain a usable understanding of business terminology.

8. The department provides a foundation for basic attitudes which:

Yes No

_____ Allows the student to become adaptable to change

_____ Allows students to develop positive attitudes toward interpersonal relations

_____ Provides ability to interact with others

_____ Provides ability to accept criticism

_____ Recognizes the rights of others

Yes
 No

9. The students are given the opportunities in decision making, analytical abilities, and problem solving.

Yes
 No

10. The students are given opportunities to master computation skills.

11. The students are given opportunities to upgrade the following language arts skills:

Yes No

_____ Writing

_____ Grammar/punctuation

_____ Vocabulary

_____ Speaking

_____ Listening

_____ Spelling

_____ Original Composition

_____ Proofreading

_____ Telephone Communications

12. The students are given opportunities to develop the following skills:

Yes No

_____ Accounting

_____ Keyboarding

_____ Records Management

_____ Machine Transcription

_____ Reprographics

_____ Equipment Operations

_____ Recordkeeping

_____ Shorthand

_____ Information Processing (Data/Word)

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

- Yes
 No
24. The teaching load is reasonable in regard to number of preparations, student-teacher ratio, and extracurricular assignments.
- Yes
 No
25. The teacher selects textbooks that fulfill the needs of the students in their chosen career.
- Yes
 No
26. Teaching aids such as newspapers, magazines and reference books are used in the classroom.
- Yes
 No
27. Periodic surveys are made to be sure the classroom equipment is as modern as that which is used in business establishments.
- Yes
 No
28. There is a rotation plan of trade-in for machines in order to keep modern equipment in the classroom.
- Yes
 No
29. Classrooms provide adequate space for effective instruction.
- Yes
 No
30. Safety measures are taken in regard to electrical outlets, wiring, and other potential hazards.
- Yes
 No
31. The instructional standards of the department meet the entry level required by business.
- Yes
 No
32. The department emphasizes the development of personal and social competencies which are necessary for successful employment.
- Yes
 No
33. All students regardless of sex, race or disability have equal access to all courses in business education and this has been openly communicated to staff and students.
- Yes
 No
34. Curriculum content and instructional materials are representative of the cultural/racial diversity in the United States and imply that business skills are important to both boys and girls.
- Yes
 No
35. Enrollments in courses that are predominately one sex have been reviewed to insure administration, counseling or curriculum policies are not a contributing factor in class composition.
- Yes
 No
36. The department has an active advisory committee with representation from the business community which meets at least once a year.
- Yes
 No
37. The curriculum provides an opportunity for the students to develop an understanding of basic economic concepts.

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

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

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

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

Local Evaluating Committee

Date _____

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

Marketing and Distributive Education/Office Occupations - Section B

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

Office occupations is a program of instruction which provides opportunities for students to prepare for or advance in selected office occupations.

Please indicate the appropriate program(s) in your school:

 Marketing and Distributive Education

 Office Occupations

Organization

- | | | |
|--------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Yes | 1. The primary objective is to prepare persons for entry, adjustment, and advancement in marketing and distributive education/office occupations. |
| <input type="checkbox"/> | No | |
| <input type="checkbox"/> | Yes | 2. Instruction is based primarily on the local concerns; however, area, state, and national trends are taken into consideration. |
| <input type="checkbox"/> | No | |
| <input type="checkbox"/> | Yes | 3. Students of diverse abilities, aptitudes, interests, and cultural backgrounds who want, need, and can profit from the instruction are served. |
| <input type="checkbox"/> | No | |
| <input type="checkbox"/> | Yes | 4. Students are counseled periodically by teacher-coordinators, employers, and guidance counselors concerning progress towards their career objectives and future plans. |
| <input type="checkbox"/> | No | |
| <input type="checkbox"/> | Yes | 5. Individual student records are maintained by the teacher-coordinator regarding the occupational achievements of each student. |
| <input type="checkbox"/> | No | |
| <input type="checkbox"/> | Yes | 6. An active advisory committee with representation for the business community meets at least once a year. |
| <input type="checkbox"/> | No | |
| <input type="checkbox"/> | Yes | 7. The distributive education/office occupations advisory committee provides input in planning, implementing, and evaluating the program. |
| <input type="checkbox"/> | No | |
| <input type="checkbox"/> | Yes | 8. Effective public relations techniques are employed to disseminate information about the programs to the community and students. |
| <input type="checkbox"/> | No | |
| <input type="checkbox"/> | Yes | 9. A written rationale is available which describes the basis for the organizational plan of the program. |
| <input type="checkbox"/> | No | |
| <input type="checkbox"/> | Yes | 10. Procedures for the placement of graduates are provided. |
| <input type="checkbox"/> | No | |

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

Course Offerings

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

Facilities

- Yes
 No 1. Facilities and equipment reflect the specific goals of the program and provide spaces for program development.

- Yes
 No 2. The teacher-coordinator is provided with adequate office space and equipment.

- Yes
 No 3. Electrical outlets are safe and located to facilitate the work of the classroom.

- 4. List equipment available for instruction:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

- Yes
 No 5. Plans and budget provisions are made for the evaluation, replacement, and addition of instructional materials and equipment on a systematic basis.

Staff

Each member of the marketing and distributive education/office occupations staff:

- Yes
 No 1. Has specialized training and is vocationally approved for content areas.

- Yes
 No 2. Has training in teaching strategies appropriate for those students with special needs.

- Yes
 No 3. Has developed and maintains good professional relations with the business community.

- Yes
 No 4. Utilizes resource persons to assist with instructional activities when their services will enhance teacher effectiveness.

- Yes
 No 5. Demonstrates a commitment to the profession as evidenced by participation in professional activities of the field.

- Yes
 No 6. Works cooperatively with other teachers in planning and coordinating instruction.

- Yes
 No
7. Shows evidence of knowledge of current practices through participation in workshops and other learning experiences.

Program

- Yes
 No
1. Instructional outcomes are consistent with the school's objectives.
- Yes
 No
2. A variety of instructional methods and activities appropriate for the diverse learning styles, needs, and abilities of students is utilized.
- Yes
 No
3. A student association is an integral part of the program of studies.
- Yes
 No
4. Community resources are used to enrich the instructional program.
- Yes
 No
5. Each student has an individualized training plan specifying competencies to be learned on the job and/or in the classroom-laboratory.
- Yes
 No
6. Training plans are cooperatively constructed by the teacher-coordinator, the training sponsor, and the student.
- Yes
 No
7. On-the-job training includes a planned sequence of activities and learning experiences.
- Yes
 No
8. Students are not placed at training stations that illegally discriminate on the basis of race, sex, national origin or disability.
- Yes
 No
9. Training stations are selected which provide occupational growth opportunities consistent with the student's capabilities, interests, objectives, and goals.
- Yes
 No
10. The related classroom phase of cooperative program is taught by the teacher-coordinator.
- Yes
 No
11. Course objectives, study guides, assignment sheets, and current bibliographies are used effectively.
- Yes
 No
12. Textbooks and instructional materials are up-to-date and readily accessible.
- Yes
 No
13. Appropriate audiovisual materials are readily accessible.
- Yes
 No
14. Current issues of newspapers, magazines, periodicals, business and government publications, and other reference materials are available.

- Yes
 No
15. Materials including business forms, handbooks, training manuals, charts, maps, posters, and display materials are available.
- Yes
 No
16. A file of supplementary materials including product information is maintained. A file of current catalogs of available resource materials is maintained.
- Yes
 No
17. Instructional content and materials are free of sex and culture bias.

Evaluation

- Yes
 No
1. Each student has a stated career objective for marketing and distributive education/office occupations.
- Yes
 No
2. Evaluation is based upon stated performance objectives.
- Yes
 No
3. Evaluation of student achievement involves the student, teacher-coordinator, and when appropriate, the training sponsor and/or employer.
- Yes
 No
4. Follow-up studies are undertaken annually to assess the effectiveness of existing programs and to determine the need for new or expanded programs or for program revision.

Comments

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

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

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

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

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CAREER EDUCATION

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

Administration

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

- Elem. 9. A written plan has been developed and adopted by the
 Jr. H. district for evaluating the effectiveness of career
 Sr. H. education and for reporting this information to appropriate district administration and staff.
- Elem. 10. The career education program encourages students to
 Jr. H. explore varied academic and career options regardless
 Sr. H. of disability, sex or race.

Personnel

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

School and Community Relations

- Elem. 1. The entire community is utilized in support of career
 Jr. H. education development.
 Sr. H.
- Elem. 2. The school staff has an opportunity to inform the
 Jr. H. community about current career education goals,
 Sr. H. plans, and activities.
- Elem. 3. The school's staff seeks information from the community
 Jr. H. regarding educational needs, goals, plans, and activities
 Sr. H. appropriate for career education development.
- Elem. 4. The school's staff shares in the responsibility of
 Jr. H. placing students at community career exploration sites
 Sr. H. that practice nondiscrimination regarding race, sex, national origin and disability.

Curriculum

- Elem. 1. Curriculum resource guides reflecting multicultural,
 Jr. H. nonsexist approaches have been developed.
 Sr. H.

- | | | | |
|--------------------------|--------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 2. | The philosophy, goals, objectives, and minimum competencies associated with career education have been specified by district personnel, reviewed by the committee members, and adopted by the board of directors. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
|
 | | | |
| <input type="checkbox"/> | Elem. | 3. | The district's curriculum plan should demonstrate the continuity of career education experiences between career awareness, career exploration, and career preparation program-level goals, objectives, and minimum student competency requirements. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
|
 | | | |
| <input type="checkbox"/> | Elem. | 4. | The district's career educational objectives are identified and included in the academic curricular plans for each grade level. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
|
 | | | |
| <input type="checkbox"/> | Elem. | 5. | The district's career-related curriculum has been designed to insure the appropriate use of community-based learning experiences for students at each level. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
|
 | | | |
| <input type="checkbox"/> | Elem. | 6. | A wide variety of different instructional resources and methods are utilized by district personnel to facilitate the delivery of career education concepts to all students. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
|
 | | | |
| <input type="checkbox"/> | Elem. | 7. | Students are provided with diverse opportunities to continuously identify, assess, and explore their aptitudes and interests in relation to career fields and decisions. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

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

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

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

Local Evaluating Committee

Date _____

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2. _____
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CHILD NUTRITION PROGRAMS

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

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

1. Type of Food Service

- Breakfast
- Milk
- Lunch
- A La Carte

2. Campus

- Open Closed

3. Participation Data

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

Records

- Yes
- No

1. Does the school have an accurate method for keeping records?

2. Name of person responsible for keeping participation records.

_____ Name _____ Title

3. Name of person responsible for keeping financial records.

_____ Name _____ Title

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

8. Does the school have adequate records on:

Yes No

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

Free and Reduced-Price Meals

- Yes
 No
1. Do all attendance centers in the district have a free and reduced-price policy statement on file as approved by the Child Nutrition Programs Division of the Department of Public Instruction with amendments?
- Yes
 No
2. Did the district distribute a letter to each parent at the opening of school this past fall and furnish each a copy of an application and income scale?
- Yes
 No
3. Is the method of collection listed in the approved policy statement being implemented in the school?
- Yes
 No
4. Is the district fulfilling the requirements and procedures outlined in the policy statement?
- Yes
 No
5. Do all children approved for free meals and free milk or reduced-price meals receive them?
- Yes
 No
6. Are special efforts being made to encourage nonparticipating eligible parents to make application for free meals and free milk or reduced-price meals?

- Yes
 No
7. Did the school publicly announce the eligibility standards for free meals and free milk or reduced-price meals?

Name of media _____ Date _____

- Yes
 No
8. Is there an approved application for each child receiving free meals and free milk or reduced price meals?

- Yes
 No
9. On approved applications, were all students eligible?

- Yes
 No
10. Are student workers recorded as receiving free meals and free milk?

- Yes
 No
11. In regard to approving or disapproving applications, are the parents and the local school officials aware that a prehearing conference may be requested by either party?

- Yes
 No
12. Has a prehearing conference been requested by either a parent or a local school official?

Nutrition Education

- Yes
 No
1. Are nutrition education displays or posters in evidence in the lunchroom?

- Yes
 No
2. Are efforts being made to provide classroom teachers and students with information pertaining to the lunch and breakfast patterns and nutrition education?

- Yes
 No
3. Has the school district implemented the nutrition education program?

- Yes
 No
4. Does the nutrition education program reflect multi-cultural, nonsexist approaches?

Food Service Personnel

- Yes
 No
1. Have school food service employees participated in short courses offered at Iowa State University?

- Yes
 No
2. Have school food service employees participated in basic courses at the local area community colleges?

- Yes
 No
3. Are work schedules and assignments followed?

Food Purchasing

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

_____ _____
 Name Title

Food Preparation Facilities

- () Yes 1. Is food preparation equipment adequate?
 () No
- () Yes 2. Is an island-type arrangement of cooking facilities
 () No used?
3. Is the food preparation equipment:
- Yes No
- _____ _____ Hooded?
 _____ _____ Equipped with grease filters?
 _____ _____ Equipped with exhaust fan?
- () Yes 4. Is fire protection equipment available?
 () No
- () Yes 5. Is the floor covering in the kitchen appropriate for
 () No easy care and maintenance?
- () Yes 6. Is the floor covering in the lunchroom appropriate for
 () No easy care and maintenance?
- () Yes 7. Is the floor covering in the storeroom adequate?
 () No
- () Yes 8. Are refrigerator capacities adequate?
 () No
- () Yes 9. Are freezer capacities adequate?
 () No
- () Yes 10. Are temperature readings available for all freezers?
 () No
- () Yes 11. Are temperature readings available for all coolers?
 () No

Serving Practices

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

Sanitary Practices

- () Yes
() No
1. Do the kitchen, lunchroom, and storeroom appear to be clean and meet overall sanitary conditions?
2. Dish-return area:
- Yes No
- _____ _____ Is the area clean?
- _____ _____ Is the area in good physical condition?
- _____ _____ Is the area acceptable in appearance?
- _____ _____ Are dishes air dried rather than towel dried?
- _____ _____ Is the dish-return procedure set up for fast, orderly traffic flow?
- _____ _____ Does the same person handle soiled and clean dishes during the operation?
- () Yes
() No
3. Are proper dishwashing equipment and procedures being used?
- () Yes
() No
4. Is the proper temperature maintained for wash and rinse. (wash 140° - 160°; rinse 180°) and is a sanitizer used in the final rinse?
- () Yes
() No
5. Are proper garbage and waste disposal equipment and procedures being used?
- () Yes
() No
6. Are silverware, napkins, and straws dispensed properly?
- () Yes
() No
7. Do the cooks and student helpers follow good grooming practices and are they dressed in proper attire?
- () Yes
() No
8. Do all program personnel comply with the Minimum Curriculum Requirements and Standards for Approved Schools with respect to health certificate and examinations?
- () Yes
() No
9. Are adequate employee facilities provided?

Food and Commodity Storage

1. Are dry storage facilities adequate in connection with the following:

Yes No

- _____ _____ Temperature reading between 50 and 70 degrees F.?
_____ _____ Floor racks used?
_____ _____ Adequate shelving?
_____ _____ Facilities clean?
_____ _____ Free from janitorial supplies?
_____ _____ Protected from pilferage?
_____ _____ Free from insect infestation?
_____ _____ Free from rodents?
_____ _____ Effective method used for controlling rodents and insects?
_____ _____ Adequate ventilation?

Yes
 No

2. Are adequate inventory practices being used?

Yes
 No

3. Are frozen commodities properly stored and inventoried?

Yes
 No

4. Does the manager follow the procedure for increasing and decreasing requests for USDA foods?

Yes
 No

5. Are all USDA-donated foods used within a period of one year?

6. Explain all storage deficiencies, if any.

Menu Planning

Yes
 No

1. Are the meals planned to meet school lunch pattern requirements?

Yes
 No

2. Are basic menu planning principles followed?

Yes
 No

3. Are proper procedures and techniques used by the person or persons planning menus?

Yes
 No

4. Are USDA program aids used?

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

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

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

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

Local Evaluating Committee

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4. _____

ENGLISH-LANGUAGE ARTS

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

- Elem. 1. A written K-12 language arts curriculum reflecting multicultural, nonsexist approaches has been developed or revised during the last three years. This written curriculum states the goals and objectives of the language arts program and implements the goals and objectives of the school philosophy.
- Jr. H.
- Sr. H.

- Elem. 2. The program is carefully coordinated, both horizontally and vertically, so that instruction moves smoothly and logically from one grade level to another, K-12.
- Jr. H.
- Sr. H.

- Elem. 3. There are regular, planned opportunities throughout the school year for language arts teachers to exchange ideas and plan curriculum together, both horizontally and vertically. All levels are included: elementary, junior high/middle, and senior high.
- Jr. H.
- Sr. H.

- 4. The major goal of the K-12 program is to develop the maximum potential of each student at each grade level, regardless of ability or of vocational-educational plans.
 - Elem. a. The curriculum makes realistic provisions for student differences in ability, goals, and cultural values. Courses, units, and learning activities provide sufficient alternatives to accommodate these differences.
 - Jr. H.
 - Sr. H.

 - Elem. b. Provisions are made, in course content and teaching strategies, for students who are gifted and talented in language arts.
 - Jr. H.
 - Sr. H.

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

- () Elem. 16. Listening is taught as a skill at each level through
 () Jr. H. varied experiences to gain information, to analyze
 () Sr. H. a point of view, to identify key ideas, and to receive
 enjoyment.
- () Elem. 17. Speaking is taught as a skill at each level through
 () Jr. H. sequential and coordinated instructional processes.
 () Sr. H.
- () Elem. 18. The program reflects the findings of linguistic
 () Jr. H. science, particularly regarding the nature of language,
 () Sr. H. the ways in which language is learned and used, and
 the ways in which language changes.
- () Elem. 19. "Minimum" attention is paid to isolated drill work
 () Jr. H. in grammar, usage, mechanics, spelling, and vocabulary;
 () Sr. H. "maximum" attention is paid to individual diagnosis and
 practice.
- () Elem. 20. Student papers are used to identify needs in usage,
 () Jr. H. punctuation, capitalization, spelling and vocabulary.
 () Sr. H. Opportunities are provided for students to practice
 identified needs.
- () Elem. 21. At all levels, the program provides an adequate amount
 () Jr. H. of writing experiences and instruction suited to the
 () Sr. H. ability of the students.
22. At all levels, the program provides an adequate variety
 of writing experiences and instruction.
- () Elem. a. Sufficient practice is provided in writing
 () Jr. H. all forms of discourse: narrative, descriptive,
 () Sr. H. expository, and persuasive.
- () Elem. b. Sufficient practice is provided in imaginative
 () Jr. H. or personal writing, i.e. "creative writing."
 () Sr. H.
- () Elem. c. Sufficient practice is provided in "practical"
 () Jr. H. writing: simple reports, writing examinations,
 () Sr. H. friendly and business letters, etc.
- () Elem. 23. Examples of student writing are discussed in class
 () Jr. H. and used as learning devices.
 () Sr. H.
- () Elem. 24. Writing experiences are planned to correlate with
 () Jr. H. personal experiences, literature, language, and
 () Sr. H. content area subjects.
- () Elem. 25. Evaluation of writing is positive rather than negative
 () Jr. H. (particular problems are dealt with in specific papers).
 () Sr. H.

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

- | | | | |
|--------------------------|--------|-----|-------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 38. | The evaluation process takes account of different |
| <input type="checkbox"/> | Jr. H. | | levels of student ability. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 39. | Inservice training is a carefully planned, continuous |
| <input type="checkbox"/> | Jr. H. | | effort throughout the year. Teachers have an active |
| <input type="checkbox"/> | Sr. H. | | role in determining and planning the program content. |
| <input type="checkbox"/> | Elem. | 40. | An adequate professional library is available to the |
| <input type="checkbox"/> | Jr. H. | | K-12 language arts staff. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 41. | Language arts teachers are members of professional |
| <input type="checkbox"/> | Jr. H. | | subject-matter organizations: National Council of |
| <input type="checkbox"/> | Sr. H. | | Teachers of English (NCTE), Iowa Council of Teachers |
| | | | of English (ICTE), International Reading Association |
| | | | (IRA), and Iowa Reading Council. |
| <input type="checkbox"/> | Elem. | 42. | Language arts teachers have the opportunity to |
| <input type="checkbox"/> | Jr. H. | | attend area, state, and national meetings in their |
| <input type="checkbox"/> | Sr. H. | | subject matter. |
| <input type="checkbox"/> | Elem. | 43. | Community interest groups, parents, students, and |
| <input type="checkbox"/> | Jr. H. | | school officials are kept informed as to the nature |
| <input type="checkbox"/> | Sr. H. | | of the language arts program. |

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

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

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

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

Local Evaluating Committee

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4. _____

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FOREIGN LANGUAGE

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

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

- Jr. H. 13. Curriculum content, instructional materials and teaching strategies are representative of both foreign and domestic cultures associated with the language.
 Sr. H.
- Jr. H. 14. There is adequate information and recruitment activities for students to be knowledgeable about the importance of foreign language.
 Sr. H.
- Jr. H. 15. A curriculum resource guide which reflects multicultural, nonsexist approaches has been developed.
 Sr. H.

Comments

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

Local Evaluating Committee

Date _____

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

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GUIDANCE SERVICES

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

District Level

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

- Yes
 No
8. Provisions have been made to (a) orient all students at each educational level to the program of guidance services available, and (b) assist through orientation activities the student's transition between the various educational levels.
9. A program of inservice education is provided to:
- Yes
 No
- a. Acquaint the entire staff with the program of guidance services.
- Yes
 No
- b. Assist the staff with their responsibilities in carrying out the various guidance functions.
- Yes
 No
10. Guidance facilities which provide for privacy of communication are available for each counselor.
- Yes
 No
11. All counselors are free from those administrative responsibilities which may detract from desirable relations with pupils, teachers, parents, and members of the community.
- Yes
 No
12. A guidance committee consisting of representation of staff, students, parents and community is actively involved in establishing direction for the total program of guidance services.
- Yes
 No
13. The school administration provides leadership and support to the guidance program.
- Yes
 No
14. The guidance program encourages students regardless of disability, sex or race/culture to explore varied academic and career options.
- Yes
 No
15. Appraisal instruments and guidance materials are selected and used considering multicultural, nonsexist guidelines.
- Yes
 No
16. The school administration provides for released time to enable counselors to attend professional staff development workshops, seminars, and conferences.

Elementary Level (K-6)

_____ Elementary school enrollment.
 _____ Number of counselor units (one full-time counselor = one
 _____ counselor unit).
 _____ All counselors have proper approval/endorsement issued by
 the State Department of Public Instruction.

Yes
 No

1. Section 3.5(17) of the Minimum Curriculum Requirements and Standards for Approved Schools states: "Guidance services in elementary schools. The board shall adopt and maintain a clearly described program of guidance services for its elementary schools to aid pupils with their personal, educational, and career development." Provisions of this section of the Standards have been met.

Yes
 No

2. An organized program of guidance services with stated goals and objectives (employing approved elementary school counselors) is functioning at the elementary school level.

Yes
 No

3. Adequate guidance work area (office) allowing for private conferences and small group work is provided.

Yes
 No

4. Adequate secretarial assistance is provided the counseling staff.

Yes
 No

5. There is an ongoing assessment of the strengths and weaknesses of the guidance program in relation to its objectives.

Yes
 No

6. Needs assessments are conducted on a regular basis and results are utilized in continuing program development.

7. Individual counselor-pupil conferences are conducted which provide a helping relationship for the expression and exploration of the pupil's values, interests, attitudes, and feelings.

Yes
 No

a. In working with pupils the counselor utilizes such methods as play media, role playing, and open-end stories.

Yes
 No

b. A classroom guidance program with planned sequential activities is established.

Yes
 No

c. Counselor works with pupils in group situations both small and classroom size.

Yes
 No

d. The counselor spends some time with pupils out of the office, e.g., halls and playground.

8. The counselor functions in a consulting role with teachers to create better understanding of children through cooperative planning of appropriate classroom guidance experiences to meet individual needs.

- () Yes
() No
- () Yes
() No
- () Yes
() No
- () Yes
() No
- () Yes
() No
- a. Adequate opportunity for consultation with faculty members is provided.
- b. The counselor is a consultant to parents, individually and in small groups, in regard to social, emotional and educational concerns experienced by their children.
- c. Provisions are made for parent education programs.
- d. The school provides inservice opportunities emphasizing guidance related needs.
- e. The counselor consults with specialists within the school and community to secure their special help in meeting the various needs of children.

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

- () Yes
() No
- () Yes
() No
- () Yes
() No
- () Yes
() No
- 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 is involved in staffings for "special students."

Secondary Level (7-12)

Secondary school enrollment.
Number of counselor units (one full-time counselor = one counselor unit).
All counselors have proper approval/endorsement issued by the State Department of Public Instruction.

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

2. An information service which provides for the collection, organization, and dissemination of information is available and functioning.

Yes
 No

a. Current materials on all types of postsecondary education/training opportunities are readily available to students, faculty, and parents.

Yes
 No

b. Current and extensive materials on career opportunities which include data on working conditions, educational and/or other requirements, are readily available to students, faculty, and parents. These materials are local, state, and national in their scope.

Yes
 No

c. Adequate provisions have been made to house, maintain, and update all educational and career materials.

Yes
 No

d. Bulletin boards or other wall space for guidance posters and other pertinent guidance displays are in evidence.

Yes
 No

e. The faculty is aware of and uses the materials available from the guidance office in advising individual students, as well as with class groups, as they approach common problems.

Yes
 No

f. The counselor(s) coordinates the faculty use of educational career materials.

3. A counseling service is available that affords students the opportunity to broaden their understanding of themselves, their environment, and their opportunities.

Yes
 No

a. Counseling services are provided for students on a voluntary, counselor initiated and referral basis.

Yes
 No

b. Counseling services are also available to the students at times other than during the regular school day.

Yes
 No

c. The counseling service makes available a relationship in which the student may express values, knowledge, attitudes and feelings.

Yes
 No

d. Counseling is viewed as a process in which the counselor is aware not only of the student but of himself/herself as an instrument in the student's self-development.

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

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

Yes
 No

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

Yes
 No

b. Free discussion groups are available to students who wish to voluntarily meet to discuss their concerns/problems as they identify them.

Yes
 No

c. Counseling groups are available to those students who may benefit from the counseling relationship and the dynamics of the group situation.

Yes
 No

d. Staff members who are prepared in group procedures are used in positions of leadership in group guidance activities, with the counselor assuming a major leadership responsibility in the development of group processes.

7. The guidance effort includes an effective program of public relations which recognizes the interdependency of home, community, and school. In addition, referral sources and procedures are being used.

Yes
 No

a. The counselor knows the community and takes an active part in community affairs, and has established close working relationships with personnel from various agencies and organizations.

- Yes
 No

b. The counselor coordinates the use of referral services by assisting students and their parents in developing their awareness and uses of these services.

8. Counselor's role as a consultant:

- Yes
 No

a. Consulting with teachers to share the counselor's understanding of human behavior, and his/her skills in interviewing and counseling.

- Yes
 No

b. Consulting with parents to assist them to better understand the importance of effective communication and how to use various techniques in developing positive self concepts and feelings of worth and independence in their children.

- Yes
 No

c. Consulting with administrators to assist in establishing a positive school climate.

- Yes
 No

9. Adequate secretarial assistance is provided for the counseling staff.

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

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

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

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

Local Evaluating Committee

Date _____

1. _____

2. _____

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HEALTH EDUCATION

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

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

This school district's health education program:

- | | | | |
|--------------------------|--------|----|---------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 1. | Is based on a curriculum resource guide which |
| <input type="checkbox"/> | Jr. H. | | reflects multicultural, nonsexist approaches. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 2. | Provides for a planned and coordinated written K-12 |
| <input type="checkbox"/> | Jr. H. | | health program and is correlated into the total |
| <input type="checkbox"/> | Sr. H. | | school offering. |
| <input type="checkbox"/> | Elem. | 3. | Provides a health program that is based on the |
| <input type="checkbox"/> | Jr. H. | | philosophy and goals of the district and involves |
| <input type="checkbox"/> | Sr. H. | | periodic evaluation. |
| <input type="checkbox"/> | Elem. | 4. | Has a person who is qualified to assume the develop- |
| <input type="checkbox"/> | Jr. H. | | ment, coordination, and implementation of the health |
| <input type="checkbox"/> | Sr. H. | | program. |
| <input type="checkbox"/> | Elem. | 5. | Provides a comprehensive health education program |
| <input type="checkbox"/> | Jr. H. | | that is aimed at the prevention of individual physical, |
| <input type="checkbox"/> | Sr. H. | | emotional, and social health problems. |
| <input type="checkbox"/> | Elem. | 6. | Provides instruction in the major areas of physical |
| <input type="checkbox"/> | Jr. H. | | health, social health, mental health, environmental |
| <input type="checkbox"/> | Sr. H. | | and community health, and education for life skills. |
| <input type="checkbox"/> | Elem. | 7. | Provides a program that is developed by cooperative |
| <input type="checkbox"/> | Jr. H. | | planning of educators, students, parents, and community |
| <input type="checkbox"/> | Sr. H. | | members. |
| <input type="checkbox"/> | Elem. | 8. | Provides an adequate budget to provide facilities, |
| <input type="checkbox"/> | Jr. H. | | materials, and equipment for a health education |
| <input type="checkbox"/> | Sr. H. | | program. |
| <input type="checkbox"/> | Elem. | 9. | Allows for inservice for staff members. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

- Elem. 10. Allows for all units of health education to be co-
 Jr. H. educational except the components dealing with human
 Sr. H. sexuality.
- Elem. 11. Helps the student understand that growing and developing
 Jr. H. follows a predictable sequence, yet are unique for
 Sr. H. each individual.
- Elem. 12. Enhances the student's growth and well-being by increasing
 Jr. H. the understanding and practice of the principles of
 Sr. H. sound nutrition.
- Elem. 13. Helps the student develop an attitude of self-appraisal
 Jr. H. which includes the identification of responsibilities
 Sr. H. for an effective program of personal health.
- Elem. 14. Helps the student understand his/her sexuality, the
 Jr. H. continuity of life (including death and dying), parenting,
 Sr. H. and the concept of family.
- Elem. 15. Helps the student develop proper attitudes and behavior
 Jr. H. for preventing and controlling disease.
 Sr. H.
- Elem. 16. Helps the student understand and practice habits of safe
 Jr. H. living, including the ability to administer first aid
 Sr. H. and an understanding of current health programs, e.g.,
 C.P.R.
- Elem. 17. Helps the student understand the nature, use, and effects
 Jr. H. of tobacco, alcohol, and drugs and make intelligent
 Sr. H. decisions concerning their use.
- Elem. 18. Helps the student understand that the use of substances
 Jr. H. that modify mood and behavior arises from a variety
 Sr. H. of motivations.
- Elem. 19. Provides the student criteria for evaluating and
 Jr. H. selecting health services, practices, and products.
 Sr. H.
- Elem. 20. Helps the student understand and use community health
 Jr. H. services and related agencies.
 Sr. H.
- Elem. 21. Helps the student become aware of health careers.
 Jr. H.
 Sr. H.

2. Identify the outstanding features of this program.

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

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

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

Local Evaluating Committee

Date _____

1. _____
2. _____
3. _____
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HOME ECONOMICS EDUCATION

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

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

Home Economics - Section A

- () Jr. H. 1. The program prepares students (both male and female)
() Sr. H. who have entered or are preparing to enter the work
of the home.

2. Emphasis is given to the following areas in order to
meet current societal needs:

Jr.H. Sr.H.

- _____ Consumer education
_____ Management of resources
_____ Promotion of nutritional knowledge
and food use
_____ Promotion of parenthood education

- () Jr. H. 3. The program encourages participation of students to
() Sr. H. prepare for combining the roles of homemakers and
wage earners.

- () Jr. H. 4. Consideration is given to social and cultural
() Sr. H. conditions, especially in economically depressed
areas and where bilingual instruction is needed.

- () Jr. H. 5. The program is reviewed annually and changes are
() Sr. H. made to adapt it to prepare individuals for the role
of homemaker and to contribute to the employability
of persons in the dual role of homemaker and wage
earner in current society.

- () Jr. H. 6. Continuous evaluation in terms of program objectives
() Sr. H. is used to measure pupil growth.

- Jr. H. 7. A youth organization is an 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.
 Sr. H.
- Jr. H. 8. A significant proportion of students have been enrolled in the program.
 Sr. H.
- Jr. H. 9. An overall home economics advisory committee with broad community representation is functioning.
 Sr. H.
- Jr. H. 10. The recommendations of the advisory committee are given consideration in the formulation of the program.
 Sr. H.
- Jr. H. 11. To facilitate effective operation, duties and responsibilities of the advisory committee are outlined in writing. The committee meets regularly and minutes of meetings are distributed to members as well as school administration.
 Sr. H.
- Jr. H. 12. Long-range plans are used in determining priorities and financing for the home economics programs.
 Sr. H.
- Jr. H. 13. Instructional plans are made for the year, the unit and the day.
 Sr. H.
- Jr. H. 14. Methods and techniques of teaching are in keeping with developments and trends in education.
 Sr. H.
- Jr. H. 15. Curriculum guides which reflect multicultural, nonsexist approaches have been developed for all offerings including clearly defined objectives stated in behavioral terms.
 Sr. H.
- Jr. H. 16. Existing resources in homes, schools, and community have been used to enrich the program.
 Sr. H.
- Jr. H. 17. The department is attractive, inviting, clean and orderly.
 Sr. H.
- Jr. H. 18. Light, heat, and ventilation are readily adjustable.
 Sr. H.
- Jr. H. 19. Systematic procedures are maintained for budgeting and accurate recording of purchases and inventories.
 Sr. H.
- Jr. H. 20. The facility space allocation is adequate for the purpose of the instructional program.
 Sr. H.
- Jr. H. 21. There is space and equipment for individual study, skill development, demonstration, conference, small and large group discussion.
 Sr. H.

- () Jr. H. 22. Equipment is arranged in such a manner as to facilitate
 () Sr. H. safety and a climate for learning.
- () Jr. H. 23. Equipment is modern and representative of that being
 () Sr. H. used in homes of the community.
- () Jr. H. 24. New equipment is acquired as needed, and obsolete and
 () Sr. H. irreparable equipment is properly disposed of and replaced.
- () Jr. H. 25. Library and instructional materials are current and
 () Sr. H. up-to-date, and filed in such a manner that they are readily available to students and teachers. Obsolete materials have been disposed of.
- () Jr. H. 26. Students regardless of race, sex or disability have
 () Sr. H. equal access to all courses and this is positively communicated to staff and students.
- () Jr. H. 27. Curriculum content and instructional materials deal
 () Sr. H. with cultural/racial diversity as well as elimination of sex role stereotyping.
- () Jr. H. 28. Enrollments in courses that are predominately one sex
 () Sr. H. have been reviewed to insure administration, counseling, or curriculum policies are not contributing factors in class composition.

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

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

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

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

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

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Home Economics Occupations - Section B

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

15. The coordinator has:

Yes No

_____ An office
_____ Access to clerical assistance
_____ A typewriter
_____ A telephone
_____ Files
_____ An extended contract
_____ Travel budget
_____ Time provided to attend teacher and student conferences

Yes
 No

16. In addition to the advisory committee, follow-up surveys are used to evaluate the effectiveness of this program.

Yes
 No

17. Upon completion of the program, placement services are provided for each student.

Yes
 No

18. Career preparatory programs which have been approved by the State Board of Public Instruction are following the objectives and provision as outlined in the proposal or program of work.

Yes
 No

19. The program of work/course of study is on file locally and is updated annually.

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

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

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

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

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

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INDUSTRIAL EDUCATION

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

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

Industrial Education - Section A

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

- Sr. H. 7. At the senior high level, opportunities are available for further individual exploration, specialization, research and development in each cluster.
- Elem.
 Jr. H.
 Sr. H. 8. Because of the differences in pupil learning styles, varied instructional methods are continually evaluated and implemented.
- Elem.
 Jr. H.
 Sr. H. 9. Individual teachers, curriculum committees, and administrators strive to continually evaluate and refine the industrial education curriculum.
- Elem.
 Jr. H.
 Sr. H. 10. The industrial education department's budget is sufficient to adequately carry out a complete program.
- Elem.
 Jr. H.
 Sr. H. 11. The location of the industrial education shop is in harmony with the rest of the school plant and curriculum.
- Elem.
 Jr. H.
 Sr. H. 12. There are sufficient outside entrances which will provide for easy access to supplies, equipment, and projects.
- Elem.
 Jr. H.
 Sr. H. 13. An average of one hundred and fifty square feet of floor space is provided for each student.
- Elem.
 Jr. H.
 Sr. H. 14. The shop area is well-lighted with no glare or shadow.
- Elem.
 Jr. H.
 Sr. H. 15. There are adequate exhaust facilities to eliminate dust, fumes, and gases.
- Elem.
 Jr. H.
 Sr. H. 16. 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.
- Elem.
 Jr. H.
 Sr. H. 17. The layout of the shop area is such that the instructor has constant surveillance of the entire shop stations at all times.
- Elem.
 Jr. H.
 Sr. H. 18. Washing facilities are adequate in size and located to facilitate the smooth flow of classes.
- Elem.
 Jr. H.
 Sr. H. 19. Proper safety regulations in accordance with Iowa Occupational Safety and Health Act and Iowa's School Laws are enforced at all times, such as guards on machines, adequate floor space for each work area, safety glasses, electrical switches easily accessible; and students know all emergency procedures.

- Elem. 20. All students regardless of race, sex or disability
 Jr. H. have equal access to all courses and this has been
 Sr. H. positively communicated to staff and students.
- Elem. 21. Curriculum content and instructional materials are
 Jr. H. representative of the cultural/racial diversity in
 Sr. H. the United States and imply that industrial education
is important for both boys and girls.
- Elem. 22. Enrollments in courses that are predominately one
 Jr. H. sex have been reviewed to insure administrative,
 Sr. H. counseling or curriculum policies are not contributing
factors in class composition.
- Elem. 23. An industrial education curriculum guide which reflects
 Jr. H. multicultural, nonsexist approaches has been developed.
 Sr. H.

Comments

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

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

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

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Trade and Industrial Cooperative Education - Section B

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

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

- () Yes
() No
12. The progress of the student is based upon the training plan.
- () Yes
() No
13. Employer and coordinator jointly carry on the evaluation of the student.
- () Yes
() No
14. Adequate records are maintained in school about student's progress for both on-the-job and related phases of training.
- () Yes
() No
15. Planned coordination time is scheduled to coincide with student's working schedule.
- () Yes
() No
16. The coordinator has the equivalent of one-half hour per student per week coordination time.
- () Yes
() No
17. Coordinator visits employers of student-learners at least once every two weeks and assists the student in learning on the job.
- () Yes
() No
18. An advisory committee representing occupational areas for which training is provided meets regularly and assists in the further development, assessment, and evaluation of the preparatory career education program.
- () Yes
() No
19. A survey of training opportunities is made periodically and a record is kept of training stations.
20. The coordinator has:
- Yes No
- _____ _____ An office
- _____ _____ Access to clerical assistance
- _____ _____ A typewriter
- _____ _____ A telephone
- _____ _____ Files
- _____ _____ An extended contract
- _____ _____ A travel budget
- _____ _____ Time provided to attend teacher and student conferences
- () Yes
() No
21. The teacher-coordinator prepared a year-end descriptive and statistical report at the close of each fiscal year.
- () Yes
() No
22. In addition to the advisory committee, follow-up surveys are used to evaluate the effectiveness of this program.
- () Yes
() No
23. Upon completion of the program, placement services are provided for each student.

- () Yes
() No
24. Career preparatory programs which have been approved by the State Board of Public Instruction are following the objectives and provision as outlined in the proposal or program of work.
- () Yes
() No
25. The program of work/course of study is on file locally and is updated annually.
- () Yes
() No
26. Classroom instruction is correlated with the training the student receives on the job.
- () Yes
() No
27. The teacher-coordinator provides the student with an opportunity to study materials which relate to his/her individual occupational objective.
- () Yes
() No
28. Sufficient classroom space is available for learning experiences to be conducted.
- () Yes
() No
29. Provisions are made for local businessmen and craftsmen to have a part in instruction.
- () Yes
() No
30. Safety instruction is conducted as a part of the classroom instruction.
- () Yes
() No
31. Adequate up-to-date related instruction materials are available for individualization of instruction for each student learner.
- () Yes
() No
32. Storage facilities are provided for instruction materials and supplies.
- () Yes
() No
33. Appropriate types of audiovisual aids are available.
- () Yes
() No
34. Co-op program orientation and counseling is available to potential students.
- () Yes
() No
35. The coordinator has the opportunity to participate in the career awareness and exploratory program.

36. The curriculum includes:

Yes	No	
_____	_____	Work adjustment
_____	_____	Human relations
_____	_____	Communications on the job
_____	_____	Free enterprise system
_____	_____	Industrial safety
_____	_____	Labor-management relations
_____	_____	Leadership development
_____	_____	Specific related instruction
_____	_____	Multicultural, nonsexist approaches

Comments

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

Local Evaluating Committee

Date _____

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

Trade and Industrial Education - Section C

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

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

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

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

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

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

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

Local Evaluating Committee

Date _____

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

MATHEMATICS

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

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

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

Curriculum Development

- | | | |
|--------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Yes | 1. There is a standing K-12 mathematics curriculum committee. |
| <input type="checkbox"/> | No | |
| <input type="checkbox"/> | Yes | 2. There is a designated chairperson for the K-12 mathematics curriculum committee. |
| <input type="checkbox"/> | No | |
| <input type="checkbox"/> | Yes | 3. The mathematics program reflects the district's philosophy statement and related goals. |
| <input type="checkbox"/> | No | |
| <input type="checkbox"/> | Yes | 4. There is a philosophy statement for the K-12 mathematics program which reflects a district perspective as well as state and national trends. |
| <input type="checkbox"/> | No | |
| <input type="checkbox"/> | Yes | 5. There are broad goals for the K-12 mathematics program which expand and clarify the philosophy statement. |
| <input type="checkbox"/> | No | |
| <input type="checkbox"/> | Elem. | 6. The mathematics program is up-to-date as it reflects current content trends and teaching methods as well as findings of research. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 7. The district's mathematics curriculum contains a balance of the content/skill areas as described in the opening paragraph. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 8. The mathematics program (K-8 grade level content and the secondary courses) is vertically articulated to insure continuity and comprehensive coverage. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |

- Elem. 9. A written scope and sequence for the mathematics program is available.
 Jr. H.
 Sr. H.
- Elem. 10. The mathematics program includes horizontally articulated learning experiences with other subject areas.
 Jr. H.
 Sr. H.
- Yes 11. There are written up-to-date K-12 mathematics course guides.
 No
- Yes 12. The written course guides are used by teachers.
 No
- Elem. 13. The written course guides contain student learning outcomes indicated as "need-to-know" (mastery) or "nice-to-know".
 Jr. H.
 Sr. H.
- Elem. 14. The written course guides also include a philosophy and related goals, unit outlines, learning activities and materials that reflect a multicultural, nonsexist approach, and an evaluation design.
 Jr. H.
 Sr. H.
- Elem. 15. Mathematical concepts that require several levels before student mastery is obtained are taught with relevant materials. (These materials are not repetitive of previous grade level(s) materials and are described in the written course guide.)
 Jr. H.
 Sr. H.
- Elem. 16. Within the course guides procedures are identified and used for diagnosis of each student's progress in order to teach, maintain or remediate a concept or skill.
 Jr. H.
 Sr. H.
- Elem. 17. The language of mathematics is emphasized throughout the curriculum.
 Jr. H.
 Sr. H.
- Elem. 18. Learning opportunities (courses, activities, field trips, etc.) are provided to meet student needs with respect to these components--academic and career awareness.
 Jr. H.
 Sr. H.
- Elem. 19. Students with exceptional abilities or disabilities in mathematics are given the needed attention in the curricular program.
 Jr. H.
 Sr. H.

20. Mathematical experiences that should be provided but are not included in the present program are:

Elem.:

Jr. H.:

Sr. H.:

Evaluation

- | | | |
|--------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 1. There is a district plan for evaluating the total effectiveness of the mathematics program. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 2. A student's progress is evaluated according to the district's identified learner outcomes (mathematics objectives). |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 3. Information on specific strengths and weaknesses of each student are transferred when a student goes to another teacher, level, and/or course. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 4. The evaluation process includes techniques for measuring student performance which allows for individual differences among students. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |

5. The evaluation process includes the following (please check the appropriate blanks):

Elem. Jr.H. Sr.H.

Paper/Pencil Methods

_____	_____	_____	Standardized norm referenced instruments
_____	_____	_____	Criterion referenced instruments
_____	_____	_____	Teacher-made tests
_____	_____	_____	Tests that accompany the basal texts
_____	_____	_____	Minimal competency tests

Nonpaper/Pencil Methods

_____	_____	_____	Observations
_____	_____	_____	Demonstrations
_____	_____	_____	Oral recitations/discussions
_____	_____	_____	"Real world" applications
_____	_____	_____	Interviews

- () Elem. 6. The instructional materials used are continually and systematically evaluated.
 () Jr. H.
 () Sr. H.

7. Describe how the evaluative methods and resulting data are used effectively in the mathematics program:

Elem.:

Jr. H.:

Sr. H.:

Teaching Strategies

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

Instructional Materials

- | | | |
|--------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Yes | 1. There is a written policy that is used for previewing and purchasing materials which are appropriate for the district's K-12 mathematics program. |
| <input type="checkbox"/> | No | |
| <input type="checkbox"/> | Elem. | 2. Media and learning materials are carefully selected and matched to meet the specific needs and learning styles of children. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 3. Materials used in the mathematics program reflect career roles open to both women and men. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 4. Incorporated within the mathematics materials are multi-cultural, nonsexist attitudes necessary for providing broad student learning experiences. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |

- Elem. 5. Hands-on instructional equipment and materials are
 Jr. H. available and are used in the instructional program.
 Sr. H.
- Elem. 6. Calculators and microcomputers/computers are available
 Jr. H. and are used in the instructional program.
 Sr. H.
- Elem. 7. Appropriate software is available and used with the
 Jr. H. microcomputer.
 Sr. H.
- Elem. 8. Supplementary instructional materials (print and
 Jr. H. nonprint--including posters, charts, audiovisual materials)
 Sr. H. are available and are used in the instruction.
- Elem. 9. Supplementary reference materials are used effectively.
 Jr. H.
 Sr. H.
- Elem. 10. Enrichment reading materials relating to mathematics
 Jr. H. are available and used.
 Sr. H.

Student Involvement

- Elem. 1. Students are provided counseling and are encouraged
 Jr. H. to pursue the study of mathematics commensurate with
 Sr. H. their ability as well as with respect to outside motiva-
 tions and/or influences.
- Elem. 2. Students--including females and minorities--are provided
 Jr. H. counseling and are encouraged to study mathematics
 Sr. H. throughout their K-12 education.
- Elem. 3. Students are encouraged to evaluate their own achievement
 Jr. H. and progress in mathematics in light of their career
 Sr. H. expectations.
- Elem. 4. Students elect mathematics courses and/or opportunities
 Jr. H. beyond those that are required.
 Sr. H.

Staff Development

- Yes 1. The district demonstrates a commitment to continuing
 No education for its teachers.

- () Yes
() No
2. Classroom teachers participate in a variety of inservice formats (mathematics workshops, institutes, conferences, professional meetings, staff development programs, graduate study, etc.).
- () Yes
() No
3. A regular procedure is identified and used for teachers to plan and implement a quality mathematics program.
- () Yes
() No
4. Teachers from various grade levels meet to insure a sequential mathematics program is maintained.
- () Yes
() No
5. Teachers at the same grade level work together to share their successes and needs.
- () Yes
() No
6. A professional library of general and technical reference materials is available and used by the staff.
- () Yes
() No
7. Teachers assigned to mathematics instruction hold memberships and are active members in the professional organization(s) representative of the content area.

Facilities

- | | Yes | No | |
|-------|-----|----|------------------------------------------------------------------|
| Elem. | | | 1. Classrooms are conducive to a variety of teaching techniques. |
| Jr.H. | | | |
| Sr.H. | | | |

- | | Yes | No | |
|-------|-----|----|------------------------------------------------|
| Elem. | | | 2. The classroom is interesting in appearance. |
| Jr.H. | | | |
| Sr.H. | | | |

- | | Yes | No | |
|-------|-----|----|----------------------------------------------------------|
| Elem. | | | 3. Classrooms are suitable for using a variety of media. |
| Jr.H. | | | |
| Sr.H. | | | |

- | | Yes | No | |
|-------|-----|----|---------------------------------------------------|
| Elem. | | | 4. Various media materials are readily available. |
| Jr.H. | | | |
| Sr.H. | | | |

- | | Yes | No | |
|-------|-----|----|---------------------------------------------------------------------------------|
| Elem. | | | 5. Adequate space is provided for both a teacher work area and a planning area. |
| Jr.H. | | | |
| Sr.H. | | | |

	Yes	No
Elem.		
Jr.H.		
Sr.H.		

6. Space is provided for student-teacher and/or parent-teacher conferences.

	Yes	No
Elem.		
Jr.H.		
Sr.H.		

7. Adequate and secure storage space is provided for teachers.

	Yes	No
Elem.		
Jr.H.		
Sr.H.		

8. Adequate storage space and facilities are provided for mathematics materials and equipment.

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

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

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

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

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

982

MEDIA CENTER

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

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

Staff

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

Facilities

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

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

Organization and Administration

- | | | | |
|--------------------------|--------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 1. | The school's media program is coordinated under a single media professional. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 2. | A policy and procedure for selection and review or reconsideration of materials prepared with media center personnel involvement is part of school board policy and administrative procedure. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 3. | A standing reconsideration or review committee is appointed annually and meets on a regular basis as outlined in the selection policy and procedure statement. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 4. | Selection criteria include criteria to foster respect for women and minority and ethnic groups. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 5. | The media center staff takes affirmative steps to assure that the media collections and programs reflect the cultural/racial diversity and the roles open to women and men in today's society. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

- | | | |
|--------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 6. Teachers and students participate in the materials selection process. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 7. Instructional materials and equipment are requested, ordered, processed, and administered by media center personnel. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 8. The media center staff has an ongoing and systematic weeding program to keep the collections current and relevant. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 9. The books are indexed in a card catalog by author, title and subject and classified by a recognized, accepted system with a shelf list being maintained. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 10. Nonprint materials are indexed in the card catalog by a recognized, accepted system with a shelf list being maintained. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 11. The media center maintains a system for the efficient inventorying, scheduling or circulation, maintenance and replacement of media equipment. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 12. A professional media staff member serves on curriculum committees. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 13. Provisions are made to actively involve media center personnel in the teaching-learning process. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 14. Teachers and students regularly receive information about available resources including those in the community and from other agencies and their potential for classroom use. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 15. The media center purchases materials that reflect the cultural/racial diversity of the United States and roles open to both men and women in today's society. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |

Utilization

- | | | |
|--------------------------|--------|--------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 1. Formal and informal instruction and guidance is provided students in the use of materials, equipment, and facilities. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 2. Formal instruction is a horizontally and vertically articulated program integrated with classroom instruction. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |

- | | | | |
|--------------------------|--------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 3. | Media personnel have sufficient time and opportunity to work with teachers to make effective use of the collection and facilities. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 4. | Media personnel participate regularly in department and team meetings. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 5. | Subject bibliographies, special collections of materials and displays are prepared for and with teachers. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 6. | Teachers and students are assisted with the preparation and duplication of audiovisual materials. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 7. | Use of the media center is limited to those activities requiring the resources of the center; e.g., it is not used for a classroom, studyhall, detention room. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 8. | Individuals or groups of students use the media center to engage in projects during regular class periods. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 9. | Teachers and students have access to the media center with a professional media staff person present at all times during the school day. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 10. | The frequency of use indicates teachers and students are making appropriate use of resources available. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

Resources (Materials and Equipment)

- | | | | |
|--------------------------|--------|----|---------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 1. | The size, scope, quality, and recency of the book collection including reference materials are adequate to implement curriculum objectives. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 2. | The collection of audiovisual materials is adequate to implement curriculum objectives. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 3. | Periodical subscriptions are of sufficient number and scope to implement curriculum objectives. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 4. | The materials collections supplement the recreational interests of students. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 5. | The media center maintains an organized vertical file. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

- | | | |
|--------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 6. The collection of professional materials is adequate to meet staff needs. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 7. Student and faculty collections both include materials which reflect the cultural/racial diversity of the United States and the roles open to both women and men in today's society. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 8. The media center provides a sufficient amount and variety of audiovisual equipment for use by individuals, and by small and large groups. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 9. An up-to-date community resource index is available. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 10. Teachers are aware of, and using, media services provided by the area education agency media center. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |

Budget

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

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

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

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

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

Local Evaluating Committee

Date _____

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

982

MUSIC

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

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

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

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

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

Organization of Program

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

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

Elem. Jr.H. Sr.H.

- _____ Knowledge of the structure and function of music
- _____ Skill in listening to, performing, creating and judging music
- _____ Cultural understanding of various western and non-western styles of music
- _____ Appreciation of contributions to the music world of women and diverse racial/cultural groups
- _____ Exploration of a wide variety of careers in and related to music not limited to teaching and performing (Example: careers in recording and production of music, sales of music and musical instruments, etc.)
- _____ Positive attitudes toward music
- _____ Development of movement/dance

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

- Elem. 4. There is a sequentially developed series of musical
 Jr. H. experiences extending from grades K-12.
 Sr. H.

- Elem. 5. Experimentation and research are an integral part of
 Jr. H. the overall music program.
 Sr. H.

- Elem. 6. The structure of the curriculum is flexible enough
 Jr. H. to assimilate change.
 Sr. H.

- Elem. 7. A creative approach to the use of the elements of
 Jr. H. music, instructional materials and student assignments
 Sr. H. is utilized in developing the music program.

- Elem. 8. Public performances are designed primarily to provide
 Jr. H. musical growth for the students involved.
 Sr. H.

- Elem. 9. Daily class instruction is carefully planned to
 Jr. H. achieve specific objectives of the course.
 Sr. H.

- Elem. 10. Pupils' needs, interests, talents, and experiences
 Jr. H. are considered in planning learning activities.
 Sr. H.

- Elem. 11. Pupils are given the opportunity to assist in
 Jr. H. planning learning activities.
 Sr. H.

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

Yes	No	
_____	_____	Culturally different
_____	_____	Gifted
_____	_____	Nonperformers
_____	_____	Handicapped

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

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

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

- Elem.
 Jr. H.
 Sr. H.
14. A K-12 curriculum resource guide which reflects multicultural, nonsexist approaches has been developed. The curriculum includes the styles and works of both men and women as well as diverse cultural/racial groups.

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

16. Opportunities are provided for:

Elem. Jr.H. Sr.H.

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

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

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

Curriculum

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

4. Inservice activities are provided by the school for maintaining and stimulating teacher competency through:

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

Instructional Materials

- | | | |
|--------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 1. Criteria and procedures for the selection of materials have been established and includes multicultural, nonsexist considerations. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 2. The school budget includes funds that provide for new music materials and equipment. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 3. The school budget includes funds that provide for replacement and maintenance of those in current use. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 4. The basic objectives of the program are considered in the selection of materials and equipment. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 5. Instructional materials and methods are varied to meet individual differences and needs. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 6. All of the materials are readily accessible to the staff. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 7. A variety of books, periodicals, performance and reference materials are available to students and teachers. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |

- Elem. 8. Appropriate audiovisual equipment is available.
 Jr. H.
 Sr. H.
- Elem. 9. Other sources of materials are available from the
 Jr. H. area media center and/or public library.
 Sr. H.

Physical Facilities

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

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

Elem. Jr.H. Sr.H.

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

- Elem. 3. Sufficient practice rooms of satisfactory size and
 Jr. H. construction are provided.
 Sr. H.

- Elem. 4. Properly equipped offices are provided.
 Jr. H.
 Sr. H.

- Elem. 5. Adequate storage space for equipment is provided.
 Jr. H.
 Sr. H.

- Elem. 6. Adequate storage space for supplies is provided.
 Jr. H.
 Sr. H.

- Elem. 7. Adequate space is provided for the music library.
 Jr. H.
 Sr. H.

Methods of Evaluation

- | | | |
|--------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 1. Standardized aptitude tests are used at periodic intervals. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 2. Carefully constructed tests are scheduled to evaluate student achievement in terms of basic objectives of the course. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 3. Evaluation devices other than examinations are also used. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 4. Cumulative records of pupils' participation and achievements in music activities are kept and used for counseling purposes. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 5. Pupils are encouraged to evaluate their own musical performance, basic understandings, attitudes, musical judgments and values. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 6. Evaluation procedures are used continually as a basis for revisions of course objectives and curriculum content. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 7. The community is kept informed as to the nature of the program, its strengths and weaknesses, and changes that are made for improvement. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 8. Students are aware that music is a primary means of expression and communication; they exhibit an understanding of music as an important part of their own cultural heritage and that of others. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 9. Students are articulate in music to some degree as vocalists and/or instrumentalists. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 10. Students have become discriminate in their musical choices and express a desire to continue their musical experiences. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 11. Students have developed a nucleus of compositions that have particular value and interest for them. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 12. Students are aware of the many aspects, forms, and uses of music today. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |

13. Students have developed an attitude about music that makes it an important part of their daily life.
14. Students have a means of self expression in the music program.

Comments

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

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

982

PHYSICAL EDUCATION

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

- | | | |
|--------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 1. Physical education personnel are certified and teach in their approved areas. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 2. Facilities permit a wide variety of physical education experiences. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 3. Facilities are adequate for physical education instruction. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 4. Curricular offerings are related to valid goals and objectives. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 5. A well-coordinated sequential K-12 curriculum guide which reflects multicultural, nonsexist approaches is available to assist in the development and planning of the physical education program. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 6. Individual needs and differences are recognized and provisions are made for these differences. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 7. All units of physical education are coeducational (with allowable exceptions for units on human sexuality and contact sports). |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 8. Classes are conducted on a coeducational basis as required by Title IX. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 9. The awarding of academic credit for physical education is consistent with procedures in other disciplines. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |

- () Elem. 10. Adequate reporting procedures exist for communicating
 () Jr. H. student achievement and progress.
 () Sr. H.
- () Elem. 11. Students are informed of the criteria utilized in
 () Jr. H. their evaluation.
 () Sr. H.
- () Elem. 12. Internal program and staff evaluation is conducted
 () Jr. H. on a regular basis.
 () Sr. H.
- () Elem. 13. Written physical education policies are readily
 () Jr. H. available.
 () Sr. H.
- () Elem. 14. Physical education direct instructional services are
 () Jr. H. provided to all handicapped children in compliance
 () Sr. H. with Public Law 94-142.
- () Elem. 15. Information on students with limitations which require
 () Jr. H. special attention is made available to the physical
 () Sr. H. education instructor.
- () Elem. 16. Inspection and reporting procedures exist to prevent
 () Jr. H. the use of unsafe equipment or facilities.
 () Sr. H.
- () Elem. 17. Community resources and facilities are used to supplement
 () Jr. H. existing on-site facilities.
 () Sr. H.
- () Elem. 18. Individuals not certificated in physical education act
 () Jr. H. only as assistants to the instructor.
 () Sr. H.
- () Elem. 19. Class size is determined by program objectives, facilities,
 () Jr. H. equipment, and the age and experience of the students.
 () Sr. H.
- () Elem. 20. Intramural activities are conducted as an integral
 () Jr. H. part of the physical education program. The nature
 () Sr. H. and extent of these activities will be provided by
 the school.
- () Elem. 21. Play days, field days and similar activities are
 () Jr. H. conducted throughout the school year.
 () Sr. H.
- () Elem. 22. Staff uses opportunities to gain public awareness
 () Jr. H. and support for physical education.
 () Sr. H.

- | | | | |
|--------------------------|--------|-----|------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 23. | Physical education courses are required of all pupils at each grade level except those excused for medical or religious reasons. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 24. | Health examinations are a prerequisite for participation in all vigorous physical activity. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 25. | A section of the library is maintained for current physical education magazines and resource books. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 26. | A suitable inside area is available so that during inclement weather classes may be carried out uninterrupted. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 27. | Lockers, showers, and dressing room facilities are adequate to care for the largest class. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 28. | Storage space is available for equipment. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 29. | A program of intramural sports has been developed. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 30. | The physical education activities emphasize leisure time activities which will benefit the student outside the school environment. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 31. | Protective equipment is provided according to the needs of the program. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

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

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

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

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

982

READING

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

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

- () Elem. 2. The reading program utilizes a scope and sequence of reading skill development. A curriculum resource guide has been developed that reflects multicultural, nonsexist approaches.
- () Jr. H.
- () Sr. H.

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

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

- () Elem. 5. The program identifies individual strengths and needs of students. Check (✓) the procedures utilized to accomplish this. The program provides good balance among components (phonics, comprehension, study skills, language development):
- () Jr. H.
- () Sr. H.

Elem. Jr.H. Sr.H.

- _____ Group test achievement
- _____ Diagnostic test
- _____ Criterion-referenced test
- _____ Mastery test
- _____ Informal reading inventory
- _____ Teacher-made test
- _____ Ongoing appraisal using sequence of skills
- _____ Miscue inventory
- _____ Teacher observation (written and systematic)
- _____ Basal assessment materials (placement test, end-of-book tests)
- _____ Other. Specify _____

- () Elem. 6. The program provides for the identification of proper
 () Jr. H. instructional level and learning rate of each student.
 () Sr. H.
- () Elem. 7. The program utilizes several methods or approaches
 () Jr. H. to reading instruction.
 () Sr. H.
- () Elem. 8. The teaching of reading is extended to content area
 () Jr. H. subjects.
 () Sr. H.
- () Elem. 9. The program develops positive attitudes toward self
 () Jr. H. and reading.
 () Sr. H.
- () Elem. 10. Each student has time daily to read for enjoyment.
 () Jr. H.
 () Sr. H.
- () Elem. 11. The program uses a wide variety and range of supple-
 () Jr. H. mentary reading materials, both commercial and non-
 () Sr. H. commercial.
- () Elem. 12. The program utilizes a wide variety of media to support
 () Jr. H. reading activities.
 () Sr. H.
- () Elem. 13. Materials and equipment are organized for efficient
 () Jr. H. use.
 () Sr. H.
14. The program includes a planned program of reading
 readiness which:
- () Elem. a. Adapts materials and instruction to each
 () Jr. H. child's background, ability, maturity, and
 () Sr. H. emotional level.
- () Elem. b. Identifies children with potential learning
 () Jr. H. problems as early as possible and plans
 () Sr. H. appropriate programs for them.
- () Elem. c. Provides for smooth, continuous progress
 () Jr. H. into the next level.
 () Sr. H.
- () Elem. 15. A balance exists among small group, large group,
 () Jr. H. total class, and individual activities.
 () Sr. H.
- () Elem. 16. Students are grouped flexibly according to needs
 () Jr. H. and interests.
 () Sr. H.

- | | | | |
|--------------------------|--------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 17. | Reading groups are paced according to students' needs, not grade level or textbook. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 18. | Resource personnel are available for consultation regarding certain children: psychologist, nurse, counselor, remedial reading teachers and area education agency reading specialists. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 19. | The administration maintains a positive and supportive attitude toward the entire reading program, including remedial reading. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 20. | Inservice training is a carefully planned, continuous effort throughout the year. Teachers have an active role in determining and planning the program content. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 21. | An adequate professional library is available to the reading teachers. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 22. | Reading teachers are members of professional reading organizations. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 23. | Reading teachers have the opportunity to attend the state and national meetings of their professional reading organizations. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 24. | Community interest groups, parents, students, and school officials are kept informed as to the nature of the reading program. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 25. | The reading curriculum includes works, themes, and perspectives of men, women and the disabled as well as diverse racial/cultural groups. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 26. | There is provision for an ongoing evaluation of the total program. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

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

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

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

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

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SAFETY EDUCATION K-12

Organization and Administration

- Yes
 No 1. A philosophy has been developed by the school board, administration, teachers, students and community residents.
- Yes
 No 2. All organized activities and instruction are based on written board policies.
- Yes
 No 3. Program evaluation is conducted annually and is based on the needs of the students.
- Yes
 No 4. Funds are budgeted.
- Yes
 No 5. Teachers have attended a safety conference during the past year.
- Yes
 No 6. Supervisory responsibility is given to an individual other than the superintendent or principal.
- Yes
 No 7. The school district has a safety committee.
- Yes
 No 8. Teacher inservice is held annually.
- Yes
 No 9. Instructional objectives incorporate functional use of the library by students.
- Yes
 No 10. Written lesson plans are utilized.

Safety Instruction

- Yes
 No 1. The K-6 Traffic Safety Education Curriculum Guide for Iowa Schools is used.
- Yes
 No 2. Community resource people are utilized.

3. Indicate by grade level the following units which are provided:

_____	Auto Passenger	_____	Pedestrian
_____	Bicycle	_____	Playground
_____	Blizzard Survival	_____	Recreation
_____	Driver Education	_____	School Bus
_____	Fire Preparedness	_____	Tornado Preparedness
_____	First Aid	_____	Water Safety
_____	Moped	_____	Other. Specify _____
_____	Motorcycle	_____	

Driver Education

- () Yes
() No
1. The Program Research In Driver Education (PRIDE) model curriculum is used.
- () Yes
() No
2. The Energy Education Resource Guide (EERG) is used.
- () Yes
() No
3. Students are provided written competencies that identify the goals, objectives and activities of the program.
- () Yes
() No
4. Written lesson plans for all phases are updated annually.
- () Yes
() No
5. Written contracts for loaned or leased vehicles are on file in the superintendent's office.
- () Yes
() No
6. The program provides for parent involvement.
- () Yes
() No
7. Credit is given for successful completion of the course.
- () Yes
() No
8. Night driving is provided.
- () Yes
() No
9. Instructional materials from the Area Education Agency are used.
- () Yes
() No
10. The present textbook is less than five years old.
- () Yes
() No
11. Evaluation criteria are used.
- () Yes
() No
12. Waive out option procedures are used.

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

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

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

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

Local Evaluating Committee

Date _____

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

SCHOOL HEALTH SERVICES

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

School District Policies

The district policies provide the basis for:

- Yes 1. A safe, healthful environment.
 No
- Yes 2. A communicable diseases control system.
 No
- Yes 3. A procedure for handling children inadequately
 No immunized.
- Yes 4. Assistance to children in recognizing and meeting
 No their health needs and following through on treatment
and recommendations.
- Yes 5. Cooperative efforts between school and community
 No in developing mutually beneficial health programs.

Administration

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

- Yes
 No
5. There is an established procedure for providing required health history as a prerequisite to special education staffing.
- Yes
 No
6. There are written procedures for dealing with child abuse.
- Yes
 No
7. Accommodations for physically handicapped pupils can be provided when necessary.
- Yes
 No
8. There is an established procedure for evaluating the effectiveness of the health services program.

Organization of Health Services

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

Building				
a				
b				
c				
d				
e				
f				
g				

3. Resources available in district.

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

School Health Services and Personnel

Yes
 No

1. There is a written job description for each employee in the health services program.

Yes
 No

2. Public health nursing services used a written contract.

Contract includes:

Yes No

_____ Time
_____ Services provided
_____ Cost

Yes
 No

3. There are written objectives for the school health program based on school district philosophy.

Yes
 No

4. Qualifications of school health personnel are checked and kept on file.

Yes
 No

5. Upon employment and every three years, thereafter, all employees file a report of medical examination.

Yes
 No

6. Does the school nurse review employees' physical examination reports?

Yes
 No

7. Report of physical examination for pupils are requested at: Kindergarten entry____, Other grades _____

8. Screening programs:

Vision (LEA, AEA) Grades _____

Hearing (AEA) Grades _____

Scoliosis (LEA) Grades _____

Other _____ Grades _____

Yes
 No

9. Are teachers notified of pupil health or suspected health problems? If so, how: oral, written.

Yes
 No

10. Health records are kept on each pupil and include current immunization data, specific health problems, screening results, referrals for professional evaluation and referral outcomes. (Attach copy of all health record forms used.)

Yes
 No

11. Is there an organized system of monitoring the follow-up on referrals which has been established that assures pupils' rights of privacy?

12. List the inservice programs provided by school nurse for school personnel in the past two years (programs on emergency care, any employee screening, health information).

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

14. List activities which support current goals of health services.

15. List content areas where school nurse assists in health education programs.

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

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

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

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

Local Evaluating Committee

Date _____

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

982

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SCHOOL PLANT FACILITIES

Building Name _____

Site

- | | |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Yes
<input type="checkbox"/> No | <p>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.</p> |
| <input type="checkbox"/> Yes
<input type="checkbox"/> No | <p>2. The site for the junior high contains fifteen acres plus an additional acre for each one hundred pupils over four hundred.</p> |
| <input type="checkbox"/> Yes
<input type="checkbox"/> No | <p>3. The site for the senior high contains thirty acres plus an additional acre for each one hundred pupils in excess of five hundred.</p> |
| <input type="checkbox"/> Yes
<input type="checkbox"/> No | <p>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.</p> |
| <input type="checkbox"/> Yes
<input type="checkbox"/> No | <p>5. The site is well drained.</p> |
| <input type="checkbox"/> Yes
<input type="checkbox"/> No | <p>6. Requirements of physically handicapped have been considered.</p> |
| <input type="checkbox"/> Yes
<input type="checkbox"/> No | <p>7. Can the areas of the site used for various activities be expanded easily?</p> |
| <input type="checkbox"/> Yes
<input type="checkbox"/> No | <p>8. Does the location of the building on the site allow for its expansion without difficulty?</p> |
| <input type="checkbox"/> Yes
<input type="checkbox"/> No | <p>9. Does the site provide adequate parking facilities for pupils, teachers, custodians, and visitors?</p> |
| <input type="checkbox"/> Yes
<input type="checkbox"/> No | <p>10. Is there a designated and marked parking space for the physically handicapped?</p> |

Building

- | | |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Yes
<input type="checkbox"/> No | <p>1. The exterior of the buildings is kept in good state of repair, such as doors, windows, and frames and flashings, gutters, and downspouts. The exterior is also free of defective mortar and structural cracks.</p> |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- Yes
 No
2. The head administrator has adequate office space (recommended minimum--three hundred square feet). The administrative unit should include general office space, reception room, board room, vault, storage space, and workroom.
- Yes
 No
3. A well-located private office is available for each principal (recommended minimum--one hundred and eighty square feet). Related areas should include vault, storage space, workroom, and reception area.
- Yes
 No
4. Each counselor's office should have privacy and be adequate in size (recommended minimum--one hundred square feet). A waiting room should be available for students.
- Yes
 No
5. Each classroom should provide a minimum of fifty foot-candles of light at the working level.
- Yes
 No
6. Classrooms are provided with movable furniture, electrical outlets, adequate chalkboard, tackboard, and light control for use of audiovisual aids.
- Yes
 No
7. Elementary classrooms are of sufficient size to accommodate program needs. (Recommended classroom size of 30 square feet per student or nine hundred square feet based on student occupancy of 30.)
- Yes
 No
8. Kindergarten classrooms are of sufficient size to meet program needs. (Recommended classroom size--40 square feet per student.)
- Yes
 No
9. Each elementary classroom provides for bookshelving in the room library, teacher's closet, project counter with sink, and teacher's file. (Bookshelving can be minimal if building has a central library.)
- Yes
 No
10. Buildings are adaptable to changing curricular needs, e.g., large group, small group, open space, team teaching, etc.
- Yes
 No
11. Each interchangeable high school classroom should contain an area of seven hundred and fifty square feet.
- Yes
 No
12. The heating system adequately maintains the proper temperature in all rooms and areas of each building.
- Yes
 No
13. A mechanical ventilation system provides for introduction of fresh air and recommended air changes in all parts of the building.
- Yes
 No
14. Toilet and locker room ventilation is independent of the rest of the building.

- Yes
 No
15. The main service panel is located so as to prevent access from unauthorized persons. All branch panels in corridors or elsewhere are of the flush type and are provided with locks.
- Yes
 No
16. Switches are provided at all entrances to spaces in the building and are placed on the knob side of the door entrance.
- Yes
 No
17. A safe and adequate water supply is provided.
- Yes
 No
18. Toilet room accessories, such as waste containers, mirrors, hand drying facilities, soap dispensers, and hot water, are provided.
- Yes
 No
19. Warm water is provided in all lavatories with automatic temperature controls.
- Yes
 No
20. Drinking fountains are provided in the ratio of one to seventy-five pupils with a minimum of one on each floor.
- Yes
 No
21. Lavatories are provided in the ratio of one to sixty in each toilet room.
- Yes
 No
22. Water closets are provided in the ratio of one to thirty-five for girls and a ratio of one to sixty for boys. A minimum of one urinal for each thirty boys is provided. Doors for privacy are provided.
- Yes
 No
23. Faculty lounges and toilets are provided.
- Yes
 No
24. Corridors and stairways are provided with twenty foot-candles of illumination at all times.
- Yes
 No
25. A continuous handrail at the correct height is provided in each stairwell.
- Yes
 No
26. Stair treads are of nonslip material.
- Yes
 No
27. Facilities are provided for the physically handicapped.
- Yes
 No
28. Is there a formal energy management program implemented in this building?
- Yes
 No
29. Are thermostats regularly calibrated?
- Yes
 No
30. Are steam traps regularly checked and cleaned?

- () Yes
() No
31. Is there a boiler water treatment program?
- () Yes
() No
32. Are stack temperatures and flu gas analysis regularly done to determine burner efficiency?
- () Yes
() No
33. Are there spaces available for special services and resource people?
- () Yes
() No
34. Is there adequate space for special education programs?
- () Yes
() No
35. The daily cleaning is done well.
36. Art
- () Yes
() No
- a. Are water and sewer service available in the art room?
- () Yes
() No
- b. Are storage facilities available and located conveniently for supplies and projects?
- () Yes
() No
- c. Are there separate areas for paintings, clay, and crafts and other programs?
- () Yes
() No
- d. Is the kiln properly vented?
37. Business Education
- () Yes
() No
- a. Each room in the business education section contains a minimum of 25 square feet per student.
- () Yes
() No
- b. Each room has convenient outlets for electrical machines and is adaptable for audiovisual equipment.
- () Yes
() No
- c. Each room is provided with a minimum of seventy-five footcandles of light at the working level.
- () Yes
() No
- d. A master electric shut-off is provided for all electric machines.
38. Cafeteria
- () Yes
() No
- a. It is located at one end of the building where odors do not permeate classrooms.
- () Yes
() No
- b. There is direct access to the dining room from the corridors and convenient access to the outside.
- () Yes
() No
- c. Facilities are designed so traffic in and out of service and eating areas moves smoothly without congestion and interference.

- Yes
 No
- Yes
 No
- Yes
 No
- Yes
 No
- d. The kitchen and dining areas are adequate in size to accommodate the number served.
- e. Storerooms are rodent and vermin free, well-lighted, ventilated, and protected from theft. Convenient enclosed shelving and hanging space are provided for dishes and cooking utensils. Facilities for storage of milk and frozen foods are provided.
- f. Restroom and locker space are provided near the kitchen for the employees.
- g. The cafeteria provides for: (1) all utilities, such as gas, electricity, water, and sewer; (2) sanitizing devices for washing and sterilizing; (3) sanitary storage facilities; (4) twenty footcandles of light, if used for instructional space there should be 50 footcandles of light; (5) good ventilation; and (6) screens for windows and doors.

39. Gymnasium

- Yes
 No
- Yes
 No
- Yes
 No
- a. The facility provides equally for the physical education needs of boys and girls and 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 and equitable locker and shower rooms for boys and girls. Accessibility to locker facilities, to towel and equipment storage, equipment drying area, instructor's office with shower and locker, dressing and shower facilities for the visiting team, toilet facilities, and first aid room are equal for both boys and girls.

40. Home Economics Education

- Yes
 No
- Yes
 No
- Yes
 No
- Yes
 No
- a. Unit kitchens are provided in sufficient number to accommodate 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. A one-room department contains at least sixteen hundred square feet or, in a multi-room department each individual room contains nine hundred square feet.
- d. The homemaking suite includes a living area, display case, and bulletin boards.

41. Industrial Education

Yes
 No

a. A single-purpose shop contains at least two thousand square feet or 90 to 100 square feet per student. A shop serving two or more areas should provide a minimum of three thousand square feet.

Yes
 No

b. Auxiliary spaces for the shop include storage space for tools, material, projects, and a finishing room.

Yes
 No

c. Electrical switches and outlets are provided to facilitate the location of power equipment with master shut-off controls.

Yes
 No

d. The location permits easy access for delivery of material and is removed from the academic area to isolate noise.

Yes
 No

e. Each shop has a minimum of seventy-five footcandles of light at the working level.

42. Media Center

Yes
 No

a. The center is located centrally for efficient distribution and control of equipment and materials.

Yes
 No

b. Shelving for book storage is no closer than four inches from the floor and the top shelf is no more than six feet from the floor.

Yes
 No

c. Both natural and artificial illumination is provided. A minimum of fifty footcandles of light is available.

Yes
 No

d. Is there adequate seating available?

43. Multipurpose Room

Yes
 No

a. The room has a minimum of floor size of forty by sixty feet with a ceiling height of at least sixteen feet.

Yes
 No

b. Lighting is equivalent to thirty footcandles in all areas.

Yes
 No

c. The multipurpose facilities are located on the ground level, accessible to the pupils and the public, and free from all obstructions such as pilasters and radiators. Shower facilities and equipment storage for boys and girls are provided.

44. Music

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

45. Science

- Yes
 No
 - a. Science rooms are placed together in a wing permitting the sharing of teaching materials.
- Yes
 No
 - b. Each room has a minimum of seventy-five footcandles of light at the working level.
- Yes
 No
 - c. Each room contains a minimum of thirty-five square feet per student exclusive of storage.
- Yes
 No
 - d. Each room is adaptable for audiovisual equipment.
- Yes
 No
 - e. Safety features such as master shut-off controls, fuse or circuit breakers, ventilated chemical rooms, protective eyeglasses, and first aid kits are provided.
- Yes
 No
 - f. Is there an eye wash and deluge shower located in the science laboratory?
- Yes
 No
 - g. Proper storage is provided for chemicals and flammable materials.

Summary (District Wide)

Buildings & Additions	Age	Capacity	Present Enrollment	Grade Level	Size of Site in acres

Comments

1. Indicate areas of the buildings which need improvement.

2. Identify the recent improvements made to all buildings.

3. Indicate long-range improvements for all buildings.

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

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SCHOOL TRANSPORTATION PROGRAM

Board of Directors

- Yes
 No
1. The board of directors has adopted specific policies regarding the pupil transportation program.
2. The policies are in written form. They include:
- Yes
 No
- a. A policy designating the distance at which transportation is to be provided.
- Yes
 No
- b. A specific and detailed policy regarding the request and use of buses for educational and activity trips.
- Yes
 No
- c. A specific and detailed policy regarding the request for and use of buses by non-school related groups and persons in accordance with the following: Sections 285.1(21) and 285.10(9)(10), The Code of Iowa, and Section 22.10(5), Iowa Administrative Code.
- Yes
 No
- d. A policy on discipline procedures for administrators, bus drivers, and passengers.
- Yes
 No
- e. A policy setting forth the job descriptions and operating policies for school transportation personnel.
- Yes
 No
- f. A policy providing for a long-range plan for purchasing and replacing buses.
- Yes
 No
- g. A policy prescribing the type and amount of insurance coverage for the transportation program.
- Yes
 No
- h. A policy indicating the procedure to be taken by administrators and bus drivers in the event of an accident including medical treatment requirements, hospital usage, and parent notification.

Safety Education

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

2. The bus safety education program includes:

Yes No

_____ Classroom instruction
_____ Assembly programs
_____ Demonstration and practice on the bus
_____ Emergency evacuation drills

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

Yes No

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

Yes
 No

4. Instruction is provided for selected school bus passengers who would assist the driver during emergency evacuations and other emergency situations.

Transportation Records

Yes
 No

1. A separate transportation accounting system is maintained.

2. The cost analysis for the operation of each bus in the fleet is made at least:

Yes No

_____ Weekly
_____ Monthly
_____ Annually
_____ Other. Specify _____

3. Records are kept which show the following information:

Yes No

_____ Original cost and date of purchase of each bus
_____ Depreciation charge-off on each bus
_____ Total miles operated to date
_____ Miles operated per day on regular, shuttle, and kindergarten routes
_____ Number of pupils transported on regular routes

Yes No

- _____ _____ Cost of gasoline, oil, and other lubricants
- _____ _____ Cost of tires and tubes
- _____ _____ Cost of labor and repair parts
- _____ _____ Cost of insurance (buses and garage)
- _____ _____ Rents paid for garage or storage
- _____ _____ Operating expense of the bus garage (fuel, electricity, water)
- _____ _____ Dates worked and wages paid to drivers
- _____ _____ Other administrative costs
- _____ _____ Miles per gallon of fuel for each vehicle on a regular basis

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

Yes No

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

Yes
 No

5. Detailed information on school bus accidents is maintained.

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

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

Bus Routes

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

Yes No

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

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

Procedures

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

Parents and Pupils

- Yes
 No
1. Families are informed of policies pertaining to the transportation program. How? _____
- Yes
 No
2. A copy of the bus time schedule is sent to the home prior to the opening of school.
- Yes
 No
3. Rules and regulations for pupil conduct are specific and well understood; they are sent to the home of each child who is transported.
- Yes
 No
4. Rules and regulations for school bus passengers are included in student handbook(s).

Bus Drivers

- Yes
 No
1. When drivers are hired, they are given a written contract.
- Yes
 No
2. Rules and regulations regarding their duties and responsibilities are given to the drivers in written form or in a driver's handbook.
- Yes
 No
3. The board has adopted a salary schedule for drivers.
- Yes
 No
4. Qualifications have been established for bus drivers.

- _____ Number of small vehicles used on regular routes.
- _____ Number of spare buses.
- _____ Capacity of largest bus used on regular routes.
- _____ Capacity of largest spare bus.
- _____ Number of maintenance personnel.
- _____ Year and model of oldest bus.
- _____ Year and model of newest bus.
- _____ Average age of buses.
- _____ Number of approved regular drivers.
- _____ Number of approved alternate drivers.
- _____ Longest bus route--number of miles.
- _____ Shortest bus route--number of miles.
- _____ Average length of bus routes--number of miles.
- _____ Longest bus route--number of minutes from first pickup to attendance center.
- _____ Shortest bus route--number of minutes from first pickup to attendance center.
- _____ All bus routes--average number of minutes from first pickup to attendance center.
- _____ Name and title of person who is responsible for transportation program.

Name	Title
------	-------

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

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

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

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

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2. _____
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Identify the following elements of the system:
1. Input devices: keyboard, mouse, touchpad, trackball, light pen, digitizer, scanner, barcode reader, etc.

2. Output devices: monitor, printer, plotter, speaker, headphones, projector, etc.

3. Indicate the features of this program which will improve:
a. Accuracy: error checking, validation, etc.

b. Reliability: backup, recovery, etc.

4. Identify the input controls that are used to manipulate the program:
a. Keyboard: function keys, arrow keys, etc.

b. Mouse: left button, right button, scroll wheel, etc.

5. Indicate how the program will improve the following:
a. Accuracy: error checking, validation, etc.

b. Reliability: backup, recovery, etc.

6. Indicate how the program will improve the following:
a. Accuracy: error checking, validation, etc.

b. Reliability: backup, recovery, etc.

7. Indicate how the program will improve the following:
a. Accuracy: error checking, validation, etc.

b. Reliability: backup, recovery, etc.

SCIENCE

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

General

- | | | |
|--------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 1. Are there provisions for students to use current published materials in planning their work, interpreting their observations, and studying the activities and findings of scientists? |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 2. Are the instructional materials relevant to the students and also compatible with the most recent recommendations of authorities in the field of science education? |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 3. Are appropriate reading materials provided for students of differing abilities and interests? |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 4. Are adequate support materials, such as general laboratory equipment, models, maps, charts, and audiovisual equipment and materials, available? |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 5. Are sufficient student laboratory materials available so that students may work in small groups (2 to 4 students) and/or individually? |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 6. Are classroom teachers actively involved in curriculum design and change? |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 7. Are the teachers of science active in recommending science materials for the library? |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 8. Have a total K-12 science program philosophy statement and realistic, practical goals been developed and distributed to all teachers? |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 9. Has the K-12 science curriculum been developed so students will experience a well-coordinated program as they move progressively through the science program? |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 10. Have the teachers/students of science developed and adopted student objectives? |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |

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

Facilities

- Elem. 1. Are the general features (i.e., floors, illumina-
 Jr. H. tion, heating, ventilation, plumbing, and electrical
 Sr. H. service) of the rooms used for science instruction
 adequate to fulfill the instructional and safety
 needs generated by the science program?
- Elem. 2. Are the rooms used for science instruction flexible
 Jr. H. enough to provide for a variety of activities and
 Sr. H. for changes and adaptations to meet evolving needs?
- Elem. 3. Do all the rooms used for science instruction have
 Jr. H. furniture adaptable to large group, small group,
 Sr. H. and individual work?
- Elem. 4. Do the facilities include provisions for students
 Jr. H. to do individual experimental work without daily
 Sr. H. moving or dismantling of equipment?
- Elem. 5. Do the facilities include provisions for construc-
 Jr. H. ting and repairing science apparatus and equipment?
 Sr. H.
- Elem. 6. Do the rooms used for science instruction have
 Jr. H. adequate sinks and water sources available?
 Sr. H.
- Elem. 7. Are special storage facilities provided for segregation
 Jr. H. of hazardous chemicals?
 Sr. H.

- () Elem. 8. Are adequate energy sources available for each
 () Jr. H. student (or small groups) to successfully complete
 () Sr. H. the learning activities?
- () Elem. 9. Do the facilities for science include space for
 () Jr. H. proper storage of all equipment, supplies, and
 () Sr. H. materials?
- () Elem. 10. Do the facilities include adequate provisions for
 () Jr. H. teacher planning and preparation work?
 () Sr. H.
- () Elem. 11. Are there facilities for the teachers of science
 () Jr. H. to confer in privacy with individual students or
 () Sr. H. small groups?
- () Elem. 12. Does the room contain adequate chalkboard, bulletin
 () Jr. H. board, and display space?
 () Sr. H.
- () Elem. 13. Are the rooms used for science decorated in such
 () Jr. H. a manner as to enhance the learning environment?
 () Sr. H.
- () Elem. 14. Does the school provide adequate equipment to
 () Jr. H. fulfill the minimal safety requirements listed in
 () Sr. H. the Code of Iowa (Chapter 280.20) (eye protection,
 extinguishers, deluge showers, eyewash)?

Budget

- () Elem. 1. Is the yearly budget for perishables, glassware,
 () Jr. H. chemicals, and specimens adequate for a quality
 () Sr. H. science program?
- () Elem. 2. Are funds available to purchase materials locally
 () Jr. H. (i.e., seeds, vegetables, bread) whenever needed?
 () Sr. H.
- () Elem. 3. Are funds available and used to help send teachers
 () Jr. H. of science to professional meetings?
 () Sr. H.
- () Elem. 4. Are funds available and used for typing and clerical
 () Jr. H. help for the teachers of science?
 () Sr. H.
- () Elem. 5. Are funds available and used for paid laboratory
 () Jr. H. assistants and/or educational aides?
 () Sr. H.
- () Elem. 6. Is the yearly budget for capital outlay items (i.e.,
 () Jr. H. items that are not perishable and usually have a
 () Sr. H. usable life of at least five years) adequate for
 a quality science program?

Staff

- | | | |
|--------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 1. Do all teachers of science have proper endorsement and approval for the field or fields they are teaching? |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 2. Do all teachers of science have at least one planning period per day? |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 3. Do the teachers of science maintain active participation in inservice education through formal study (i.e., summer workshops and extension courses) and other professional activities (i.e., attendance of state or national meetings)? |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 4. Is each teacher of science active in at least one professional organization? |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |

Instructional Activities

- | | | |
|--------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 1. Do the learning activities of each science course build on the previous experiences (processes and skills) of the students? |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 2. Do student activities allow the student to explore and discover ideas prior to or in lieu of reading about them? |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 3. Are instructional procedures employed to accommodate the varying abilities and handicaps of the students? |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 4. Does the teaching style in science employ current practices and research with regard to how students learn? |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 5. Are students stimulated, encouraged, and given the opportunity to develop thinking or problem solving skills? |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 6. Does the instruction in science encourage the inter-relating of facts, principles, processes, and concepts from the several science fields? |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 7. Do most teachers of science make use of community resources in planning student learning experiences? |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 8. Are student-oriented environmental experiences incorporated within the science curriculum? |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |

- Elem. 9. Are students grouped for instructional purposes?
 Jr. H.
 Sr. H.
- Elem. 10. Are the instructional activities designed to meet
 Jr. H. the needs of students who will enter the "world
 Sr. H. of work" at age 16 or early thereafter?
- Elem. 11. Are the careers in science areas explored in ways
 Jr. H. that provide for the potential for all students
 Sr. H. regardless of disability, sex or cultural/racial
 heritage?

Evaluation

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

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

Comments

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

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

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SOCIAL STUDIES

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

Administration and Organization

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

- Elem. 8. Administrative provision for a collection of multi-ethnic, nonsexist, multimedia aids, such as pictures, maps, charts, globes, filmstrips, films, learning packages, and recordings, are maintained for student use.
 Jr. H.
 Sr. H.
- Elem. 9. Administrative provision for community surveys and graduate follow-up surveys are coordinated within a five-year period, or current feedback from a community advisory committee is available for purposes of the improvement of curriculum.
 Jr. H.
 Sr. H.
- Elem. 10. Administrative provision for the establishment of a social studies curriculum committee-structure on a continuous year-to-year basis has been accomplished.
 Jr. H.
 Sr. H.
- Elem. 11. Administrative provision for the development of job descriptions for the varying roles of social studies curriculum committee members has been created.
 Jr. H.
 Sr. H.
- Elem. 12. Administrative provision for a budget line item in the superintendent's general budget allows for financial consideration of the social studies curriculum.
 Jr. H.
 Sr. H.
- Elem. 13. Written K-12 course guides are updated as needed to insure the implementation of the stated goals and objectives of the curriculum of the school.
 Jr. H.
 Sr. H.
- Elem. 14. The scope and sequence of the K-12 social studies curriculum reflects relevant periodic curriculum updating.
 Jr. H.
 Sr. H.
- Elem. 15. All staff members are certified and teaching in their approval area.
 Jr. H.
 Sr. H.
- Elem. 16. The district meets the minimum curriculum requirements for approved schools for the social studies area.
 Jr. H.
 Sr. H.
- Elem. 17. Curriculum resource guides reflect multicultural, nonsexist approaches.
 Jr. H.
 Sr. H.

Programs Related to the Concerns of Students

- Elem. 1. Students are involved in the formulation of goals, the selection of activities and instructional strategies, and the assessment of curricular outcomes.
 Jr. H.
 Sr. H.

- Elem. 2. The school and its teachers make steady efforts,
 Jr. H. through regularized channels and practices to
 Sr. H. identify areas of concern to students.
- Elem. 3. Students have some choices, some options within
 Jr. H. programs fitted to their needs, their concerns,
 Sr. H. and their social world.
- Elem. 4. Students have a special studies experience at all
 Jr. H. grade levels, K-12.
 Sr. H.

Program Related to the Real Social World

- Elem. 1. The program focuses on the social world as it is,
 Jr. H. its flaws, its strengths, its dangers, and its
 Sr. H. promise.
- Elem. 2. The program emphasizes pervasive and enduring
 Jr. H. social issues.
 Sr. H.
- Elem. 3. The program demonstrates the relationships between
 Jr. H. local, national and global aspects of social issues.
 Sr. H.
- Elem. 4. The program offers opportunities to meet, discuss,
 Jr. H. study and work with members of racial and ethnic
 Sr. H. groups other than their own.
- Elem. 5. The program builds upon the realities of the immediate
 Jr. H. school community.
 Sr. H.
- Elem. 6. The program provides opportunity for students to
 Jr. H. examine potential future conditions and problems.
 Sr. H.
- Elem. 7. The program emphasizes currently valid concepts,
 Jr. H. principles and theories in the social sciences.
 Sr. H.
- Elem. 8. The program develops students' ability to distinguish
 Jr. H. among empirical, logical, definitional, and normative
 Sr. H. propositions and problems.
- Elem. 9. The program draws upon all of the social sciences such
 Jr. H. as anthropology, economics, geography, political science,
 Sr. H. history and the behavioral sciences.
- Elem. 10. The program draws from what is appropriate in other
 Jr. H. related fields such as law, the humanities, the
 Sr. H. natural and applied sciences, and religion.

- Elem. 11. The program includes the study not only of human
 Jr. H. achievements, but also of human failures.
 Sr. H.

Program Objectives

- Elem. 1. Objectives are carefully selected and formulated
 Jr. H. in the light of what is known about the students,
 Sr. H. their community, the real social world, and the
 fields of knowledge.
- Elem. 2. Knowledge, abilities, valuing, and social partici-
 Jr. H. pation are represented in the stated objectives
 Sr. H. of the program.
- Elem. 3. General statements of basic/long-range goals are
 Jr. H. translated into more specific objectives conceived
 Sr. H. in terms of behavior and content.
- Elem. 4. Objectives are reconsidered and revised periodically.
 Jr. H.
 Sr. H.

Programs Related to the Learning Process

- Elem. 1. Students have a wide and rich range of learning
 Jr. H. activities appropriate to the objectives of their
 Sr. H. program.
- Elem. 2. Activities include formulating hypotheses and
 Jr. H. testing them by gathering and analyzing data.
 Sr. H.
- Elem. 3. Activities include using knowledge, examining values,
 Jr. H. communicating with others, and making decisions
 Sr. H. about social and civic affairs.
- Elem. 4. Students are encouraged to become active partici-
 Jr. H. pants in activities within their own communities.
 Sr. H.
- Elem. 5. Learning activities are sufficiently varied and
 Jr. H. flexible to appeal to many kinds of learners.
 Sr. H.
- Elem. 6. Activities are carried on in a climate which
 Jr. H. supports students' self respect and open oppor-
 Sr. H. tunities to all.

Programs Related to Learning Resources

- | | | | |
|--------------------------|--------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 1. | Instructional materials portray the pluralistic nature of our society and the broad spectrum of roles and lifestyles open to minority racial groups and women in today's world. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 2. | A collection of multiethnic, nonsexist, multi-media aids, such as pictures, maps, charts, globes, filmstrips, films, learning packages, and recordings, are maintained for student use. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 3. | Classrooms draw upon the contributions of diverse resource persons and organizations representing many points of view. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 4. | Classroom activities use the school and community as a learning laboratory for gathering social data and for confronting knowledge and commitments in dealing with social problems. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

Program Evaluation

- | | | | |
|--------------------------|--------|----|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 1. | Evaluation is based primarily on the school's own statements of objectives as the criteria for effectiveness. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 2. | Included in the evaluation process is an assessment of progress not only in knowledge, but in skills and abilities. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 3. | Questions on district-administered, norm-referenced tests are consistent with program expectations. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 4. | Evaluation data is used for planning curricular improvement. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 5. | Evaluation data offers students, teachers and parents help in the course of learning and not merely at the conclusion of some marking period. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 6. | Criterion-referenced objective-based tests are an integral part of student evaluation. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

Overall School Program

- | | | | |
|--------------------------|--------|----|---------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 1. | The district provides appropriate instructional materials, time, and facilities for social studies education. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

- | | | |
|--------------------------|--------|------------------------------------------------------------|
| <input type="checkbox"/> | Elem. | 2. Teachers not only are responsible but try out and |
| <input type="checkbox"/> | Jr. H. | adapt for their own students promising innovations, |
| <input type="checkbox"/> | Sr. H. | such as actual social participation. |
| <input type="checkbox"/> | Elem. | 3. Teachers participate regularly in active social studies |
| <input type="checkbox"/> | Jr. H. | curriculum committees with both decision-making and |
| <input type="checkbox"/> | Sr. H. | advisory responsibilities. |
| <input type="checkbox"/> | Elem. | 4. Teachers participate regularly in activities which |
| <input type="checkbox"/> | Jr. H. | foster their competence in social studies education. |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 5. Teachers and others concerned about social studies |
| <input type="checkbox"/> | Jr. H. | education in the school have competent social studies |
| <input type="checkbox"/> | Sr. H. | consultant available for help. |
| <input type="checkbox"/> | Elem. | 6. Teachers assigned with teaching responsibilities in |
| <input type="checkbox"/> | Jr. H. | social studies hold memberships in professional organiza- |
| <input type="checkbox"/> | Sr. H. | tions representative of this content area. |
| <input type="checkbox"/> | Elem. | 7. A specific minimal block of time is allocated for |
| <input type="checkbox"/> | Jr. H. | social studies instruction each week. |
| <input type="checkbox"/> | Sr. H. | |

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

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

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

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

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

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- Presch. 5. Sufficient and appropriate records and reports to insure
 Elem. continuity and effective program planning are maintained
 Jr. H. on each pupil in need of or being served through special
 Sr. H. education programs or services.
- Presch. 6. Special education personnel are provided with office time,
 Elem. clerical assistance, and office space adequate to carry
 Jr. H. out their assigned responsibilities and functions.
 Sr. H.
- Presch. 7. Valid and systematic procedures exist for the continuing
 Elem. identification of children requiring special education.
 Jr. H.
 Sr. H.
- Presch. 8. Records indicate that a comprehensive educational
 Elem. evaluation was made prior to placement for each child.
 Jr. H.
 Sr. H.
- Presch. 9. Parents are informed and involved in special education
 Elem. programs and services.
 Jr. H.
 Sr. H.
- Presch. 10. Special education personnel and teachers work together
 Elem. in staffing sessions in a cooperative and coordinated
 Jr. H. effort to insure appropriate programs.
 Sr. H.
11. There is an individualized educational program (IEP)
 for each child requiring special education which includes:
- Presch. a. A statement of the present levels of educational
 Elem. performance.
 Jr. H.
 Sr. H.
- Presch. b. A statement of annual goals, including short-term
 Elem. instructional objectives.
 Jr. H.
 Sr. H.
- Presch. c. A statement of the specific special education and
 Elem. related services to be provided to the child, and
 Jr. H. the extent to which the child will be able to
 Sr. H. participate in regular education programs.
- Presch. d. The projected dates for initiation of services and
 Elem. the anticipated duration of the services.
 Jr. H.
 Sr. H.

- Presch. e. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.
- Elem.
- Jr. H.
- Sr. H.

- Presch. f. Appropriate multicultural, nonsexist content and approaches.
- Elem.
- Jr. H.
- Sr. H.

- Presch. 12. The special education program does not show a disproportionate number of cultural minority students or one sex.
- Elem.
- Jr. H.
- Sr. H.

- Presch. 13. Special education personnel share responsibility for helping outside agencies and individuals to practice nondiscrimination in regard to culture and sex as well as disability.
- Elem.
- Jr. H.
- Sr. H.

14. The following special education support personnel are available to your school district through the Area Education Agency.

Pres.	Elem.	Jr.H.	Sr. H.	
_____	_____	_____	_____	Hearing clinician
_____	_____	_____	_____	Occupational therapist
_____	_____	_____	_____	Physical therapist
_____	_____	_____	_____	School psychologist
_____	_____	_____	_____	School social worker
_____	_____	_____	_____	Speech and language clinician
_____	_____	_____	_____	Special education nurse
_____	_____	_____	_____	Work experience instructor
_____	_____	_____	_____	Hospital and homebound teachers
_____	_____	_____	_____	Educational strategist
_____	_____	_____	_____	Special education media specialist
				Itinerant teacher for:
_____	_____	_____	_____	Hearing impaired
_____	_____	_____	_____	Visually impaired
_____	_____	_____	_____	Home intervention
				Consultant for:
_____	_____	_____	_____	Emotional disabilities
_____	_____	_____	_____	Chronically disruptive
_____	_____	_____	_____	Hearing impaired
_____	_____	_____	_____	Learning disabilities
_____	_____	_____	_____	Mental disabilities
_____	_____	_____	_____	Physical disabilities
_____	_____	_____	_____	Visually impaired
_____	_____	_____	_____	Communication disabilities
_____	_____	_____	_____	Severely/profoundly handicapped

15. List any concerns or suggestions for improvement of AEA special education services.

Comments

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

Local Evaluating Committee

Date _____

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

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STUDENT ACTIVITY PROGRAM

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

General

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

- Elem. 10. Has the school evaluated the activity program to
 Jr. H. see if revision or elimination of some programs might
 Sr. H. be feasible?
- Elem. 11. Does the activity program offer equal opportunities
 Jr. H. for both boys and girls in the area of staff, program
 Sr. H. and facilities?
- Elem. 12. Do the participants in the various organizations
 Jr. H. and athletic activities fairly well reflect the racial/
 Sr. H. cultural composition of the student body?

Elementary

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

Junior High

1. The junior high pupils need the opportunity to explore numerous fields of activity. This expression of interest should include art, intramural sports, vocal and instrumental music, hobbies, art and crafts, club work, student government, publications, and a limited social program.

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

()

a. _____

()

b. _____

()

c. _____

()

d. _____

()

e. _____

()

f. _____

Senior High

()

1. A diversified pupil-activity program is available so that special interests and aptitudes may be expressed.

()

2. Activities contribute to, and are an extension of, the total school program.

()

3. Opportunities are available in speech and dramatics, music, athletics, intramurals, student government, journalism, club activities, social groups, assemblies, leisure time activities, and other areas as may be developed under adequate school supervision.

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

()

a. _____

()

b. _____

()

c. _____

()

d. _____

()

e. _____

()

f. _____

Comments

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

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