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A North Central Association Self-Evaluation Visitation and Implementation Process

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A NORTH CENTRAL ASSOCIATION SELF-EVALUATION

VISITATION AND IMPLEMENTATION PROCESS

(TITLE)

BY

Gary E. Glosser

FIELD STUDY

~~THESIS~~

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1979

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

March 9, 1979
DATE

March 9, 1979
DATE

A NORTH CENTRAL ASSOCIATION
SELF-EVALUATION, VISITATION
AND IMPLEMENTATION
PROCESS

BY

GARY EUGENE GLOSSER

B.S. in Ed., Eastern Illinois University, 1963
M.S. in Ed., Eastern Illinois University, 1968

ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements
for the degree of Specialist in Education at the Graduate School
of Eastern Illinois University

CHARLESTON, ILLINOIS
1979

This field study was written and submitted in partial fulfillment of the requirements for the degree of Specialist in Education at the Graduate School of Eastern Illinois University. The study was based on a single unique experience. The purpose of this paper was to show a complete overview of a North Central Association Evaluation. This was accomplished by applying the process utilized by the Villa Grove High School in its North Central Evaluation.

Each North Central Association Evaluation is divided into three phases. These phases are the self-evaluation phase, the visitation team phase and the implementation of recommendations of the visitation team phase. The author has used these phases as chapter headings for the first three chapters of the paper.

Chapter one deals with the self-evaluation phase. It describes what Villa Grove did before writing their self-evaluation report, the problems encountered during the self-evaluation, and what would be done differently if another evaluation were to occur. A copy of the self-evaluation report is included in the appendix of the paper.

The second chapter deals with problems encountered in the selection of a North Central Evaluation Visitation Team and a visitation team chairman. There is also a description of the work done by the visitation team while at Villa Grove. A copy of the North Central Association Visitation Team Report and a copy of all North Central Evaluation expenses incurred by the

Villa Grove School District are included in the appendix of the paper.

The third chapter of the paper includes those recommendations of the visitation team that can be implemented by the Villa Grove School District in the next two years. A statement of implementation is included with each recommendation.

The final chapter deals with conclusions drawn by the author during the North Central Evaluation. The author also relates some of the unique circumstances surrounding the Villa Grove School-District at the time of the North Central Evaluation that could determine the implementation of recommendations made by the visitation team.

ACKNOWLEDGMENTS

The author's sincere thanks are extended to the various faculty members of Villa Grove Community Unit District #302 who have contributed information valuable to this paper. In addition, a special thanks is due Harold V. Edwards, Superintendent of District #302, and Danny Powell, Principal of Villa Grove High School. I also wish to thank Gerhard C. Matzner, Ph. D., Professor of Educational Administration, Eastern Illinois University, whose time, technical advice and suggestions have proved of valuable assistance in the writing of this paper. My sincere gratitude is extended to my family, especially my wife, Linda Glosser, who patiently spent much of her time encouraging and otherwise assisting the author.

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INTRODUCTION

This paper is being written in order to fulfill the requirements of a field experience for acquiring a Specialist in Education Degree at Eastern Illinois University. The work has been conducted with a critical but conscientious approach. There will be no related research in this paper as the focus of this paper is based on a single, unique experience.

Through this paper, it is hoped that an overview of a total North Central Association Evaluation can be shown. This will be accomplished by applying the process utilized by Villa Grove High School in its evaluation.

Each North Central Association Evaluation is divided into three distinct phases. These phases are the self-evaluation phase, the visitation team phase and the implementation of recommendations of visitation team phase. The first two phases will be dealt with by utilizing what Villa Grove did; what problems were encountered, if any, and what would be done differently if another evaluation were to occur. The third phase, the implementation phase, will show which recommendations, in the opinion of the author, should be implemented at Villa Grove in the next two years. No long term approach will be taken as there is a financial problem at Villa Grove at this time. The recommendations that fit into Villa Grove's current educational

philosophy will be the only ones mentioned in this paper along with an appropriate statement of implementation.

CHAPTER I

SELF-EVALUATION

The self-evaluation process is an experience in professional growth for all participants. Each participant has an opportunity to observe and evaluate all phases of the Villa Grove School Operation through meetings with members of the school community. It is hoped all concerned come away with a better understanding of their school. A school must plan its schedule in such a way that the staff will have adequate time to complete the self-evaluation.

Before a self-evaluation can begin, there must be adequate preparation. Villa Grove began that preparation with the selection of Gary Glosser, the author of this paper, as faculty steering committee chairman in September of 1977 and concluded the process on December 6, 1978 with the actual visitation by the North Central Visitation Team. Throughout this chapter, the author will describe the events that occurred during those sixteen months.

Once the steering committee chairman had been selected, he and the high school principal determined the self-evaluation instrument to be used in the self-evaluation. They chose Evaluative Criteria, Fourth Edition, and sent for sufficient copies of materials for the needs of the faculty. If another

evaluation were to take place, the entire steering committee would be selected and given the opportunity to participate in the selection of the evaluation instrument. There were no repercussions at Villa Grove because of the close relationship between faculty and administration; however, this might have been a problem at another school.

The steering committee chairman and Mr. Powell, the high school principal, attended a workshop sponsored by the North Central Association on November 7 and 8, 1977 in Chicago. They also attended a December North Central Association Orientation Meeting at Eastern Illinois University conducted by John Kemp, the North Central Association State Chairman, and Gerhard C. Matzner, a regional chairman for the North Central Association. The purpose of attending these meetings was to gain information in order to finalize plans for Villa Grove's evaluation. The feeling of Mr. Glosser and Mr. Powell was that the Chicago meeting was probably a waste of time, but that the meeting at Eastern Illinois University made a valuable contribution.

A total of six members, including the high school principal and the steering committee chairman, were selected to serve on the Villa Grove Steering Committee. Once this committee was formed, an orientation meeting was held to acquaint the committee with North Central Association Evaluation Procedures. The steering committee had the responsibility for naming the members of all committees, setting up a time schedule for subcommittee reports, and providing the necessary materials and supplies for the committees. It must be pointed out that the steering

committee is not responsible for doing the evaluation, but is responsible for informing the staff of the value and purpose of a self-evaluation and involving staff members.

The steering committee selected Dr. William Bach, Superintendent of Shiloh Schools, as visitation team chairman, and set the visitation dates of March 6 thru 8, 1979. This later had to be changed, as Dr. Bach moved out of state. It was fortunate that Dr. Gerhard Matzner, Professor of Educational Administration at Eastern Illinois University, was persuaded to take over the chairmanship. The dates of the visitation were changed to December 6 thru 8, 1978 to accommodate Dr. Matzner. These changes simply point out the fact that you must build adequate time and flexibility into your evaluation schedule.

The steering committee elected to involve the Villa Grove Citizens Consulting Committee in Villa Grove's North Central Evaluation. The steering committee chairman and the high school principal gave the Citizens Consulting Committee a short presentation, followed by the slide-tape presentation "Pathways: An Orientation for Local School Staff, Administration and Board of Education". Several members of the group were persuaded to volunteer to serve on the self-evaluation committees.

The steering committee was now able to assign faculty, administrators and community to the eight major committees and to the seventeen curriculum sub-committees. Villa Grove utilized not only high school faculty but junior high faculty as well in an attempt to build a better understanding of all phases of school operation. Copies of committees are presented in Appendix A.

The committee also suggested a set of dates to be used for workshops to complete committee reports. These dates, along with an overview of the North Central Association Evaluation, were presented to the Villa Grove Board of Education for its approval. Approval was granted for three early dismissal workshop days from 2:00 P.M.-4:00 P.M. and two all day institute days to work on self-evaluation. A copy of the evaluation time line is included in Appendix A.

During the first workshop, the steering committee showed the faculty "Pathways: An Orientation for Local School Staff, Administration and Board of Education", the same slide-tape presentation that was shown to the Citizens Consulting Committee. This might have been a good idea; however, the majority of the Villa Grove faculty had either seen the slide-tape presentation previously by attending the citizens meeting, by working on a North Central Visitation Team, or by going through a previous self-evaluation, and it could be said that they were less than enthusiastic about the presentation. This particular faculty could have begun the self-evaluation with a minimum of preparation. The members of the School and Community and Philosophy and Objectives Committees were asked to have their committee reports ready for presentation during the next workshop day.

On March 10, 1978, a full day workshop, the faculty came together after lunch for a general meeting. The committees on School and Community and Philosophy and Objectives reviewed their reports for the entire faculty. After suggestions and necessary changes were made in the reports, the Philosophy and Objectives

committee report was typed and distributed to all committee and subcommittee members. It was the feeling of all concerned that before any evaluation could occur, each person must familiarize himself with the philosophy of the district.

Each of the remaining workshop days was begun with a general session to answer any questions and to help with potential problems. Individual committees or subcommittees were then separated to work in their own areas. The goal was to complete the committee and subcommittee reports by the end of the day of May 12, 1978, the last full workshop day. This was not accomplished, but most of the work was completed.

The opening of the 1978-1979 school year showed only a few reports yet to be finished. A final completion date of October 31, 1978 was then set. Once all the reports were completed and returned to the steering committee, they prepared the Summary of the Self-Evaluation and sent the entire self-evaluation report to the typist. The report was typed and bound into a booklet and distributed to all faculty members, administrators, Board of Education members, and mailed to all visitation committee members. A copy of the self-evaluation is included in Appendix B.

CHAPTER II

VISITATION TEAM

The visitation evaluation team selection was extremely important with the selection of the chairman being most important. The problems experienced in acquiring a chairman for the Villa Grove North Central Visitation Team have previously been discussed. The visitation chairman should be a person who can understand the type of school being evaluated. He must be a person who can gain the respect of the faculty. He must understand the purpose of the evaluation, which is to improve the school and not to ridicule it. Dr. Matzner fit especially well into Villa Grove's situation.

Once the problem of chairman selection was dispensed with, the visitation team could be selected. Each member should display most of the characteristics necessary for a good chairman. Before individual team members could be selected, a determination needed to be reached as to whether or not the visitation would be a combined North Central Association and Division of Adult, Vocational and Technical Education visitation. Villa Grove chose not to have a combined visitation. This meant there would be a need for three more persons to be selected for the visitation team as DAVTE would have furnished their own evaluation team members in a combined visit. The next step was to determine the number of persons to be selected

for the visitation team and the expertise each should possess. The steering committee, along with Dr. Matzner, decided on twelve persons besides himself. The areas of administration and staff, and school facilities; pupil personnel, and guidance; science; mathematics; social studies, and instructional media center; physical education, health, and driver education; music; English, and foreign language; vocational education (3 persons); and special education were determined as the areas for which to select visitation team members.

The steering committee, faculty members, administrators and the visitation team chairman were asked to provide names of persons with enough expertise in the aforementioned areas to be able to serve on the visitation team. With these names in hand, the steering committee and the visitation team chairman selected persons who would perform well in the evaluation of the Villa Grove School District. The steering committee chairman was then ready to contact those persons listed. If those persons were unavailable, the steering committee chairman and the visitation team chairman were to make alternate selections. By the middle of November, the team was finally complete, bringing the number of visitation team members to fifteen including the twelve visitation team members, Dr. Matzner and two graduate assistants Dr. Matzner asked to bring along. A problem surfaced as one committee member called Villa Grove a few days before the December visitation date to say she would be unable to come for the visitation. Through no small effort, a capable person was found.

Before the arrival of the visitation team on December 6,

1978, a room with tables and typewriters was made available for the use of the visitation team members. A corp of high school business education students was available for running errands and performing any necessary typing.

The visitation team arrived at Villa Grove at 5:00 P.M. on December 6, 1978 and were shown the slide-tape presentation, "Horizons: An Orientation for Visiting Committee Members". After the slide-tape presentation, Villa Grove held a dinner in the cafeteria for visitation team members, faculty, school board members, and administrators. This was used as a "get acquainted" meeting to get preliminary discussions out of the way. After the dinner meeting, the visitation team met with the Villa Grove High School Principal, Mr. Powell, the superintendent, Mr. Edwards, and the steering committee chairman, Mr. Glosser to answer any questions that needed answering before the visitation got fully underway.

Visitation team members began work on Thursday morning by visiting faculty and classes. At the end of the day, the team was taken out to dinner by Mr. Powell. After dinner, they came back to school and reviewed all reports and findings. Friday, December 8, 1978, was spent gathering final information needed for the writing of those reports. As soon as a committee member finished his report and gave it to the visitation team chairman, he received a check covering his expenses and was allowed to leave.

Dr. Matzner gave a summary of the visitation team's report at 3:45 P.M. on December 8, 1978. He discussed some of Villa

Grove's negative aspects but elaborated mostly on the positive accomplishments the Villa Grove School has provided for students and the community.

A copy of the North Central Visitation Team Report is included in Appendix C. It includes a visitation team schedule, a list of visitation team members, the visitation team committee assignments and the reports of each committee. A copy of all expenses incurred by Villa Grove Community Unit School District #302 is included in Appendix D.

CHAPTER III

IMPLEMENTATION OF RECOMMENDATIONS OF VISITATION TEAM

Throughout this chapter, the author will take each area included in the visitation team report and determine which recommendations should be implemented by the Villa Grove School District in the next two school years. No mention beyond the next two years will be made due to the unstable financial condition of the Villa Grove School District at this time. The author will deal with each section in the North Central Visitation Report listing only the recommendation that should be implemented along with a statement of implementation. If there is no mention of a recommendation in this chapter then, in the opinion of the author, that recommendation would not fit into the plans or the philosophy of the school district; therefore, it would not be feasible to incorporate the recommendation into the Villa Grove School District's plans. For those persons interested in viewing all recommendations of the visitation team, the complete report is included in Appendix C.

Curriculum

Recommendation

Development of a comprehensive course outline for each offering.

Implementation

This project should be embarked upon this spring and involve the entire faculty. The faculty work should not be limited to course outlines but should also include writing of curriculum guides. The goal for completion of this project is the beginning of the 1980-1981 school year.

Art

Recommendation

Develop the curriculum in writing, based upon sequential learning experiences.

Implementation

The art teacher has already begun this work and her goal is to complete the work by the start of the 1979-1980 school year.

Recommendation

Consider ways to make the storage space more functional. Purchase or construct specialized trays, storage slots, shelves, and boxes.

Implementation

The maintenance person will be directed to talk with the art teacher and together develop plans that better utilize the existing storage areas. This work should be completed during the summer before the 1979-1980 school year begins.

Driver Education

Recommendation

Consider using a pre-driver education letter of

communication to be sent to the parents of students who will soon begin their driver education training.

Implementation

The instructor will be advised to write a form letter explaining the driver education program. This letter will be sent to each parent who has a student entering driver education. This will begin next school year, as all students have already enrolled in the classroom phase at this time.

Recommendation

Send a communication letter to the parents upon completion of the total driver education program.

Implementation

The instructor will be advised to write a form letter with check-lists to show the progress of each student and his or her strengths and weaknesses after going through the program. This will begin next year in order to keep continuity with the program as many students have already completed the driver education course this year.

Recommendation

Consider the need for more storage areas for classroom materials.

Implementation

There is a very real possibility that due to current cut-backs in curriculum and personnel, there will be a special room available for driver education, thus providing needed storage areas.

English

Recommendation

Encourage the teachers to join professional organizations and attend workshops.

Implementation

Teachers are currently encouraged to join their professional organizations. Workshop attendance, however, could not be expected on a school day as that is against district policy and with current monetary problems, that policy will not be changed.

Recommendation

Consider including offerings in the Speech areas either within the present course structure or in separate courses.

Implementation

A course in speech is currently offered; however, enrollment has been so small that it hasn't been taught for the past two years.

Villa Grove has dropped a one half time teacher in the English department for the 1979-1980 school year, thus eliminating any possibility of adding courses or lightening the class load of present teachers.

Health

Recommendation

Consider getting teachers qualified in CPR. This would allow students to be certified in an area that needs to be taught.

Implementation

There will be a workshop on CPR for junior and senior high teachers before the end of the school year, thus certifying them in CPR techniques. Health teachers will be encouraged to complete the requirements for teaching CPR before the start of the 1979-1980 school year. The school board will be asked to furnish any expenses incurred in this project.

Recommendation

Consider a permanent, separate health room and storage space for materials.

Implementation:

A permanent health room has been established; however, the health personnel have used the room for other purposes.

Mathematics

Recommendation

Consider reorganizing teacher's assignments to reduce the number of daily preparations.

Implementation

There are only two mathematic teachers, and they basically select their own assignments.

Recommendation

Make use of the overhead projector and slides for geometry and trigonometry.

Implementation

An overhead projector has been made available to the math teachers at this time.

Recommendation

Make greater use of the metric system in mathematics classes.

Implementation

Mathematics teachers have been instructed to study this recommendation and determine a plan before the beginning of the 1979-1980 school year.

Music

There will be no attempt to meet any recommendations in the music department. The Villa Grove Board of Education has eliminated the vocal music teacher and split her loan between the individual classroom teacher and the band teacher. It appears the music program will be downgraded rather than upgraded.

Physical Education

Recommendation

Place some value on physical education grades.

Implementation

Physical education students must receive a passing grade for each quarter of attendance in order to graduate. A student who fails physical education one quarter must enroll in and pass two classes the next quarter.

Recommendation

Consider improvement on the locker room ventilation system and ventilating the girls coaches' office.

Implementation

The maintenance person has been directed to solve the problem or to bring in outside people for evaluation. This project should be completed by the end of this summer.

Recommendation

Provide careful supervision of the locker and shower rooms by a teacher at all times when students are in those facilities.

Implementation

The physical education staff have been given this recommendation and requested to solve the problem immediately. There has also been some thought given to moving the boys' physical education instructor's office back into the locker room area.

Science

Recommendation

Replace or repair the exhaust fan in the hood of the chemistry room.

Implementation

The district maintenance man has been notified to solve the problem as quickly as it can be incorporated into his work schedule.

Recommendation

Place fire extinguishers in all science laboratories.

Implementation

Fire extinguishers will be ordered and should be placed in the rooms in the very near future.

Recommendation

Consider offering chemistry and physics on an alternate year basis due to the small enrollment in these two courses.

Implementation

This recommendation has been incorporated for the 1979-1980 school year. Physics will be the first offering.

Social Studies

None of the visitation team's recommendations will be followed in this particular section.

Spanish

No recommendations of the visiting team will be followed in this section.

Special Education

Most of the recommendations in this section fall within the scope of the Eastern Illinois Cooperative. Villa Grove will encourage the Coop to help in developing the visitation team's recommendations to the fullest extent.

Recommendation

Expand the Learning Disabilities program.

Implementation

Villa Grove will add one learning disabilities teacher to the staff commencing in the 1979-1980 school year.

Agriculture

Recommendation

Consider replacing the present wooden booth sides with sheet metal.

Implementation

This project will be started by the summer maintenance

crew and should be completed before school starts in the fall of 1979.

Recommendation

Consider painting safety lines around the table saw and other power tools where possible.

Implementation

The summer painting personnel will accomplish this task during the summer months.

Recommendation

Consider painting a sign and hanging it in the welding area warning students of the danger involved in welding when wearing soft contact lenses.

Implementation

The instructor has been informed to put some kind of notice in the welding area until a permanent sign can be painted.

Building Trades

This particular program was so highly thought of that there were no recommendations to be met.

Industrial Arts

Recommendation

Investigate the dust collecting system with a view of determining whether it is inoperable or whether its non-use was due to a failure to put it into operation.

Have the room checked carefully with a view of determining possible sources of heat loss and determine possible steps

to be taken in their remediation.

Take steps to correct the air leakage under the door in the northeast corner of the building.

Initiate steps to rectify the condition of the west doors as soon as possible.

Take immediate steps to correct the louver situation in front of the exhaust fan.

Investigate the possibility of having the dust collecting system connected to all woodworking machinery.

Implementation

Most of the above items are problems which our present maintenance personnel can solve; however, those which he can't solve will be turned over to Paul Cler who designed and installed the dust collecting equipment. The items concerning heat loss will be completed as soon as the problem can be diagnosed and solved. If Paul Cler's services are utilized, his portion of the work will have to wait until this summer with completion specified before the start of the 1979-1980 school year.

Health Occupation

Health occupation may be dropped from the curriculum for the 1979-1980 school year as our nurse has been reduced to half time. At any rate, no changes will be forthcoming at this time.

Home Economics

The school board has reduced this program from one and one half teachers to one teacher. It appears very little will be changed in Home Economics.

Recommendation

Consider offering one or more courses on an alternating year basis to reduce the six preparations per day.

Implementation

It appears likely that some course offerings will have to be put on an alternating basis but more planning is needed at this time to determine which are to be alternated. This will have to be accomplished before students can enroll in courses for next year.

Student Activities

No changes will be made in this area.

Library and Media Services

Recommendation

Consider in conjunction with faculty administration, and students, writing a material selection policy for the K-12 media program.

Implementation

Mr. Carr, the librarian, will be given this recommendation as a project to be completed by the fall of 1980. This would be accomplished earlier, but his library assistance has been eliminated. The extended portion of Mr. Carr's contract has been eliminated.

Guidance Services

Recommendation

Develop and adopt a comprehensive K-12 guidance program with the assistance of the faculty and the principals.

Develop and adopt a job description for the guidance person involving the faculty and principals in its preparation.

Develop K-12 career education and vocational materials with the assistance of the teachers and principals.

Coordinate and expand follow-up studies and job placement with the vocational programs.

Establish a guidance advisory committee including students, faculty, and principals.

Utilize small group processes.

Review and consider the purchase of some current tests to use in career selection.

Implementation

The recommendations have been given to the guidance counselor for his consideration. A plan will be decided upon between the administration and Mr. Lawson utilizing a priority basis. It is hoped that all recommendations can be fulfilled by the 1981-1982 school year. There is a problem, however, as it appears that Mr. Lawson will be teaching at least one class during the 1979-1980 school year. His time will be limited as his summer contract has been eliminated.

School Facilities

Only those recommendations for problems which present a health hazard or those which are required by law will be followed in the immediate future due to the financial cut-backs of the Villa Grove School District.

School Staff and Administration

Recommendation

Provide for a formal evaluation procedure for all staff members.

Implementation

The work on formal evaluation instruments that has not already been completed should begin immediately and be finished no later than the beginning of the 1979-1980 school year.

Recommendation

Consider the implementation of in-house in-service programs designed to improve teaching techniques, self-assessment of teachers, etc.

Implementation

Villa Grove offered just the type of in-service programs described in the above recommendation in the 1975-1976 and 1976-1977 school years. In the 1977-1978 school year, this type of program was dropped in favor of working on the self-evaluation phase of the North Central Association Evaluation. Villa Grove will return to those types of in-service programs in the 1979-1980 school year.

CHAPTER IV

CONCLUSION

The North Central Association Evaluation was a wholesome one for the most part. It brought together certified and non-certified personnel. Each gained respect for the contribution the other was making to the operation of the school district. The really significant outcome of the study resulted in the work which the faculty did in the process of its self-examination, and will do in the implementation of its findings during this process.

The preparation and the actual visitation went very smoothly. Some problems were encountered, but if a study were started tomorrow, Villa Grove would make very few changes in the format that was utilized. The teachers felt the visitation team members, as a whole, understood the Villa Grove School District and seemed to put themselves in the district's position when making recommendations.

Villa Grove will be following only those recommendations which affect the safety of students, community or faculty, the deterioration of the physical plant or those which can be accomplished without the use of financial aid. This can be easily understood as the Villa Grove Board of Education has eliminated more than \$200,000 worth of personnel and programs

since the North Central Visitation Team Evaluation. The failure of two referenda initiated this action.

APPENDIX A

NORTH CENTRAL VISITATION CALENDAR,
SELF-EVALUATION COMMITTEES AND
WORKSHOP AGENDAS

VILLA GROVE NORTH CENTRAL
ASSOCIATION VISITATION TIME LINE

10/17/77 Ordered materials for self study.

11/7-8/77 Workshop on School Evaluation Chicago/O'Hare Hilton
Commission on schools/North Central Association

12/14/77 North Central Orientation Meeting at Eastern Illinois
University. John Kemp and Dr. Gerhard Matzner presiding.

1/23/78 Meeting with Dr. Matzner to answer final questions.

2/1/78 Steering Committee Orientation

2/3/78 Selected chairman for Visitation Team and date for Visitation.

2/6/78 Explanation of NCA to Citizens Consulting Committee.

2/15/78 Steering Committee meeting to make assignments of persons
to committees.

2/22/78 Steering Committee meeting to make assignments to sub-committees.

2/23/78 Give teachers a chance to change sub-committee selection.

2/24/78 Teacher orientation and organization for starting major
committee work. Slides shown 2:00 p.m. - 4:00 p.m. workshop

3/10/78 Full day workshop 8:30 a.m. - 3:30 p.m.

3/31/78 Workshop 2:00 - 4:00

4/28/78 Workshop 2:00 - 4:00

5/12/78 Workshop 8:30 - 3:40 Finish committee work.

9/5/78 Select new Visitation Chairman and change dates for Visitation.

10/ /78 Contact persons for visitation team.

10/31/78 Deadline for reports to be completed

11/51/78 Self study reports typed and put into booklet form.

12/1/78 Self study booklets sent to visitation members.

12/6-8/78 Visitation Team

NORTH CENTRAL SELF EVALUATION COMMITTEES

School and Community

Mr. Mitchell - chairman
Mrs. Conn
Mr. Hardin
Mrs. Juriga
Mr. Kramer
Mr. Lawson
Mr. Wolfe
Mr. Richard Green
Mrs. Janice Tay
Mr. Jack Wetzel

Curriculum

Mr. Edwards
Mr. Powell
Mr. Glosser
Mrs. Conn
Mr. Herrmann
Mr. Carr

Educational Media Services Library and Audio-Visual

Mr. Carr - Chairman
Mr. Breedlove
Mrs. Butler
Mrs. Granse
Mrs. Sally Swan

School Facilities

Mr. Sergent - Chairman
Mrs. Sutton
Mr. Wayne Davis
Mr. Charles Blackford
Mr. Edwards
Mr. Powell

Philosophy and Objectives

Mr. Morris - Chairman
Mr. Boyer
Mr. Biggs
Mr. Hughes
Mr. Edwards
Mrs. Meller
Mrs. Isabelle Jones
Mr. Jay Schrieber

Student Activities Program

Mr. Ghere - Chairman
Mrs. Greger
Mr. Krejci
Mr. Mikeworth
Miss Schnitz
Rex Rund
Teresa Donahoo

Guidance

Mr. Lawson - Chairman
Miss Lane
Mrs. Schweighart
Mr. Herrmann
Mr. Sheppard

School Staff and Administration

Mr. Homma - Chairman
Mrs. Dunn
Mrs. Fancher
Mrs. Horein
Mr. Osborne
Mr. Wasson

NORTH CENTRAL SELF-EVALUATION CURRICULUM SUB-COMMITTEE

- | | |
|---|---|
| <p>4-1 Agriculture</p> <p>Mr. Mitchell - Chairperson
Mrs. Butler
Mr. Mikeworth</p> <p>4-2 Art (Including Crafts)</p> <p>Mrs. Granse - Chairperson
Mr. Breedlove
Mr. Homma</p> <p>4-3 Business Education</p> <p>Mrs. Conn - Chairperson
Mr. Krejci
Miss Lane
Miss Schnitz</p> <p>4-4 Distributive Education</p> <p>Mr. Biggs - Chairperson
Mrs. Dunn</p> <p>4-5 Driver & Traffic Safety Education</p> <p>Mr. Hardin - Chairperson
Mr. Sergent
Mr. Osborne</p> <p>4-6 English</p> <p>Mrs. Meller - Chairperson
Mr. Breedlove
Mr. Morris
Mr. Sheppard</p> <p>4-7 Foreign Language</p> <p>Mr. Hughes - Chairperson
Miss Lane
Mrs. Meller
Mr. Wolfe</p> <p>4-8 Health Education</p> <p>Mrs. Horein - Chairperson
Mrs. Butler
Mr. Ghere
Mrs. Greger</p> <p>4-9 Home Economics</p> <p>Mrs. Schweighart - Chairperson
Mrs. Granse
Mrs. Sutton</p> | <p>4-10 Industrial Arts</p> <p>Mr. Boyer - Chairperson
Mr. Kramer
Mr. Mitchell
Mr. Sergent</p> <p>4-11 Mathematics</p> <p>Mr. Herrmann - Chairperson
Mrs. Fancher
Mr. Mikeworth
Mr. Wasson</p> <p>4-12 Music</p> <p>Mr. Krejci - Chairperson
Mrs. Juriga
Mr. Lawson</p> <p>4-13 Physical Education</p> <p>Mrs. Greger - Chairperson
Mr. Ghere
Mrs. Horein
Mr. Sheppard</p> <p>4-15 Science</p> <p>Mr. Wasson - Chairperson
Mrs. Fancher
Mr. Herrmann
Mr. Homma
Mr. Wolfe</p> <p>4-16 Social Studies</p> <p>Miss Schnitz - Chairperson
Mr. Hughes
Mr. Osborne</p> <p>4-17 Special Education</p> <p>Mrs. Dunn - Chairperson
Mr. Biggs
Mr. Morris</p> <p>4-18 Trade, Technical, and Industrial Education</p> <p>Mr. Sergent - Chairperson
Mr. Boyer
Mrs. Schweighart</p> |
|---|---|

VILLA GROVE JR. - SR. HIGH SCHOOL INSTITUTE DAY

Friday, March 10, 1978

8:30 - 9:00 General Session - Library
Answer any questions that might have come up during the
 February 24 workshop.
Pass out the curriculum sub-committee assignments.
Eight general committee chairmen select the rooms where
 they will meet.
Coffee

9:00 - 12:00 Work on General Committee

12:00 - 1:00 Lunch

1:00 Meet in library
Report on the progress of the School and Community
 Committee.
Go over the Philosophy and Objectives Committee Report
 if finished.
Pass out the Individual Staff Member Reports.
Spend the rest of the day working on the General Committee
 reports, curriculum sub-committee reports or individual
 staff member reports.

3:00 Dismissal

VILLA GROVE JR.- SR. HIGH SCHOOL INSTITUTE DAY

Friday, May 12, 1978

8:30 - 9:00 General Session - Library

 Questions about board meeting.

 Teaching assignments for next year.

 Answer any questions that may have come up since
 our April 28th meeting.

 Assign the curriculum sub-committee work to be
 done today. (Chairman will select work station.)

 Coffee and donuts.

9:00 - 12:00 Work on curriculum sub-committee reports.

12:00 - 1:00 Lunch

1:00 - 3:40 Try to finish curriculum sub-committee reports.

 Try to finish individual staff reports.

3:40 Dismissal

APPENDIX B

SELF-EVALUATION STUDY

VILLA GROVE HIGH SCHOOL

A SELF-STUDY

NORTH CENTRAL ASSOCIATION

1978 - 1979

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School and Community 2

NAME OF SCHOOL Villa Grove High School DATE October 1, 1978

Prepared by

Rolla Mitchell

Robert Lawson

Janice Tay

Ruth Conn

Sharon Juriga

Jack Wetzel

Glenn Hardin

Tony Kramer

Leslie Wolfe

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

The school exists primarily for the benefit of the youth of the community or the group which it serves. The distinctive characteristics and needs of the people and groups of people of the school community, particularly those of the youth, should be known.

The differences among people, their vocational interests and aspirations, and their abilities all exert an influence on the type of

education provided. Every school community inevitably is interrelated with other communities and is a part of larger communities, particularly the state and the nation. The school should therefore adapt its general philosophy, specific purposes, and its educational program to its own community and to the larger communities of which it is a part.

EVALUATIVE CRITERIA
Fourth Edition

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I. BASIC DATA REGARDING STUDENTS

A. ENROLLED STUDENTS AND GRADUATES

1. In the space below enter data for current year (as of October 1) in the last group of three columns, and for the preceding years in the preceding groups of columns, the three columns at the left being for the earliest year. Enter data *only for the grades in the school as organized*—three-year, four-year, five-year, or six-year unit. If necessary, change

designation of the school grades to conform to actual organization of school. If the school is ungraded or for other reasons the organization does not lend itself to this table, modify or replace it so that the enrollment of the school is accurately described.

CLASSIFICATION	19 ⁷² -19 ⁷³			19 ⁷³ -19 ⁷⁴			19 ⁷⁴ -19 ⁷⁵			19 ⁷⁵ -19 ⁷⁶			19 ⁷⁶ -19 ⁷⁷			19 ⁷⁷ -19 ⁷⁸		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
<i>Enrollment:</i> Regular: Twelfth grade	46	42	88	45	43	88	45	32	77	50	45	95	47	41	88	45	37	82
Eleventh grade	44	48	92	44	37	81	48	50	98	46	45	91	48	41	89	38	28	66
Tenth grade	46	38	84	53	56	109	48	45	93	48	45	93	39	34	73	55	41	96
Ninth grade	55	53	108	47	40	87	48	41	89	36	35	71	50	38	88	38	38	76
Eighth grade	45	41	86	52	39	91	35	34	69	55	34	89	37	40	77	50	39	89
Seventh grade	49	39	88	34	30	64	54	36	90	35	39	74	47	36	83	50	32	82
Postgraduate and Special	5	2	7	10	8	18	16	12	28	14	8	22	14	8	22	5	1	6
Total	290	263	553	285	253	538	294	250	544	284	251	535	282	238	520	281	216	497
<i>Graduates:</i> Number during year	48	41	89	43	45	88	46	36	82	48	28	96	48	41	89	46	39	85

2. Describe any studies that have been made regarding the progress of a group of students who entered the lowest grade at the same time (attach sheet).

3. Indicate the significance of these data to the objectives and programs of the school.

B. STUDENT ABILITY**Academic ability**

If records of intelligence or academic ability tests are available, give number of students in each of the following IQ or percentile ranges. If the school does not have data suitable for this table, give equivalent distribution either in this form, revised as necessary, or on a separate sheet. If neither request can be met, describe briefly the general academic ability of students. If the school is ungraded, or for other reasons the organization does not lend itself to this table, modify or replace it so that the school is accurately described.

RANGE*		SEVENTH GRADE	EIGHTH GRADE	NINTH GRADE	TENTH GRADE	ELEVENTH GRADE	TWELFTH GRADE	TOTAL	
IQ	National Percentile							Number	Percent
Over 124	Over 94			12	4	8	4	28	8.2
117-124	85-94			6	2	11	5	24	7.6
109-116	70-84			25	14	14	8	61	18.5
92-108	31-69			29	27	30	30	116	34.0
84- 91	16-30			10	22	14	10	56	15.8
76- 83	6-15			9	19	5	8	41	12.1
Below 76	Below 6			4	5	0	4	13	3.8
Total				95	93	82	69	330	100

* A school should feel free to modify these intervals to agree with distributions previously made. Indicate which column is being used by circling "IQ" or "National Percentile."

b) What test or tests were used in determining these data? The school used
N.E.D.T., A.S.V.A.B., Metropolitan, Otis-Lenon, G.A.T.B., Jets

c) When were the tests given?

Metropolitan - 1st through 8th, A.S.V.A.B. - Optional N.E.D.T. - 10th
Otis-Lenn - 7th G.A.T.B. 11 or 12 by appointment Nat'l Merit - 11th

Jets - optional
2. What test data, other than academic ability, are available that describe the abilities of students?
The test data describes
the student's projected learning ability

3. Describe how test data are used to identify abilities of students and to plan their educational programs.

Placing students in special programs
Teacher usage
Class scheduling

4. List and describe any long-range studies carried on by the school that relate to student abilities.

No long range studies are being done
Counselor checks periodically with graduates for opinions as to changes needed.

C. STABILITY

1. In the space below, indicate the number of years which each member of the current senior class has been in *this* school.

NUMBER OF YEARS IN THIS SCHOOL (INCLUDING PRESENT YEAR)	SENIORS			
	Boys	Girls	Total	
			Num- ber	Per- cent
1	1	0	1	Approx. .01
2	0	1	1	.01
3	1	3	4	.05
4	2	1	3	.03
5	0	1	1	.01
6	1	2	3	.04
7 or more	44	29	73	.85
Total	49	37	86	100%

2. What provision does the school make for gathering these data regularly?

Periodic collections of data-- but not on a regular basis-- are made, studied and used for administrative and planning purposes.

3. Discuss any unusual conditions revealed by this table.

The table points out a fairly high stability. However, there has been a decrease in the past seven years from 95.6% to 82%. We do not feel that the turn-over rate will drastically increase in the near future unless there should be a change in the employment by the railroad and coal mine or major sources of employment in nearby Champaign-Urbana.

4. What factors within the school or community contribute to any unsatisfactory conditions revealed by this table?

We feel for our size school that the stability is satisfactory but has been changing during the past ten years due to the general mobility of population.

5. What is being done to improve unsatisfactory conditions?

The school offers a variety of things that influence the stability. The most tangible influences are: counseling, psychiatrists, psychologists, CWT work-study programs, building trades, girls' athletic programs, a large selection of courses (76) and the allowance of married students to fully participate in all school activities.

D. WITHDRAWALS

In the table below, indicate the number of students who gave each reason as the major reason for withdrawal. If no major reason was given, determine the most plausible reason from the records of the student. *Do not count any student more than once.* Include students who have withdrawn from the school during the 12 months preceding the opening of the current school year.

REASON FOR WITHDRAWAL	Boys	GIRLS	TOTAL	
			Number	Percent of Total Enrollment of School
Disciplinary difficulties	0	0	0	0%
Entered military service	0	0	0	0%
Financial reasons	1	1	2	.583%
Illness of student	1	0	1	.291%
Lack of interest in schoolwork	4	0	4	1.166%
Pregnancy	0	0	0	0%
Marriage	0	0	0	0%
Employment	0	1	1	.291%
Poor academic achievement	0	0	0	0%
Student's help needed at home	0	0	0	0%
Unknown	0	0	0	0%
Subtotal	0	0	0	0%
Transferred to another school:				
Because of family change of residence	2	1	3	.874%
Without family change of residence	1	1	2	.583%
Total	9	4	13	3.79%

2. What provisions does the school make for gathering these data regularly?

For state and NCA reporting, along with our own needs, periodic collections of data are made and studied.

3. Discuss any unusual conditions revealed by this table in relationship to preceding years.

In comparison to the 1971 evaluation, the number of withdrawals has been drastically reduced. It is 3.79% in 1978 compared to 10.8% in 1971

4. What factors within the school or community contribute to any unsatisfactory conditions revealed by this table?

Lack of parental concern and broken homes have much to do with our withdrawal problems.

5. What is being done to improve unsatisfactory conditions relative to withdrawals?

Our school offers guidance services along with a psychologist to aid in our problem. We are also implementing a remedial reading program in the high school.

E. EDUCATIONAL INTENTIONS

1. Indicate the number and percent of members of the present senior class whose intentions are as follows:
2. Discuss procedures used in collecting these data.

INTENTIONS	BOYS	GIRLS	TOTAL	
			Num-ber	Per-cent
Attend 4-year college or university	4	7	11	13
Attend junior or community college	6	2	8	10
Attend other post-secondary school, e.g., business college or technical institute	1	1	2	2
Continue education but undecided on type of school	3	4	7	9
Stop formal education upon graduation	13	15	28	35
Undecided about further education	8	4	12	15
Unknown	10	4	14	16
Total members of senior class	45	37	82	100

Date is collected mostly by survey and personal interview conducted by the counselor, and other vocational teachers.

3. What procedures are used, and when, to help a student determine his educational intentions?

The procedures used are many and varied. Students are surveyed yearly to keep abreast of their intentions and plans, in regard to jobs, vocations. The Kuder Preference is given to Junior students. The Armed Services Voc. 1 Aptitude Battery is given as an option during the Senior year. Individual counseling is done by Administrators, Teachers and the Counselor. Visitations by admissions officers, representatives of various career areas are provided for. Senior students, especially.

4. To what extent are the above data used in planning individual and group educational programs?

The curriculum is constantly studied for changes that will better meet the needs of all students.

F. OCCUPATIONAL INTENTIONS

1. Indicate the occupational categories, with number and percent of the present senior class planning to enter each category.

CATEGORIES	Boys	GIRLS	TOTAL	
			Num-ber	Per-cent
Agriculture	5		5	.058
Professional - Medicine	1		2	.01
- Law	1			.01
Nursing		1	1	.01
Teaching	2	3	5	.058
Technology	3		3	.003
Engineering	3		3	.003
Crafts (Construction)	6		6	.069
Landscaping	1		1	.01
Service (Military)	6		6	.069
Clerk		5	5	.058
Heavy Equipment Operator	1		1	.01
Office Occup.		8	8	.009
Cosmotology		2	2	.002
Flight Training		1	1	.01
Commercial Art		1	1	.01
Modeling		1	1	.01
Unknown (Work)	16	15	31	.36
Total	45	37	82	1.00

2. Discuss procedures used in collecting these data.

Information collected, primarily, through surveys and personal interviews of students by the Guidance Counselor.

3. What procedures are used, and when, to help a student determine his occupational intentions?

Students are surveyed each year. Vocational classes spend a given amount of time each year on occupations, jobs. Students are informed of Chronicle Guidance file, Occup'l Outlook Handbooks, and other resources available. Kuder interest inventories given to Juniors. ASVAB (Armed Ser. Voc'l. Apt. Batt) given to students who desire.

4. Discuss the occupational opportunities afforded students and graduates in the community or area.

There is little opportunity in the community or immediate area. Most students either leave the area to seek work or commute to Champaign-Urbana area.

5. To what extent are the above data used in planning individual and group educational programs?

All types of data are used if a decision is made to make changes in the curriculum.

G. FOLLOW-UP DATA OF GRADUATES (Class of 19 77)

1. Indicate in the appropriate columns the number and percent of graduates of the last senior class who *have entered* the educational and occupational categories:

CATEGORIES	BOYS	GIRLS	TOTAL	
			Num-ber	Per-cent
Schools leading to a bachelor's degree	7	7	14	.17
Other schools beyond the secondary school	10	6	16	.195
Occupation: Services	3		3	.036
Nurses Aide		1	1	.012
Construction	8	1	9	
Waitresses		2	2	.024
Banking		2	2	.024
Farming	2		2	.024
Serv. Station Att.	2		2	.024
Clerks	3	2	5	.06
Secretarial		3	3	.03
Apt. Mgr.		1	1	.012
Truck Driver	1			
Singer		1	2	.02
Married	1	5	6	.073
Unemployed	4	3	7	.085
Unknown	4	3	7	.085
Total	45	37		

2. Describe the procedures used in securing these data.

Direct knowledge and interview of high school students.

3. What studies have been made in this school to determine how closely this information conforms with student intentions while in school?

No knowledge of any such studies

4. What effort is made by the school to evaluate the success of its graduates in colleges and other postsecondary school institutions?

Counselor and High School principal attend articulation meetings on college campuses - with former students. Students visit in college prep English class once or twice per year and discuss their preparation, success, etc. High School receives results from colleges re: students' grades.

5. Has any survey of occupational opportunities for high school graduates been made in the community? Describe.

Not recently. Job stations are fairly well canvassed by CWT coordinator.

6. Is the distribution of graduates in the above table typical for this school and community?

Pretty much so.

7. How does this distribution compare with that of the senior class of five years ago?

There is a small trend toward seeking occupation rather than additional education first.

8. To what extent is this information used in the study of the secondary school program in relation to needs of students?

It is regularly considered when programs are planned or discussed.

II. BASIC DATA REGARDING THE COMMUNITY

A. POPULATION DATA FOR THE SCHOOL COMMUNITY (See "Definitions" on page 18)

Year to which information applies: 1978

Describe the area included within your community:

1. Total population this year (census date <u>1971</u>)		2605
2. Total population last census (census date <u>1970</u>)		2605
3. Number of youth of secondary school age in the community		339
4. Number of secondary schools of all types in this community and enrollment:		
	NO. OF SCHOOLS	TOTAL ENROLLMENT
Public	<u>1</u>	<u>339</u>
Church-related	_____	_____
Nonpublic, non-church-related	_____	_____
Total	_____	_____
5. Enrollment in this school		<u>339</u>

B. OCCUPATIONAL STATUS OF ADULTS

Describe briefly the general character of employment of adults in the community. If the school is *publicly* supported, recent census data of the supporting district may be satisfactory. If the school is *nonpublic*, a summary of occupations of parents of present students will be helpful.

The general character of employment would be farming and related businesses. Many adults seek employment outside the community because of a lack of job opportunities in Villa Grove.

C. EDUCATIONAL STATUS OF ADULTS

Describe, in general, the extent of the formal education of parents and other adults in the community. If recent census reports are not available, an estimate should be made by those who know the community well.

The majority of the parents, and other adults, have a high school education. The percentage has gradually increased over the last ten years and should continue to do so as a result of C.W.T. programs and GED tests.

D. ECONOMIC CLIMATE

Explain any changes in the economic development of the community within the past ten years.

The economic development of Villa Grove has been quite stable. However, adverse agricultural prices last year may result in a greater criticism of rising tax burdens.

E. BACKGROUND AND AFFECTIVE CHARACTERISTICS

1. Approximate percent of enrollment in this school classified as rural (in open country or in towns of fewer than 2,500 population) 30 %
2. Percent of students in this school transported at public expense 30 %
3. Describe the school population with respect to racial and ethnic backgrounds. Include any changes that have taken place in the last five to ten years or that appear probable in the near future.

The school is composed of white, English speaking students of American parents almost totally traceable to European ancestors.

4. Describe the feelings of the students about their school and their fellow students. (This subject should be explored with the students for their answers.)

The students, in general, are very proud of their school. They cooperate well with one another.

F. COMPOSITION OF THE COMMUNITY

Describe any important characteristics of the community which are related to the school and its program, such as languages spoken in the home, national origins of students or parents, nature of neighborhoods, cultural interests, and stability of population.

The school community is composed largely of the lower middle income class of people. Their backgrounds are European, American with an extreme effort of rural community showing. The population is stable.

G. FINANCIAL RESOURCES—PUBLIC SCHOOLS

A brief financial statement may be attached if there is more than one school in the district, or if for some other reason the information is not readily available.

Fiscal year to which information applied: 1976-77

1. Expenditure (not including capital outlay) of this secondary school per student in average daily attendance (.76-77 per capita tuition)	\$ <u>Amount</u> 1,083.25
2. Assessed valuation of the school district	\$ <u>31,084,324</u>
3. Approximate percent assessed valuation is of true valuation (as per state law, 33 1/3%)	<u>12</u> %
4. Assessed valuation per youth of secondary school age in the school district	\$ <u>32,720</u>
5. Percent of funds from tuition students enrolled in this school	<u>None</u> %
6. Percent of funds obtained from:	
a) Local taxation	<u>63.25</u> %
b) State sources	<u>29.60</u> %
c) Federal sources	<u>4.13</u> %
d) Other sources	<u>3.02</u> %

H. FINANCIAL RESOURCES—NONPUBLIC SCHOOLS

Fiscal year to which information applied: 19____
(Attach summary statement of Income and Expenditures)

- 1. Tuition charges Day \$ _____ Boarders \$ _____
- 2. Percent of student body receiving financial aid _____%
- 3. Total value of financial aid (including work scholarships) \$ _____
- 4. Percent student aid is of total tuition income : _____%
- 5. Total replacement value of school plant (including grounds) \$ _____
- 6. Total value of endowment and similar funds:
 - a) Endowment (approximate market value) \$ _____
 - b) Reserves including contingency funds \$ _____
 - c) Total \$ _____
- 7. Income from tuition \$ _____
- 8. Income from endowment \$ _____
- 9. Income from gifts \$ _____
- 10. Legal description of status of school _____

- 11. Additional information about financial resources _____

- 12. Where does the school keep the most recent audit report or financial statement?

III. COMMUNITY AGENCIES AFFECTING EDUCATION

List and describe those community agencies affecting the education of students. Indicate any cooperative arrangements of agencies with the school. The purpose is to identify the agencies that are having a significant influence on education programs rather than to provide an exhaustive list of all resources.

The list may include categories such as educational (libraries, colleges, etc.), recreational, cultural, youth-serving, professional, religious, commercial, labor, health, and service organizations.

The Camargo Township Library at Villa Grove supplies a needed supplement to the high school library as well as operating during the summer when the school library is not available.

The Villa Grove Community Building and Parks supply many recreational facilities. The Tri-City Country Club is used for practice for golf meets by our golf team. Local youth groups includethe Boy Scouts, Girl Scouts, 4H, Rainbow Girls, DeMolay, C.Y.O. Church Youth Groups, Little League baseball and intramural basketball help broaden the students various levels.

Three local area colleges provide excellent educational and cultural resource areas for the students of Villa Grove.

Philosophy and Objectives

NAME OF SCHOOL Villa Grove High School DATE October 1, 1978

Prepared by

<u>Terry Morris</u>	<u>Ted Hughes</u>	<u>Isabelle Jones</u>
<u>Steve Boyer</u>	<u>Harold Edwards</u>	<u>Jay Schrieber</u>
<u>Bert Biggs</u>	<u>Patricia Meller</u>	

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

The philosophy of a school is a framework of basic principles of education that express the staff's convictions on such essential points as the scope of the school's responsibility for the education of youth, the nature of the educative process, the characteristics and needs of the students whom it seeks to serve, the content and methods of instruction, desirable types of student activities, and the outcomes to be attained. If the philosophy and objectives are to be functional, all members of the staff should participate in their formulation, rather than merely endorse a statement that they had no part in developing. A school may wish to consult or involve students and patrons in the development of the school's philosophy and objectives. The objectives of the school should be specific aims stated in harmony with the school's philosophy. They are tangible guidelines for the school's future position.

Each school or unified group of schools should determine and develop its own educational philosophy, so long as this is consistent with the principles of American democracy and consistent within itself.

In a school evaluation, the philosophy and objectives of the school bear the same relation to the evaluative procedures as they do to the operation of the school. The evaluation is a set of judgments upon the extent to which the school is actually accomplishing what it is properly trying to accomplish. During the self-evaluation, the staff studies every policy, every program, every attitude and

procedure, measuring each of them against the accepted philosophy and objectives and against the nature and needs of the students.

The staff first studies the characteristics of the school and community and the statement of philosophy and objectives. The members of each subcommittee attempt to understand the objectives and to enter into their spirit. They judge each phase of the school's program as described in the checklists and evaluations. They consider how well each practice conforms to the philosophy and objectives and how appropriate it is for these students. Thus, they evaluate the effectiveness of the school's efforts to fulfill its purposes.

If a visiting committee is used, it first studies the characteristics of the students served and the statement of philosophy and objectives. The members of the committee attempt to understand the philosophy and to enter into its spirit. For the duration of the visit they try to put their own philosophy into the background and to accept as their own for the time being what the school staff has given as the philosophy and objectives of the school. They judge each phase of the school's program as described in the checklists and evaluations and verified by the committee's observations. They consider how well each practice conforms to the philosophy and objectives and how appropriate it is for these students. Thus, they evaluate the effectiveness of the school's efforts to fulfill its purposes.

EVALUATIVE CRITERIA
Fourth Edition

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Illustrative of propositions which produce a clarification of staff and patron positions are the following:

1. The curriculum, instructional program, and special services of Villa Grove High School should be so planned and implemented in relation to the interests, talents, and future plans of students as to encourage all students to continue through to graduation on a voluntary basis.

a) *Consensus position*: Agree X; Disagree _____; Agree, with modification _____.

b) *Modification*:

2. The major emphasis of the educational program in the secondary school should be on a continuing and broadening program of general education, adapted to the characteristics of the students served, and directed primarily to developing the full potential and a maturing sense of social and civic responsibility in each student.

a) *Consensus position*: Agree X; Disagree _____; Agree, with modification _____.

b) *Modification*:

3. The instructional program should reflect good balance between the study of past cultures and consideration of contemporary works and social changes.

a) *Consensus position*: Agree X; Disagree _____; Agree, with modification _____.

b) *Modification*:

4. In addition to provisions for general education, the program of the secondary school should include not only college-preparatory work but also special opportunities for effective preparation for education beyond the high school that leads to entering employment.

a) *Consensus position*: Agree X; Disagree _____; Agree, with modification _____.

b) *Modification*:

5. In most curricular areas, classroom instruction should place major emphasis on active student involvement in such activities as problem solving, investigative procedures, exchange of ideas, planning, and evaluation as effective procedures in learning.

a) *Consensus position*: Agree X; Disagree _____; Agree, with modification _____.

b) *Modification*:

Other statements may call for an expression on such issues as the relative emphasis to be placed on the humanities and sciences, the extent to which conceptual structuring should be employed in instruction, the degree of emphasis to be placed on the deductive approach, and basis for student evaluation and promotion. If this approach of formulating position statements is used, the most beneficial result would be a summary statement, based on the philosophical statements previously formulated, that produces guidelines for direction and emphasis in specific areas of the educational program.

II. PROCEDURES FOLLOWED IN DEVELOPMENT OF PHILOSOPHY AND OBJECTIVES

In practical effect on the school program, the procedures followed in arriving at a formulation of philosophy may be of as much significance as the statement of philosophy which is developed. In the space below, indicate the procedures used by this school in developing its philosophy. The questions which follow are intended merely to be suggestive. Any significant activities in the study and development of the philosophy and objectives should be described and included.

1. Who were involved in formulating the statements presented in Part I of this section?

People involved included teachers, one administrator, and two citizens of the community.

2. How did the staff participate in discussion and development of the statements?

The previous philosophy and objectives were read and discussed point by point, and revisions and changes were made accordingly.

3. How recent are the statements of philosophy and objectives? Are they revisions of former statements or completely new statements?

The statements were prepared in the spring of 1978 and are revisions of former statements.

4. What sources and materials for study and discussion were most helpful in developing the statement of philosophy and objectives?

1971072 North Central Report of Villa Grove High School.

III. COMMENTS ON THE SCHOOL'S STATEMENTS OF PHILOSOPHY AND OBJECTIVES

(Space is provided below for comments relevant to the statements of philosophy and objectives.)

P H I L O S O P H Y

It shall be the philosophy of Villa Grove High School to provide a secondary education that reflects the needs of the community and society as a whole. This education will provide a basic curriculum which is enriched and augmented by course offerings geared to meet the needs, skills, and desires of the individual, as well as the demands of the community and society as a whole.

It is necessary to present each student with ideas that are challenging and relevant, that stimulate logical thinking, and that initiate and promote creative and constructive action. This is especially needed to properly evaluate the massive amount of information and knowledge that confront each of us daily. It will be necessary to be sensitive to the students' existing interests and to motivate interests in unexplored areas.

The student is to be provided with educational experiences which afford him the opportunity to develop a value system which includes commitment to responsible and ethical behavior. Each individual is to be encouraged to recognize the importance and need for behavior which is responsible to himself, to other individuals, and to the local, national, and world community.

In keeping with the democratic traditions of our nation, Villa Grove High School will consider each individual to be a responsible member of the school community and respect his right to make contributions to the educational program. The members of the community, regardless of race, creed, or socio-economic class, be they residents, parents, teachers, or students, are to be considered when school policy and procedure are discussed and adopted. The program is to be designed to reflect the will of the majority while providing for and safeguarding the rights of the minority. The school shall use the democratic method of decision making, wherever possible, in its operation in order that each student might gain knowledge and develop skills for functioning effectively in a democratic society. After developing the individual skills, attitudes, and behaviors, the individual will be able to work cooperatively with others toward socially acceptable solutions to problems and tensions within society.

The program will utilize the facilities and assets of the community to the fullest in order to provide the individual with the best possible education.

This philosophy is recognized to be neither static nor perfect and is subject to change at any time.

O B J E C T I V E S

1. Villa Grove High School shall provide useful learning experiences to residents of the community.

WHICH IMPLIES

- a. A program designed to teach the basic cognitive skills necessary for those who wish to continue their education beyond high school.
 - b. A sound program to teach the basic skills necessary for living and working in a community upon graduation.
2. Villa Grove High School shall provide a learning situation geared to the varied abilities of the students.

WHICH IMPLIES

- a. Ability grouping in appropriate areas with the student having some choice regarding the level at which he wishes to be challenged.
 - b. A curriculum which will take the student from where he is and help him to develop to the limit of his ability.
3. Villa Grove High School will provide the basic foundations for continuous learning be it higher education, apprenticeship, technical education, or informal learning experiences.

WHICH IMPLIES

- a. A curriculum offering a wide spectrum of courses.
 - b. The development of a desire and ability to acquire more knowledge.
 - c. A technical vocational program which not only teaches specific crafts but also focuses on the development of certain basic skills and understandings.
4. Villa Grove High School will encourage the student to think logically, creatively, and critically.

WHICH IMPLIES

- a. The creation of classroom situations which demand logical thinking.
 - b. The creation of classroom situations which stimulate creativity.
 - c. The creation of classroom situations which encourage critical thinking.
5. Villa Grove High School will develop within the student the ability to deal with a rapidly changing society.

WHICH IMPLIES

- a. Emphasizing problem solving in addition to knowledge of facts and concepts.
- b. Keeping the curriculum up to date.
- c. Encouraging the development of rewarding use of leisure time.
- d. Developing programs which lead to good physical and mental health.
- e. Developing attitudes and abilities which will lend themselves to a changing society

6. Villa Grove High School will assist the student in developing an individual personality with a group sense of responsibility.

WHICH IMPLIES

- a. Providing situations which nourish ethical, responsible behavior.
 - b. Teaching of civic responsibility.
 - c. Evolving within the students a degree of self-sufficiency.
 - d. Initiating and promoting extra-curricular activities which provide opportunities for development of diversified skills.
7. Villa Grove High School will develop within the student a sense of values related to the community, the nation, and the world.

WHICH IMPLIES

- a. An opportunity to develop and discuss each individual student's values.
 - b. An attempt to develop the student's respect for the values of other people.
 - c. An attempt to implement these values in the educational environment.
8. Villa Grove High School will encourage the assistance of the community in achieving these goals.

WHICH IMPLIES

- a. The active participation of community members in the educational program.
 - b. The use of para-professionals who may be able to offer special skills to the learning situation.
 - c. The use of university, corporate, and government facilities and personnel when it is desirable to do so.
 - d. The enlistment of support from the local news media so that the school may have the widest possible distribution of information to the community.
 - e. An interaction between school personnel and the various leaders of the community.
9. Villa Grove High School will assist in improving the student's self-concept and in developing his awareness of and an appreciation for the differences between himself and others.

WHICH IMPLIES

- a. Encouraging the understanding of people and their actions.
- b. Developing each student's sense of respect for his fellow man.
- c. Presenting the accomplishments and contributions of various social and cultural groups.
- d. Providing situations which develop a sense of personal worth.
- e. Encouraging rapport between students and teachers.
- f. Providing professional counseling for students when they are faced with problems.

Curriculum 4

NAME OF SCHOOL Villa Grove High School DATE October 1, 1978

Self-evaluation by

Harold Edwards

Ruth Conn

Danny Powell

Lance Herrmann

Gary Glosser

Pat Carr

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

Although the term "curriculum" may be interpreted to include all constructive learning experiences provided under the direction of the school, it is used here to designate those activities, both formal and informal, carried on in relation to planned courses of instruction. It functions through learning experiences and instructional materials from various fields of knowledge. Attempts are made to provide learning experiences that meet not only the general needs but also the specialized needs related to the unique abilities, interests, and expectations of each individual.

Instructional activities are planned to develop knowledge, understanding, attitudes, ideals, habits, and skills that are appropriate to a full life in American society. Sound teaching techniques are developed in relation

to established theories of learning, new media, and recent research. It is imperative that all teachers make provisions for individual differences among students. Students are encouraged to assume as much responsibility for advancing their own learning as their maturity permits.

Continuous evaluation of the curriculum is needed to determine the degree to which the instructional objectives are being achieved, as well as the appropriateness of the curriculum design. The procedures for developing improvements in the curriculum should be flexible and should encourage change and innovation where appropriate. Professional leadership, widespread faculty involvement, and adequate material resources assure a commitment to continuous evaluation and improvement of the curriculum.

EVALUATIVE CRITERIA
Fourth Edition

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I. OFFERINGS

A. Organization and Extent of Offerings

AGRICULTURE

ANIMAL SCIENCE -- Elective - Grades 9, 10 - Unit

Planned learning experiences which are concerned with the study and the operations dealing with theories, principles, and practices involved in producing animals and animal products for economic and other uses. A study will be made of the job opportunities available to those with agriculture knowledge and skills.

The Future Farmers of America and related leadership training permeate every aspect of the instructional program in agriculture. The foundation upon which the F.F.A. is built includes leadership and character development, sportsmanship, cooperation, service, thrift, scholarship, improved agriculture, organized recreation, citizenship and patriotism. Also, by Act of Congress, P.L. 740, F.F.A. is an integral part of all instructional programs in Agriculture.

SOILS AND PLANT SCIENCE -- Grades 9, 10 - 1 Unit (Elective)

The study of the physical, chemical, biological, and fertility properties of soils in relation to their management for crop production and other agricultural operations. Planned learning experiences which are concerned with the study and operations dealing with principles and practices involved in the culture and production of agricultural plants.

The study of soil and water conservation. A study will be made concerning the available job opportunities for those with agriculture knowledge and skills.

AG POWER MECHANICS -- Elective - Grades 11, 12 - 1 Unit

A combination of subject matter and experiences designed to develop in pupils the abilities to recognize and identify the fundamental principles of selection, operation, service, maintenance, repair, safety in internal combustion engines.

F.F.A. Elective

AG BUSINESS MANAGEMENT -- Elective - Grade 12 - 1 Unit

Planned learning activities concerned with proven management practices for an agricultural business. The fall semester deals primarily with management. The spring semester deals primarily with marketing.

ART

ART I -- Elective - Grades 9, 10, 11, 12 - 1 Unit

Art I is an introduction to the elements and principles of art; line, shape, color, value, texture, space, emphasis, balance, contrast, repetition, etc. Students work with tempera and watercolor paint, pencil, charcoal, pen and ink, linoleum block print, stencil print, ceramic pottery and sculpture, papier mache, wire, wood, plaster, weaving, stitchery, batik. This course is for the student with little or no art.

ART II -- Elective - Grades 10, 11, 12 -- 1 Unit - Prerequisite, Art I

Art II is a continuation of Art I. Art elements and principles are studied in depth and applied to familiar as well as new processes and media. Students will be introduced to acrylic painting, pastels, silk screen and wood block printing, wheel thrown pottery, ceramic hollow sculpture, block carving, metalwork, and pewter cast jewelry.

ART III-IV -- Elective - Grades 11, 12 - 1 Unit - Prerequisite, Art II

This class is designed for the student who has completed Art I and II and has earned a grade of at least a "B" in Art II. Learning experiences are based on experimentation and advanced techniques in familiar media. Students will also have opportunities to try complex processes such as lithography, silver jewelry, and photo silk screen. Art careers will be explored and each student will develop a portfolio suitable for presentation for college or job application.

BUSINESS EDUCATION

If there is any student planning to take either Typing I or II who has not had any previous instruction in typing, please see Mrs. Conn before registration. Both Typing I and Typing II assumes that you have had at least 12 weeks of training.

If you have taken Typing I and wish to continue with Typing II, you should register for second semester Typing II. If there are typewriters available, you may register for first semester and audit the course but you will not receive credit.

TYPEWRITING I -- Elective -- Grades 9, 10, 11, 12 -- $\frac{1}{2}$ unit
Prerequisite -- 12 weeks of typing in eighth grade

Typing I is an advanced beginning course for students who have had 12 weeks of typing. Almost all students need to know how to type a letter of application, term papers, etc. Skills taught are: typing of postal cards, envelopes, outlines, footnotes, bibliographies, personal and business letters, and simple tabulations, as well as rebuilding speed and accuracy on timed writings. It is designed for those students who do not intend to take Typing II and do not plan to continue in business education courses.

TYPEWRITING II -- Elective -- Grades 10, 11, 12 -- 1 unit

For those students who desire training for vocational use. Students learn to type business letters, business forms, reports, application forms, manuscripts, and legal forms. Girls, in particular, who think they may at any time work in an office are urged to take Typing II. Students who plan to follow business educational programs must enroll in Typing II. Ability to accept criticism, ability to follow instructions, courtesy in listening to instructions, organization of materials and time required to produce acceptable work will influence grade, as this is a vocational class and you are being prepared for actual employment or further training for actual employment.

TYPEWRITING III -- Elective -- Grades 11, 12 - $\frac{1}{2}$ unit
Prerequisite, C average in Typing II

Typing III is a one-semester vocational course following Typewriting II. Upon completion of advanced typewriting, the student should be able to meet office requirements as a beginning typist. Skills required in Typewriting I and II are further developed as shown by increased typing rates, improved accuracy, and ability to complete problems of increased difficulty. Production is graded mostly on mailability and time involved. It is not designed to replace Office Practice but should allow the student to spend more time on other things in Office Practice and be better prepared for employment.

NOTE: We strongly urge all students to take either Typing I (one semester) or Typing (one year) sometime during their high school career, even though they do not have any intention of working in an office. The 12-week course in eighth grade is only an introduction to typing and students need more practice and experience to adequately meet their needs even for personal use.

OFFICE PRACTICE -- Elective -- Grade 12 - 1 unit - Prerequisite, Typing II with at least a "C" average. Shorthand and accounting are recommended but not required.

Office Practice is a terminal course in business. It is intended to prepare students to take either clerical or secretarial office positions but the emphasis is on the clerical. Material covered includes: Filing, typing, use of ditto, mimeograph and xerox machines, ten-key calculator, dictaphone, and simulated office work by use of a practice set. Class discussions involve use of a text and cover the use of the telephone, personal and professional qualities, good language usage, mailing services, and job opportunities. Recommended for all students who are interested in office work. Students are also assigned to work for teachers or other people as the opportunity exists to provide for practical experience. Much of the course is taught on an individual basis to allow for individual differences and it must be understood that the student must learn to work without constant supervision. Attitude, organization of work, attendance, courtesy, etc. will influence grade as employers have stated that these qualities are considered strongly when interviewing employees.

SHORTHAND -- Elective -- Grades 11, 12 - 1 unit - Prerequisite, Typing II and a minimum of a "C" overall average.

Shorthand is intended to prepare students for office positions in which they will take dictation. The first semester is spent learning the basic elements of shorthand with emphasis being placed on reading and beginning writing. The second semester is mainly devoted to dictation-transcription practice. It is recommended that the student take four years of English as vocabulary and grammar are very important in transcription. Daily homework is essential.

ACCOUNTING -- Elective - Grades 11, 12 - 1 unit

Accounting concerns computing, classifying and recording numerical data to keep financial records for a business. The student learns to set up and keep books for both a service business and a merchandising business. This includes journalizing entries, posting these entries, preparing various financial statements, understanding these statements, and closing the books at the end of a fiscal period. A brief unit on data processing is included. It is intended to prepare the student to obtain employment as a beginning bookkeeper and also prepare for advanced accounting courses. Different careers in accounting are noted so that they may better know the opportunities available.

RECORDKEEPING -- Elective - Grades 10, 11, 12 - 1 unit

Recordkeeping is a full year course offered to sophomores, juniors and seniors who have difficulty in learning and in trying to reason why things are done. The work is mainly with figures and is routine work such as filling out orders, checking invoices, recording payrolls, filling out budgets, checking stock records, writing checks, etc. During the Spring semester, emphasis will be placed on business English and acquisition of letter writing skills. It is designed for both personal use and for those students who might be a sales clerk, or a clerical worker who did not mind doing the same type of work all the time. It is designed for the student who has lower than a "C" average. Students should not sign up for this course unless they are willing to do homework and classwork every day. Anyone who plans to sign up for this course should first talk to Mr. Lawson, Mr. Powell or Miss Lane.

CONSUMER EDUCATION -- Required in the senior year - $\frac{1}{2}$ unit

Consumer Education is a practical approach to the problems of personal and family economics. It stresses money management, (budgeting) consumer credit, (installment purchasing) housing, food, transportation, clothing, health services, drugs and cosmetics, recreation, furnishings and appliances, insurance, savings and investments and taxes. Emphasis will also be placed on the various consumer protection agencies-- both private and governmental--available to the consumer. Frauds, quackery and deceptive practices will be discussed in conjunction with consumer law. Advertising practices, labeling, and price comparisons will be surveyed so as to make the student a more effective consumer.

COOPERATIVE WORK TRAINING

COOPERATIVE WORK TRAINING -- Elective - 2 Units

Cooperative Work Training is a program designed to help young men and women receive training in the semi-skilled and service occupations on a work-study cooperative basis.

I. Requirements:

1. Student-learner must be 16 years of age.
2. Academic prerequisite: No grade level requirements.
3. On-the-job training: Student-learners should be employed a minimum of 15 hours per week.
4. Wages: Student-learners will receive a wage comparable to that of other beginners.
5. School attendance: One-half of each day in school. Remainder of their in-school time shall be devoted to subjects which will up-grade their civic, social, and vocational intelligence.
6. Personal interview with C.W.T. director and principal.
7. Meet requirements of Division of Vocational Rehabilitation of the State of Illinois. (D.V.R.)
8. Student-learner must purchase school insurance and have a complete general medical examination (as specified by D.V.R.)

II. Program Advantages:

1. C.W.T. is designed to help you choose a career and prepare for it.
2. You learn through firsthand experience.
3. C.W.T. may make other high school classes more meaningful and interesting.
4. C.W.T. gives you the opportunity to develop proper work habits and attitudes while under supervised training.
5. You have an opportunity to earn while you learn.
6. The end result, if you do well, can be a genuine skill that will give you competitive advantages over others with no experience. The C.W.T. instructor will be readily available to help you with any difficulties.

III. Possible Disadvantages:

1. Students may not be able to participate in as many extra-curricular activities - since much of your afternoon will be taken up working.
2. A failure to properly budget time may result in unfinished work or school assignments.
3. A failure to take the C.W.T. program seriously will result in much wasted time, possible loss of credits and certain dismissal from the C.W.T. program.

IV. Types of Training:

Training shall be in semi-skilled and service occupations. The following are some jobs that student-learners can pursue: Assemblers, bench hand, bus boy, car hop, car washer and polisher, clothes presser, cook's helper, custodian, delivery man, feed mill worker, florist helper, fry cook, gardener, gas station attendant, hand and machine server, home maintenance worker, hospital or nursing home aide, stock boy, waitress, etc.

DRIVER EDUCATION

DRIVER EDUCATION -- Required - Grade 10 - $\frac{1}{2}$ unit - Prerequisite, Social Security Number

Driver Education is offered to all students in their Sophomore year. However, any Freshman who is 15 or will reach the age of 16 by November of their Sophomore year should enroll in Driver Education during their Freshman year. Driver Education is divided into two phases: (A) The classroom, in which various aspects of driver safety is discussed. (B) Behind the wheel training, in which each student is given lessons in driving an automobile, which is furnished by the school.

All students must successfully pass phase A in order to graduate from Villa Grove High School. This is a state requirement. Phase B is optional. However, any student who does not take phase B cannot obtain a Driver's license until they reach age 18. Therefore, all students usually take phase B.

Students are expected to take classroom notes, make safety posters, keep a scrapbook of accidents, etc. Films, film strips and guest speakers are other teaching aids that are implemented within the course.

The classroom phase is nine weeks in length. Students are assigned to their classes based on age, with the oldest students taking the classroom phase the first nine weeks, the second oldest, the second nine weeks, and so on. Students are scheduled individually by the instructor for the Behind-the-Wheel phase. Each student will receive a minimum of six hours of actual driving experience, and a minimum of six hours of observation time.

It is imperative that all students have their Social Security number before enrolling in Driver Education. The State will not permit you to take the test without one. Normally, it takes from 6 to 8 weeks in order to obtain your Social Security number. So, be sure and order your social security card before you enroll in class.

ENGLISH

ENGLISH I -- Required - Grade 9 - 1 unit - Prerequisite - 8th grade English

Success in any phase of school or work depends more than most realize on the ability to communicate with people. Efficient and effective communication is then the aim of Freshman English. Students will do most of their work in four major areas:

(1) Literature: a study of all major genres including novels, biographies, plays, short stories, and poetry; (2) Composition: descriptive and narrative themes as well as some expository writing; (3) Grammar: study of the basics of traditional grammar as applied to composition; and (4) Vocabulary: word lists assigned on a regular basis (This will also include a study of the history and development of the English language). Oral work, group work, and individualized projects will be integrated with the subject matter. It is hoped that Freshman English will make students more aware of the skills involved in good communication, thereby making them more skillful speakers and writers.

ENGLISH II -- Required - Grade 10 - 1 unit - Prerequisite, English I

The overall purpose of English II is to provide the student with learning situations that enhance his speaking, writing, listening, and thinking skills. The course of study centers around four main areas: (1) Vocabulary: Since words are the tools with which we think, daily vocabulary-building exercises are a part of the curriculum; (2) Composition: Weekly theme assignments help students use words efficiently and effectively; the main emphasis in the Sophomore year is on descriptive writing; (3) Literature: Included in this study will be a unit on the short story; an introduction to Shakespearean tragedy through the reading and interpretation of the play, Julius Caesar; the reading and study of a full length novel, The Bridge of San Breyer and some reading and discussion of various poems, essays and other forms of expository writing; (4) Grammar and Usage: This area includes a complete review of Freshman grammar in addition to an introduction to verbals and clauses. Students who feel that they would benefit from a more thorough review of freshman English provided through the study of a programmed text should register for English IIA.

ENGLISH IIA -- Substitute for English II - Grade 10 - 1 unit - Prerequisite, English I

This course will be identical to English II in all respects except the study of grammar. The grammar text used in this course is a programmed text (English 2600) which will enable students who have had past problems with grammar to progress at their own rate with the added advantage of regularly scheduled, individual sessions with the teacher when problem areas are encountered. At the completion of this course, the student will have covered exactly the same materials as a student in the English II class. The advantage of taking this course is that the student can progress at his own rate in his study of grammar.

ENGLISH III - STANDARD - Grade 11 - 1 unit - Prerequisite - English II

American literature is studied from its beginning in the Colonial Period through the Modern Period. Evaluation (figures of speech, symbolism, et cetera) of all types of literature is stressed. A comprehensive review of grammar is given. Rhetorical principles of theme writing are discussed and practiced. Much time is given to the study of the research theme and its related parts (taking notes, outline, footnotes, bibliography, paraphrase, precis, et cetera).

ENGLISH III - COLLEGE PREPARATORY - Grade 11 - 1 unit - Prerequisite , English II

This course is intended to familiarize the student with the skills and knowledge necessary for success in college English. Writing will be done on a weekly basis, and the student can plan on progressing from the writing of an orderly paragraph to the writing of a well organized essay. Literature study will include the greatest of American writers including Faulkner, Hemingway, Steinbeck, Thurber, Frost, Thoreau, Dickinson, and others. All genres including plays, essays, novels, short stories, and poems will be included in the selections read. Vocabulary words will be studied on a daily basis. There will be a review of grammar, capitalization, and punctuation, followed by a study of correct usage and the finer points of syntax. This course is recommended if the student plans on taking English IV-CP.

ENGLISH IV -- COLLEGE PREPARATORY - Elective - Grade 12 - 1 unit - Prerequisite - English III, College Preparatory or Standard

All types of literature (short story, novel, drama, essay, and poetry) are read, criticized, and evaluated. During the year the student is required to write an investigative paper on a subject of his own choice (approved by the teacher). Minor papers are assigned throughout the year. Some speeches are required. Semester one begins with the writing of expository paragraphs (comparison, contrast, process, cause and effect, etc.) stressing unity, development, and organization. Using the same paragraph structures, the student moves on to writing the long expository essays. The second semester adds descriptive writing and argumentative writing. Mechanical skills (grammar) and style skills are discussed with the student on an individual basis as his needs become apparent.

ENGLISH IV - STANDARD -- Elective - Grade 12 - 1 unit - Prerequisite, English III

Students will do work in the following areas: (1) vocabulary (daily assignments); (2) composition: First semester is narrative and descriptive writing; second semester, expository writing; (3) literature: One major literary work is studied each nine weeks along with occasional readings in various types of exposition; (4) grammar and usage: Knowledge of basic grammar is assumed; students will work with advanced principles of grammar and their application to writing; special problems in punctuation, capitalization, and other aspects of mechanics are also studied.

FOREIGN LANGUAGE

Spanish is the only foreign language offered. It is suggested that students who begin in Spanish should plan for a minimum of two years of study. Three years are suggested for those who intend to continue with the same language in college, the sequence arranged so that there is no break between high school and college. Two years of study are recommended for those who want to be able to use the language with a degree of proficiency.

The main objective in studying Spanish is to develop the ability to comprehend, understand, read and write in the language. The ability to do this naturally will vary according to the level of the course. A secondary and yet important goal is to learn about the Spanish-speaking peoples and their countries. The text series being used is Invitacion al espanol by The MacMillan Company.

SPANISH I -- Elective - Grades 9, 10, 11, 12 - 1 unit

Students are introduced to the basic sound system of the language, limited vocabulary, basic structures and present tense verbs. Method of presentation is through question and answers, drills, readings of cultural material. There are occasional sessions in which taped materials are heard.

SPANISH II -- Elective - Grades 10, 11, 12 - 1 unit - Prerequisite, Spanish I

Level two is a continuation of basic structures and grammar. More verb tenses are introduced. Approach is very similar to the first year. Students learn something about the various Spanish-speaking countries and a more in-depth study of Mexico (through a separate Spanish reader and filmstrips).

SPANISH III -- Elective - Grades 11, 12 - 1 unit - Prerequisite, Spanish II

Basic Spanish grammar and verb tenses will be largely completed by the end of the year. There is considerable emphasis on speaking through short speeches and discussions on interesting topics. Students learn to read and write letters and to understand various sections of the newspaper (news, classified, ads, sports, entertainment). There are also one week cultural reading selections dealing with the history of Spain and with the heroes of Spain and Spanish America. Grammar and comprehension are reinforced by a taped laboratory program.

SPANISH IV -- Elective - Grade 12 - 1 unit - Prerequisite, Spanish III

The format of this course is similar to that of Spanish III. The grammar of this level consists of some of the more detailed points of the language. Students learn descriptive writing, to read plays and to write dialogues. Students are exposed to excerpts of Spanish literature of different time periods and to Spanish Art. Supplementary readers are used as necessary in both upper level courses.

HEALTH

HEALTH OCCUPATIONS -- Elective - Grades 11, 12 - 1 or 2 units - Prerequisite, Biology and Consent of Administration

Students are introduced to many careers open in Health field. Basic anatomy and physiology are included along with medical terminology. Objectives include competency in first aid and fundamental skills essential to basic patient care. (on-the-job training is available for students, in some circumstances, on a limited basis.) Limited to those students with special interests in health occupations.

HEALTH -- Required - Grade 9, 10, 11, 12 - Prerequisite must be concurrently enrolled in Physical Education

HOME ECONOMICS

ORIENTATION INTO FOODS -- Elective - Grades 9, 10 - $\frac{1}{2}$ unit

This course gives the student the fundamentals in basic nutrition, diets, food preparation and food service occupations. Much emphasis is placed on planning balanced menus. Each food group is studied in depth and then put into use in the kitchen.

ORIENTATION INTO CHILD DEVELOPMENT -- Elective - Grades 9, 10 - $\frac{1}{2}$ unit

A comprehensive course study of children from conception through 12 years of age. Included are such units as understanding social, physical, and emotional development of the child and learning of various kinds of employment related to child care centers and other related occupations.

ORIENTATION INTO HOUSING AND HOME FURNISHINGS -- Elective - Grades 9, 10 - $\frac{1}{2}$ unit

This course covers relationships of colors, period styles, lighting and wall, ceiling and floor coverings. Also included are such units as selection and care of equipment, accessories, and home furnishings as applicable to the field of interior decorating and other related occupations.

ORIENTATION INTO CLOTHING -- Elective - Grades 9, 10 - $\frac{1}{2}$ unit

This course is designed to give the student knowledge of basic sewing skills, color, line and design in clothing, textiles and clothing construction. A minimum of 2 garments must be completed as well as various samples required for completion of the course.

SINGLE AND FAMILY LIVING -- Elective - Grades 11, 12 - $\frac{1}{2}$ unit

This course provides a basic understanding of self, family, and friends. It gives the student the fundamentals of how to "survive-on-your-own", as well as recognizing and understanding responsibilities of becoming an adult, courtship, marriage and parenthood.

PROFITABLE SEWING -- Elective - Grades 11, 12 - 1 unit - Prerequisite: Orientation into Clothing

Specialized learning experiences concerned with the fabrication and alteration by hand and machine, of all types of men's, women's and children's clothing, as well as construction of home furnishings and craft items. A year course.

PERSONAL AND PROFESSIONAL FOOD SERVICES -- Elective - Grades 11, 12 - 1 unit -
Prerequisite: Orientation into Foods

This course of study includes nutrition, meal planning and food buying, baking, meat cookery, food preservation, jelly cookery, sugar cookery, and other related food preparation units. Also offered are units covering all phases of food service occupations. Students will gain practical experience by actually participating in the operation of the school cafeteria. This course may be taken by students who have previously taken the advanced foods course. A year course.

CHILD DEVELOPMENT SERVICES AND OCCUPATIONS -- Elective - Grades 11, 12 - 1 unit -
Prerequisite: Orientation into Child Development

This course is designed to provide students with related instruction and actual training in working with young children in a laboratory setting. The students will have opportunities to apply their learnings about children through participation in the school facilities, and planning and evaluation of group activities which meet the needs of the young child. A year course.

INTERIOR DESIGN AND DECORATING SKILLS -- Elective - Grades 11, 12 - 1 unit - Pre-
requisite: Orientation into Housing and Home Furnishings

This course is designed to let the student put into use the knowledge of coordinating color, line and design. The course offers units on fabrics, lighting, appliances, wall treatments, window treatments, floor treatments, and working floor plans. It also works in conjunction with the building and trades program. Job opportunities related to the field and competencies needed for successful employment are emphasized throughout the course. A year course.

INDUSTRIAL EDUCATION

BASIC DRAFTING -- Elective - Grades 9, 10 - $\frac{1}{2}$ Unit

Basic drafting is designed to acquaint the student with the many areas of drafting and assesses his interests and abilities in this field. The course includes basic principles and skills in sketching and blueprint reading in oblique, isometric, orthographic and perspective views. Experiences are given in basic use of instruments, dimensioning, scale reading and applied mathematics. Offered first semester.

ADVANCED DRAFTING -- Grades 11, 12 - 1 Unit - Prerequisite, Basic Drafting (Elective)

This course is designed to give drafting experiences to help a student in future training in a technical field at a College or University. Technical sketching experiences and applied mathematics of arithmetic, algebra, geometry, and trigonometry in oblique, isometric, and orthographic views of drawing is the content of the first semester of the course. In the second semester, the student receives precision drafting with instruments in oblique, isometric, orthographic, and perspective views. Related experiences will include compiling technical data and specifications in preparation for drafting plans for production equipment. The elements of design, reading, and blueprint making are given. Drafting experiences include the fields of mechanical, structural, architectural, electrical, and pattern development.

BASIC WOODS -- Elective - Grades 9, 10 - $\frac{1}{2}$ unit.

This course is designed to introduce the student to wood working tools and processes, and wood working occupations in the construction industries. Manipulative training covers the many hand and machine tools used to cut, shape, and smooth wood. Various wood projects are made. The student is charged the cost of materials. Project learning involves sketching, blueprint reading and operational techniques. Related studies include the commercial woods, lumber, and lumbering, hand and power tools and machines, cutting tool theory and wood finishing. Offered second semester.

CONSTRUCTION AND MAINTENANCE TRADES (BUILDING TRADES) -- Elective - Grades 11, 12
2 Units - Prerequisite, Consent of Instructor

This two year course provides training for students interested and wanting to learn the construction trades. Practical training is provided by building a home in the occupations of carpentry, masonry, residential wiring, plumbing, heating, roofing, drywalling, insulation, painting, etc. Related classroom instruction to the various construction occupations is provided.

BASIC METALS -- Elective - Grades 9, 10 - $\frac{1}{2}$ Unit

This course is designed to explore the nature of metal and metal working occupations to assist the student in his choice of work. Simple metal projects involving planning, blueprint reading, cost computation, cutting, shaping, filing, grinding, joining, and finishing are made in bench metal, sheet metal, and art metal. Related studies include commercial metals, layout, saws, and sawing, files and filing, abrasives, finishing, and metalworking occupations. Offered first semester.

METAL TRADES, COMBINED -- Elective - Grades 11, 12 - 1 or 2 Units - Prerequisite, Basic Metals with a "C" or above standing.

This course is designed for a student who intends to work in some phase of metalwork. Related studies include iron and steel and the other commercial metals, sources-manufacture. Shop activities of exercises and projects with related studies include the following areas of metal work: Bench Metal (forging, heat treating, sawing, filing, hand threading); Sheet Metal (pattern making, layout, punching, forming, soldering, riveting). The second semester includes shop activities of exercises and projects with related studies to include the following areas of metal work: Gas and Arc welding, Brazing, Machine metal, and Foundry. On-the-job training is available for students.

BASIC ELECTRICITY AND ELECTRONICS -- Elective - Grades 9, 10 - $\frac{1}{2}$ Unit

This course provides activities and training of a basic exploratory nature in electricity and electronics. Students choosing this course should have an interest in electronics and previous training in science and general mathematics. Studies include the nature of electricity, electric generation, static electricity, magnetism, electro-magnets, electric measurement, Ohm's Law, conductors, insulators, safety, and electronic occupations. Basic electrical activities include experiments on the J-E Experimenter, repair of household appliances, and building electrical devices such as buzzers, motors, and simple radio receivers. This course uses the J-E Experimenter and text by Miller and Culpepper.

ELECTRONIC OCCUPATIONS -- Elective - Grades 11, 12 - 1 or 2 Units - Prerequisite, Basic Electricity and Electronics and Mathematics 103 or 102

Students choosing this course should have the intention of pursuing one of the electronic occupations with further training and experience. Studies and activities include the electron theory, electrical measure, Ohm's Law, resistors, series and parallel circuits, magnetic theory, and electro-magnets, and measuring instruments. Electronic devices demonstrated and studied include lighting, heating, control switches, mechanical control, temperature control, generators, motors, auto ignitions, and house wiring. During the second semester, studies and activities include capacitance, LCR circuits and resonance, electronic tubes and transistors, radio receiver and transmitters, telephone, amplifiers, power supplies, computer, radar, television and the laser. Students are encouraged to build appropriate electronic equipment from kits to supplement their training. This course utilizes the 3-Experimenter with text by Miller and Culpepper. On-the-job training is available for students.

PRODUCTION WOOD TECHNOLOGY MILLWORK AND CABINET MAKING -- Elective - Grades 11, 12 - 1 Unit - Prerequisite, Basic Drafting and Basic Woods with a "C" average or above and consent of Instructor.

This course is designed for a student who intends to enter a millwork and cabinet making occupation or pursue further training. Project planning involves making of detailed working drawings, blueprint reading, the properties of various kinds of woods, and operational techniques. Experiences related to the production of wood products such as moldings, trims and panels as well as products such as furniture, store fixtures, cabinets and office equipment. The student is charged the cost of materials. Instructions includes: experiences in cutting, shaping and assembling by means of hand tools and wood working machines; finishing and refinishing, installing hardware, and tool and machine maintenance.

MATHEMATICS

MATHEMATICS 101 (PRACTICAL MATHEMATICS) -- Elective - Grade 9 - 1 unit

A review of the basic operations of arithmetic using integers, decimals, and fraction with an emphasis on the everyday practical use of mathematics. Mathematics 101, 102, or 103 is required for graduation.

MATHEMATICS 102 (INTRODUCTION TO ALGEBRA - FIRST YEAR) -- Elective - Grade 9, 10, 11, 12 - 1 unit

A careful transition from arithmetic to algebra for students needing more time and background to succeed in algebra. Algebraic concepts are introduced at a slower rate with more time being spent on applying each concept to problems. Some of the topics covered are: linear equations, inequalities, relations, functions, and graphs. Mathematics 102 covers the material usually covered in the first semester of an algebra course. Mathematics 101, 102 or 103 is required for graduation.

MATHEMATICS 103 (ALGEBRA I) -- Elective - Grades 9, 10, 11, 12 - 1 unit

Algebra I stresses both the structure of algebra and the development of computational problem-solving skills. Structure and properties of real numbers are reviewed and extended while problem-solving techniques are developed for various types of problems such as those dealing with mixtures, uniform motion, work, percent, and so on. Equations, inequalities, polynomials, and functions are simply, yet thoroughly treated.

MATHEMATICS 202 (INTRODUCTION TO ALGEBRA - SECOND YEAR) -- Elective - Grade 10, 11, 12 - 1 unit - Prerequisite, Mathematics 102

Mathematics 202 along with Mathematics 102 constitutes an introductory course to Secondary Mathematics. Mathematics 102 and 202 complete the materials usually found in a first year Algebra course. Some of the topics covered are: operations with polynomials, systems of linear equations and inequalities, rational expressions, and quadratic equations.

MATHEMATICS 203 (GEOMETRY) -- Elective - Grades 10, 11, 12 - 1 unit - Prerequisite, Mathematics 103 or 202

Geometry stresses both the basic structure of geometry and proficiency in developing formal proofs. A gradual approach to formal proof begins in the very first chapter and continues throughout the text. Algebraic skills are reviewed and strengthened as algebraic methods are applied to solving problems in geometry. The course includes work in the following areas: angles, perpendicular lines, parallel lines and planes, congruent triangles, similar polygons, right triangles, circles, area and volumes, construction and loci, and coordinate geometry. A minimum grade of "C" in Algebra I is suggested for those students enrolling in Geometry.

MATHEMATICS 303 (ADVANCED ALGEBRA) -- Elective - Grades 11, 12 - 1 unit
Prerequisite, Mathematics 203

The basic purpose of Advanced Algebra is to build upon the student's present mathematical knowledge and to introduce him to new mathematical concepts. The first part of the course seeks to increase and deepen his working skills with linear functions and relations, systems of equations, polynomials, rational expressions, and radicals. Introduction is then made to the ideas of determinants, sequence and series, quadratic relations and functions, complex numbers, exponents, and logarithms. A minimum grade of "C" in Geometry is suggested for those students enrolling in Advanced Algebra.

MATHEMATICS 403 (SENIOR MATHEMATICS) -- Elective - Grade 12 - 1 unit - Prerequisite, Mathematics 303

The Senior Math course serves as a preparation for some of the work found in beginning college mathematics courses as well as serving as a terminal course for students who do not plan to continue a formal study of mathematics. A working knowledge of elementary and intermediate algebra and plane geometry is expected of the student. The first half of the year deals with the circular and trigonometric functions. During the second half, a continuation of the study of analytical geometry and vectors will be made. As time permits, the student will have an opportunity for additional study or for an introduction to some or all of the following areas: relation and function, complex numbers, logarithms, polynomial functions, matrices and determinants, and polar coordinates. A minimum grade of "B" in Advanced Algebra is suggested for those students enrolling in Senior Math.

MATHEMATICS 301 (TECHNICAL MATHEMATICS I) -- Elective - Grades 11, 12 - 1 unit
Prerequisite, 101, or Mathematics 102, and/or 202, or Mathematics 103

Technical Math is a course where mathematical applications of technical problems are stressed. The course will include sections on math review, elementary computer functions, measurement and measuring instruments (calipers and micrometers), logarithms, slide rules, geometry, equations, ratios, graphing, algebraic factoring, and elementary trigonometry. This course is basically designed for the needs of those not planning to attend a 4 year college or those who are not going on to college but need some technical mathematic ability.

MATHEMATICS 401 (TECHNICAL MATHEMATICS II) (TECHNICAL PHYSICS) -- Elective -
 Grades 11, 12 - 1 unit - Prerequisite, Mathematics
 301, or Mathematics 103, or Mathematics 202, or
 Mathematics 203

Technical physics is a course in mathematical applications to physics concepts and problems. It differs from the regular physics course in that the necessary mathematics are taught along with the physics concepts. It is recommended for the student who is interested in learning physics but is uncertain about his mathematical background.

MUSIC

BAND -- Elective - Grades 9, 10, 11, 12 - $\frac{1}{2}$ unit

Upon completion of prerequisites and with the approval of the director, high school instrumentalists may participate in the Villa Grove High School Band. During marching season the band performs in several parades and marching competitions as well as at all home football games. Four main concerts are given during the year-- a Pops Concert, Christmas Concert, Mid-Winter Concert and a Spring Concert. Students are required to participate in the I.H.S.A. Solo and Ensemble Contest every spring either as a soloist, accompanist or in an ensemble. The band also competes in the I.H.S.A. Organization Contest. Students may participate in the volunteer Pep Band which performs at all home basketball games. If selected, students may also participate in the Villa Grove Jazz Band.

CHORUS -- Elective - Grades 9, 10, 11, 12 - $\frac{1}{4}$ unit

The chorus is a mixed group that performs SATB music. Selected members perform in small ensembles. The chorus participates in several concerts and assemblies throughout the year and also sponsors the High School musicals.

MUSIC THEORY I -- Elective - Grades 11, 12 - $\frac{1}{2}$ unit - Prerequisite, Consent of
 Instructor

This course will review the basic pitch, chord, and voice leading relationships that constitute tonality. Students will also demonstrate an understanding of instrument transpositions and practical ranges by arranging pieces for various size ensembles. Students will be asked to harmonize melodies, arrange for small groups, and write original compositions. Class size is limited to 10.

MUSIC THEORY II -- Elective - Grades 11, 12 - $\frac{1}{2}$ unit - Prerequisite, Music Theory I
 and consent of the Instructor

This course will be a continuance of Music Theory I with emphasis on original composition. Exploration of different music styles, past and present, will be made with the intent to broaden and sharpen the students musical perceptions.

PHYSICAL EDUCATION

YS PHYSICAL EDUCATION -- Required - Grades 9, 10, 11, 12 - $\frac{1}{2}$ unit

The purpose of physical education is to develop the students physically, mentally and psychologically. To accomplish this feat, our program has geared itself toward the individual child. The various activities will enhance the students' knowledge of sports through participation. In our program, we will emphasize both the individual sports as well as the team sports. Therefore, each student must learn to gain confidence in himself and still must be able to work with others to achieve. The objectives in physical education are to achieve physical fitness, to ease the tension of the students, and to open the students for the new and old game activities in order that they may be able to learn as well as to have fun by getting involved. Then, perhaps, in the future, he will stay active both physically and socially through participating in recreational games. In our program, the individual sports include archery, gymnastics, track, badminton, weight training, and tumbling; while our team sports are flag football, soccer, basketball, softball, volleyball, edgeball, and pin baseball.

IRLS PHYSICAL EDUCATION -- Required - Grades 9, 10, 11, 12 - $\frac{1}{2}$ unit

The course will consist of a wide variety of activities in the areas of individual sports, team sports, and rhythmic. The main aims of the course are (1) to cultivate recreational interests in physical activities, especially lifetime sports, (2) to develop an awareness and appreciation of movement and physical activities in self and others, (3) to realize the importance of activity to one's own well being, and (4) to develop a working knowledge and understanding of a broad scope of physical activities both as a spectator and as a participant. The required gym uniform consists of white ankle socks, white girl's tennis shoes, and the approved royal blue and white knit gym suit.

Most of the activities are co-educational.

SCIENCE

GENERAL SCIENCE -- Elective - Grade 9 - 1 unit

This course is designed to acquaint the student with a basic program in the area of both the living environment and the physical environment. This is a course in which modern concepts of biology and physical science are simply and clearly set forth. It is designed as a year course with one semester devoted to the Living Environment and one semester devoted to the Physical Environment. Students taking general science will most likely terminate their need or interest in science with this course. A team teaching approach will enrich and provide variety to the program. This course satisfies the science requirement.

PHYSICAL SCIENCE -- Elective - Grades 9, 10 - 1 unit, Prerequisite, Mathematics 103, or 102, or concurrently enrolled.

Physical science is a basic introduction to chemistry and physics. The investigative approach to problem solving is emphasized with the student performing a large variety of experiments during the year. Students should be enrolled concurrently in either algebra or introduction to algebra. This course should be taken in preparation for biology, chemistry and physics.

GENERAL BIOLOGY -- Elective - Grades 10, 11, 12 - 1 unit, Prerequisite, Physical Science or General Science

General Biology is a course designed to provide sufficient challenge to those students interested in the Living World and who will most likely continue their interest in science while in high school. The course is designed to cover a series of major themes; science as investigation and inquiry; complementarity of structure and function; diversity of type and unity of pattern; change of organisms through time; complementarity of the organisms and its environment; regulation and homeostasis; health and disease; and the biological bases of behavior.

CHEMISTRY -- Elective - Grades 11, 12 - 1 unit - Prerequisite, Physical Science and Mathematics 103 or 202

This course will provide a basic understanding of the interaction of matter and energy. Problem solving, concepts of matter, and laboratory techniques will be developed. Chemistry will provide a very needed background to any student planning some later work in science and to those students who need a fuller understanding of the natural world.

PHYSICS -- Elective - Grades 11, 12 - 1 unit - Prerequisite - Advanced Algebra or concurrently enrolled,
Chemistry recommended but not required.

Using a combination of qualitative description and mathematics, the following topics are dealt with in the study of physics: mechanics (forces, linear and circular motion, energy, work, and power) and principles of electricity and magnetism. If time permits, additional topics in electricity and topics in heat, light, atomic theory and nuclear energy will be discussed. Laboratory work making use of the discovery approach on the part of the student is employed as frequently as possible. A minimum grade of "C" in Geometry is suggested for those students enrolling in Physics.

TECHNICAL PHYSICS -- (See Mathematics 401, Page 21)

ENVIRONMENTAL STUDIES -- Elective - Grades 11, 12 - Prerequisite - Biology Plus one additional unit of Science and consent of Instructor

This course is designed to provide students with fieldwork, methods of laboratory techniques, and practical techniques in the plant-animal related biomes. Students will collect and prepare specimens in basic areas of local flora, entomology and lower vertebrate animals. This course is structured for students seriously interested in life sciences. Students will also be asked to participate in Saturday field excursions and mini-lectures to elementary grade levels.

SOCIAL STUDIES

REGIONAL STUDIES -- Elective - Grades 9, 10, 11, 12 - 1 Unit

This is a one-year course designed to bring the student up to date on his world. It is divided into 4 regional areas: (1) The Asiatic countries of China, Japan, India and all of Southeast Asia (Vietnam, Cambodia, Laos) (2) African and Middle Eastern nations which includes the nations of Africa, Israel, Jordan, Syria, Lebanon and Iraq (3) The Latin American nations including the countries of South America and those of Central America (4) and the Soviet Union, and Europe. In the process of covering each regional area, the current hotspots will be discussed in light of the historical development of that country or area, the geography, the cultural traditions and customs, the political situation, and the economic capability of each area. Emphasis will be placed on modern trends and the course content will vary depending on student interests and current developments in that area. This course is recommended primarily for freshmen but can be taken by any interested student.

WORLD HISTORY -- Elective - Grades 10, 11, 12 - 1 Unit

This is a survey course of the history of mankind with special emphasis on the development of Western civilization. The first semester will be a brief survey of the ancient civilizations, the Middle Ages, and the emergence of modern Europe. The second semester will begin with the major political revolutions, the rise of nationalism, and the age of unification. Imperialism and the two world wars will also be studied and evaluated. The post world war era will also be discussed. Workbooks, library materials, and audio-visual aids will be used where appropriate.

AMERICAN GOVERNMENT -- Elective - Grade 12 - $\frac{1}{2}$ Unit

This course is designed to acquaint the student with the federal government--its development and its operation today. Special emphasis is devoted to the three branches of government--Executive, Legislative and Judicial. The role of the President as both domestic and foreign affairs leader will be discussed; the workings of the Congress are studied with particular emphasis on current Congressional action and membership; and the court system and court decisions are reviewed, especially as they affect young adults. Development of the major political parties, their organization, and operation will be discussed. Current governmental problems and policies are emphasized based on past events and future expectations. As time permits, American foreign policy will be discussed. Suggested for the student interested in government or the college-bound.

SOCIOLOGY -- Elective - Grade 11, 12 - $\frac{1}{2}$ Unit

This semester elective course is designed for the student interested in people--their culture and their behavior. Some of the topics covered during the semester include: youth rebellion, the American culture now and in the future, cultural institutions, marriage and family living, and death. The class is primarily discussion and will be student oriented. Individual thinking and class participation will be necessary.

-- Elective - Grade 11, 12 - 1 unit

is the science of behavior. This course concentrates on the social and aspects of behavior. Although it includes the principles and theories of psychology, ways and means toward good emotional and mental health, and applies these principles in the everyday lives of students, the emphasis is on about yourself and other people. Psychology helps students in personal relationships with people. It is a personal and practical course help the student understand himself, his family, and his friends. It is applied now and in the future. The class is strongly based on class participation. Students are encouraged to discuss their own experiences and situations.

Y -- Required - Grade 11 - 1 unit

concentrates primarily on the time period from the Civil War to the end of the major topics to be discussed include: the American West, the American War, World War I, the Roaring Twenties, the Depression Years, World War II, and the Cold War. Recent U.S. History covering the 1950's, 1960's and 1970's will also be discussed. A brief summary of events which occur from 1606 and 1860 is included at the beginning of the course to develop con-

cept is taught on the Declaration of Independence, the U.S. Constitution, the U.S. Constitution and the flag to enable the student to pass a test on these subjects required by state law.

Topics will be discussed frequently in context with historical events and national days.

Students are expected to take class notes, become involved in class discussions, participate in special projects. Films, records, and outside speakers will be made available.

SPEECH

Elective - Grades 11, 12 - 1 unit

is a course designed to acquaint students with the fundamental forms of communication. Public speaking and oral interpretation are emphasized but music and drama may be included. There are experiences in gathering, organizing, and presenting material, vocal usage, techniques in introductions and conclusions, and interpretation, characterization, physical and vocal development, and analysis. Much time is given in class to prepare presentations and to work individually with the teacher. Emphasis is placed on practical experience and performance in the classroom. An overall average of "C" is recommended prior to enrollment in speech.

total number of required courses 9

Physical Education counted once; not 4 times for the number of years a student is required to select P.E. Our required Health course is also included in this count. We have special permission from the State Office to offer Health and P.E. together.

Includes three years of English, which is required, but the student has two choices of English at both the sophomore and junior levels.

Includes one year of Mathematics, which is required, but the student has three choices of Math at the Freshman level.

Includes one quarter of Driver's Education.

Health Education counted once not four times for the number of years a student must select Health for 6 weeks per year.

total number of elective courses 61

Includes all semester courses.

Includes all courses from which a graduation requirement may be chosen.

Includes band and chorus.

Includes C.W.T.

total number of courses open to students 76

Ability Groupings

COURSES WHERE GROUPING OCCURS	GRADE AT WHICH GROUPING IS CARRIED ON	NUMBER OF LEVELS USED	FACTORS USED IN GROUPING
<i>Example:</i> English I	9	4	Reading, grades, IQ, teachers
English II	10	2	Achievement scores on standardized
English III	11	2	tests, grades earned to date in
English IV	12	2	course work and teacher recommendations
Mathematics - 101	9	3	
102			
103			
Science - General	9	2	
Physical			

Evaluations

- a) How adequate and appropriate are offerings for the youth of the community? na 1 2 3 4
- b) How well do offerings contribute to attainment of the stated objectives of the school? na 1 2 3 4
- c) How well balanced are offerings in relation to the needs of students and the community? na 1 2 3 4

B. ORGANIZATION OF OFFERINGS

Checklist

- | | | | |
|--|------------|--|------------|
| The pattern of course offerings and special arrangements: | | 5. Provides a flexibility in time allotments. | na 1 2 3 4 |
| 1. Implements the principles and objectives of the school. | na 1 2 3 4 | 6. Implements a balanced and appropriate program. | na 1 2 3 4 |
| 2. Has been developed out of an analysis of the educational needs of youth. | na 1 2 3 4 | 7. Provides for special interests and talents of students. | na 1 2 3 4 |
| 3. Provides organized sequences of courses. | na 1 2 3 4 | 8. Is assessed periodically to determine needed changes. | na 1 2 3 4 |
| 4. Provides for students at different ability levels and with differing needs. | na 1 2 3 4 | 9. | na 1 2 3 4 |

Supplementary Data

1. Describe briefly all types of team teaching arrangements.

In Physical Education, the teachers work together in co-educational activities.
 In General Science two teachers each teach their specialities. General Science students sign up for both teachers.
 In the vocational area, the Interior Design and Decorating Skills class plans the decor for the building trades houses.

2. Describe briefly any flexible scheduling practices.

Does not apply.

Continued on next page

B. ORGANIZATION OF OFFERINGS—Continued

Supplementary Data—Continued

List the fields of study or courses for which the following are available:

a) Ability-grouped sequences

English II, III and IV

General Science 101, Physical
Science 103

Math 101, 102, 103

b) Remedial programs

English IIIA ?

Practical Math 101

Title I - Learning Disability

General Science

c) Programs for the academically talented

(1) Advanced placement

English III C.P.

English IV C.P.

Adv. Math 403

Chemistry

Physics

Environmental Studies

(2) Honors courses

None

(3) Advanced seminars

None. Although some classes

do incorporate open forum

type discussion

d) Ungraded classes

Physical Education

e) Summer school

None

f) Television

Video-tape available

to all departments

Portable TV's available to

all departments

g) Programed materials

English I, II

Chemistry

Physics

i) Departmental learning laboratories

Spanish

Agriculture

Chemistry

Ind. Arts

Physics

Science Programs

Home Ec.

Typing

Building Trades

Title I

j) Correspondence study

Based on individual need -

American School, Chicago

k) Team teaching

General Science

Physical Education

l) Large-group arrangement

None

h) Teacher aides

Library helper

B. ORGANIZATION OF OFFERINGS—Continued

m) Small-group arrangement within individual classroom	n) Independent study Environmental Study.	o) Other Tech Math I and II
	Spanish III, IV	
	Art III, IV	

Evaluations

- a) How well does the curricular pattern serve the common needs of all students? na 1 2 3 4
- b) How well do offerings serve different ability levels and needs? na 1 2 3 4
- c) How well does the pattern of offerings provide for sequential study? na 1 2 3 4
- d) How well is the program of offerings organized so that each student has opportunity, under guidance, to plan a balanced educational program? na 1 2 3 4
- e) How responsive is the program to change? na 1 2 3 4

Comments

This section summarizes general characteristics of instructional activities in all areas of the program of studies. Instructional activities related to specific fields of study are considered in the subsections related to the respective fields.

Checklist

- | | | | |
|--|------------|---|------------|
| 1. Instruction is planned to contribute to the school's objectives. | na 1 2 3 4 | 7. Community resources are used to enrich the instructional program. | na 1 2 3 4 |
| 2. Instruction in each course is directed toward clearly formulated, comprehensive objectives that have been cooperatively developed and adopted by the appropriate authority. | na 1 2 3 4 | 8. Teachers work cooperatively, under responsible leadership, in coordinating instruction. | na 1 2 3 4 |
| 3. There is evidence of careful planning and preparation by the teachers for motivation of the students. | na 1 2 3 4 | 9. There is indication that the teaching of content material is looked upon as a means to education, rather than as an end in itself. | na 1 2 3 4 |
| 4. Student purposes are served through the identification of their needs and interests and the use of their experiences in the planning and direction of instructional activities. | na 1 2 3 4 | 10. Most of the activities in the representative classroom are student centered, with wide student involvement. | na 1 2 3 4 |
| 5. Extensive use of varied educational media, through the library and other sources, characterizes the school's instructional activities. | na 1 2 3 4 | 11. In its furnishings, equipment, and arrangements, the classroom has the attributes of a laboratory for learning. | na 1 2 3 4 |
| 6. Instruction is individualized through such techniques as grouping of students with particular needs, differentiated assignments, and single-student instruction. | na 1 2 3 4 | 12. | na 1 2 3 4 |

Evaluations

- | | |
|--|------------|
| a) <i>How adequate is the planning and preparation for instruction?</i> | na 1 2 3 4 |
| b) <i>How adequate is instruction in its general characteristics to meet the particular needs of individual students in the school?</i> | na 1 2 3 4 |
| c) <i>How adequate is instruction in its general characteristics to meet the common needs of all students in the school?</i> | na 1 2 3 4 |
| d) <i>To what extent is a variety of instructional materials used?</i> | na 1 2 3 4 |
| e) <i>To what extent are community resources used?</i> | na 1 2 3 4 |
| f) <i>To what extent is instruction related to course objectives?</i> | na 1 2 3 4 |
| g) <i>How good is the quality of instructional activities throughout the school?</i> | na 1 2 3 4 |
| h) <i>How satisfactorily is factual knowledge treated as the means to, rather than the end of, education?</i> | na 1 2 3 4 |
| i) <i>To what extent do classroom procedures permit students to share in the planning, the implementation, and the evaluation of their learning experiences?</i> | na 1 2 3 4 |

Comments

III. CURRICULUM DEVELOPMENT PROCEDURES

Curriculum development activities include both those conducted within the school and those of larger educational units, such as city, district, county, and state agencies, when these contribute to the development of the school's curriculum. All of these activities should be considered in the checklists and evaluations of this division.

Checklist

- | | | | |
|---|--|--|---|
| <p>1. Curriculum development procedures include analysis of student needs, community needs, and the relationship of these to needs of the total society.</p> <p>2. The local staff members make use of national, regional, and state resources for curriculum development.</p> <p>3. All staff members have the opportunity to participate in curriculum development processes that include consideration both of sequential progression within specific disciplines and of the total curriculum of the school.</p> <p>4. Curriculum development procedures provide for the development of new content.</p> <p>5. Teachers are relieved of other assignments to assist in curriculum development.</p> <p>6. Funds are provided for curriculum planning and development.</p> <p>7. Parents and other community lay leaders are involved in curriculum development activities.</p> <p>8. Suggestions of students are considered in curriculum development.</p> <p>9. Professional consultants are used in curriculum development procedures.</p> <p>10. Curriculum development within the school is coordinated with that of the district or other larger units.</p> <p>11. Curriculum development procedures provide for the evaluation of student growth.</p> | <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> | <p>12. Provision is made for interdisciplinary communication leading to coordination, integration, and articulation of subject areas.</p> <p>13. Curriculum development provides for the incorporation of new knowledge of learning procedures.</p> <p>14. Curriculum development procedures include the use of (place a check in front of those used):</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Follow-up studies of all students who have left school.</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Analysis of reasons for student failures.</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Study of curricular materials used in other schools.</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Study of reports of research.</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Continuous evaluation of the educational program.</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Studies of the community served by the school.</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Experimentation with new materials and procedures.</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Publications of state departments of education and of state, regional, and national organizations and agencies.</p> | <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> |
|---|--|--|---|

15. na 1 2 3 4

Supplementary Data

1. Indicate your organizational pattern and procedures for curriculum development.

- | | |
|---|--|
| <p>Phase I - Evaluation</p> <p>A. Review of present curriculum</p> <p style="padding-left: 20px;">1. Content</p> <p style="padding-left: 20px;">2. What-When</p> <p style="padding-left: 20px;">3. Methodology-Approaches</p> <p>B. Critical Analysis</p> | <p>Phase II - Developmental</p> <p>A. Content</p> <p>B. Emphasis-What-When</p> <p>C. Methodology and Approaches</p> <p>Phase III - Materials-Implementation</p> <p>Phase IV - Evaluation</p> |
|---|--|

The above organizational outline is only suggested procedural pattern. It is not fixed, but rather flexible and open-ended, dependent upon contributions by members of the curriculum study committee.

- Evaluations**
- a) To what extent has the staff participated in curriculum development? na 1 2 **3** 4
- b) To what extent are resources such as materials and specialists available for use in curriculum study? na 1 2 3 **4**
- c) To what extent are resources such as materials and specialists used in curriculum study? na 1 2 **3** 4
- d) To what extent do curriculum development procedures recognize the needs of students and the community served? na 1 2 3 **4**

Comments

IV. EVALUATIVE PROCEDURES

In this section, the methods of evaluating the curriculum are to be summarized.

1. What procedures does the school use to evaluate the total curriculum in light of the objectives stated in Section 3, "Philosophy and Objectives"?

Citizens Committees, School Board, faculty, parents and students play important roles in total curriculum evaluation. The guidance counselor and administrator through college articulation conferences gather student feedback from former students on college campuses about our curriculum for college bound students. Follow up studies, State Recognition Reports, North Central Visitation and self evaluation both for vocational and college prep courses provide further input for assessment of school programs. Comparative studies and discussion are continuous throughout each school year through institutes, workshops and formal and informal discussion. Each spring all curriculum areas are discussed and updated and upgraded.

2. How well are stated objectives being met as determined from observed student behavior?

Many students are taking 5 and 6 units of work even though they are only required to carry 4 units. Building Trades, C.W.T. and other occupational programs in business, agriculture, industrially oriented, and personal service satisfy fairly well the needs of those students planning entering the field of work immediately following high school graduation or who plan further vo-tech training. Our college bound student appear to be making it quite well in college. In spite of all our efforts however there is still a small percentage of students with severe emotional problems that are not being reached.

3. How and to what extent does the staff acquire knowledge of the characteristics of individual students (e.g., through the results of standardized tests; studies of interests, attitudes, peer group relations, family background, and future plans)? How does the staff use such information?

Cumulative folders are maintained for each student. They contain past performance records, standardized testing data, and other pertinent information concerning the student. The folders are centrally located and readily available to each teacher. Further information is available in our Guidance office, also available to teachers. Most of our staff lives within the community and because of our community size know most families fairly well. This knowledge is communicated to other faculty members as needed. Information is used in constructive counseling and program planning for individual students.

4. Describe the achievement testing program of the school and how it is used to evaluate and improve the curriculum.

Freshman are not tested at present time.

Sophomores are given the National Educational Development Test.

Optional tests given at Junior level: (off campus)

(ACT) - American College Test or (SAT) - Scholastic Aptitude Test (on campus)

(JETS) - Junior Engineering Talent Search

(PSAT - NMSQT) - Preliminary Scholastic Apt. Test - National Merit Scholarship Qualifying Test

Seniors -(ASVAB) Armed Services Vocational Aptitude Battery

5. a) What follow-up studies of former students (graduates and dropouts) are currently being conducted?

There have not been any "formalized" follow-ups done for the past two or three years. Because of the small size of the school, and (in some cases, the large size of family) we are able to keep up with a good number of former graduates and their activities.

b) Attach outlines of recently completed follow-up studies and summarize briefly significant findings as they relate to the curriculum. (does not apply at present)

c) Outline projected follow-up studies.

IV. EVALUATIVE PROCEDURES—Continued

6. How do organizational devices such as the master schedule, individual student schedules, and course outlines reflect staff efforts to implement objectives of the school's curriculum?

The curriculum is formulated largely by the professional staff. Their efforts are reflected in both the master and individual student schedules. Teacher often initiates curricular changes and suggest new programs. The professional staff is responsible for writing the Program Planning Guide which is given to each student. The materials furnished by the faculty is then compiled by the administration and guidance counselor. The teachers are given considerable freedom to select materials and to establish specific goals and objectives for each of the classes they teach while operating within the framework of the philosophy and objectives of the school.

7. a) How do students participate in evaluative procedures?

Teachers are encouraged to permit students to evaluate their teaching techniques. Students do become involved in progress self-evaluation in various classes. Administrators and the guidance counselor do receive additional feedback from the student body.

- b) How are the students and parents kept aware of student progress?

Student report cards are issued quarterly. Mid-term progress reports are sent home to the parents of students who are performing below the teacher expectation of the student and to parents of students who are performing well in school. Personal contact, telephone calls, or correspondence by teachers, guidance counselor and administrators are also used.

8. a) How and to what extent are all teachers involved in evaluating the broad objectives and design of the school's curriculum?

Attempts are made to meet individually with teachers on a regular basis to discuss matters of mutual concern including evaluation of teaching methods, educational outcomes, and curriculum evaluation. In formalized curriculum studies, teachers are involved in all phases as described on page 41, the first phase being that of evaluation. There are also monthly faculty meetings at which time there may also be discussion concerning the curriculum.

- b) How do teachers evaluate the effectiveness of their own teaching?

Teachers are continually encouraged to "self-evaluate" their effectiveness on a continuous basis. Some have enlisted student evaluation via use of opinionnaires, questionnaires, etc.

- c) What methods other than the above are used to evaluate teacher effectiveness?

Personal conferences, room visitation and student feedback, are the most common methods.

Continued on next page

IV. EVALUATIVE PROCEDURES—Continued

9. a) How do laymen participate in an organized and constructive effort to cooperate with the professional staff in evaluating the curriculum?

The school has an active Citizens Consulting Committee which meets monthly except during the summer months. Each member serves for a 3 year period. Their suggestions are actively sought for curriculum improvement. Separate advisory councils are used in all vocational areas and Title I areas.

- b) List some constructive suggestions from laymen in the community that have resulted in changes in the curriculum within the past four or five years.

Citizens Committee groups have been instrumental in influencing and assisting in development of all existing Vocational programs. Consulting Committee members have spent time in study and development of a Student Behavior and Dress Guide in recent years. While we can point to no all-encompassing curriculum adopted, there has been definite input into the present curricular offerings. It is very difficult to note specific lay suggestions that have directly resulted in curricular changes.

10. a) To what extent is professional research and experimentation being used to evaluate the school's curriculum?

New programs are always initiated on an experimental basis. Those which have merit after staff and administrative evaluation of the trial period are retained and of course those which don't have merit are dropped. Our special education program and cooperative work program are both connected with Division of Vocational Rehabilitation. These programs are constantly under study by both local district and the special education district.

- b) What are some specific changes made in the school's curriculum in recent years that have been based on professional research and experimentation?

1. Industrial Arts
2. Home Ec.
3. Environmental Studies
4. Music theory courses
5. Business courses

V. GENERAL EVALUATIONS

Evaluations

- a) To what extent does the curriculum meet the needs of students as indicated in Section 2, "School and Community"? na 1 2 (3) 4
- b) To what extent is the curriculum consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"? na 1 2 3 (4)
- c) To what extent is the school identifying problems in the curriculum and seeking their solution? na 1 2 3 (4)

Agriculture 4-1

NAME OF SCHOOL VIA GRASS GROVE HIGH SCHOOL DATE October 1, 1978

Self-evaluation by

Rolla Mitchell

Joyce Butler

James Mikeworth

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

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. Inasmuch as farming—agricultural production—is only one aspect of the broad field of agriculture, the word “agriculture” is used in this section to include the many facets of activities that encompass the agricultural economy. Seven major program areas for which instruction may be provided are: (1) agricultural production, (2) landscape horticulture, (3) agricultural mechanization, (4) agricultural products, (5) agricultural supplies, (6) agricultural resources, and (7) forestry.

Admission of a student to the program should not be restricted by his intellectual abilities or his socioeconomic level. Nor should the time required for instruction re-

strict the enrolled student's right to elect courses outside the agriculture program that are prerequisite to college entry. In the general education phase of the program, students explore the field without necessarily planning to work in agricultural occupations. The objectives of instruction should be clearly defined.

The program of agricultural education is both in line with the school's philosophy and objectives and based on careful analyses of the needs of students, the community, the state, and the nation. The program is a cooperative enterprise using both the facilities of the school and the resources of the area. A desirable balance is maintained among the instructional activities in conformity with the school's offerings and the individual student's needs and capabilities. The courses of study are structured to permit students to elect units of instruction in different departments that will lead to occupational proficiency.

NOTE: Before proceeding with work on this section, prepare and attach as a part of the section a list of the major goals of the agriculture department that will aid in the achievement of the objectives of the school (as stated in Section 3, “Philosophy and Objectives”).

EVALUATIVE CRITERIA
Fourth Edition

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I. ORGANIZATION

Checklist

- | | |
|---|--|
| <p>1. Systematic and organized instruction is made available to youth and adults of the community through courses in vocational agriculture. na 1 2 3 4</p> <p>2. Efforts are made to give prospective vocational agriculture students a clear understanding of the purposes and nature of the program before they are enrolled. na 1 2 3 4</p> <p>3. An advisory council assists the staff in continuous planning and evaluation of the program. na 1 2 3 4</p> <p>4. Classroom instruction and agricultural practice are closely integrated to meet the needs of, and the differences among, individuals. na 1 2 3 4</p> <p>5. The staff is employed on a twelve-month basis so as to be able both to instruct and to act as consultants to students, out-of-school youth, and adults on their projects and programs. na 1 2 3 4</p> | <p>6. Each full-time teacher has a minimum of one planning period daily. na 1 2 3 4</p> <p>7. Future Farmers of America activities are available to extend learning in both the classroom and the agricultural practice phases of the high school program. na 1 2 3 4</p> <p>8. The agricultural program contributes to the school's accepted philosophy of education. na 1 2 3 4</p> <p>9. The agricultural program is an integral part of the total educational program. na 1 2 3 4</p> <p>10. Instruction in agriculture is correlated with other subject areas. na 1 2 3 4</p> <p>11. Teachers from the various grade levels plan together to develop a sequential program in agriculture. na 1 2 3 4</p> <p>12. Teachers of the same grade level plan together to develop the agriculture program at that level. na 1 2 3 4</p> <p>13. na 1 2 3 4</p> |
|---|--|

Supplementary Data (Fill in the following table for all courses in agriculture.)

TITLE OF COURSE	GRADE	ENROLLMENT	NUMBER OF SECTIONS	REQUIRED OR ELECTIVE	RANGE OF CLASS SIZE	PER WEEK	
						Number of Periods	Total Minutes
Soils & Plant Science	9 & 10		1	E	25	5	275
Ag Business Mgm	12	8	1	E	25	5	275
Ag Power Mechanics	11 & 12	28	2	E	16	5	275
Animal Science	9 & 10	0	0	E	25		

Evaluations

- a) To what extent is vocational agriculture education serving the needs of all students who can benefit from such training? na 1 2 3 **4**
- b) How satisfactorily do time allotments for vocational agriculture meet instructional needs? na 1 2 3 **4**

Comments

II. NATURE OF OFFERINGS

Checklist

Education in vocational agriculture:

- 1. Is based on analyses of student needs, occupational opportunities, an advisory committee's suggestions, and the agricultural problems of the community, state, and nation. na 1 2 3 (4)
- 2. Provides the basis for advancement in agricultural occupations, including advanced study in agriculture. na 1 2 3 (4)
- 3. Provides instruction in production of a variety of appropriate agricultural products. na 1 2 3 (4)
- 4. Provides instruction in marketing and distribution of agricultural products. na 1 2 3 (4)
- 5. Provides instruction in budgeting, record-keeping, record analysis, marketing, and other farm management procedures. na 1 2 3 (4)
- 6. Provides instruction in the maintenance and conservation of soil and other natural resources. na 1 2 3 (4)
- 7. Provides an opportunity to develop competencies in mechanical skills needed in agricultural occupations. na 1 2 3 (4)
- 8. Provides opportunity to study economic problems and principles related to agriculture, such as regulatory statutes, government policy, taxation, and consumer grades of quality. na 1 2 3 (4)
- 9. Provides opportunities for experiences in both farming and agriculture-related occupations. na 1 2 3 (4)

- 10. Offers a variety of meaningful learning activities in the classroom, shop, greenhouse, nursery, and other laboratories which supplement the cooperative occupational experiences of the student. na 1 2 3 (4)
- 11. Provides instruction in selection, safe operation, and maintenance of agricultural power equipment. na 1 2 3 (4)
- 12. Provides opportunity for students to learn about agricultural organizations and their activities and public services available to those engaged in agriculture. na 1 2 3 (4)
- 13. Provides specialized instruction in landscape horticulture. na 1 (2) 3 4
- 14. Provides opportunity to study civic and social problems related to urban, suburban, and rural living. na 1 2 3 (4)
- 15. Provides opportunity for instruction in the testing and grading of agricultural products and supplies for quality control. na 1 2 3 (4)
- 16. Provides opportunity to develop students' leadership abilities for community, state, and national needs in agriculture. na 1 2 3 (4)
- 17. na 1 2 3 4

Evaluations

- a) How adequate is the variety of offerings? na 1 2 (3) 4
- b) How adequate is the quality of offerings? na 1 2 (3) 4
- c) To what extent are the various offerings in vocational agriculture organized into a unified program? na 1 2 3 (4)

Comments

III. PHYSICAL FACILITIES

Checklist

- 1. Instructional space provides for the variety of classroom, library, laboratory, and agricultural mechanics activities required by the program. na 1 2 3 4
 - 2. A laboratory has appropriate testing apparatus and equipment. na 1 2 3 4
 - 3. The agricultural mechanics shop adjoins or is near the classroom. na 1 2 3 4
 - 4. Classrooms are equipped with demonstration facilities. na 1 2 3 4
 - 5. Shops are so located as to minimize disturbance to other classes. na 1 2 3 4
 - 6. Classroom, shop, and laboratory facilities are of sufficient size to meet instructional needs. na 1 2 3 4
 - 7. An office area is provided for keeping records and for consultation and administration. na 1 2 3 4
 - 8. Storage facilities are available for equipment and materials. na 1 2 3 4
 - 9. Audio-visual equipment is available. na 1 2 3 4
 - 10. Adequate provisions are made for using visual aids, including ventilating and darkening the room and projecting the visuals. na 1 2 3 4
 - 11. A display or exhibit area is provided. na 1 2 3 4
 - 12. Duplicating equipment, business machines, and telephone are available. na 1 2 3 4
 - 13. Work stations are provided according to class size. na 1 2 3 4
 - 14. The necessary safety equipment is provided. na 1 2 3 4
 - 15. A land laboratory is provided for production agriculture experiences where community needs evidence feasibility. na 1 2 3 4
 - 16. Custodial service is provided for the greenhouse and nursery facilities. na 1 2 3 4
- The agricultural mechanics shop is equipped with appropriate:
- 17. Hand tools and power tools for a variety of agricultural operations. na 1 2 3 4
 - 18. Power-operated machines adequate in size, quality, and quantity to meet instructional needs. na 1 2 3 4
 - 19. Welding (gas and electric) equipment. na 1 2 3 4
 - 20. Equipment and tools for instruction in power machinery. na 1 2 3 4
 - 21. Equipment, tools, and supplies for instruction in agricultural structures and materials, including concrete, paint, metal, wood, wood products, plastics, and related materials. na 1 2 3 4

- 22. Equipment and tools for instruction in electricity. na 1 2 3 4
 - 23. Equipment and tools for study of farm drainage, sanitation, and water supply. na 1 2 3 4
 - 24. Washing facilities that are supplied with hot and cold water. na 1 2 3 4
 - 25. Lighting for work requirements. na 1 2 3 4
 - 26. Ventilation equipment for shop and laboratory. na 1 2 3 4
 - 27. Exhaust equipment for all fumes that may constitute a health hazard. na 1 2 3 4
 - 28. Safety equipment. na 1 2 3 4
- The greenhouse and nursery are equipped with the following:
- 29. Benches and automatic heating, lighting, ventilating, and watering controls for each section of the greenhouse. na 1 2 3 4
 - 30. At least one outside and one inside entrance. na 1 2 3 4
 - 31. A headhouse that is located adjacent to the greenhouse. It includes adequate bench space, a walk-in refrigerator, and a soil preparation and storage room. na 1 2 3 4
 - 32. A separate classroom of adequate size for the largest class enrolled which is located adjacent to the headhouse, greenhouse, and agricultural shop. na 1 2 3 4
 - 33. A lathhouse with a minimum of 60 square feet of space per student enrolled. na 1 2 3 4
 - 34. A sash house with a minimum of 100 square feet of space per student enrolled. na 1 2 3 4
 - 35. Cold frames with a minimum of 10 square feet of space per student enrolled. na 1 2 3 4
 - 36. Up to five acres of land area for the school nursery. na 1 2 3 4
 - 37. Adequate storage facilities for equipment and tools. na 1 2 3 4
 - 38. Adequate equipment and tools for teaching the courses offered. na 1 2 3 4
 - 39. na 1 2 3 4

III. PHYSICAL FACILITIES—Continued

Evaluations

a) <i>How adequate is the size of classrooms and laboratories?</i>	na	1	2	3	4
b) <i>How adequate is the size of the agricultural mechanics shop?</i>	na	1	2	3	4
c) <i>How adequate is the amount of classroom-laboratory equipment?</i>	na	1	2	3	4
d) <i>How adequate is the quality of classroom-laboratory equipment?</i>	na	1	2	3	4
e) <i>How adequate is the amount of agricultural mechanical equipment and tools?</i>	na	1	2	3	4
f) <i>How adequate is the quality of agricultural mechanical equipment and tools?</i>	na	1	2	3	4
g) <i>How adequate are the provisions for safety?</i>	na	1	2	3	4
h) <i>How adequate are the facilities and equipment of the greenhouse and nursery?</i>	na	1	2	3	4
i) <i>How adequately are the facilities planned, organized, and used?</i>	na	1	2	3	4

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

For vocational agriculture staff members:

- 1. Are certified to teach the courses to which they have been assigned. . . . na 1 2 3 (4)
- 2. Have had occupational experience, including operational and managerial responsibilities. . . . na 1 2 3 (4)
- 3. Have preparation in basic biological sciences. . . . na 1 2 3 (4)
- 4. Have preparation in basic physical sciences. . . . na 1 2 3 (4)
- 5. Have preparation in basic earth science. . . . na 1 2 3 (4)
- 6. Have preparation in such applied plant sciences as field crops, forage crops, and horticultural crops. . . . na 1 2 3 (4)
- 7. Have preparation in such applied animal sciences as animal husbandry, dairying, and poultry. . . . na 1 2 3 (4)
- 8. Have preparation in the problems of plant and animal diseases. . . . na 1 2 3 (4)
- 9. Have preparation in rural social sciences—agricultural economics, farm management, and rural sociology. . . . na 1 2 3 (4)
- 10. Have preparation in soils and conservation. . . . na 1 2 3 (4)
- 11. Have preparation in agricultural mechanics, including power and machinery, structures, electricity, agricultural mechanics shop, and soil, water, and natural resources conservation. . . . na 1 2 3 (4)

- 12. Have preparation in general and professional education, including general and special methods of teaching agriculture. . . . na 1 2 3 (4)
- 13. Have preparation in the area of public relations. . . . na 1 2 3 (4)
- 14. Have knowledge of laws and regulations affecting agriculture and agricultural education. . . . na 1 2 (3) 4
- 15. Have had experience in conducting Future Farmers of America activities and working with youth and adult groups. . . . na 1 2 3 (4)
- 16. Continue in-service education through formal study and other professional activities. . . . na 1 2 3 (4)
- 17. Maintain an active interest in professional advancement, including participation in educational organizations. . . . na 1 2 3 (4)
- 18. Participate in deciding upon agriculture courses and planning their content. . . . na 1 2 3 (4)
- 19. Are currently informed about occupational needs and are personally acquainted with farmers and agricultural businessmen in the community. . . . na 1 2 3 (4)
- 20. . . . na 1 2 3 4

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in a, b, c, d respectively):

- a) Educational level:
- Less than bachelor's degree _____
 - Bachelor's degree _____ 1
 - Master's degree _____
 - Sixth-year program _____
 - Doctor's degree _____

- b) Semester hours (approximate) of preparation in agriculture:
- 0-11 _____
 - 12-23 _____
 - 24-48 _____ 1
 - More than 48 _____

- c) Years since last formal study in agriculture:
- 0-3 _____ 1
 - 4-7 _____
 - 8-12 _____
 - More than 12 _____

- d) Previous experience in years:
- 0-2 _____
 - 3-5 _____
 - 6-15 _____
 - More than 15 _____ 1

2. List areas of concentration in agriculture of each staff member (attach sheets, if necessary).

Ag Production, Ag Mechanization, Ag Science

Evaluations

- a) How adequate is the preparation of the staff? na 1 2 3 (4)
- b) How adequate is the agricultural experience of the staff? na 1 2 3 (4)

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

- | | |
|--|--|
| <p>1. Instruction for the <i>high school</i> group is directed toward clearly formulated objectives that are appropriate for this group. na 1 2 3 ④</p> | <p>9. Students enrolled in high school vocational agriculture have an opportunity to participate in the student activities program. na 1 2 3 ④</p> |
| <p>2. Instruction for <i>out-of-school youth and adults</i> is directed toward clearly formulated objectives that are appropriate for these groups. na 1 2 ③ 4</p> | <p>10. Students with aptitude for agriculture have counseling available about possibilities of continuing in advanced agriculture courses in high school. na 1 2 3 ④</p> |
| <p>3. Careful planning and scheduling for both class instruction and applied activities are evident. na 1 2 3 ④</p> | <p>11. Students with aptitude for agriculture have counseling available about possibilities of continuing postsecondary agriculture study. na 1 2 3 ④</p> |
| <p>4. Planned instruction is available during each month of the calendar year. na 1 ② 3 4</p> | <p>12. Cooperative occupational experience supervised by the teacher is available to students to supplement classroom instruction. na 1 2 ③ 4</p> |
| <p>5. Students are provided opportunities to participate in planning their activities within the framework of established procedure. na 1 2 3 ④</p> | <p>13. Classroom, shop, greenhouse, nursery, and other laboratory activities reflect current problems of the occupations in which students are being placed for experience. na 1 2 ③ 4</p> |
| <p>6. Instruction is correlated with agricultural experiences of students. na 1 2 ③ 4</p> | <p>14. na 1 2 3 4</p> |
| <p>7. Opportunities are provided for a variety of experimental and testing activities. na 1 2 ③ 4</p> | |
| <p>8. Audio-visual aids, field trips, and demonstrations and other instructional aids are used appropriately. na 1 2 ③ 4</p> | |

Evaluations

- a) *How adequately have the instructional activities been planned?* na 1 2 ③ 4
- b) *How well are instructional activities adapted to the needs of individual students?* na 1 2 ③ 4

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

- | | | | |
|---|------------|--|------------|
| 1. Current agricultural reference books and materials are provided in a wide range of difficulty and variety. | na 1 2 3 ④ | 7. A variety of suitable specimens and agricultural exhibit materials are available. | na 1 2 3 ④ |
| 2. U.S. Government and state agricultural publications, as well as materials issued by commercial publishers, are provided. | na 1 2 3 ④ | 8. The instructional materials contain information and suggestions regarding practical work experiences. | na 1 2 3 ④ |
| 3. Periodicals, catalogues, and pamphlets are accessible to students. | na 1 2 3 ④ | 9. Materials for instruction are organized efficiently. | na 1 2 3 ④ |
| 4. Teaching units, resource units, and study guides are available for use in instruction. | na 1 2 3 ④ | 10. There is a plan for replacing materials, tools, and equipment which are used for instruction in classroom, laboratory, and agricultural shops. | na 1 2 3 ④ |
| 5. Farm planning, budgeting, record-keeping, and analysis materials are available for the experience programs of high school and adult students and out-of-school youth on enterprise and whole-farm basis. | na 1 2 3 ④ | 11. Audio and visual aids to instruction are available. | na 1 2 3 ④ |
| 6. Tackboards are used for display of a variety of materials that are current and appropriate. | na 1 2 3 ④ | 12. | na 1 2 3 4 |

Evaluations

- | | |
|---|------------|
| a) How adequate is the variety of instructional materials? | na 1 2 3 ④ |
| b) How adequate is the quality of instructional materials? | na 1 2 3 ④ |
| c) How adequate is the quantity of instructional materials? | na 1 2 3 ④ |

Comments

D. METHODS OF EVALUATION

Checklist

- | | |
|--|--|
| <p>1. Evaluation is an integral part of instruction. na 1 2 3 (4)</p> <p>2. Evaluation places emphasis upon the growth of the individual toward appropriate goals and objectives. na 1 2 3 (4)</p> <p>3. Agricultural mechanics activities are evaluated in relation to the nature of the job and the standards of workmanship applied. na 1 2 3 (4)</p> <p>4. Results of evaluation are used in determining the appropriateness of objectives and in planning further instruction. na 1 2 3 (4)</p> <p>5. Classroom, agricultural mechanics activities, and field work are evaluated by planned procedures. na 1 2 3 (4)</p> <p>6. Class members participate in the evaluation of their own achievement. na 1 2 3 (4)</p> | <p>7. Records are kept of the evaluation of practical work of class members. na 1 2 (3) 4</p> <p>8. Achievement is evaluated in terms of individual aptitudes and abilities and within the limits of facilities available. na 1 2 (3) 4</p> <p>9. Follow-up data are used in planning and revising the curriculum. na 1 2 (3) 4</p> <p>10. Examinations are used for both diagnosis and evaluation. na 1 2 3 (4)</p> <p>11. Evaluation allows for the time required for achieving occupational objectives in agriculture. na 1 2 3 (4)</p> <p>12. Teachers use evaluation results as one index of their own teaching effectiveness. na 1 2 (3) 4</p> <p>13. na 1 2 3 4</p> |
|--|--|

Supplementary Data

1. Describe the achievement testing program in agriculture.

Deyoe's Tests - Interstate Printers

Univ. of Nebraska Achievement Tests are used in evaluating students progress.

2. Show how this program is used to evaluate:

- a) Strengths, weaknesses, and yearly growth of individual students.
- b) Class achievement in terms of national or other norms.
- c) Class weaknesses.

Tests are used for classroom activities

Shop exercises are used in evaluating mechanical activities.

On the job; farm projects; F.F.A. activities; are used in evaluating the individual progress of the student.

Evaluations

- a) How adequate are the evaluation activities? na 1 2 (3) 4
- b) To what extent does the staff use evaluation results in analyzing the effectiveness of instruction? na 1 2 (3) 4
- c) To what extent do evaluation procedures identify students of unusual promise in the field of agriculture? na 1 2 (3) 4

Comments

V. OUTCOMES

Evaluations

To what extent does the agriculture program contribute to:

- a) *The entry and advancement of youth and adults in agricultural occupations, vocations, services, and enterprises?* na 1 2 3 4
- b) *The development of the interest of young people in the opportunities that are available in the field?* na 1 2 3 4
- c) *The fulfillment of training requirements, the acquisition of competencies, and actual employment necessary for success in agricultural occupations?* na 1 2 3 4
- d) *The creation of a more acceptable home and community environment?* na 1 2 3 4
- e) *The economy of the area?* na 1 2 3 4
- f) *The continuing educational needs of persons in the community interested in agriculture?* na 1 2 3 4
- g) *A better informed membership and more competent leadership in agricultural organizations and cooperative associations?* na 1 2 3 4
- h) *The safety education of persons who daily handle dangerous farm equipment, animals, and farm chemicals?* na 1 2 3 4

VI. SPECIAL CHARACTERISTICS OF THE AGRICULTURE PROGRAM

1. In what respects is the agriculture program most satisfactory and commendable?

The course offerings tend to reflect the desires and needs of the students based on their goals and opportunities.

2. In what respects is the agriculture program most in need of improvement?

An additional instructor would permit additional course offerings to be made.

3. Recommend, in order of priority, steps for the improvement of weaknesses in the agriculture program.

Continued evaluation by the Advisory Committee, with recommendations of the committee being presented to the administration.

VII. GENERAL EVALUATION OF INSTRUCTION IN AGRICULTURE

Evaluations

- a) To what extent does the instruction in agriculture meet the needs of students as indicated in Section 2, "School and Community"? na 1 2 3 **4**
- b) To what extent is the instruction in agriculture consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"? na 1 2 3 **4**
- c) To what extent is the school identifying problems in agriculture instruction and seeking their solution? na 1 2 3 **4**

Art (Including Crafts) 4-2

NAME OF SCHOOL Villa Grove High SchoolDATE October 1, 1978

Self-evaluation by

Jan GranseRichard BreedloveTom Horra**GUIDING PRINCIPLES**

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

There should be some evidence indicating that the influence of the art program is felt by the entire student body. The program is to be thought of as more than courses and activities confined to an art workroom. Art can challenge the creative power of all students. It will seek to have all students know of the relationship of art to every important aspect of daily living. Art can help all students: to develop a keener awareness of aesthetic values; to develop manipulative and

organizational skills in expressing ideas, feelings, and moods; to explore personal interests and aptitudes; to acquire a knowledge of man's visual art heritage for the purpose of building an understanding of our culture in relation to other times and places; to become involved in and respond to visual art experiences; to make sound visual judgments suited to their maturity level; to develop sensitive discrimination in the use of art at home, in school, and in the community.

NOTE: *Before proceeding with work on this section, prepare and attach as part of the section a list of the major goals of the art program that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").*

EVALUATIVE CRITERIA
Fourth Edition

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MAJOR GOALS OF THE ART PROGRAM

1. The student will sharpen his perception of this environment through conscious use of his senses.
2. The student will use his art as an expression of his uniqueness.
3. The student will understand the relationship between his own art experiences, his art heritage and art of our society.
4. The student will exercise creative problem solving.
5. The student will learn specific concepts related to art elements and principals.
6. The student will successfully manipulate a variety of art tools and materials.
7. The student will be aware of career opportunities related to art and will have access to information needed for the pursuit of an art career.

I. ORGANIZATION

Checklist

- | | |
|---|---|
| <p>1. A fundamental art course is available to all students. na 1 2 3 4</p> <p>2. There is flexibility in the organization and scheduling of art classes. na 1 2 3 4</p> <p>3. Class sizes are appropriate in relation to nature of course offerings. na 1 2 3 4</p> <p>4. The assignments of staff reflect the strengths of their professional qualifications. na 1 2 3 4</p> <p>5. A budget is provided for supplies, tools, and equipment. na 1 2 3 4</p> <p>6. Time is provided for interdisciplinary planning with teachers of other subjects. na 1 2 3 4</p> <p>7. Facilities and instruction beyond regularly scheduled classes are available to interested students. na 1 2 3 4</p> <p>8. Innovative programs that reflect the unique qualifications of the departmental staff are undertaken. na 1 2 3 4</p> | <p>9. Facilities and staff are assigned to meet school and community needs. na 1 2 3 4</p> <p>10. Supervision is provided in order to implement the art program. na 1 2 3 4</p> <p>11. Individual instruction or special classes are available to the gifted student. na 1 2 3 4</p> <p>12. Teachers from the different grade levels plan together to develop a sequential program in art. na 1 2 3 4</p> <p>13. Teachers of the same grade level plan together to develop the art program at that level. na 1 2 3 4</p> <p>14. na 1 2 3 4</p> |
|---|---|

Supplementary Data

1. List and describe briefly major areas of the school's art program.
- Painting: tempera, watercolor, oil, acrylic, air brush
 - Drawing: pen an ink, scratchboard, pencil, charcoal, pastels etc.
 - Printmaking: Woodcut, linoleum, silk screen, monoprints
 - Textiles: batik, macrame, weaving, stitchery, printing and painting on fabric
 - Pottery: handbuilt and wheel thrown, kiln fired glassware, mosaics
 - Jewelry: lost wax, enameling, embossing
 - Sculpture: casting, carving, construction

2. Fill in the following table for all courses in art (including crafts).

TITLE OF COURSE	GRADE	ENROLLMENT	NUMBER OF SECTIONS	REQUIRED OR ELECTIVE	RANGE OF CLASS SIZE	PER WEEK	
						Number of Periods	Total Minutes
Art I	9-12	26	1	Elective		5	275
Art II	10-12	13	1	Elective		5	275
Art III-IV	11-12	21	1	Elective		5	275

Evaluations

- a) To what extent are elective courses available for all students? na 1 **2** 3 4
- b) To what extent does the school schedule permit interested students to enroll in art courses? na 1 **2** 3 4

Comments

- (9.) Eighth graders have no art.
- (a.) Although general art is available to all students, limited time offerings makes enrollment difficult or impossible too often!

II. NATURE OF OFFERINGS

Checklist

- | | | | |
|--|--------------|---|--------------|
| 1. The instructional program provides students with basic skills and understanding of concepts, media, tools, and equipment. | na 1 2 3 (4) | 4. Provision is made for employing an interdisciplinary approach to the study of art. | na (1) 2 3 4 |
| 2. Growth of students' design abilities is fostered by sequential learning experiences. | na 1 2 3 (4) | 5. Over-all planning for the art program reflects a logical continuity toward achieving stated goals. | na 1 2 (3) 4 |
| 3. The program provides for aesthetic self-expression in connection with services to others (for example, exhibits, publicity, and community service). | na 1 2 3 (4) | 6. In-depth instruction is provided in various areas of art. | na 1 2 (3) 4 |
| | | 7. | na 1 2 3 4 |

Evaluations

- | | |
|--|--------------|
| a) How adequate is provision for breadth as well as depth of instruction in various media? | na 1 2 (3) 4 |
| b) How well is the program adapted to meet individual needs, interests, and abilities of students? | na 1 2 (3) 4 |
| c) To what degree are art history and criticism emphasized in the program? | na 1 2 (3) 4 |
| d) To what degree does the student body show interest in the art program? | na 1 2 (3) 4 |

Comments

III. PHYSICAL FACILITIES

Checklist

- | | | | |
|---|--------------|---|--------------|
| 1. Studios have been planned to encourage individual as well as group work. | na 1 2 (3) 4 | 9. The following are provided in the rooms where they are needed (check those that are adequate): | na 1 2 (3) 4 |
| 2. Physical facilities include space for efficient use of audio-visual materials. | na 1 2 (3) 4 | <input checked="" type="checkbox"/> Hand tools. | |
| 3. Space is provided to accommodate the various sizes of classes. | na 1 (2) 3 4 | <input type="checkbox"/> Power tools. | |
| 4. The space provided is adequate for both general art classes and classes in the various media. | na 1 (2) 3 4 | <input checked="" type="checkbox"/> Work tables or benches. | |
| 5. Tools and equipment needed for the program are available and are well maintained. | na 1 2 (3) 4 | <input checked="" type="checkbox"/> Electrical outlets. | |
| 6. Storage facilities, both general and specialized, are available and adequate. | na 1 (2) 3 4 | <input type="checkbox"/> Gas outlets. | |
| 7. Display facilities within the art complex are provided. | na 1 (2) 3 4 | <input checked="" type="checkbox"/> Sinks. | |
| 8. Display facilities are provided in other parts of the school complex as well as in the art area. | na 1 (2) 3 4 | <input type="checkbox"/> Sediment traps. | |
| | | <input type="checkbox"/> Ventilation. | |
| | | <input checked="" type="checkbox"/> Lighting. | |
| | | <input checked="" type="checkbox"/> Easels. | |
| | | <input type="checkbox"/> Display cases. | |
| | | 10. | na 1 2 3 4 |

Evaluations

- | | |
|---|--------------|
| a) How adequate is physical space for breadth and depth programs in the arts? | na 1 (2) 3 4 |
| b) How adequate are the storage facilities? | na 1 (2) 3 4 |
| c) How adequate are the lighting facilities? | na 1 2 3 (4) |

Comments

- b.) There is enough storage space but we need specialized facilities such as tray cabinets, paper racks, individual storage slots for student work, and doors on the shelving units in the art room.

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

Members of the instructional staff:

- | | |
|---|--|
| <p>1. Have earned a bachelor's degree from an accredited institution with a major in art or art education. na 1 2 3 (4)</p> <p>2. Have met at least minimum requirements for state certification. na 1 2 3 (4)</p> <p>3. Demonstrate an understanding of contemporary developments in the arts. na 1 2 (3) 4</p> <p>4. Incorporate into their art teaching current practices and developments learned through professional activities. na 1 2 (3) 4</p> <p>5. Demonstrate awareness of students' needs through ability to stimulate and assist their best efforts. na 1 2 (3) 4</p> | <p>6. Seek assistance of art supervisory personnel and <u>resources</u>. na 1 2 (3) 4</p> <p>7. Are active in local, state, and national art education associations. na (1) 2 3 4</p> <p>8. Are conversant with research literature. na (1) 2 3 4</p> <p>9. Have demonstrated creative ability in art through production or teaching. na 1 2 3 (4)</p> <p>10. Have access to a professional library, which is maintained by the school. na 1 (2) 3 4</p> <p>11. na 1 2 3 4</p> |
|---|--|

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in a, b, c, and d respectively):

a) Educational level:

- Less than bachelor's degree _____
- Bachelor's degree _____ 1
- Master's degree _____
- Sixth-year program _____
- Doctor's degree _____

b) Semester hours (approximate) of preparation in art:

- 0-11 _____
- 12-23 _____
- 24-48 _____
- More than 48 _____ 1

c) Years since last formal study in art:

- 0-3 _____
- 4-7 _____ 1
- 8-12 _____
- More than 12 _____

d) Previous experience in years:

- 0-2 _____
- 3-5 _____ 1
- 6-15 _____
- More than 15 _____

2. List areas of concentration in art of each staff member.

Painting and drawing

Evaluations

- a) How satisfactory is the academic preparation of the faculty? na 1 2 3 (4)
- b) How satisfactory is the professional preparation of the faculty? na 1 2 3 (4)

Comments

(6.) There is no "supervisory personnel" available, but I do use resources obtained through the University of Illinois Library.

B. INSTRUCTIONAL ACTIVITIES

Checklist

- | | | | |
|---|------------|---|------------|
| 1. Students with artistic aptitude have counseling available on possibilities of continuing in advanced art courses in high school. | na 1 2 3 ④ | 7. Members of the instructional staff incorporate current practices and developments in art teaching. | na 1 2 3 ④ |
| 2. Students with artistic aptitude have counseling available on possibilities of continuing postsecondary art study. | na 1 2 ③ 4 | 8. Instruction is directed toward clearly stated objectives in art education. | na 1 2 3 ④ |
| 3. Studio activities as well as lecture or seminar offerings reflect a deliberate integration of art history and criticism. | na 1 ② 3 4 | 9. Instructional activities show evidence of careful planning and preparation. | na 1 2 3 ④ |
| 4. Each student is expected to reflect his unique personal qualities in his work. | na 1 2 3 ④ | 10. Students assist in planning, conducting, and evaluating their art experiences. | na 1 2 ③ 4 |
| 5. Students are encouraged to seek out comparative relationships between contemporary design and design of the past. | na 1 2 ③ 4 | 11. Work is adapted to individual and group needs, interests, and abilities. | na 1 2 ③ 4 |
| 6. Opportunities are provided for students to discuss art in order to make judgments about themselves in relationship to their environment. | na 1 2 3 ④ | 12. Planned field trips to places of significant art interest are made. | na ① 2 3 4 |
| | | 13. | na 1 2 3 4 |

Evaluations

- | | |
|---|------------|
| a) To what extent is the art program adapted to individual interests and abilities of students? | na 1 2 ③ 4 |
| b) To what degree is the development of art appreciation emphasized? | na 1 2 ③ 4 |
| c) To what extent are students encouraged to use art as a means of discovery, appraisal, exploration, and expression? | na 1 2 3 ④ |

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

- | | | | |
|--|------------|---|------------|
| 1. A budget is allocated for instructional resource materials. | na 1 2 ③ 4 | 4. The above resources are effectively organized. | na 1 2 3 ④ |
| 2. Resources beyond the school are being explored. | na 1 2 ③ 4 | 5. Members of the art department select tools, supplies, and equipment on the basis of their quality. | na 1 2 ③ 4 |
| 3. Provision is made to have available such materials as the following (check if available): | na 1 2 3 ④ | 6. | na 1 2 3 4 |
| <input checked="" type="checkbox"/> Films | | | |
| <input checked="" type="checkbox"/> Slide reproductions | | | |
| <input checked="" type="checkbox"/> Opaque reproductions | | | |
| <input checked="" type="checkbox"/> Original art | | | |
| <input checked="" type="checkbox"/> Projectors | | | |
| <input checked="" type="checkbox"/> Cameras | | | |
| <input checked="" type="checkbox"/> Television | | | |
| <input checked="" type="checkbox"/> Loan exhibitions | | | |
| <input checked="" type="checkbox"/> Laminating machines | | | |
| <input checked="" type="checkbox"/> Art reference books | | | |
| <input checked="" type="checkbox"/> Art periodicals | | | |

Evaluations

- | | |
|--|------------|
| a) How adequate are the tools, supplies, and equipment for broad and depth programs in the arts? | na 1 2 ③ 4 |
| b) How well do students relate art to other subject-matter areas in the school? | na 1 ② 3 4 |

Comments

D. METHODS OF EVALUATION

Checklist

- | | |
|--|---|
| <p>1. The records maintained of the various kinds of art experiences are adequate to enable the department to use them for periodic evaluations. na 1 2 3 ④</p> <p>2. Teacher and students cooperate in establishing criteria for evaluating art. na 1 ② 3 4</p> | <p>3. The work of students is evaluated in light of their individual needs, interests, and abilities. na 1 2 ③ 4</p> <p>4. na 1 2 3 4</p> |
|--|---|

Supplementary Data

1. Describe, in detail, the departmental procedures for evaluating student work.

Each lesson presents a specific concept. The work is evaluated based upon how well the student understood and applied the concept. Class participates in evaluation through group critique as well as individual conference. Portfolio reviews with individuals provide opportunity to evaluate progress over an extended period of time.

Evaluations

- a) *How well do evaluation procedures help students understand their progress?* na 1 2 3 ④
- b) *To what extent do evaluation procedures identify students of unusual promise in the field of art?* na 1 2 3 ④

Comments

V. OUTCOMES

Evaluations

- a) *To what degree do students demonstrate creative ability within and outside the art program?* na 1 2 ③ 4
- b) *How well do students relate art to other subject-matter areas in the school?* na 1 2 ③ 4

VI. SPECIAL CHARACTERISTICS OF THE ART PROGRAM

1. In what respects is the art program most satisfactory and commendable?

Students may select from a great variety of materials and processes for exploration at advanced levels.

In spite of handicaps imposed by facility adequate equipment is provided.

2. In what respects is the art program most in need of improvement?

1. I believe there is a need for a written curriculum based upon sequential learning experiences.
2. An Art History and appreciation course should be available for students who are not interested in studio experiences.
3. Mini-courses in specialized areas should be available to supplement general art.
4. Advanced students need a longer class - perhaps a double period.
5. Art students need field trips to museums to see original works of art.

3. Recommend, in order of priority, steps for improvement of weaknesses in the art program.

1. Additional staff member should be hired.
2. Summer grant could be offered for curriculum development.
3. Schedule advanced art for double periods.
4. Offer mini courses in jewelry, ceramics, drawing and painting etc.
5. Allot money and time for at least two trips to Krannart (U. of I.) Art Museum per year.
6. Enlarge and improve facility.

VII. GENERAL EVALUATION OF INSTRUCTION IN ART

Evaluations

- a) *To what extent does the instruction in art meet the needs of students as indicated in Section 2, "School and Community"?* na 1 2 ③ 4
- b) *To what extent is the instruction in art consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* na 1 2 ③ 4
- c) *To what extent is the school identifying problems in art instruction and seeking their solution?* na ① 2 3 4

Business Education 4-3

NAME OF SCHOOL Villa Grove High School DATE October 1, 1978

Self-evaluation by

Karen Lane _____
Ruth Conn _____

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

Business education includes courses and activities designed to prepare all students for satisfactory adjustment to a complex economic society and to provide specialized vocational training for those students who expect to seek employment in business.

Basic business education provides for the development of knowledge and skills that will permit students, regardless of professional or vocational goals in life, to manage their personal business affairs and to participate intelligently in the resolution of economic problems which continually confront members of our society. The content of courses in this category is determined by the economic activities and the business problems common to most citizens.

Vocational business education is designed for students who have an aptitude for and an

interest in specialized training that is devised to equip them for success in business occupations. Since the content of vocational courses is determined by the constantly changing demands of business, the skills and knowledge that should be developed are established by continuing surveys of employment opportunities and analyses of duties performed by business employees. Students are equipped with skills, knowledge, habits, attitudes, and ideals essential for achieving success in initial employment and for advancement to responsible positions. Capable and interested students are assisted in planning and preparing for additional education essential for entrance into specialized vocational positions and the assumption of management responsibilities.

NOTE: Before proceeding with the work on this section, prepare and attach as part of the section a list of the major goals of the business education program that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

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Fourth Edition

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I. ORGANIZATION

Checklist

- | | |
|---|---|
| <p>1. Basic business courses such as general business, consumer economics, and business law are available to all students. na 1 (2) 3 4</p> <p>2. Vocational business education is available to all students who need and can profit from it. na 1 2 3 (4)</p> <p>3. Typing instruction for personal or vocational use is recommended to all students. na 1 2 3 (4)</p> <p>4. Work experience is provided for students preparing for employment in office positions. (na) 1 2 3 4</p> <p>5. An advisory committee, representative of local business, assists in determining training needs and in coordinating the vocational and nonvocational phases of business education. na 1 2 (3) 4</p> <p>6. The school schedule is so designed that any student may take basic business courses during his school career. na 1 (2) 3 4</p> <p>7. Such factors as results of prognostic tests and success in English and typing are considered in advising students who wish to elect stenography. na 1 2 3 (4)</p> <p>8. Supervision of instruction is provided by the business education department. na 1 2 3 4</p> <p>9. The business education department accepts work originating outside the department <i>only</i> when such work contributes to instruction. na 1 2 (3) 4</p> <p>10. Class size is determined by such factors as type of instruction and availability of work areas. na 1 (2) 3 4</p> | <p>11. Provision is made for helping in the placement of graduates. na 1 2 3 (4)</p> <p>12. Specific provision is made in course offerings to meet the needs of students who wish to develop business skills and acquire a knowledge of business principles for their personal use. na 1 2 (3) 4</p> <p>13. Sufficient vocational courses are offered to permit students to elect to prepare for employment from among stenographic, general clerical, bookkeeping, and data processing occupations. na 1 2 (3) 4</p> <p>14. Club activities related to the field of business are available to students. (na) 1 2 3 4</p> <p>15. Vocational business course offerings provide both terminal training and specific preparation for further highly specialized vocational training. na 1 2 3 (4)</p> <p>16. Teachers from the various grade levels plan together to develop a sequential program in business education. na 1 2 (3) 4</p> <p>17. Teachers of the same grade level plan together to develop the business education program at that level. na 1 2 (3) 4</p> <p>18. Department objectives are stated in terms that are behavioral and measurable, in keeping with the diverse nature of business. na (1) 2 3 4</p> <p>19. Provision is made for independent study of business. (in classroom). na 1 2 (3) 4</p> <p>20. na 1 2 3 4</p> |
|---|---|

Supplementary Data (Fill in the following table for all courses in business education.)

TITLE OF COURSE	GRADE	ENROLLMENT	NUMBER OF SECTIONS	REQUIRED OR ELECTIVE	RANGE OF CLASS SIZE	PER WEEK	
						Number of Periods	Total Minutes
Recordkeeping	10-12	39	2	Elective	24;15	5	275
Consumer Education	12	89	4	Required	16 to 28	5	275
Office Practice	12	8	1	Elective	7 to 10	5	275
Shorthand	11,12	3	1	Elective	2 to 10	5	275
Accounting	11,12	16	1	Elective	11 to 24	5	275
Typing I	9,10,11,12	6	1	Elective	6-12	5	275
Typing II	Mostly 10 (All accepted)	31	2	Elective	15-30	5	275
Typing III	11,12	15	1	Elective	6-15	5	275

Evaluations

- * a) To what extent is basic business education available to all students? na 1 (2) 3 4
 b) To what extent is vocational business education available to students with vocational business needs? na 1 2 3 (4)

Comments

*All seniors are required to pass a one-semester course in Consumer Education.

II. NATURE OF OFFERINGS

Checklist

- | | | | |
|---|--------------|--|--------------|
| 1. Content of basic business courses is determined by study and analyses of the everyday needs of students and other members of the community for knowledge about business and economics. . . . | na 1 2 (3) 4 | 9. Provisions are made for local business men and women to have a part in instruction. | na 1 2 (3) 4 |
| 2. Vocational business offerings are based in part on surveys of local job opportunities and job analyses. | na 1 2 3 (4) | 10. Vocational course offerings recognize that job opportunities in business can be grouped by occupational areas. . . . | na 1 2 (3) 4 |
| 3. Preparation for stenographic positions is offered. | na 1 2 3 (4) | 11. The over-all departmental program provides for a balance among basic business, personal use, and vocational course offerings. | na 1 2 (3) 4 |
| 4. Preparation for positions involving bookkeeping is offered. | na 1 2 3 (4) | 12. Provision is made for students preparing for business occupations to gain meaningful experiences in either a cooperative work-experience program or a simulated office laboratory. | na (1) 2 3 4 |
| 5. Students specializing in vocational areas are assisted in developing at least one skill to job-standard competency. . . . | na 1 2 3 (4) | 13. Planning for program development includes consideration of employment opportunities, changing business practices, and analyses of duties performed by business employees. | na 1 2 3 (4) |
| 6. Vocational business education emphasizes the development of personal and social competencies necessary for successful employment. | na 1 2 3 (4) | 14. | na 1 2 3 4 |
| 7. Courses emphasize the importance of ethical practices and standards for the conduct of business. | na 1 2 3 (4) | | |
| 8. Vocational business education provides an understanding of desirable employer-employee relations. | na 1 2 3 (4) | | |

Evaluations

- | | |
|--|--------------|
| a) How adequate is the variety of basic business courses to meet needs of students? | na 1 2 (3) 4 |
| b) How good is the quality of basic business courses to meet needs of students? | na 1 2 (3) 4 |
| c) How adequate is the variety of vocational business courses to meet needs of students? | na 1 2 3 (4) |
| d) How good is the quality of vocational business courses to meet needs of students? | na 1 2 3 (4) |
| e) How adequate are the opportunities for vocational business students to practice in work situations in the school and the community? | na 1 (2) 3 4 |
| f) How adequate is the variety of courses for personal use to meet the needs of students? | na 1 2 (3) 4 |
| g) How good is the quality of courses for personal use to meet the needs of students? | na 1 2 3 (4) |

Comments

As we understand it, the only basic business course we have is Consumer Ed.

III. PHYSICAL FACILITIES

Checklist

- 1. Rooms used for related classes and activities are grouped together. na 1 2 3 (4)
- 2. Rooms are designed and equipped for flexible arrangement suitable to the purposes of the instructional programs. na (1) 2 3 4
- 3. The location and soundproofing of classrooms eliminate undue interference with student learning. na 1 2 (3) 4
- 4. Lavatories are readily accessible. na 1 2 3 (4)
- 5. Lighting is appropriate for the learning activities being conducted. na 1 2 (3) 4
- 6. Each student work station is appropriate for the type of work to be done. na (1) 2 3 4
- 7. Readily accessible and ample storage facilities are provided. na 1 (2) 3 4
- 8. Space is provided for display of student work. na 1 2 (3) 4
- 9. A departmental office is provided for the instructional staff. (na) 1 2 3 4
- 10. Telephones are provided for teacher-coordinators of work programs. (na) 1 2 3 4
- 11. Appropriate audio-visual equipment is readily accessible. na 1 2 (3) 4
- 12. Equipment is maintained in effective operating condition. na 1 2 3 (4)
- ★13. Facilities and equipment are comparable to those found in business. na 1 (2) 3 4
- 14. Chalkboard space is provided. na 1 2 3 (4)
- 15. Tackboard space is provided. na 1 2 3 (4)
- 16. Plans and budget provisions are made for the replacement of instructional equipment throughout the year. na 1 2 (3) 4
- 17. Provision is made for equipment inventory and maintenance records. na 1 2 3 (4)
- 18. Space and equipment are provided for students to pursue independent study. na (1) 2 3 4
- 19. Equipment essential for providing an understanding of basic operations in data processing is available. (na) 1 2 3 4
- 20. Secretarial laboratories and simulated business offices are equipped and available for individual student use. (na) 1 2 3 4
- 21. na 1 2 3 4

Evaluations

- a) How adequate are the space provisions to meet curricular and enrollment needs? na 1 (2) 3 4
- b) How well are the classrooms and laboratories arranged? na 1 (2) 3 4
- c) How adequate is the quantity of equipment? na 1 2 (3) 4
- d) How good is the quality of equipment? na 1 2 3 (4)
- e) How adequate are provisions for the regular care and maintenance of the equipment? na 1 2 3 (4)
- f) How adequate and accessible are storage facilities? na 1 2 (3) 4
- ★g) How well does the business equipment in the classrooms compare with the equipment currently being used in business? na 1 (2) 3 4

Comments

Our typewriters are up-to-date and kept in good repair. We have one new dictaphone, two new electronic calculators, and one old adding machine. In the main office we have a Xerox machine, ditto machine and mimeograph. Most current offices do not require the use of a ditto or mimeograph but we do use them in our work around the school. We could use a lot more equipment.

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

Each member of the business staff:

- | | | | |
|---|-------------------|---|-------------------|
| 1. Has a broad preparation in general education. | na 1 2 3 <u>4</u> | 9. Encourages students to participate in club activities related to the field of business. | <u>na</u> 1 2 3 4 |
| 2. Has intensive preparation in the courses he teaches. | na 1 2 <u>3</u> 4 | 10. Understands the role and function of the business department. | na 1 2 3 <u>4</u> |
| 3. Has preparation in the methods of teaching his specific field. | na 1 2 3 <u>4</u> | 11. Participates regularly in evaluation of the business curriculum, instructional materials, and teaching methods. | na 1 2 3 <u>4</u> |
| 4. Has had successful work experience in business. | na 1 2 3 <u>4</u> | 12. The leadership role in the department (for example, department chairman) is clearly defined. | na 1 2 3 <u>4</u> |
| 5. Maintains good relations with the business community. | na 1 2 3 <u>4</u> | 13. | na 1 2 3 4 |
| 6. Participates in the activities of business and civic organizations. | na 1 2 <u>3</u> 4 | | |
| 7. Maintains an interest in professional advancement, including active participation in professional organizations. | na 1 2 <u>3</u> 4 | | |
| 8. Works cooperatively with teachers in other departments in coordinating instruction. | na 1 <u>2</u> 3 4 | | |

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in a, b, c, and d respectively):

a) Educational level:

- Less than bachelor's degree _____
- Bachelor's degree ✓ (2)
- Master's degree _____
- Sixth-year program _____
- Doctor's degree _____

b) Semester hours (approximate) of preparation in business education:

- 0-11 _____
- 12-23 _____
- 24-48 _____
- More than 48 ✓ (2)

c) Years since last formal study in business education:

- 0-3 ✓ _____
- 4-7 _____
- 8-12 _____
- More than 12 ✓ _____

d) Previous experience in years:

- 0-2 ✓ _____
- 3-5 _____
- 6-15 _____
- More than 15 ✓ _____

2. List areas of concentration in business education of each staff member.

Both have a comprehensive major in Business Education.

A. INSTRUCTIONAL STAFF—Continued

Evaluations

- a) How adequate is the preparation of the staff in general education? na 1 2 3 (4)
- b) How adequate is the preparation of the staff in basic business subjects? na 1 2 (3) 4
- c) How adequate is the preparation of the staff in vocational business subjects? na 1 2 3 (4)
- d) How adequate is the business experience of the staff? na 1 2 (3) 4
- e) To what extent do staff members keep themselves informed about current educational research and literature? na 1 2 3 (4)
- f) To what extent does the staff show continued interest in professional growth? na 1 2 3 (4)
- g) To what extent is the staff familiar with local business practices and needs? na 1 2 3 (4)

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

- | | |
|---|--|
| <ul style="list-style-type: none"> 1. Instruction contributes to the general objectives of the school. na 1 2 3 (4) 2. Instruction is consistent with departmental objectives. na 1 2 3 (4) 3. Interests of students are considered in planning courses. na 1 2 3 (4) 4. Instruction in basic business courses includes concepts related to economic principles and information concerning current business practices. na 1 2 3 (4) 5. Instruction in vocational courses is directed toward students' career objectives, with consideration given to basic concepts pertaining to business organization and practice. na 1 2 3 (4) 6. Individual differences of students are considered in selecting course content and in planning and conducting classes. na 1 2 3 (4) 7. Careful planning and preparation for teaching are evident. na 1 2 3 (4) 8. Teaching methods used are currently recognized as the most acceptable in achieving desired outcomes. na 1 2 (3) 4 9. Business resource personnel of the community are used in instruction. na 1 2 3 (4) | <ul style="list-style-type: none"> 10. Instruction is readily adapted to changes taking place in business. na 1 (2) 3 4 11. Appropriate drill activities are provided for the students. na 1 2 3 (4) 12. In cooperative work-experience programs, classroom work is related to on-the-job experiences of students. (na) 1 2 3 4 13. Efforts are made to develop in students appropriate social relationships, ethical standards, work habits, and attitudes. na 1 2 3 (4) ★14. Students with business aptitude have counseling available on possibilities of continuing in advanced business courses in high school. (na) 1 2 3 4 15. Students with business aptitude have counseling available on possibilities of continuing postsecondary study. na 1 2 3 (4) 16. Practice is provided in locating, applying for, and being interviewed for prospective employment. na 1 2 (3) 4 17. na 1 2 3 4 |
|---|--|

Evaluations

- a) How adequate is the planning and preparation for instruction? na 1 2 3 (4)
- b) How well is instruction adapted to the needs of individual students? na 1 2 3 (4)
- c) To what extent are resources from the local business community used? na 1 2 (3) 4
- d) How appropriate are the teaching methods? na 1 2 (3) 4
- e) How appropriate is the content of the course offerings? na 1 2 3 (4)

Comments

*14. We do not have any advanced business courses available to students other than Typing III or if Office Practice could be considered as such.

C. INSTRUCTIONAL MATERIALS

Checklist

- | | | | |
|--|-------------------|---|-------------------|
| <p>1. Textbooks and other instructional materials are selected by the business teachers in cooperation with the school administration.</p> | <p>no 1 2 3 4</p> | <p>5. A file of supplementary materials for teachers is maintained.</p> | <p>no 1 2 3 4</p> |
| <p>2. A variety of up-to-date reference books and materials are readily accessible for student use.</p> | <p>no 1 2 3 4</p> | <p>6. Appropriate audio-visual aids are accessible.</p> | <p>no 1 2 3 4</p> |
| <p>3. Current issues of newspapers, magazines, and business periodicals are available.</p> | <p>no 1 2 3 4</p> | <p>7. A variety of resource materials and business education professional publications are available to the teachers.</p> | <p>no 1 2 3 4</p> |
| <p>*4. Study guides, assignment sheets, and bibliographies suited to courses offered have been prepared and are available to students.</p> | <p>no 1 2 3 4</p> | <p>8. Reading materials on different levels of complexity are used in each course.</p> | <p>no 1 2 3 4</p> |
| | | <p>9. Funds are provided so that resource units and materials can be and are kept current.</p> | <p>no 1 2 3 4</p> |
| | | <p>10.</p> | <p>no 1 2 3 4</p> |

Evaluations

- | | |
|--|-------------------|
| <p>* a) How adequate are the quantity and variety of instructional materials?</p> | <p>no 1 2 3 4</p> |
| <p>b) How adequate is the content of instructional materials?</p> | <p>no 1 2 3 4</p> |
| <p>c) How effectively are instructional materials organized and used?</p> | <p>no 1 2 3 4</p> |
| <p>d) To what extent do resource materials reflect current professional viewpoints?</p> | <p>no 1 2 3 4</p> |
| <p>e) To what extent are current professional publications available to individual members of the faculty?</p> | <p>no 1 2 3 4</p> |

Comments

- *4. No bibliographies available to students.
- *a. Textbooks and workbooks excellent but resource materials lacking. Miss Lane uses many things for Consumers Education from readily accessible sources like newspaper, magazines--things not supplied by the school.

D. METHODS OF EVALUATION

Checklist

- | | |
|---|--|
| <p>1. A continuous program of evaluation is employed to determine the extent to which established goals or objectives are being met. na 1 2 (3) 4</p> <p>2. Evaluation is used to identify individual abilities and to serve guidance and instructional planning purposes. na 1 2 3 (4)</p> <p>3. Teachers use the results of evaluations as one index of their own teaching effectiveness and alter their materials and teaching strategies accordingly. na 1 2 3 (4)</p> <p>4. Selection of evaluation instruments takes into account the objectives of instruction. na 1 2 3 (4)</p> <p>*5. Evaluation in vocational courses is made in terms of the standards required for employment. na 1 2 (3) 4</p> | <p>6. Evaluation of student achievement in cooperative programs is made jointly by school representatives and employers. na 1 2 3 4</p> <p>7. Advisory committees consisting of representatives of the business community assist in the evaluation of the educational program. na 1 2 (3) 4</p> <p>8. Opportunity is provided for students to evaluate their own work and progress toward individual career objectives. na 1 (2) 3 4</p> <p>9. Follow-up studies are used to evaluate the effectiveness of instruction. na 1 2 (3) 4</p> <p>10. na 1 2 3 4</p> <p>*8. We do allow for individualized study but not too much for individualized <u>careers</u>.</p> |
|---|--|

Supplementary Data

1. Describe the testing program in business education. Typical theory, brief form and dictation tests
 Typing--Skill is tested with tests in which the student must prove ability and skill by production test, basic knowledge by observation and objective.
 Consumer Ed.--Objective and essay tests.
 Recordkeeping--Objective and filling out forms.
 Accounting--Short quiz, objective and problem tests.
 Sample Civil Service Tests.
2. Show how this testing program is used to evaluate:
 - a) Strengths, weaknesses, and yearly growth of individual students.
 - b) Class achievement in terms of national or other norms.
 - c) Class weaknesses.
 - a. Comprehensive semester exams are given that evaluates most strengths and growth of students but testing is done throughout so that corrective work can be done.
 - b. Compare typing and shorthand achievement with other area school's performance, recommended performance suggestions put out by publishing companies, and achievement required by employers. We try to talk to employers.
 - c. Tests are used mainly to help the teacher find weak points in teaching and also to help the student to know weak points or strong points.

Evaluations

- | | |
|---|---|
| <p>a) How adequate are the evaluation procedures?</p> <p>b) To what extent do teachers use evaluation results in analyzing the effectiveness of their teaching?</p> <p>c) To what extent do evaluation procedures help the student understand the nature of his growth?</p> <p>*d) To what extent do evaluation procedures identify the special needs and abilities of individual students?</p> | <p>na 1 2 (3) 4</p> <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> <p>na 1 2 (3) 4</p> |
|---|---|

Comments

- *5. We have had to lower our standards in some cases.
- *6. Some years we have had 1 student, other years we have had none.
- *d. Hard to allow for students with reading problems particularly.

V. OUTCOMES

Evaluations

- * a) *To what degree are students developing desirable skills and techniques?* na 1 2 (3) 4
- b) *To what degree are students developing the knowledge and understanding necessary for beginning employment?* na 1 2 (3) 4
- * c) *To what extent are students developing the attitudes and appreciation necessary for desirable employer-employee relationships?* na 1 (2) 3 4
- * d) *To what extent are students developing moral and ethical standards related to business activities?* na 1 (2) 3 4
- * e) *How successful are graduates in the occupations for which they were prepared?* na 1 2 (3) 4
- f) *How adequately are students informed about opportunities for employment?* na 1 2 (3) 4
- g) *To what extent are graduates able to make satisfactory adjustment to the continuous changes taking place in business practices, procedures, and equipment?* na 1 2 (3) 4
- h) *To what extent are students enrolled in basic business courses gaining a workable understanding of the principles of economics and current business practices?* na 1 2 (3) 4
- i) *To what degree are students acquiring skills and knowledge sufficient for personal use?* na 1 2 3 (4)

- a. We wonder whether standards are too high--students do not do as well as we expect at times.
- c. Attitude of individual student very hard to deal with. It is hard to make a concept like desirable employer-employee relationships relevant to most students in our classes.
- d. Moral and ethical standards seem relatively unimportant to many of the students. This is particularly true in Recordkeeping. They seem to get channeled into the course simply because there is no place else for them to go. It is hard to teach the basic recordkeeping concepts to a class of this nature, let alone try to teach moral and ethical standards related to business activities.
- e. The ones we feel cooperated with us have been successful. Others have not done so well but we expected this. Motivation remains a problem.

VI. SPECIAL CHARACTERISTICS OF THE BUSINESS EDUCATION PROGRAM

1. In what respects is the business education program most satisfactory and commendable?

Curriculum includes sequence of courses that prepare youth for initial employment in business.

Vocational business subjects placed in the curriculum so that students will achieve maximum vocational competency closest to the time of graduation.

The basic purpose of secretarial practice is the integration and development of a higher level of previously acquired skills. Course includes the teaching of some new and personal skills and knowledges. We did conduct a survey through the Business Advisory Committee of the surrounding area and we are trying to concentrate on those skills and knowledge that they indicated should be stressed.

Through the use of an advisory committee, the public is informed about the work of the department, types of preparation being offered, and the manner in which the business department serves the community.

Both instructors have had some practical office work experience. Improvements in teaching are continuously sought. They try to acquaint their students with the many opportunities in business and the requirements for entering the various fields.

Semester classes in typing are offered to those students who do not have vocational intentions but desire these skills to benefit themselves. It is not a required course and since the advent of eighth grade typing, the enrollment has fallen. During the past year we are making progress in counseling students as we feel that all students can benefit from at least one semester of typing beyond the eighth grade level of 12 weeks.

If the student has the slightest interest in a skill course, he can become proficient enough to get a job in the business world.

Gain knowledge for personal use (personal typing and keeping personal records through Recordkeeping course.)

Teachers are most willing to help individual students at any time.

2. In what respects is the business education program most in need of improvement?

Manual and electric machines are in the same room and it becomes rather confusing to beginning typing students.

Space is a major problem. Different teachers use the rooms at different times so we are not always free to get into a classroom without interrupting another class. Machines must be carried from room to room. Some of the programs which we would like to use are not possible, as we do not have enough space to send the students to different work stations. Reproduction work must be done in the office (which is three floors down) and when you have students scattered all over the building, supervision is difficult.

Storage space is also a major problem in organization. Materials are piled in all of the rooms and the rooms certainly do not present a neat appearance. We have made great advances in comparison to seven years ago, however.

It is sometimes difficult to have privacy when a parent comes for a conference as so many teachers use the same rooms. It is also difficult to have privacy in counseling students.

We need to coordinate more with the English Department.

Field trips would be a definite advantage.

In those classes where low ability students sometimes cause trouble, the rooms are so congested that it is very difficult to try some of the ideas we would like to try.

In the past we have felt that students entering the business field needed more guidance. We have conferred with the administration and guidance offices and feel that we have better communication but we would still like to have more time for individualized counseling with the students themselves.

We feel that more in the area of data processing should be done but it is hard to make it relevant without machines. An office simulation set-up would greatly help the secretarial office practice class.

Advisory committee should take a more active roll.

Need more transcribing equipment.

Recommend, in order of priority, steps for improvement of weaknesses in the business education program.

Many of the weaknesses do not have easy solutions because of lack of funds, space, and communication. A referendum is planned.

We plan to be present during eighth grade pre-registration next year to meet with students and explain any questions they might have about the business field before they enter high school. This might help our problem with communication.

We have made plans to meet with the English Department at the beginning of the year to coordinate plans.

Whenever we agree to do work for some person or department, we stress the responsibility of working pleasantly, accepting full responsibility for the work and seeing every project through to its completion. However, all departments need to coordinate work better as some things are not planned far enough in advance to follow through. This applies mostly to office practice.

Data Processing is touched on in accounting and office practice but we feel that without hands-on equipment it is not our first priority and if interested the student should seek further post-graduate training.

Perhaps we are weak in extra-curricular activities in the business field, but we find most students busy every evening and with our present load, we feel any other activity would simply break down the quality of others.

We need field trips to familiarize the student with the machines and skills they may actually face when employed. We are not placing this last because we consider it least important but simply because field trips are not permitted. We do visit local businesses during our regular class periods.

VII. GENERAL EVALUATION OF INSTRUCTION IN BUSINESS EDUCATION

- a) *To what extent does the instruction in business education meet the needs of students as indicated in Section 2, "School and Community"?* na 1 2 3 (4)
- b) *To what extent is the instruction in business education consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* na 1 2 3 (4)
- c) *To what extent is the school identifying problems in business education instruction and seeking their solution?* na 1 2 3 (4)

~~Distributive Education~~ 4-4NAME OF SCHOOL VILLA GROVE HIGH SCHOOLDATE October 1, 1978

Self-evaluation by

Bert Biggs**GUIDING PRINCIPLES**

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

Distributive education provides instruction designed to prepare students for work and further study in the field of distribution—the marketing and merchandising of goods and services. Distribution is the area of the economy that adds time and place utility to goods and services. Efficient marketing and merchandising activities enable the consumer to obtain readily the goods and services that are available.

The program in distributive education presents the place of distribution in the economy, the organization of marketing and mer-

chandising activities, and the knowledge, skills, and attitudes needed by persons engaged in distribution, particularly beginning workers. The program is a cooperative enterprise using both the facilities of the school and the marketing and merchandising resources of the community. Instruction in the school is supplemented by supervised occupational experience provided by cooperating business or by occupationally oriented experiences that are planned and conducted by the school.

NOTE: Before proceeding with work on this section, prepare and attach as part of the section a list of the major goals of the distributive education program that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

EVALUATIVE CRITERIA
Fourth Edition

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I. ORGANIZATION

TYPE OF PROGRAM

- Cooperative part-time
- Project laboratory

Checklist

- | | | | |
|--|---------------------|---|---------------------|
| <p>1. Students are enrolled in distributive education on the basis of their interests and abilities and an analysis of test information coordinated with counseling.</p> | <p>na 1 2 3 (4)</p> | <p>8. The program is based upon the findings of surveys of employment opportunities in marketing and merchandising in the area served by the school and upon national occupational trends and employment needs.</p> | <p>na 1 2 (3) 4</p> |
| <p>2. Provision is made for distributive education students to participate in the activities of Distributive Education Clubs of America.</p> | <p>na 1 2 (3) 4</p> | <p>9. The teacher-student ratio and the program schedule provide for correlation of classroom instruction with each student's occupational experience on the job or in the project laboratory.</p> | <p>na 1 2 (3) 4</p> |
| <p>3. Provision is made for a correlation of distributive education with other vocational areas to enable students to gain additional knowledge and competencies important to their occupational objectives.</p> | <p>na 1 2 3 (4)</p> | <p>10. Students receive credit toward graduation for both the classroom instruction and the supervised on-the-job experiences or experiences in the project laboratory.</p> | <p>na 1 2 3 (4)</p> |
| <p>4. Each student in the program has an occupational objective that has a significant relationship to his present program of study.</p> | <p>na 1 2 3 (4)</p> | <p>11. The minimum and maximum number of hours any student in a cooperative program is permitted to work conforms with the state plan for vocational education.</p> | <p>na 1 2 3 (4)</p> |
| <p>5. Services of guidance personnel and other teachers are used in counseling students concerning occupational choices.</p> | <p>na 1 2 3 (4)</p> | <p>12. The employment of students in the program complies with all state and federal laws pertaining to the employment of youth.</p> | <p>na 1 2 3 (4)</p> |
| <p>6. An advisory committee, including representatives of both the school and employing community, assists in planning and developing the total program.</p> | <p>na 1 2 3 (4)</p> | <p>13.</p> | <p>na 1 2 3 4</p> |
| <p>7. A coordinator is responsible for the development of the program.</p> | <p>na 1 2 3 (4)</p> | | |

Supplementary Data

1. Fill in the following table for all courses in distributive education.

TITLE OF COURSE	GRADE	ENROLLMENT	NUMBER OF SECTIONS	REQUIRED OR ELECTIVE	RANGE OF CLASS SIZE	PER WEEK	
						Number of Periods	Total Minutes
Cooperative Work Training Program	9-12	29	2	Elective		3	165

Turn to the next page

I. ORGANIZATION—Continued

Supplementary Data—Continued

2. Describe briefly the plan for identifying, supervising, and evaluating cooperative occupational experiences.

The cooperative work training program is designed to help students choose a career and prepare for it.

The coordinators duties include counseling students on the job. It also includes finding job placements, evaluating students on the job and checking their progress with their employer.

The C.W.T. program gives students a competitive advantage over those with no experience. This experience is gained from the classroom situation, the learning process that transpires here, and the on-the-job placement of the student.

Evaluations

- a) *To what extent is instruction in distributive education available to any student who wants such training, can profit from the instruction, and meets the requirements for enrollment?* na 1 2 3 4
- b) *How well is the classroom instruction correlated with the occupational experiences of the students?* na 1 2 3 4
- c) *To what extent has an advisory committee been used in the development and promotion of the program?* na 1 2 3 4

Comments

The program is open to all high school students who meet the criteria for the program.

The classroom instruction is highly correlated with occupational experience because the instructor handles both classroom instruction and job coordination.

Employers, teachers and administrators are consulted on an informal advisory basis.

II. NATURE OF OFFERINGS

Checklist

The program of studies provides for:

1. Preparatory instruction in distribution. na 1 2 3 (4)
2. A preparatory class or course in which projects and other individual learning experiences are provided. na 1 2 3 (4)
3. A cooperative class in which students attend school part time and have supervised part-time employment in a distributive occupation for which pay and school credit are received. na 1 2 3 (4)
4. Instruction of youth with special needs who are capable of a career in distribution. na 1 2 3 (4)
5. A correlation with other subject areas, both general and vocational, to gain knowledge and competency. na 1 2 3 (4)

Instruction includes the study of:

6. Functions of marketing, including selling, sales promotion, buying, operations, market research, and management as they relate to wholesaling, retailing, and service businesses. na 1 (2) 3 4
7. Functions of distribution in a free and competitive enterprise economy. na 1 2 (3) 4
8. Product and service technology needed by the student to progress toward his career objective. na 1 2 (3) 4

9. Financial aspects of distribution including capital structure, credit, and records. na 1 2 3 (4)
- The curriculum aids the students to develop competencies by the following:
 10. Determining an intelligent course of action for reaching a career goal and evaluating his progress. na 1 2 3 (4)
 11. Practical experience and application of proper techniques and procedures in applying for a job. na 1 2 3 (4)
 12. Understanding of the proper procedures in terminating employment. na 1 2 3 (4)
 13. Experiences that demand a conscientious effort to improve his business personality, including the development of good work habits and acceptable attitudes. na 1 2 3 (4)
 14. The opportunity to learn new jobs under supervision, from which the student will profit. na 1 2 3 (4)
 15. Understanding of the need to abide by laws concerning business. na 1 2 3 (4)
 16. na 1 2 3 4

Supplementary Data

1. Describe how the curriculum has been changed during the past three years to enable the instruction to meet better the needs of present students.

Allowing the students to take the basic courses in the mornings and leaving the afternoons open so students can engage in actual job situations.

Evaluations

- a) To what extent do the offerings provide for the development of competencies and attitudes needed by beginning employees? na 1 2 3 (4)
- b) To what extent do the offerings aid the student in making a realistic self-appraisal in terms of selecting an appropriate career objective? na 1 2 3 (4)
- c) How well is the curriculum preparing students for occupations in marketing and distribution? na 1 2 (3) 4

Comments

III. PHYSICAL FACILITIES

Checklist

- 1. Sufficient space is provided to meet curricular and enrollment needs. na 1 2 3 **4**
- 2. An office area, equipped with desk and files, is available for counseling with students. na 1 **2** 3 4
- 3. Movable tables and chairs are provided for flexibility of arrangement and to facilitate use of reference materials. na 1 2 **3** 4
- 4. Adequate and conveniently arranged storage space is provided for materials and equipment not in frequent use. na 1 2 **3** 4
- 5. The classroom is located near a building entrance for ease in transporting display materials and for use by adult classes. na 1 2 3 **4**
- 6. A teachers' workroom is available for the teacher to study and to prepare instructional materials. na 1 2 3 **4**

7. The following equipment is available (place a check in front of those available): na 1 2 **3** 4
- Tackboard.
 - Chalkboard.
 - Visual-aid projection equipment.
 - Recording unit.
 - Bookcase.
 - Magazine rack.
 - Display counter.
 - Display case.
 - Typewriter.
 - Duplicating equipment.
 - Telephone.
 - Cash register.
 - Paper cutter.
 - Sign printing equipment.

8. na 1 2 3 4

Evaluations

- a) *How satisfactory are the space provisions to meet curricular and enrollment needs?* na 1 2 3 **4**
- b) *How adequate is the quantity of the equipment?* na 1 2 3 **4**
- c) *How adequate is the variety of the equipment?* na 1 2 **3** 4
- d) *How accessible is the equipment to the teacher and students?* na 1 2 3 **4**
- e) *How adequate is the budget to purchase equipment, supplies, and instructional materials?* na 1 2 3 **4**

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Members."

Checklist

Each member of the distributive education staff:

- 1. Has preparation in such fields as economics, marketing, management, finance, retailing and wholesaling, advertising, salesmanship, credit, insurance, accounting, and personnel management. na 1 2 **3** 4
- 2. Has preparation in the philosophy, organization, administration, and methods of teaching distributive education. na 1 2 3 **4**
- 3. Has had successful wage-earning experience in the field of marketing and distribution. na 1 2 3 **4**
- 4. Has preparation in such related areas as vocational guidance, job analyses, occupational information, business law, and safety. na 1 2 3 **4**

- 5. Has preparation in general education subjects, including art and speech. na 1 2 **3** 4
- 6. Has developed and maintains good professional relations with the business community. na 1 2 3 **4**
- 7. Maintains an active interest in professional advancement, including participation in educational organizations. na 1 2 3 **4**
- 8. Continues in-service education through formal study and other professional activity. na 1 2 3 **4**
- 9. Keeps abreast of occupational trends through employment and study of current literature. na 1 2 3 **4**
- 10. na 1 2 3 4

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in a, b, c, and d respectively):

- a) Educational level:
- Less than bachelor's degree _____
 - Bachelor's degree _____ **1**
 - Master's degree _____
 - Sixth-year program _____
 - Doctor's degree _____

- c) Years since last formal study in distributive education:
- 0-3 _____ **1**
 - 4-7 _____
 - 8-12 _____
 - More than 12 _____

- b) Semester hours (approximate) of preparation in distributive education:
- 0-11 _____
 - 12-23 _____ **1**
 - 24-48 _____
 - More than 48 _____

- d) Previous experience in years:
- 0-2 _____
 - 3-5 _____
 - 6-15 _____ **1**
 - More than 15 _____

2. List areas of concentration in distributive education of each staff member (attach sheets, if necessary).

Special Education - Vocational Training

Evaluations

- a) How adequate is the preparation of the staff? na 1 2 3 **4**
- b) How adequate is the occupational experience of the staff? na 1 2 3 **4**
- c) To what extent has the staff developed and maintained good personal, business, and professional relations? na 1 2 3 **4**
- d) To what extent has the staff kept up to date on developments in marketing and education? na 1 2 3 **4**

Comments

The staff is adequately prepared and the job coordinator has had 15 years of business experience. The job coordinator is presently taking college courses in this area.

B. INSTRUCTIONAL ACTIVITIES

Checklist

- | | | | |
|---|--------------|---|--------------|
| 1. Instruction in distributive education contributes to the school's objectives. | na 1 2 3 (4) | 11. Job assignments and projects are related to each student's aptitudes, interests, and abilities. | na 1 2 (3) 4 |
| 2. Instruction is directed toward comprehensive career objectives. | na 1 2 3 (4) | 12. Attention is given to the development in each student of a positive attitude and a sense of personal responsibility toward the job assignment and his occupational objective. | na 1 2 3 (4) |
| 3. Careful planning and preparation for classroom instruction and for learning activities on the job or in the project laboratory are evident. | na 1 2 (3) 4 | 13. The teacher is acquainted with the home environment and parents of the students. | na 1 2 3 (4) |
| 4. Business resources of the community are used in instruction. | na 1 2 3 (4) | 14. Activities of the DECA chapter are used to supplement teaching and learning. | na 1 2 3 (4) |
| 5. Students assist in planning the classroom activities. | na 1 2 3 (4) | 15. Students with an aptitude for distributive education have counseling available on possibilities of continuing in advanced distributive education classes in high school. | na 1 2 3 (4) |
| 6. A record of each student's projects and training plan is on file. | na 1 2 3 (4) | 16. Students with an aptitude for distributive education have counseling available on possibilities of continuing post-secondary distributive education study. | na 1 2 3 (4) |
| 7. The experiences on the job and in the project laboratory are used to develop understandings and performance skills presented in the classroom. | na 1 2 3 (4) | 17. | na 1 2 3 4 |
| 8. Instruction includes basic concepts for all students in addition to specific instruction related to the student's occupational objective. | na 1 2 3 (4) | | |
| 9. A variety of projects are used to help students work toward career objectives. | na 1 2 (3) 4 | | |
| 10. The teacher frequently visits training stations and consults with sponsors concerning students' progress. | na 1 2 3 (4) | | |

Evaluations

- | | |
|---|--------------|
| a) <i>How adequate is the planning and preparation for instruction?</i> | na 1 2 3 (4) |
| b) <i>How well is instruction adapted to individual student needs, particularly in relation to occupational objectives?</i> | na 1 2 3 (4) |

Comments

Each student is placed in an on-the-job situation according to their interests and ability.

C. INSTRUCTIONAL MATERIALS

Checklist

- | | | | |
|---|--------------|---|--------------|
| 1. Textbooks and instructional materials are up to date and readily accessible. | na 1 2 3 (4) | 6. Appropriate materials are available for implementing individual learning activities. | na 1 2 3 (4) |
| 2. A file of supplementary materials, including product information, is maintained for use by teachers. | na 1 2 3 (4) | 7. Appropriate audio-visual aids are available. | na 1 2 (3) 4 |
| 3. Such materials as business forms, handbooks, training manuals, charts, maps, posters, and display materials are available. | na 1 2 3 (4) | 8. Appropriate consumable supplies are available for instructional purposes. | na 1 2 3 (4) |
| 4. Course outlines and study guides are used. | na 1 2 3 (4) | 9. Correspondence materials are available. | na 1 2 3 (4) |
| 5. Reference materials are provided. | na 1 2 3 (4) | 10. | na 1 2 3 4 |

Supplementary Data

1. Describe any unusual or especially effective instructional materials.

Speakers, audio-visual material and supplementary classroom instructional information.

Evaluations

- | | |
|---|--------------|
| a) How appropriate and adequate are the instructional materials in relation to jobs and occupational objectives in the field of distribution? | na 1 2 3 (4) |
| b) How adequate are the instructional materials for the use of students? | na 1 2 3 (4) |
| c) How adequate is the variety of materials for teachers' use? | na 1 2 3 (4) |

Comments

D. METHODS OF EVALUATION

Checklist

- | | | | | | |
|--|------------|---|--|------------|-----|
| 1. Evaluation activities are an integral part of instruction. | na 1 2 3 4 | 4 | 5. Follow-up studies are conducted on a systematic basis and used to evaluate the effectiveness of the program of instruction. | na 1 2 3 4 | 4 |
| 2. Individual progress is recorded and used for guidance and instructional purposes. | na 1 2 3 4 | 4 | 6. In the project plan, program evaluation is made in terms of desired learning outcomes and skill development. | na 1 2 3 4 | 4 |
| 3. On-the-job or laboratory project experience as well as classroom proficiency is used as a basis for evaluating a student's achievement. | na 1 2 3 4 | 4 | 7. The advisory committee assists in program evaluation. | na 1 2 3 4 | 3 4 |
| 4. On-the-job progress of each student is evaluated jointly by the employer and school coordinator. | na 1 2 3 4 | 4 | 8. | na 1 2 3 4 | |

Supplementary Data

1. Summarize or attach results of follow-up studies of graduates and former students who did not complete the program.

We do not conduct a follow-up study as such in the C.W.T. program. However, we do have contact with graduates and those students that drop out of our program through ancillary agencies such as the Department of Vocational Rehabilitation, C.E.T.A., etc.

This contact is maintained until the students are placed and engage in full time employment.

Evaluations

- | | | |
|--|------------|---|
| a) How effective is the evaluation of on-the-job training? | na 1 2 3 4 | 4 |
| b) How extensively is evaluation information used in developing on-the-job or laboratory project activities? | na 1 2 3 4 | 4 |
| c) To what extent do teachers use evaluation results in analyzing the effectiveness of their teaching? | na 1 2 3 4 | 4 |
| d) How extensively is the business community used in the evaluation of the program? | na 1 2 3 4 | 4 |
| e) To what extent are follow-up studies of graduates used in planning changes in the instructional program? | na 1 2 3 4 | 4 |

Comments

V. OUTCOMES

Evaluations

- a) *To what extent do students exhibit skills and attitudes necessary in distributive education?* na 1 2 3 (4)
- b) *To what degree are students developing the knowledge and understanding necessary for successful employment in distributive occupations?* na 1 2 3 (4)
- c) *To what extent are students developing moral and ethical standards related to distributive activities?* na 1 2 3 (4)
- d) *How adequately are students informed of opportunities in the field of distribution?* na 1 2 3 (4)
- e) *To what extent do follow-up studies of graduates reveal successful employment in jobs for which students were prepared?* na 1 2 3 (4)
- f) *How well is the program accepted by the school administration, faculty, and the business community?* na 1 2 3 (4)

VI. SPECIAL CHARACTERISTICS OF THE DISTRIBUTIVE EDUCATION PROGRAM

1. In what respects is the distributive education program most satisfactory and commendable?

It provides students with an on-the-job training situation. In this training situation they learn job related behavior and responsibilities related to their vocational training.

2. In what respects is the distributive education program most in need of improvement?

Improvement is needed in job stations, or the expanded or expansion of existing job stations. Small towns do not offer a wide variety of training stations.

3. Recommend, in order of priority, steps for the improvement of weaknesses in the distributive education program.

1. Expansion of job placement sites.
2. Establishment of the budgeting of time with students, academic and vocationally.

VII. GENERAL EVALUATION OF INSTRUCTION IN DISTRIBUTIVE EDUCATION

Evaluations

- a) *To what extent does the instruction in distributive education meet the needs of students as indicated in Section 2, "School and Community"?* na 1 2 3 ④
- b) *To what extent is the instruction in distributive education consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* na 1 2 3 ④
- c) *To what extent is the school identifying problems in distributive education instruction and seeking their solution?* na 1 2 3 ④

Driver and Traffic Safety Education 4-5

NAME OF SCHOOL VILLA GROVE HIGH SCHOOLDATE October 1, 1978

Self-evaluation by

Glenn HardinRobert Sergent

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

Driver and traffic safety education involves all those learning experiences provided for the purpose of helping students learn to use motor vehicles safely, efficiently, and effectively. This purpose is achieved through sequences of interrelated experiences involving both classroom and laboratory instruction.

Classroom instruction deals with driver behavior and physical characteristics (reaction time, sight and its limitations, effects of use of alcohol and drugs, etc.), the motor vehicle in modern life, rules of the road, laws of physics related to driving, the automobile and its maintenance, good pedestrian practices, the development of driving skills, perceptual abilities, and attitudes.

Laboratory instruction includes teacher demonstrations and student practice in starting, steering, shifting gears, making turns, stopping, backing, and parking. Beginning under simple conditions, instruction progresses until the student acquires good habits of observation and reasonable skill in driving (1) on urban streets and open highways with efficiency, poise, and confidence; (2) in accord with rules of the road and with laws of physics related to driving; and (3) in a manner that indicates a desire on the student's part to show courteous consideration for other street and highway users and for the occupants of his vehicle.

NOTE: *Before proceeding with work on this section, prepare and attach as part of the section a list of the major goals of the driver education program that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").*

**EVALUATIVE CRITERIA
Fourth Edition**

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Special Instructions: If instruction in driver and traffic safety education is offered as a part of another area such as health, homemaking, industrial arts, physical education, science, social studies, or other subject areas, this section would be used as if instruction were offered separately.

I. ORGANIZATION

Checklist

- | | | | |
|---|---|---|---|
| <p>1. One staff member is charged with the responsibility of coordinating and supervising the driver and traffic safety education program.</p> <p>2. The school master schedule includes provision for both classroom and laboratory instruction.</p> <p>3. Information on serious physical or psychological factors provided by the guidance department or parents is carefully reviewed before the student is permitted to enroll in laboratory instruction.</p> <p>4. Provisions are made for staff members to plan the instruction program cooperatively.</p> <p>5. The program is so organized that all eligible students may enroll and receive instruction.</p> <p>6. Laboratory instruction is given only to students who have had or are currently receiving classroom instruction.</p> <p>7. Classes are scheduled for a sufficient number of periods per week for classroom instruction and laboratory instruction (should at least meet or exceed minimum state requirements and nationally recommended minimum).</p> <p>8. Records and reports are maintained to protect students and school personnel in case of liability.</p> | <p>na 1 2 3 (4)</p> <p>na 1 2 (3) 4</p> <p>na 1 2 (3) 4</p> <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> <p>na 1 2 (3) 4</p> | <p>9. The record kept on each practice car includes the amount and cost of insurance, time vehicle has been used, mileage devoted to laboratory instruction, details of servicing and repairs, and consumption of fuel.</p> <p>10. Driver and traffic safety education is scheduled independently so that students are not taken from other subject area classes to receive laboratory instruction.</p> <p>11. After-hours instruction is available for those students who cannot arrange for it during the regular school day.</p> <p>12. Provision is made for instruction in the safe operation of two-wheeled motorized vehicles.</p> <p>13. Parents receive written communication concerning the nature of the course, student progress, legal responsibilities, and the need for school-parent cooperation.</p> <p>14. Provisions are made for establishing and maintaining a good working relationship with local public officials who have responsibilities for traffic.</p> <p>15. The school has a set of written policies and practices to use as guidelines for organization, administration, and supervision of safety education.</p> <p>16.</p> | <p>na 1 2 (3) 4</p> <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> <p>na 1 2 3 4</p> <p>na 1 (2) 3 4</p> <p>na 1 2 (3) 4</p> <p>na 1 2 (3) 4</p> <p>na 1 2 3 4</p> |
|---|---|---|---|

Supplementary Data (Fill in the following table for all courses in driver education.)

TITLE OF COURSE	GRADE	ENROLLMENT	NUMBER OF SECTIONS	PER SEMESTER		
				Number of Class Hours	Number of Driving Hours	Number of Observation Hours
Dr. Education	10	102	3	45	6	6-12

Evaluations

- | | |
|---|---|
| <p>a) To what extent is driver and traffic safety education available to all eligible students who need or desire the instruction?</p> <p>b) How adequate are the time span and time allotments given to driver and traffic safety education for thorough instruction?</p> <p>c) How satisfactory are the records and reports?</p> <p>d) How adequate are follow-up studies of student driving practices?</p> | <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> <p>na 1 (2) 3 4</p> |
|---|---|

Comments

II. NATURE OF OFFERINGS

Checklist

Classroom instruction in driver and traffic safety instruction:

1. Emphasizes goals of safe, efficient, and effective use of motor vehicles. na 1 2 3 (4)
2. Gives students an opportunity to study, test, and discuss their own physical and mental characteristics as these relate to driving. na 1 2 3 (4)
3. Contributes to an understanding of the relationship of the motor vehicle to modern life. na 1 2 3 (4)
4. Includes opportunities for students to develop knowledge and understanding of laws and regulations affecting the use of motor vehicles. na 1 2 3 (4)
5. Emphasizes sound pedestrian practices. na 1 2 3 (4)
6. Provides practical information and guidance on the wise use of different types of streets and highways. na 1 2 3 (4)
7. Includes study of preventive maintenance and the economical use of the automobile applicable to daily living. na 1 2 3 (4)
8. Develops the students' understanding and appreciation of efforts to promote traffic safety through modern highway design and traffic engineering, traffic law enforcement by police and courts, education and public information, motor vehicle registration and inspection, and driver licensing. na 1 2 3 (4)
9. Provides opportunities for students to study and discuss the basic skills required in driving, practices that mark the competent driver, and special skills needed to handle emergencies and difficult driving problems. na 1 2 3 (4)
10. Contributes to the students' knowledge and understanding of accidents, their extent, cost, types, causes, and economic and sociological implications. na 1 2 (3) 4
11. Emphasizes the importance of personal responsibility and the development of behavioral patterns associated with courtesy and consideration toward others, with respect for law and law enforcement officers, and with pride in sound driving. na 1 2 3 (4)

12. Indicates some of the economic aspects of driving such as insurance coverage, driver liability, and car ownership and maintenance. na 1 2 3 (4)

Laboratory instruction:

13. Provides for the development of basic manipulative skills. na 1 2 3 (4)
14. Emphasizes the development of poise, smoothness, and confidence in driving. na 1 2 3 (4)
15. Includes opportunities for students to apply the principles learned and discussed in the classroom. na 1 2 3 (4)
16. Develops in students driving habits and behavior patterns that conform both to traffic laws and ordinances and to sound driving practices. na 1 2 3 (4)
17. Encourages cooperation with other users of traffic facilities. na 1 2 (3) 4
18. Includes driving in urban and suburban traffic, in rural areas, on highways and expressways, and night driving. na 1 2 (3) 4
19. Develops in students an interest in the techniques of handling emergency situations. na 1 2 3 (4)
20. Provides opportunities for students to study and discuss the effects of such factors as alcohol, fatigue, age, emotions, drugs, and medications on the mental and physical abilities needed for driving. na 1 2 3 (4)
21. Provides training in the development of perceptual abilities. na 1 2 3 (4)
22. Encourages understanding of the capabilities and limitations of the automobile in relationship to its own structure and the physical forces in nature. na 1 2 (3) 4
23. na 1 2 3 4

II. NATURE OF OFFERINGS—Continued

Supplementary Data

1. Describe here any phases of the program in driver and traffic safety education not included in the table on page 91.

1. Guest speakers
2. Safety demonstrations
3. Students taken from Study Hall's in most instances - sometimes P.E.
4. Safety posters made by students.
5. Scrapbook of accident
6. Films and filmstrips
7. Tape recording

Evaluations

- a) *How adequate are the provisions for students to acquire knowledge of good practices in driver and traffic safety education?* na 1 2 3 ④
- b) *How adequate are provisions for laboratory instruction?* na 1 2 3 ④
- c) *How satisfactory is the correlation of the classroom instruction with practical applications, including laboratory instruction and participation in school and community activities?* na 1 2 3 ④

Comments

III. PHYSICAL FACILITIES

Checklist

- | | | | |
|---|---------------------|--|---------------------|
| <p>1. The school has available a sufficient number of automobiles for laboratory instruction for all eligible students.</p> | <p>na 1 2 3 (4)</p> | <p>10. Necessary forms for reporting accidents are kept in the vehicles at all times.</p> | <p>na 1 2 (3) 4</p> |
| <p>2. If vehicles are not owned by the school, a satisfactory written agreement has been reached with the owner, specifying at least the purpose for which the vehicles may be used, the personnel responsible for their operation and maintenance, and the plan for their replacement in a manner that will not interrupt continuity of the program.</p> | <p>na 1 2 3 (4)</p> | <p>11. Driving simulation equipment is used.</p> | <p>(na) 1 2 3 4</p> |
| <p>3. Vehicles used for laboratory instruction are equipped with dual control clutch and brake pedals for the instructor's use (or dual control brake pedal if the vehicle has no clutch pedal).</p> | <p>na 1 2 3 (4)</p> | <p>12. A conveniently located off-street practice driving area is available.</p> | <p>(na) 1 2 3 4</p> |
| <p>4. Vehicles are equipped with outside rear-view mirrors on both the left and right.</p> | <p>na 1 2 (3) 4</p> | <p>13. The physical environment of all parts of the school used for instruction in driver and traffic safety education is such that it serves as an obvious example of, and laboratory for, safe and orderly living.</p> | <p>na 1 2 3 (4)</p> |
| <p>5. Vehicles have safety equipment for all weather conditions, such as defroster, safety belts for each occupant, and padded dashboard.</p> | <p>na 1 2 3 (4)</p> | <p>14. The rooms provided for driver and traffic safety education are equipped with movable furniture suitable to the nature of the course.</p> | <p>na 1 2 3 (4)</p> |
| <p>6. Vehicles display proper identification as driver education vehicles.</p> | <p>na 1 2 3 (4)</p> | <p>15. Readily accessible shelf space is provided for storage of materials.</p> | <p>na 1 2 (3) 4</p> |
| <p>7. Vehicles used for laboratory instruction are appropriately insured.</p> | <p>na 1 2 3 (4)</p> | <p>16. Desk or cabinet filing equipment is available.</p> | <p>na 1 2 (3) 4</p> |
| <p>8. Vehicles are maintained in safe operating condition by means of periodic inspection and servicing by qualified mechanics.</p> | <p>na 1 2 3 (4)</p> | <p>17. Display space or bulletin board space is provided for exhibiting materials.</p> | <p>na 1 2 3 (4)</p> |
| <p>9. When driver education vehicles are used for other purposes, all identification with the driver and traffic safety education program is covered, removed, or otherwise hidden from view.</p> | <p>na 1 2 (3) 4</p> | <p>18. Facilities are provided for use of audio-visual materials.</p> | <p>na 1 2 3 (4)</p> |
| | | <p>19. Testing equipment to diagnose and study visual perception, reaction time, and other personal characteristics is available.</p> | <p>na 1 2 (3) 4</p> |
| | | <p>20. A multiple-car driving range is available.</p> | <p>(na) 1 2 3 4</p> |
| | | <p>21.</p> | <p>na 1 2 3 4</p> |

Evaluations

- | | |
|--|---------------------|
| <p>a) How adequate are the physical facilities and equipment to meet instructional needs in driver and traffic safety education?</p> | <p>na 1 2 (3) 4</p> |
| <p>b) How well do the physical facilities for driver and traffic safety education exemplify approved safety practices?</p> | <p>na 1 2 3 (4)</p> |
| <p>c) How adequate are the storage facilities for cars, the testing equipment, and instructional materials?</p> | <p>na 1 (2) 3 4</p> |

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

All staff members who have responsibility for teaching driver and traffic safety education:

- | | | | |
|--|--------------|---|--------------|
| 1. Possess valid teacher certificates. | na 1 2 3 (4) | 6. Have had driving experience in cities and on open highways under varied traffic, weather, and road conditions. | na 1 2 3 (4) |
| 2. Keep informed about current developments in driver and traffic safety education through in-service education and active participation in other professional activities. | na 1 2 3 (4) | 7. Have specific preparation for their assignments. (Teachers assigned to driving simulation laboratories or multiple-car driving ranges need additional preparation in this area.) | na 1 2 (3) 4 |
| 3. Participate in school programs and community activities related to safety education. | na 1 2 (3) 4 | 8. | na 1 2 3 4 |
| 4. Have valid driver licenses. | na 1 2 3 (4) | | |
| 5. Have satisfactory driving records as verified by official state and local driver files. | na 1 2 3 (4) | | |

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in a, b, c, and d respectively):

- | | |
|--|--|
| a) Educational level: | c) Years since last formal study in driver and traffic safety education: |
| Less than bachelor's degree _____ | 0-3 _____ 2 |
| Bachelor's degree _____ | 4-7 _____ |
| Master's degree _____ 2 | 8-12 _____ |
| Sixth-year program _____ | More than 12 _____ |
| Doctor's degree _____ | |
| b) Semester hours (approximate) of preparation in driver and traffic safety education: | d) Previous experience in years: |
| 0-11 _____ | 0-2 _____ |
| 12-23 _____ | 3-5 _____ |
| 24-48 _____ 2 | 6-15 _____ |
| More than 48 _____ | More than 15 _____ 2 |

2. List areas of concentration in driver and traffic safety education of each staff member.

Mr. Hardin - teachers classroom and lab.

Mr. Sergent - teaches lab only.

Evaluations

- | | |
|--|--------------|
| a) How adequate is the staff's preparation in driver and traffic safety education? | na 1 2 3 (4) |
| b) How well is the program of driver and traffic safety education supervised? | na 1 2 3 (4) |
| c) How satisfactory is the evidence of in-service growth of the instructional staff? | na 1 2 3 (4) |

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

- | | | | |
|---|------------|--|--------------|
| 1. Instruction is planned in relation to school objectives. | na 1 2 3 ④ | 7. Such consultants as police officers, firemen, physicians, and safety organization representatives participate as resource persons to strengthen the instructional activities. | na 1 2 3 ④ |
| 2. Specific learning activities are directed toward clearly formulated objectives in driver and traffic safety education. | na 1 2 3 ④ | 8. Provision is made for coordination of instruction in driver and traffic safety education with other areas of learning. | na 1 2 3 ④ |
| 3. Written plans show evidence of careful planning and preparation for instruction. | na 1 2 3 ④ | 9. The multisensory materials used are selected in light of the objectives of driver and traffic safety education. | na 1 2 ③ 4 |
| 4. Instruction emphasizes practical problems. | na 1 2 3 ④ | 10. A multiple-car method is used. | na ① 1 2 3 4 |
| 5. Instruction is readily adapted to new and changing conditions. | na 1 2 3 ④ | 11. | na 1 2 3 4 |
| 6. Instructional activities include surveys and studies of community problems and conditions related to safety and driver and traffic safety education. | na 1 2 ③ 4 | | |

Evaluations

- | | |
|---|------------|
| a) How adequate are the planning and preparation for instruction? | na 1 2 3 ④ |
| b) To what extent are the learning experiences centered on practical problems? | na 1 2 3 ④ |
| c) To what extent do students in the driver and traffic safety education program take part in school and community safety activities? | na 1 ② 3 4 |

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

- | | | | |
|---|------------|---|------------|
| 1. Up-to-date textbooks and basic reference materials are available. | na 1 2 3 ④ | 6. Teachers and students develop and use such materials as study guides, diagnostic and achievement tests, code of accepted patterns of conduct related to driving. | na 1 2 ③ 4 |
| 2. Supplementary teaching materials related to driver and traffic safety education are available. | na 1 2 3 ④ | 7. Testing devices, models, and mock-ups are available. | na 1 2 ③ 4 |
| 3. Commercially sponsored supplementary teaching materials are critically reviewed before use. | na 1 2 3 ④ | 8. Local, state, and national traffic and accident facts are used. | na 1 2 3 ④ |
| 4. Source and reference materials for staff use are supplied by the school. | na 1 2 ③ 4 | 9. | na 1 2 3 4 |
| 5. Multisensory materials in driver and traffic safety education are provided. | na 1 2 ③ 4 | | |

Evaluations

- | | |
|---|------------|
| a) How adequate is the variety of instructional materials? | na 1 2 3 ④ |
| b) How adequate is the quality of instructional materials? | na 1 2 3 ④ |
| c) How adequate is the quantity of instructional materials? | na 1 2 ③ 4 |
| d) How well are accident data used to help determine proper emphases of subject matter? | na 1 2 3 ④ |

Comments

D. METHODS OF EVALUATION

Checklist

- | | | | |
|--|---------------------|---|---------------------|
| <p>1. Evaluation is an integral part of instruction.</p> | <p>na 1 2 3 (4)</p> | <p>6. Outcomes of evaluation are used in revising the program and in planning the teaching-learning activities.</p> | <p>na 1 2 (3) 4</p> |
| <p>2. Evaluation is used to help determine the appropriateness of objectives and the soundness of administrative policies.</p> | <p>na 1 2 3 (4)</p> | <p>7. In evaluating student performance, particular care is taken to reduce or to avoid tensions that may increase the hazards of the situation.</p> | <p>na 1 2 3 (4)</p> |
| <p>3. Various diagnostic tests are used to determine readiness to learn specific tasks and to point out areas for improvement.</p> | <p>na 1 2 (3) 4</p> | <p>8. The school endeavors to include in its evaluation of the driver and traffic safety education program the opinions of graduates, parents of present or former students, traffic court judges, police officials, and insurance company officials.</p> | <p>na 1 2 (3) 4</p> |
| <p>4. A variety of evaluative techniques are used, such as written, driving skill, psychophysical, and attitude tests; observations of student behavior; ratings by teachers; anecdotal records; student appraisals.</p> | <p>na 1 2 3 (4)</p> | <p>9.</p> | <p>na 1 2 3 4</p> |
| <p>5. Permanent school records include information on achievement in driver and traffic safety education.</p> | <p>na 1 2 3 (4)</p> | | |

Evaluations

- | | |
|--|---------------------|
| <p>a) How adequate are the evaluation procedures?</p> | <p>na 1 2 3 (4)</p> |
| <p>b) To what extent do teachers evaluate the effectiveness of their teaching?</p> | <p>na 1 2 (3) 4</p> |

Comments

V. OUTCOMES

Evaluations

- a) *To what degree do students exhibit a knowledge and understanding of the principles and skills needed in safe driving and for competency as drivers?* na 1 2 3 4
- b) *How well do students drive at the end of the course?* na 1 2 3 4
- c) *To what extent do students exhibit in their driving a sense of responsibility, a respect for law, and consideration for others* na 1 2 3 4
- d) *How well do local driving records of former and present students in driver education courses support the success of the current program?* na 1 2 3 4

VI. SPECIAL CHARACTERISTICS OF THE DRIVER AND TRAFFIC SAFETY EDUCATION PROGRAM

1. In what respects is the driver and traffic safety education program most satisfactory and commendable?

1. Cars are well equipped.
2. Provisions for in-school and after hour training.
3. Many supplementary materials used, resource people, filmstrip, current events etc. etc.
4. All sophomores scheduled to take it and worked into program well.

2. In what respects is the driver and traffic safety education program most in need of improvement?

1. Need more storage space for classroom
2. Designated place to park driver ed. car.

3. Recommend, in order of priority, steps for improvement of weaknesses in the driver and traffic safety education program.

We feel its quite good the way it is - if there were weaknesses we would see to it that they were corrected.

VII. GENERAL EVALUATION
OF INSTRUCTION IN DRIVER AND TRAFFIC SAFETY EDUCATION

Evaluations

- a) *To what extent does the instruction in driver and traffic safety education meet the needs of students as indicated in Section 2, "School and Community"?* na 1 2 3 (4)
- b) *To what extent is the instruction in driver and traffic safety education consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* na 1 2 3 (4)
- c) *To what extent is the school identifying problems in driver and traffic safety education instruction and seeking their solution?* na 1 2 3 (4)

English 4-6

NAME OF SCHOOL VILLA GROVE HIGH SCHOOLDATE October 1, 1978

Self-evaluation by

Patricia MellerDennis SheppardTerry MorrisRichard Breedlove**GUIDING PRINCIPLES**

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

The English program is designed to improve the student's awareness of the important role that the English language and its literature play in his life and of their uses in public and private discourse. Essential to the over-all program of studies, the English program emphasizes the development of the powers of comprehension, of critical thinking, and of coherence, cogency, and fluency in the expression and communication of ideas through oral and written composition. At the same time it is designed to provide experiences and activities, particularly in literature, that will help the student become a discriminating reader and will promote life-

long learning. In his reading, he will encounter human aspirations, foibles, courage, cowardice, vulnerability, nobility of character, and integrity that should contribute to his own emotional and spiritual maturity. He should be led, through his studies, to develop a sense of responsibility for faithfulness to purpose of his statements and for their accuracy.

Literature that has been selected for its richness of texture and its excellence of content and style will promote growth in imagination and aesthetic appreciation, as well as provide enjoyable leisure-time activities.

NOTE: *Before proceeding with work on this section, prepare and attach as a part of the section a list of the major goals of the English department that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").*

EVALUATIVE CRITERIA
Fourth Edition

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GOALS OF THE VILLA GROVE HIGH SCHOOL ENGLISH DEPARTMENT

READING: In this area the student will be able to do the following:

1. Comprehend what he reads
2. Increase his reading vocabulary
3. Select details from a reading selection which have important bearing on the meaning of that selection
4. Read orally with correct enunciation and pronunciation
5. Understand a writer's organization
6. Reach conclusions about what he reads
7. Adjust to different types of reading materials
8. Appreciate literature
9. Pick out the main idea of a paragraph
10. Interpret written selections by deciding upon the author's purpose

WRITING: In this area the student will be able to do the following:

1. Write legibly
2. Master acceptable capitalization, spelling, and punctuation
3. Find an interesting subject
4. Limit the topic
5. Stick to the topic
6. Develop a paragraph in one of the following ways:
 - a. Facts
 - b. Examples
 - c. Incidents
 - d. Comparison and/or contrast
 - e. Cause and effect
 - f. Reasons
 - g. Definition
 - h. Combination of methods
7. Include in each paragraph a topic sentence
8. Use transition words to organize information within a paragraph
9. Develop a paragraph using each of the following modes of development
 - a. Multiple examples
 - b. Extended examples
 - c. Hypothetical illustration
 - d. Analogy
 - e. Anecdote
10. Write an inductive and deductive paragraph using major and minor supports
11. Organize a longer composition of many paragraphs using one of the methods of organization mentioned in item #6
12. Use appropriate transition elements between paragraphs in the longer composition
13. Apply all of the objectives of composition to the writing of letters, both business and social, and to the research paper

14. Use exact words
15. Use words appropriate for the audience or reader
16. Select words which convey the desired connotation
17. Write clear sentences through the use of carefully placed modifiers
18. Write sentences which avoid the use of unnecessary words
19. Write sentences that have varying lengths within a single paragraph
20. Write sentences that highlight important ideas
21. Make use of parallelism in appropriate sentences
22. Maintain clear reference in regard to pronouns and their antecedents
23. Avoid awkward changes in subject and in verb forms

SPEAKING: In this area the student will be able to do the following:

1. Speak so that he can be heard
2. Increase his speaking vocabulary
3. Gain confidence in his ability to formally address a group
4. Organize his ideas logically in a formal speech
5. Make use of the vocal, physical, and organizational techniques which help the speech accomplish its purpose
6. Develop a mastery of the various techniques involved in maintaining the audience's attention
7. Give a personal oral interpretation of the author's meaning
8. Know how to apply certain techniques in preparing an introduction or a conclusion
9. Learn the extemporaneous method of speech presentation
10. Use a basic and proper outline form
11. Do independent research and preparation for the speech
12. Learn to analyze poetry and prose for the author's meaning
13. Learn to recognize and employ word tone and color, devices of poetry such as alliteration, characterization, symbolism, and plot development
14. Learn logical, judicial, and sensible cutting of prose and poetry for oral presentation
15. Learn to employ variety in vocal usage to create and maintain interest and understanding in the audience
16. Learn to prepare a program of poetry based on a theme or idea
17. Gain control of body, voice, and facial expression for greater effect

STUDY SKILLS: In this area the student will be able to do the following:

1. Follow directions in completing an assignment
2. Do his assignments neatly
3. Follow the format specified by the teacher
4. Complete his work on time
5. Learn when and how to take notes
6. Make good use of study time
7. Do his assignments thoroughly

LISTENING SKILLS: In this area the student will be able to do the following:

1. Become aware of the importance of the listening skill
2. Learn the process of alert listening
3. Become aware of distractions and learn to adjust to them
so that listening productively can continue in spite of them
4. Learn to be interested in listening by recognizing the purpose inherent in every communication situation
5. Learn to recognize central ideas
6. Learn to recognize statements of fact from statements of opinion

GRAMMAR AND USAGE SKILLS: In this area the student will be able to do the following:

1. Identify the eight parts of speech
2. Identify the parts of a sentence
3. Know the differences between a clause and a phrase
4. Recognize the differences between standard and substandard English
5. Maintain agreement between subjects and verbs, pronouns and their antecedents
6. Use the nominative, objective, and possessive pronouns correctly
7. Use the correct tense, voice, and mood of verbs
8. Use the correct form of adjectives and adverbs in comparisons
9. Know the various exceptions to the rule in proper usage
10. Know the differences between sentences, nonsentences, and run-ons

I. ORGANIZATION

Checklist

- | | | | |
|---|---|---|--|
| <p>1. English courses are required of all students.</p> <p>2. In choosing elective courses, such as speech and journalism, students are assisted by an English teacher or a counselor who is aware of the nature of specific electives and the capabilities of the students.</p> <p>3. Each student in senior high school has experienced fundamental speech training, either in a separate course or through speech activities included in the required English course offerings.</p> <p>4. Remedial or clinical speech activities are available.</p> <p>5. Instruction in developmental reading is provided.</p> <p>6. For all courses taught, there are carefully planned, written outlines or syllabi that permit a reasonable degree of flexibility and adaptation, and provide for sequential development of skills and of understanding among students.</p> <p>7. Individual teachers help select the literary works to be studied by their classes and make some of the decisions concerning materials and methods to be used.</p> <p>8. Provision is made for the slower students, offering them material that is suited to their individual abilities and in line with their interests.</p> | <p>na 1 (2) 3 4</p> <p>na (1) 2 3 4</p> <p>na (1) 2 3 4</p> <p>na (1) 2 3 4</p> <p>na 1 2 (3) 4</p> <p>na 1 (2) 3 4</p> <p>na 1 2 3 (4)</p> <p>na 1 2 (3) 4</p> | <p>9. Individual instruction or special classes are available to the gifted student.</p> <p>10. Individual instruction or special classes are available to the slow student.</p> <p>11. Provision is made for students to move from one level of instruction to another.</p> <p>12. The English teachers (including also the teachers of speech and journalism) are organized into a department headed by a chairman.</p> <p>13. The department chairman is afforded time to provide leadership in all areas of his responsibility.</p> <p>14. The teaching loads of English teachers make effective teaching possible.</p> <p>15. Each teacher has a minimum of one planning or conference period daily.</p> <p>16. Provisions are made for team teaching.</p> <p>17. Teachers from the various grade levels plan together to develop a sequential program in English.</p> <p>18. Teachers of the same grade level plan together to develop the English program at that level.</p> <p>19. The English department budget provides for the purchase and rental of paperbacks and audio-visual items and supplies.</p> <p>20.</p> | <p>na 1 (2) 3 4</p> <p>na 1 2 (3) 4</p> <p>na 1 (2) 3 4</p> <p>na 1 (2) 3 4</p> <p>na (na) 1 2 3 4</p> <p>na 1 (2) 3 4</p> <p>na 1 2 (3) 4</p> <p>na (1) 2 3 4</p> <p>na 1 2 (3) 4</p> <p>(na) 1 2 3 4</p> <p>(na) 1 2 3 4</p> <p>na 1 2 3 4</p> |
|---|---|---|--|

Supplementary Data (Fill in the following table for all courses in English.)

TITLE OF COURSE	GRADE	ENROLLMENT	NUMBER OF SECTIONS	REQUIRED OR ELECTIVE	RANGE OF CLASS SIZE	PER WEEK	
						Number of Periods	Total Minutes
English I	9	100	4	R	23-27	5	275
English II	10	80	3	R	25-28	5	275
English III	11	87	4	R	17-25	5	275
English IV	12	31	2	E	14-17	5	275

Evaluations

- a) How adequate are the English courses to meet the needs of all students? na 1 2 (3) 4
- b) How adequate is the organization for instruction in English? na 1 2 (3) 4
- c) How effectively is the organization for instruction functioning? na 1 2 (3) 4

Comments

II. NATURE OF OFFERINGS

The English program may be organized in a variety of educationally valid patterns. Regardless of the plan, each item should be studied and evaluated by the members of the teaching staff directly concerned with the instructional process to which the item refers. Describe separately any offerings that you feel do not fall under the following headings.

A. LANGUAGE

Checklist

- | | | | |
|--|--------------------------|--|--------------------------|
| <p>1. The study of English provides information about the language, such as its structure and syntax, and opportunities for students to improve their use of language.</p> | <p>na 1 2 3 4</p> | <p>5. The language program is kept responsive to current research findings.</p> | <p>na 1 2 3 4</p> |
| <p>2. The use of language is related to its appropriateness for effective oral and written communication.</p> | <p>na 1 2 3 4</p> | <p>6. Vocabulary study is correlated with students' experiences in speaking, writing, and reading activities.</p> | <p>na 1 2 3 4</p> |
| <p>3. Students learn, both <i>inductively</i> and <i>deductively</i>, structures characteristic of the English language.</p> | <p>na 1 2 3 4</p> | <p>7. Students learn about some of the ways in which English has changed over the centuries and is continuing to change today.</p> | <p>na 1 2 3 4</p> |
| <p>4. There is a program for improving students' use of both spoken and written English.</p> | <p>na 1 2 3 4</p> | <p>8. Students learn of the distinctive character and richness of the dialects of various minority groups.</p> | <p>na 1 2 3 4</p> |
| | | <p>9.</p> | <p>na 1 2 3 4</p> |

Evaluations

- | | |
|---|--------------------------|
| <p>a) <i>To what extent does the study of language meet the needs of all students?</i></p> | <p>na 1 2 3 4</p> |
| <p>b) <i>How adequate are provisions for improving the language skills of individual students?</i></p> | <p>na 1 2 3 4</p> |
| <p>c) <i>How well does the program provide for sequential development of students' understanding of language?</i></p> | <p>na 1 2 3 4</p> |
| <p>d) <i>How well does the program provide for continuing improvement in language skills?</i></p> | <p>na 1 2 3 4</p> |

Comments

B. LITERATURE

Checklist

- | | | |
|---|------------|------------|
| 1. The study of literature is planned to provide for students' growth in: | | |
| a) Awareness of the major themes and ideas that pervade great literature. | na 1 2 3 4 | |
| b) Appreciation and enjoyment of literature. | na 1 2 3 4 | |
| c) Insight into human experiences. | na 1 2 3 4 | |
| d) The skills of reading literature. | na 1 2 3 4 | |
| 2. Although American and English literatures are emphasized, opportunities are provided for the study of appropriate selections from other literatures. | na 1 2 3 4 | |
| 3. Students study intensively major works, contemporary as well as classic, chosen carefully for their appropriateness to student abilities, interests, and maturity. | na 1 2 3 4 | |
| 4. Major works are selected on the basis of their enduring qualities as literature. | na 1 2 3 4 | |
| 5. Paperback and supplementary hardback books, magazines, and newspapers are used extensively. | na 1 2 3 4 | |
| 6. A variety of materials and instructional procedures provide for individual differences <i>within</i> a class group. | na 1 2 3 4 | |
| 7. Specific instruction is provided in reading different <i>types</i> of literature: novels, biography, short stories, essays, plays, and poetry. | | na 1 2 3 4 |
| 8. In accordance with their maturity and experiences with literature, students are guided to develop a variety of critical approaches to literature and its evaluation. | | na 1 2 3 4 |
| 9. Provision is made for the study of works of literary merit through the use of such media as films, radio, television, and recordings. | | na 1 2 3 4 |
| 10. Students learn something of television, film, and stage as arts distinct from literature. | | na 1 2 3 4 |
| 11. The use of library and reference resources is taught in relation to needs. | | na 1 2 3 4 |
| 12. | | na 1 2 3 4 |

Evaluations

- a) *To what extent is provision made for students' varying interests and ability levels?* na 1 2 3 4
- b) *To what extent do students develop understanding, enjoyment, and appreciation of literature?* na 1 2 3 4

Comments

C. COMPOSITION

Checklist

- | | | | |
|---|--------------|---|--------------|
| 1. The goal of the writing program goes beyond literacy to competence; for able students, it goes beyond competence to development of an individual style. . . . | na 1 (2) 3 4 | 10. Students are taught to discover, limit, and develop their own topics. . . . | na 1 2 (3) 4 |
| 2. Motivated writing experiences are provided for all students throughout the English program. . . . | na 1 (2) 3 4 | 11. Students are given opportunities to write about content from other school subjects. . . . | na 1 (2) 3 4 |
| 3. Practice is afforded both in impromptu writing and in carefully planned and revised writing. . . . | na 1 2 (3) 4 | 12. Opportunities are provided for students to write honestly about personal experiences, opinions, and concerns, as means of growth in self-perception and self-understanding. . . . | na 1 (2) 3 4 |
| 4. Practice is provided in the various types of writing which are likely to be of practical use to students. . . . | na 1 (2) 3 4 | 13. Emphasis is placed on the underlying processes of clear and logical thinking in organizing and developing ideas. . . . | na 1 2 (3) 4 |
| 5. Writing on various kinds of subjects for various purposes and audiences is planned sequentially, with more mature analyses and forms expected as students progress through the grades. . . . | na 1 2 (3) 4 | 14. The use of variety in sentence structure and of precision in word choices is an integral part of the training in effective written composition. . . . | na 1 2 3 (4) |
| 6. Writing activities include expository, descriptive, narrative, and argumentative prose, and appropriate combinations of these. . . . | na 1 2 (3) 4 | 15. A continuous program for the improvement of spelling, punctuation, and manuscript form is in operation. . . . | na 1 2 3 (4) |
| 7. Instruction is given in proper use of source materials in preparing written reports, criticisms, and arguments. . . . | na 1 (2) 3 4 | 16. Remedial work in composition is available. . . . | (na) 1 2 3 4 |
| 8. While all writing can be creative for students, those students with especial ability are given special opportunities to strengthen it. . . . | (na) 1 2 3 4 | 17. Students are taught to avoid all forms of plagiarism. . . . | na 1 2 3 (4) |
| 9. Topics for composition are individualized sufficiently to encourage and challenge each student to do his best work. . . . | na 1 (2) 3 4 | 18. Opportunity is readily afforded in the classroom for students to discuss their reactions to the ideas, approaches, and underlying assumptions of one another's writing. . . . | na 1 (2) 3 4 |
| | | 19. | na 1 2 3 4 |

Supplementary Data

1. Describe briefly the means used to measure students' growth in writing skills.

Teacher evaluation

Evaluations

- a) How adequate is provision for:
- | | |
|--|--------------|
| (1) All types of students to develop competence in composition? | na 1 (2) 3 4 |
| (2) More able students to develop appropriate degree of expertness? | na 1 2 (3) 4 |
| (3) All students to have experience in both impromptu and carefully planned writing? | na 1 2 (3) 4 |
- b) How adequate is the quality of writing activities? na 1 (2) 3 4
- c) How adequate is the variety of writing activities? na 1 (2) 3 4

Comments

D. SPEECH

Checklist

- | | |
|--|--|
| <p>1. Planned instruction in speaking and listening is an integral part of the overall English program. na 1 2 3 4</p> <p>2. The similarities of and differences between spoken and written discourse are taught. na 1 2 3 4</p> <p>3. The importance of oral language is evident throughout the program. na 1 2 3 4</p> <p>4. Emphasis is placed on the importance of worthwhile and appropriate content in all oral communication. na 1 2 3 4</p> <p>5. The speaker's responsibilities for integrity of purpose and accuracy of statement are stressed. na 1 2 3 4</p> <p>6. Logical development of a topic is emphasized. na 1 2 3 4</p> <p>7. Emphasis is given to the use of exact and appropriate words. na 1 2 3 4</p> <p>8. Types and uses of supporting data are taught. na 1 2 3 4</p> <p>9. Appropriate posture, movement, gesture, and facial expression are taught as means of facilitating communication. na 1 2 3 4</p> | <p>10. Articulation, pronunciation, and voice control are taught and practiced as factors in effective communication. na 1 2 3 4</p> <p>11. Instruction and practice are provided in analytical and critical listening. na 1 2 3 4</p> <p>12. Students are taught to apply tests to the validity of evidence and reasoning. na 1 2 3 4</p> <p>13. Instruction and practice are provided in the comprehension, appreciation, and evaluation of radio, motion picture, stage, and television programs. na 1 2 3 4</p> <p>14. Instruction and practice are provided for all students in the forms and techniques of various types of group discussion. na 1 2 3 4</p> <p>15. Students with individual problems of articulation and voice quality receive appropriate special instruction. na 1 2 3 4</p> <p>16. The services of a certified speech clinician are provided for students with severe speech handicaps. na 1 2 3 4</p> <p>17. na 1 2 3 4</p> |
|--|--|

Evaluations

- | | |
|---|---|
| <p>a) <i>How extensive is the variety of experiences in speaking and listening?</i></p> <p>b) <i>How adequate is the quality of experiences in speaking and listening?</i></p> <p>c) <i>To what extent does the program provide for the development of skills in speaking?</i></p> <p>d) <i>To what extent does the program provide for the development of listening skills and appreciation?</i></p> | <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> |
|---|---|

Comments

A speech class is offered on the junior/senior level as an elective, but recently there has been no interest shown in the course. Objectives for the course are written and can be seen on pages 102a, 102b, and 102c.

III. PHYSICAL FACILITIES

Checklist

- 1. Classrooms are equipped with movable furniture which can be adapted to group activities. na 1 2 3 4
- 2. Bookshelves are provided in all English classrooms. na 1 2 3 4
- 3. Magazine display and storage facilities are provided in all English classrooms. na 1 2 3 4
- 4. Filing equipment is provided in all English classrooms. na 1 2 3 4
- 5. English classrooms are equipped for efficient use of audio-visual aids. na 1 2 3 4
- 6. The following equipment is available (check if available): na 1 2 3 4
 - Record players.
 - Radio.
 - Television sets.
 - Tape recorders.
 - Sound projectors.
 - Listening stations.
 - Opaque and overhead projectors.
 - Chalkboard.
 - Tackboard.
 - Copier.

- 7. A stage is available for use by English classes. na 1 2 3 4
- 8. English classrooms are clustered in the building, preferably close to the library. na 1 2 3 4
- 9. The acoustics are satisfactory. na 1 2 3 4
- 10. A variety of spaces are available for such activities as team teaching, large- and small-group instruction, departmental meetings, student-teacher conferences, and storage of departmental equipment. na 1 2 3 4
- 11. Facilities and equipment are provided for instructing students with specific reading deficiencies. na 1 2 3 4
- 12. na 1 2 3 4

Evaluations

- a) How adequate are the physical facilities to meet instructional needs? na 1 2 3 4
- b) How adequate is the provision for storage facilities? na 1 2 3 4
- c) How well is equipment maintained for efficient use? na 1 2 3 4

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

Members of the English staff:

- 1. Have preparation in literature for adolescents, in American and English literature, and in other literatures. . . . na 1 2 (3) 4
- 2. Have preparation for teaching reading, speech, and language in high school. . . . na 1 (2) 3 4
- 3. Have preparation in writing beyond one college course in freshman composition. . . . na 1 2 (3) 4
- 4. Have preparation to include mass media in their teaching. . . . na 1 2 (3) 4
- 5. Have specific preparation to teach such courses as remedial reading, speech, play production, and journalism, for which they are given responsibility. . . . na (1) 2 3 4
- 6. Have at least a minor in English. . . . na (1) 2 3 4
- 7. Have preparation in methods of teaching English. . . . na 1 (2) 3 4
- 8. Are acquainted with diagnostic techniques and remedial instruction methods. . . . na (1) 2 3 4
- 9. Assist the librarian in the selection and distribution of reading materials for the English program. . . . na 1 (2) 3 4
- 10. Have training in the use of educational media and materials. . . . na 1 2 (3) 4

- 11. Keep abreast of recent developments in the teaching of English. . . . na 1 2 (3) 4
- 12. Read literature and criticism beyond what is taught in the classroom. . . . na 1 2 3 (4)
- 13. Write for publication or personal pleasure. . . . na (1) 2 3 4
- 14. Are active in professional organizations of English teachers. . . . na (1) 2 3 4
- 15. Maintain active participation in in-service education through formal study and other professional activity. . . . na (1) 2 3 4
- 16. Play an active part in the planning and evaluation of the English courses of study. . . . na 1 2 3 (4)
- 17. Are concerned with K-12 curriculum development and take steps to become familiar with all levels of instruction—elementary, junior high, and senior high. . . . na 1 (2) 3 4
- 18. Work with members of other departments to improve reading, writing, speech, and study skills of students in all subjects. . . . na (1) 2 3 4
- 19. . . . na 1 2 3 4

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in a, b, c, and d respectively):

- a) Educational level:
- Less than bachelor's degree _____
 - Bachelor's degree _____ 2
 - Master's degree _____ 2
 - Sixth-year program _____
 - Doctor's degree _____
- b) Semester hours (approximate) of preparation in English:
- 0-11 _____ 1
 - 12-23 _____ 1
 - 24-48 _____ 1
 - More than 48 _____ 1

- c) Years since last formal study in English:
- 0-3 _____ 2
 - 4-7 _____
 - 8-12 _____ 1
 - More than 12 _____ 1
- d) Previous experience in years:
- 0-2 _____ 2
 - 3-5 _____
 - 6-15 _____ 2
 - More than 15 _____

2. List areas of concentration in English of each staff member (attach sheets, if necessary).

- American Literature
- Speech

A. INSTRUCTIONAL STAFF—Continued

Evaluations

- a) *How adequate is the staff's preparation in English?* na 1 2 (3) 4
- b) *To what extent does the staff demonstrate ability to use English effectively?* na 1 2 (3) 4

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

- | | |
|---|---|
| <ul style="list-style-type: none"> 1. Instruction is planned to achieve the clearly formulated, comprehensive objectives of the English program. na 1 2 (3) 4 2. There is evidence of careful preparation for instruction. na 1 2 (3) 4 3. Instruction is readily adapted to changing classroom conditions. na 1 2 (3) 4 4. Student needs, interests, and experiences are among the factors considered in the selection and conduct of instruction. na 1 2 (3) 4 5. Instruction and practice in language art skills are provided. na 1 2 3 (4) 6. Instruction is individualized through such techniques as grouping of students with like needs and through differentiated assignments. na 1 (2) 3 4 7. A high degree of student involvement and verbal interaction characterizes the classroom procedures. na 1 2 (3) 4 8. Students are stimulated to embark on independent study and to initiate group projects and other creative and imaginative activities. na 1 (2) 3 4 9. Teachers use a variety of techniques such as group discussion, project activities, laboratory techniques, and seminars. na 1 (2) 3 4 10. Teachers are encouraged to experiment with new ideas and promising techniques. na (1) 2 3 4 | <ul style="list-style-type: none"> 11. Students are guided and encouraged in a variety of ways to report their individual reading. na (1) 2 3 4 12. Students are encouraged to do free or voluntary reading. na (1) 2 3 4 13. Provision is made to extend the classroom experiences in English to appropriate cocurricular and extracurricular activities. na (1) 2 3 4 14. Attention is given to improving study skills. na 1 2 (3) 4 15. Students are encouraged to see literature, language, and composition, not as separate "subjects," but as parts of English which can serve to lead toward an integrated whole. na 1 2 (3) 4 16. Students with aptitude in English studies have counseling available on opportunities for continuing in advanced English courses in high school. na 1 2 (3) 4 17. Students with aptitude in English studies have counseling available on opportunities for continuing postsecondary English study. na 1 2 (3) 4 18. na 1 2 (3) 4 |
|---|---|

Evaluations

- a) *How adequate is the planning and preparation for instruction?* na 1 2 (3) 4
- b) *To what degree is instruction adapted to the needs of individual students?* na 1 2 (3) 4

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

- 1. An abundance of reading material of high interest and appropriateness to a variety of reading levels is readily accessible to teachers and students. . . . na 1 2 **3** 4
- 2. Adequate materials are provided for instructing students with specific reading deficiencies. . . . na 1 2 **3** 4
- 3. Instructional materials in general classroom use include the following (check those available): na 1 2 **3** 4
 - Paperback books.
 - Tapes.
 - Periodicals.

- Newspapers.
- A variety of textbooks.
- Pamphlets.
- Dictionaries.
- Films.
- Filmstrips.
- Recordings.
- Maps.
- Charts.
- Pictures.
- Overhead transparencies.

4.

na 1 2 3 4

Evaluations

- a) How adequate is the variety of instructional materials? na 1 2 **3** 4
- b) How adequate is the quality of instructional materials? na 1 2 **3** 4
- c) How adequate is the quantity of instructional materials? na 1 **2** 3 4
- d) To what extent are materials from the library used in English instruction? na 1 **2** 3 4

Comments

D. METHODS OF EVALUATION

Checklist

- | | | | |
|--|-------------------|---|-------------------|
| 1. Evaluating and recording class and individual accomplishment are an integral part of the teaching-learning activities. | na 1 2 3 4 | 8. Cumulative records are kept of students' reading. | na 1 2 3 4 |
| 2. Evaluation is pursued through oral and written, subjective and objective means. | na 1 2 3 4 | 9. In evaluating speaking and writing, emphasis is given to content, organization, quality of thought, and style as well as to mechanics. | na 1 2 3 4 |
| 3. Students participate in the evaluation of their own progress. | na 1 2 3 4 | 10. Ability to work in groups is evaluated. | na 1 2 3 4 |
| 4. Consistent effort is made through the use of testing devices to determine the abilities of all students in reading, writing, speaking, and listening. | na 1 2 3 4 | 11. Careful checks are made to determine comprehension of independent reading. | na 1 2 3 4 |
| 5. Evaluation of students' use of language is based on observation by the teacher as well as on results of standardized tests. | na 1 2 3 4 | 12. Both teachers and students recognize that tests are used to reveal strengths and to suggest areas for further study. | na 1 2 3 4 |
| 6. Evaluation is used to identify students needing remedial instruction. | na 1 2 3 4 | 13. Teachers use evaluation results as one index of their own teaching effectiveness and plan their instruction accordingly. | na 1 2 3 4 |
| 7. Objective evidence is obtained of the reading interests of students. | na 1 2 3 4 | 14. | na 1 2 3 4 |

Supplementary Data

1. Describe the achievement testing program in English.

Greene-Stapp at junior and senior level
NEDT at sophomore level

2. Show how this program is used to evaluate:

- a) Strengths, weaknesses, and yearly growth of individual students.
- b) Class achievement on national or other norms.
- c) Class weaknesses.

The testing results are placed in a cumulative file and are available for individual teacher review.

Evaluations

- a) How adequate are the evaluation procedures in English? na 1 2 **3** 4
- b) How well do teachers use evaluation results in analyzing the effectiveness of their teaching? na 1 2 **3** 4
- c) To what extent do evaluation procedures identify students of unusual promise in the field of English? na 1 2 **3** 4
- d) To what extent do evaluation procedures identify students with unusual needs in the field of English? na 1 **2** 3 4

Comments

V. OUTCOMES

Evaluations

- a) *To what degree do students practice desirable speech habits in the classroom?* na 1 (2) 3 4
- b) *To what degree are desirable speech habits used in such areas as corridors, lunchrooms, auditorium, and school clubs?* na 1 (2) 3 4
- c) *To what degree do students demonstrate ability to write clearly, correctly, and effectively?* na 1 (2) 3 4
- d) *To what extent does the English program facilitate and encourage creative writing?* na 1 (2) 3 4
- e) *How well do students read with comprehension and reasonable speed?* na 1 (2) 3 4
- f) *To what degree are students able to apply critical reading skills to the interpretation of literature?* na 1 (2) 3 4
- g) *To what extent have students' literary tastes and interests been broadened?* na 1 2 (3) 4
- h) *To what degree do students show desirable listening skills in assembly, classroom, club, and other activities?* na 1 (2) 3 4

VI. SPECIAL CHARACTERISTICS OF THE ENGLISH PROGRAM

1. In what respects is the English program most satisfactory and commendable?
 1. Strong grammar program allowing for individualization.
 2. Literature program that exposes students to a wide range of literary styles, genres, and authors.

2. In what respects is the English program most in need of improvement?
 1. Sequential writing program.
 2. More electives at high school level (Speech and related courses, journalism, comparative literature).

3. Recommend, in order of priority, steps for the improvement of weaknesses in the English program.
 1. Hold meeting and write composition objectives in a sequential pattern.
 2. Identify objectives which should be emphasized at specific grade levels.
 3. Hire an assistant to help with grading; decrease class size.

VII. GENERAL EVALUATION OF INSTRUCTION IN ENGLISH

Evaluations

- a) *To what extent does the instruction in English meet the needs of students as indicated in Section 2, "School and Community"?* na 1 2 3 4
- b) *To what extent is the instruction in English consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* na 1 2 3 4
- c) *To what extent is the school identifying problems in English instruction and seeking their solution?* na 1 2 3 4

Foreign Languages 4-7

NAME OF SCHOOL Villa Grove High SchoolDATE October 1, 1978

Self-evaluation by

Ted HughesKaren WilliamsonLeslie Wolfe

This evaluation includes:

 Both modern and classical languages Only modern languages Only classical languages

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

The foreign language program in today's schools may include both classical and modern languages. The languages to be taught are selected after considering their educational value, the cultural insights to be gained from them, and, where applicable, their vocational use, the extent of their use by the peoples of the world, and the potential contribution to our society of a working knowledge of them.

It is desirable for students to gain an understanding of the linguistic and cultural heritages of our country derived from both the Eastern and Western hemispheres, and from Latin and Greek, in order to gain a better understanding of our own culture and of the problems of concern to our country.

Now and in the foreseeable future, our society sorely needs many people who can use a foreign language adequately. Some scientific concepts, psychological insights, cultural analyses, and writing about economics that are necessary to our progress as a people and as a society are available only in foreign literature.

The study of a foreign language is a pro-

gressive experience and implies progressive acquisition of linguistic skills. Skills grow rusty with disuse; but when learned thoroughly and with understanding, they can be reactivated quickly, given the proper stimuli and environment. The values to be gained from language learning will be related to the amount of time and effort devoted to it and to the learner's motivation.

Skills to be mastered include: (1) increasing ability to *understand* the foreign language when spoken, (2) increasing ability to *speak* it, (3) ability to *read* it with increasing ease and enjoyment, and (4) the increasing ability to *write* it. The acquisition of these skills will result in a new understanding of the concept of *language*.

The study of another language usually brings about a gradually expanding and deepening knowledge of the country or countries—people, geography, history, social institutions, literature, and culture—and, as a consequence, a better perspective of our own culture through adjustment to the concept of cultural similarities and differences.

NOTE: Before proceeding with the work of this section, prepare and attach as part of the section a list of the major goals of the foreign language department that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

EVALUATIVE CRITERIA
Fourth Edition

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Note: The objectives within a given category are arranged to parallel the progression of the student in his studies. All objectives are to be reached by the end of two years of study.

I. Listening Objectives

The student will be able to:

1. Distinguish between sounds, which though similar could make the difference in meaning.
2. Recognize by intonation as well as by structure whether an utterance is declarative, interrogative, or mandatory.
3. Comprehend the language within the range or vocabulary and constructions of the text when spoken at normal classroom speed.

II. Speaking Objectives

The student will be able to:

1. Reproduce correctly all the sounds of the Spanish language (Latin American variety) both in structural situations and in free conversation.
2. Manipulate orally grammatical points of the language with a high degree of accuracy.
3. Be able to answer all questions within his range of knowledge and vocabulary.
4. Speak in a sustained monolog of about one minute about subjects relating to his everyday life.
5. Participate in a dialog with another student using topics and vocabulary studies when given the situation.
6. Converse in an unstructured situation (outside classroom) about topics with which he is familiar.
7. Give all oral utterances at whatever stage of learning with a reasonable degree of correct pronunciation and intonation.

III. Reading Objectives

The student will be able to:

1. Associate and apply his knowledge of Spanish sounds to printed words when reading aloud.
2. Read aloud or silently with understanding anything he can say.
3. Read aloud a familiar passage without major errors in pronunciation or intonation.
4. Comprehend a reading selection on familiar materials when reading silently without undue interruption to look up meanings of words.
5. Read with understanding non-literary reading selections which utilize a vocabulary even beyond the students' active vocabulary if the student is aided by having unfamiliar words or difficult phrases explained in the margins.

IV. Writing Objectives

The student will be able to:

1. Reproduce accurately in writing anything he can say in the foreign language.
2. Write correctly by dictation (including capitalization and punctuation) any familiar sentence or passage.
3. Manipulate writing exercise of the grammatical patterns studied.
4. Answer correctly both in content and grammar questions of a personal nature relating to the student's every day life situations.

V. Cultural Objectives

The student will:

1. Have an initial acquaintance with the following cultural items of the Spanish speaking peoples:
 - a. The Spanish speaking countries and their basic geography.
 - b. racial and ethnic backgrounds
 - c. home and family life
 - d. educational systems
 - e. food and clothing
 - f. recreation
 - g. religion
 - h. occupations
 - i. music
 - j. customs and traditions
 - k. cultural contributions
2. Develop positive attitudes toward people who speak foreign languages and toward foreign languages themselves.
3. Be aware of cultural differences and similarities among the Spanish speaking countries.
4. Be aware of the cultural similarities and differences between Spanish speaking peoples in general and the United States.

I. ORGANIZATION

Checklist

- | | |
|--|--|
| <p>1. Foreign language courses are available to all students. na 1 2 3 4</p> <p>2. Course counseling is provided by staff members acquainted with foreign language education. na 1 2 3 4</p> <p>3. Class size is limited so that each member participates in some type of oral activity daily. na 1 2 3 4</p> <p>4. Such factors as interest, motivation, and the discriminating use of aptitude tests are employed to encourage students to elect foreign languages. na 1 2 3 4</p> <p>5. Opportunity is provided for a four-year sequence in at least one foreign language. na 1 2 3 4</p> <p>6. A carefully articulated language program is provided from elementary through senior high school. na 1 2 3 4</p> <p>7. More than the usual four-year sequence of language study is provided for those who began study of a foreign language in elementary school and are continuing its study in high school. na 1 2 3 4</p> <p>8. Language programs of students are planned to avoid a gap between the end of foreign language study in high school and its continuation in college. na 1 2 3 4</p> | <p>9. Supervisory assistance is provided to coordinate the foreign language program. na 1 2 3 4</p> <p>10. All foreign language teachers are encouraged to aid in the development of the foreign language curriculum. na 1 2 3 4</p> <p>11. Students pursue the study of one foreign language for a longer sequence of time (three or four years) rather than studying two languages for shorter sequences, say, of two years each. na 1 2 3 4</p> <p>12. A minimum sequence of three years of one foreign language is offered before additional languages are added to the program. na 1 2 3 4</p> <p>13. Individual instruction or special classes are available to the gifted student. na 1 2 3 4</p> <p>14. Teachers at the same grade level plan together to develop the foreign language program at that level. na 1 2 3 4</p> <p>15. na 1 2 3 4</p> |
|--|--|

Supplementary Data (Fill in the following table for all courses in foreign languages.)

TITLE OF COURSE	GRADE	ENROLLMENT	NUMBER OF SECTIONS	REQUIRED OR ELECTIVE	RANGE OF CLASS SIZE	PER WEEK	
						Number of Periods	Total Minutes
Spanish I	9-11	24	2	E	11-13	5	275
Spanish II	10-12	11	1	E		5	275

Evaluations

- a) To what extent are foreign language offerings available? na 1 **2** 3 4
- b) How effectively is the school developing its foreign language program to permit students to pursue their foreign language study in high school at advanced levels? na 1 2 **3** 4

Comments

An attempt has been made to expand the present program into a longer sequence. A four year sequence is listed in our catalog of class offerings, however an insufficient number of students have shown interest in the advanced levels to justify having the courses on a regular predictable basis. Due to the small enrollment at the advanced levels and due to the sharing of the Spanish Teacher with the Social Studies department, it seems that advanced classes can only be offered as "additional" preparation for the teacher by putting the advanced course in a second year class time slot. Since the last evaluation, there has been one third-year class with one student completing a fourth year by independent study. (1976-77)

II. NATURE OF OFFERINGS

Checklist

- | | |
|---|---|
| <p>1. The materials used to teach foreign languages lead to the development of the four skills in the following sequence: listening comprehension, speaking, reading, and writing. na 1 (2) 3 4</p> <p>2. Sociolinguistic comparisons and teaching materials include references to the social customs of the people speaking the foreign language. na 1 2 3 (4)</p> <p>3. Comparisons of languages and cultures are related to international conditions whenever possible. na 1 2 (3) 4</p> <p>4. Emphasis in modern language activities is upon the language as a means of communication. na 1 (2) 3 4</p> <p>5. <i>Listening</i> activities stress the values to be gained from the materials as well as the development of the listening skill. na 1 (2) 3 4</p> <p>6. <i>Reading</i> activities stress the values to be gained from the materials as well as the development of skill. na 1 2 3 (4)</p> | <p>7. Appropriate literary selections are included, with stress on the use of the contemporary materials. (<i>Advanced only</i>) na 1 2 (3) 4</p> <p>8. Bilingual backgrounds of students are recognized in planning language offerings. (na) 1 2 3 4</p> <p>9. The Advanced Placement Program is introduced generally after the students have had four years of intensive audio-lingual training in the language and there is a well-qualified language teacher, and when there is an alternative program provided at the advanced level for those students who have other than purely literary objectives for learning a language. (na) 1 2 3 4</p> <p>10. na 1 2 3 4</p> |
|---|---|

Evaluations

- a) *How adequate is the variety of offerings to meet foreign language needs of students?* na 1 2 (3) 4
- b) *How adequate are the provisions for helping students attain an audio-lingual command of the foreign language?* na 1 2 (3) 4
- c) *How adequate are the provisions for helping students attain a reading and writing facility in the foreign language?* na 1 2 (3) 4

Comments

There is only one program offered (Spanish); all students who take Spanish are presented with the same materials.

Considerably more is being done now than formerly with the cultural aspects of the Spanish-speaking peoples.

III. PHYSICAL FACILITIES

Checklist

- | | | | |
|---|---------------------|---|---------------------|
| <p>1. Language laboratory facilities are provided for regularly scheduled practice use by foreign language students.</p> | <p>na 1 (2) 3 4</p> | <p>8. The foreign language classroom contains attractively displayed materials that reflect the culture of the countries concerned.</p> | <p>na 1 (2) 3 4</p> |
| <p>2. Language classrooms and laboratory facilities, if separate, are located adjacent to each other and in a quiet area of the school.</p> | <p>na 1 2 (3) 4</p> | <p>9. A display area is provided within the school to exhibit foreign language projects.</p> | <p>na (1) 2 3 4</p> |
| <p>3. Provision is made for servicing and maintenance of all foreign language equipment.</p> | <p>na (1) 2 3 4</p> | <p>10. Readily accessible shelf space is provided for instructional materials.</p> | <p>na 1 2 3 (4)</p> |
| <p>4. Audio-visual equipment, such as film projectors, filmstrip and slide projectors, overhead projectors, tape recorders, record players, and short-wave radios, is provided for the use of the department.</p> | <p>na 1 2 3 (4)</p> | <p>11. Filing equipment is provided.</p> | <p>na 1 2 (3) 4</p> |
| <p>5. New technological aids are examined and evaluated.</p> | <p>na 1 2 (3) 4</p> | <p>12. Language classrooms are provided with sufficient chalkboard space.</p> | <p>na 1 2 (3) 4</p> |
| <p>6. Language classrooms are equipped for the effective use of instructional media.</p> | <p>na 1 2 3 (4)</p> | <p>13. Language classrooms are provided with sufficient bulletin board space.</p> | <p>na 1 (2) 3 4</p> |
| <p>7. Facilities for making and duplicating tapes are available to teachers.</p> | <p>na 1 2 3 (4)</p> | <p>14. Central storage space is provided for the department.</p> | <p>na 1 2 (3) 4</p> |
| | | <p>15.</p> | <p>na 1 2 3 4</p> |

Evaluations

- a) *How adequate are the physical facilities to meet instructional needs in foreign languages?* na 1 2 3 (4)
- b) *How well are the classrooms adapted to the teaching of foreign languages?* na 1 2 3 (4)

Comments

The strengths of the physical facilities include 1) a reasonably large carpeted room with lowered ceiling, 2) laboratory facilities consisting of a console with trays containing headsets that can be lowered from the ceiling 3) easily accessible visual equipment.

Weaknesses include 1) The Foreign Language classroom is located on the first floor where there is considerable traffic and noise. 2) no service contract as such is provided for regular maintenance of lab equipment.

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

Members of the foreign language staff:

- | | |
|---|---|
| <p>1. Understand foreign language conversation of normal tempo, lectures, and news broadcasts. na 1 2 (3) 4</p> <p>2. Speak the foreign language fluently with authentic pronunciation, intonation, and rhythm. na 1 2 (3) 4</p> <p>3. Read with immediate comprehension (without translating) prose and verse of average difficulty and mature content. na 1 2 (3) 4</p> <p>4. Write (compose) freely in the foreign language, with clarity and correctness in vocabulary, idiom, and syntax. na 1 2 (3) 4</p> <p>5. Understand the structure of both English and the foreign language and how they differ, and use this knowledge in curriculum planning. na 1 2 3 (4)</p> <p>6. Have an understanding of similarities and differences between our culture and the foreign culture. na 1 (2) 3 4</p> <p>7. Have studied in a country where the language is or once was commonly used. na 1 (2) 3 4</p> <p>8. Have traveled in a country where the language is or once was commonly used. na 1 (2) 3 4</p> <p>9. Have had preparation in modern methods of teaching foreign language. na 1 2 3 (4)</p> <p>10. Maintain acquaintance with recent developments in teaching foreign language through professional reading. na 1 (2) 3 4</p> | <p>11. Are continuing in-service education or are participating in activities designed to improve their foreign language teaching. na 1 (2) 3 4</p> <p>12. Participate in professional associations. na (1) 2 3 4</p> <p>13. Are familiar with resource guides. na 1 (2) 3 4</p> <p>14. Are aware of the services provided by foreign language consultants in the state department of education and in colleges and universities. na 1 2 (3) 4</p> <p>15. Are able to assist the librarian in the selection of appropriate foreign language materials. na 1 2 (3) 4</p> <p>16. Help foreign exchange teachers and students to adjust to the school and encourage them to act as resource persons in the foreign language program. na 1 2 (3) 4</p> <p>17. Demonstrate ability to use visual and electronic teaching aids. na 1 2 (3) 4</p> <p>18. Exhibit an understanding of and concern for the needs of the students. na 1 2 (3) 4</p> <p>19. Know how to use aptitude tests for diagnosing student strengths and weaknesses in the learning of a foreign language. na (1) 2 3 4</p> <p>20. na 1 2 3 4</p> |
|---|---|

A. INSTRUCTIONAL STAFF—Continued

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in *a*, *b*, *c*, and *d* respectively) :

<p>a) Educational level:</p> <p>Less than bachelor's degree _____</p> <p>Bachelor's degree _____</p> <p>Master's degree _____ 1</p> <p>Sixth-year program _____</p> <p>Doctor's degree _____</p>	<p>c) Years since last formal study in the language taught:</p> <p>0-3 _____</p> <p>4-7 _____ 1</p> <p>8-12 _____</p> <p>More than 12 _____</p>
<p>b) Semester hours (approximate) of preparation in the language taught:</p> <p>0-11 _____</p> <p>12-23 _____</p> <p>24-48 _____ 1</p> <p>More than 48 _____</p>	<p>d) Previous experience in years:</p> <p>0-2 _____</p> <p>3-5 _____</p> <p>6-15 _____ 1</p> <p>More than 15 _____</p>

2. List each staff member's area of concentration in the language taught.

Ted Hughes - Spanish

Evaluations

- a) How adequate is the preparation of staff members in the foreign language they teach? na 1 2 3 4
- b) How satisfactorily do members of the staff use the spoken language they are teaching? na 1 2 3 4

Comments

Teacher has attended two NDEA workshops including a seven week stay in Mexico.

B. INSTRUCTIONAL ACTIVITIES

Checklist

- | | | | |
|---|------------|---|------------|
| 1. Clearly formulated objectives for the teaching of a foreign language have been developed. | na 1 2 3 4 | 15. Audio-visual aids are used as an integral part of instruction. | na 1 2 3 4 |
| 2. Instructional practices reflect objectives at each level of instruction. | na 1 2 3 4 | 16. Use is made of library resources in achieving the objectives of the courses. | na 1 2 3 4 |
| 3. Careful planning and preparation for teaching are evident. | na 1 2 3 4 | 17. Classroom conversation in the foreign language deals both with everyday situations and with informational and literary materials heard and read, depending on the level of instruction. | na 1 2 3 4 |
| 4. A variety of practice exercises, drill techniques, and other activities are employed for the progressive development of all language skills. | na 1 2 3 4 | 18. Sensitivity to the foreign culture is fostered throughout the language sequence by having the students become acquainted with the daily life and customs of the people and their contributions to all fields of human endeavor. | na 1 2 3 4 |
| 5. Student needs and interests are considered in planning instruction. | na 1 2 3 4 | 19. Cocurricular activities such as language clubs, assemblies, dramatic productions, films, and folk dancing are sponsored. | na 1 2 3 4 |
| 6. Objectives and methods of learning the language are clearly explained to students. | na 1 2 3 4 | 20. The development of the language skill to be mastered is reinforced by explanations and generalizations concerning its structure. | na 1 2 3 4 |
| 7. There is evidence of individualization of instruction through such techniques as self-instructional units, individual study, and small-group work. | na 1 2 3 4 | 21. Students are encouraged to attend foreign language summer programs. | na 1 2 3 4 |
| 8. Instructional activities reflect the maximum use of the foreign language by students and teacher. | na 1 2 3 4 | 22. Display materials on bulletin boards are integrated with the ongoing activities of the foreign language classes. | na 1 2 3 4 |
| 9. Wherever possible, there is correlation with other subjects. | na 1 2 3 4 | 23. Students with foreign language aptitude have counseling available about possibilities of continuing in advanced foreign language courses in high school. | na 1 2 3 4 |
| 10. Correspondence and tape exchanges with students of the foreign country are encouraged. | na 1 2 3 4 | 24. Students with foreign language aptitude have counseling available about possibilities of continuing postsecondary study. | na 1 2 3 4 |
| 11. Advanced students are encouraged to write and compose in the foreign language. | na 1 2 3 4 | 25. | na 1 2 3 4 |
| 12. There is emphasis on the learning of vocabulary in context rather than in isolation. | na 1 2 3 4 | | |
| 13. Foreign language resources in the community are used. | na 1 2 3 4 | | |
| 14. The language laboratory is regularly used in the instructional process. | na 1 2 3 4 | | |

Supplementary Data

1. Describe any innovations tried out during the past two years (attach extra sheets, if necessary).

Evaluations

- | | |
|--|------------|
| a) <i>How adequate is the planning and preparation for instruction?</i> | na 1 2 3 4 |
| b) <i>To what degree is instruction adapted to the needs of individual students?</i> | na 1 2 3 4 |
| c) <i>How extensively is the foreign language (modern) used in classroom conversation?</i> | na 1 2 3 4 |

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

- 1. The teaching materials selected are carefully integrated and articulated from level to level. na 1 2 (3) 4
- 2. In selecting teaching materials and activities, consideration is given to the maturity and understanding of students. na 1 2 (3) 4
- 3. The foreign language program uses a variety of materials on tape and in print to provide for the individual differences among class members. na 1 (2) 3 4
- 4. Instructional materials help the student understand the structure of the foreign languages. na 1 2 (3) 4
- 5. The following materials are up to date and easily available to staff and students (check if available): na 1 (2) 3 4
 - Integrated materials such as tapes, text materials, teacher's guides, workbooks, audio-visual aids, classroom tests, and individual take-home recordings.
 - Supplementary listening and reading materials and self-instructional units that provide for differences in the abilities, interests, and achievement levels among the students.
 - Collections of such resources as bilingual and monolingual diction-

- aries, encyclopedias, and reference grammars geared to the age level and interests of the students.
 - Foreign language materials, such as periodicals and newspapers and young people's magazines and comic books.
 - Wall maps with foreign names, travel literature, foreign advertisements, posters, postcards, calendars, samples of foreign money and foreign products, games used in the foreign country, and other appropriate paraphernalia.
 - Professional recordings of literary, informational, and musical materials.
 - Transparencies, filmstrips, slides, films, pictures.
 - Books in English dealing with the country whose language is being learned.
 - Teacher-prepared foreign language curriculum guides, source lists, and other materials.
 - Professional and reference materials for teacher use.
6. na 1 2 3 4

Evaluations

- a) How adequate is the variety of instructional materials? na 1 2 (3) 4
- b) How adequate is the quality of instructional materials? na 1 2 (3) 4

Comments

The classroom library has increased in size in books in English available that deal with the countries and cultures involved. There is still need for travel posters and bulletin board materials related to the foreign countries.

D. METHODS OF EVALUATION

Checklist

- | | | | |
|---|--------------|---|--------------|
| 1. Evaluation of students' progress is an integral part of language teaching. | na 1 2 (3) 4 | 8. The four skills (speaking, listening, reading, writing) are evaluated in proportion to the emphasis which they receive in instruction. | na 1 (2) 3 4 |
| 2. The primary objectives of evaluation are to identify and diagnose problems, to guide instruction, and to measure achievement. | na 1 (2) 3 4 | 9. Instructional procedures and evaluative techniques are similar in nature and in degree of difficulty. | na 1 2 (3) 4 |
| 3. The skills are tested by techniques appropriate to the skill and to the level of instruction. | na 1 2 (3) 4 | 10. A variety of evaluative techniques are used. | na 1 (2) 3 4 |
| 4. Knowledge of foreign language structures is tested separately. | na 1 2 3 (4) | 11. Opportunities are provided for students to evaluate their own work. | na (1) 2 3 4 |
| 5. The purpose of each evaluative activity is clear to the students and to the teacher. | na 1 2 (3) 4 | 12. The record of achievement of students in subsequent high school and college language courses is taken into consideration in the evaluation of the total language program. | na 1 (2) 3 4 |
| 6. Evaluative techniques and activities simulate authentic language situations. | na 1 (2) 3 4 | 13. Appropriate standardized tests are used. | na (1) 2 3 4 |
| 7. Evaluative activities, especially in the speaking skill, are conducted daily but are not always in the nature of formal tests. | na 1 (2) 3 4 | 14. | na 1 2 3 4 |

Supplementary Data

1. Describe the testing program in foreign languages.

A written test (partly publisher made/partly teacher made) is given at the end of each unit. These tests are designed to test students' knowledge of 1) vocabulary and the sound system through dictations, 2) comprehension, 3) grammar and 4) culture. Other written quizzes are given as necessary and a few oral quizzes. The oral and listening comprehension parts are probably the weakest parts of the testing.

2. Show how this testing program is used to evaluate:

- a) Strengths, weaknesses, and yearly growth of individual students.
 - b) Class achievement in terms of national or other norms.
 - c) Class weaknesses.
- a) Each unit test reflects the individual student's achievement largely for that segment of time. Semester tests are also given and a final test in the case of Spanish I which obviously tests knowledge of a larger segment of material. The final test can be justified because of the cumulative nature of language study.
- b) There is no comparison with national norms except to the extent that the publisher's tests reflect a given expected standard.
- c) When an entire class does poorly on a given test or on a given portion of the test, it is evident that learning has not taken place.

Evaluations

- a) How adequate are the evaluation procedures? na 1 2 (3) 4
- b) How well do teachers use evaluation in analyzing the effectiveness of their teaching? na 1 (2) 3 4
- c) To what extent does evaluation identify students with particular promise in the field of foreign language? na 1 2 (3) 4

Comments

V. OUTCOMES

Evaluations

- a) *How well do students understand the foreign language when it is spoken?* na 1 (2) 3 4
- b) *How well do students speak the foreign language?* na 1 (2) 3 4
- c) *How well do students read and understand the foreign language without translating?* na 1 (2) 3 4
- d) *How well do students express themselves in writing in the foreign language?* na 1 (2) 3 4
- e) *To what extent do students show an interest in and a sensitivity to the cultures of the people whose language is being studied?* na 1 (2) 3 4
- f) *To what extent do foreign language students use the language outside the classroom?* na (1) 2 3 4
- g) *To what extent do foreign language students use the language after having completed their study of it?* na (1) 2 3 4

VI. SPECIAL CHARACTERISTICS OF THE FOREIGN LANGUAGE PROGRAM

1. In what respects is the foreign language program most satisfactory and commendable?

Classes generally are small making for a good teacher-student ratio.

Considerable audio-visual equipment is readily available.

A modern textbook series is used which is a middle of the road approach in the traditional - audio lingual controversy.

Willingness of the administration and school board to purchase materials and equipment as needed.

2. In what respects is the foreign language program most in need of improvement?

Need to develop within students the ability to communicate orally in the foreign language.

Being a small school district and in a rural area, there is not much opportunity to exchange ideas with colleagues in the same subject matter area.

Need to develop a four year sequence of foreign language classes for those who are particularly talented in Foreign Languages or who have a particular interest in pursuing such a course.

3. Recommend, in order of priority, steps for improvement of weaknesses in the foreign language program.

VII. GENERAL EVALUATION OF INSTRUCTION IN FOREIGN LANGUAGE

Evaluations

- a) *To what extent does instruction in foreign language meet the needs of students as indicated in Section 2, "School and Community"?* na 1 2 3 4
- b) *To what extent is instruction in foreign language consistent with the philosophy and objectives as given in Section 3, "Philosophy and Objectives"?* na 1 2 3 4
- c) *To what extent is the school identifying problems in foreign language instruction and seeking their solution?* na 1 2 3 4

Health Education 4-8

NAME OF SCHOOL Villa Grove High SchoolDATE October 1, 1978

Self-evaluation by

Joyce ButlerCathy Horein

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

Health education provides opportunities for students to develop knowledge, attitudes, and practices necessary to meet the present health needs of youth and society. It also provides an opportunity for students to develop a concept of health which will be functional in the future.

Health education should be offered through separate courses, that are centered on the individual and his relationship to environment, family, and society, and are focused on those behaviors required to achieve a level of well-being that is necessary for optimum functioning. The criteria in this section are formulated for health edu-

cation courses organized as separate subject areas of instruction.

In some schools, instruction in health is integrated with other subject areas. In such cases, the Health Education section should be modified to reflect the integrated program.

The consideration of health subject matter as part of other subject areas does not provide for the development of the breadth, depth, or sequence necessary for the health education program to achieve its purposes. However, the relationships between health and other curricular areas should not be neglected.

NOTE: *Before proceeding with the work of this section, prepare and attach as part of the section a list of the major goals of health education that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").*

EVALUATIVE CRITERIA
Fourth Edition

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MAJOR GOALS OF HEALTH EDUCATION

During a student's 4 years of high school, each student will spend 6 weeks in Health Education instruction each year (for a total of 24 weeks). During this time each student will participate in 8 3-week units in the following areas:

1. Dental health and personal health and hygiene.
2. Mental health and illness
3. Drugs Tobacco and Alcohol - Use and Abuse
4. Prevention and control of disease
5. Safety Education and Disaster Survival
6. Public and environmental health
7. First aid
8. Sleep and exercise, Nutrition, and Human Growth and Development

Two of these 3-233k units will be presented during each year of high school, so by the time the student graduates he will have participated in all eight units. Emphasis in all areas will be placed on equipping the student with the following skills:

1. The student will possess a working knowledge and understanding of terminology and practices in each unit areas, including the ability to make certain identifications and judgements.
2. Student will be able to apply and to practice the positive health skills taught during the unit to his own life and/or during emergency situations.
3. The student will possess positive attitudes toward his own health and health practices and toward his community's health and health practices, and thus will be able to make mature decisions concerning his own and his community's health in later life.

I. ORGANIZATION

Checklist

- | | |
|--|---|
| <p>1. Health instruction is provided through separate courses that constitute a planned, sequential program of study. na 1 2 3 4</p> <p>2. Elective health education courses are also provided. na 1 2 3 4</p> <p>3. Students of comparable grade and developmental levels are scheduled for the same classes. na 1 2 3 4</p> <p>4. Wherever appropriate, health education classes are coeducational. na 1 2 3 4</p> <p>5. The size of classes permits flexibility in organizing for teaching. na 1 2 3 4</p> <p>6. Health education is coordinated with related subject areas. na 1 2 3 4</p> | <p>7. Time is provided for staff members to develop instructional materials. na 1 2 3 4</p> <p>8. Coordination of health education is the responsibility of one individual. na 1 2 3 4</p> <p>9. Teachers from the various grade levels plan together to develop a sequential program in health education. na 1 2 3 4</p> <p>10. Teachers of the same grade level plan together to develop the health education program at that level. na 1 2 3 4</p> <p>11. na 1 2 3 4</p> |
|--|---|

Supplementary Data (Fill in the following table for all courses in health education.)

TITLE OF COURSE	GRADE	ENROLLMENT	NUMBER OF SECTIONS	REQUIRED OR ELECTIVE	RANGE OF CLASS SIZE	PER WEEK	
						Number of Periods	Total Minutes
Health Occupations	11-12	17	1	E.	15-20	1	55
Health Education	9-12	340	10	R.	25-50	5	55
Nutrition							
Family and Single Living							
Child Development							

Evaluations

- a) How adequate is the provision for health instruction? na 1 2 3 4
- b) Do the time allotments for health education adequately meet the need for health instruction? na 1 2 3 4
- c) To what extent are opportunities provided for students to elect additional courses in the area of health education? na 1 2 3 4

Comments

- Students are taken out of P.E. for 6 weeks course in Health Education all 4 years of H.S. (total 24 weeks). They have a planned program of instruction in different areas of Health Ed. (Section A-B-C-D) but these areas, while not overlapping are not sequential.
- Heterogenous grouping of grades 9-12, non co-ed. Taken
- from P.E. for health ed.

II. NATURE OF OFFERINGS

Checklist

The curriculum consists of a variety of content areas which enable the student to:

- | | | | |
|--|--------------|---|--------------|
| 1. Develop individual responsibility for personal and community health. | na 1 2 (3) 4 | 10. Understand the role and contributions of private, public, and professional organizations in solving health problems of the nation and of individuals. | na 1 2 (3) 4 |
| 2. Recognize the influence of values on health behavior. | na 1 (2) 3 4 | 11. Understand factors influencing mental and emotional health. | na 1 2 (3) 4 |
| 3. Critically appraise and select health services. | na 1 2 (3) 4 | 12. Select the foods necessary for the building, regulation, and repair of body tissues. | na 1 2 (3) 4 |
| 4. Critically evaluate health information. | na (1) 2 3 4 | 13. Understand the causes and prevention of the major communicable and non-communicable diseases. | na 1 2 (3) 4 |
| 5. Understand his role in personal relationships (sex education and family life). | na (1) 2 3 4 | 14. Understand the hazards as well as the therapeutic benefits, if any, in the use of alcohol, tobacco, and drugs. | na 1 2 (3) 4 |
| 6. Identify and cope with potential hazards in the environment. | na 1 2 (3) 4 | 15. Understand importance of consumer health. | na 1 2 (3) 4 |
| 7. Recognize the importance of preventive rather than remedial action. | na 1 (2) 3 4 | | |
| 8. Understand the growth and development of the human body and their relationship to health. | na (1) 2 3 4 | | |
| 9. Understand human needs and motivation, including sexuality. | na (1) 2 3 4 | | |

Evaluations

- | | |
|--|--------------|
| a) How adequate are the offerings to develop in the student an understanding and appreciation of health? | na 1 2 (3) 4 |
| b) How adequate are the offerings to develop in the student a responsibility for maintaining and improving health? | na 1 2 (3) 4 |

Comments

III. PHYSICAL FACILITIES

Checklist

- | | | | |
|---|--------------|---|--------------|
| 1. Instructional space provides for a wide variety of class activities | na (1) 2 3 4 | 5. Library facilities are available to students and teachers. | na 1 2 3 (4) |
| 2. Space is provided for storage of instructional materials. | na 1 2 (3) 4 | 6. A private area is available for teacher-student conferences. | na 1 (2) 3 4 |
| 3. Display space is available for student projects and other instructional materials. | na (1) 2 3 4 | 7. Teachers' work space is available with provision also for collections of reference and resource materials. | na 1 (2) 3 4 |
| 4. A variety of instructional equipment is available. | na 1 (2) 3 4 | 8. | na 1 2 3 4 |

Evaluations

- | | |
|---|--------------|
| a) How adequate are physical facilities for a variety of health education activities? | na 1 (2) 3 4 |
|---|--------------|

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

All staff members who are responsible for organizing and teaching health education:

- | | | | |
|--|--------------|--|--------------|
| 1. Hold valid teaching certificates. | na 1 2 3 (4) | 6. Utilize community health resources in health instruction. | na 1 2 3 (4) |
| 2. Have preparation in the biological sciences. | na 1 2 3 (4) | 7. Continue in-service education through formal study and professional activities. | na 1 (2) 3 4 |
| 3. Have preparation in the physical sciences. | na 1 2 (3) 4 | 8. | na 1 2 3 4 |
| 4. Have preparation in the behavioral sciences. | na 1 2 3 (4) | | |
| 5. Have preparation in professional health courses (e.g., school health education, personal and community health, safety education, first aid, nutrition, sex education, methods and materials in health instruction). | na 1 2 3 (4) | | |

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in a, b, c, and d respectively):

- | | | | |
|---|---------------|---|---------------|
| a) Educational level: | | c) Years since last formal study in health education: | |
| Less than bachelor's degree | _____ 2 _____ | 0-3 | _____ 1 _____ |
| Bachelor's degree | _____ 3 _____ | 4-7 | _____ 2 _____ |
| Master's degree | _____ _____ | 8-12 | _____ 2 _____ |
| Sixth-year program | _____ _____ | More than 12 | _____ _____ |
| Doctor's degree | _____ _____ | | |
| b) Semester hours (approximate) of preparation in health education: | | d) Previous experience in years: | |
| 0-11 | _____ 2 _____ | 0-2 | _____ 1 _____ |
| 12-23 | _____ 2 _____ | 3-5 | _____ 2 _____ |
| 24-48 | _____ 2 _____ | 6-15 | _____ 2 _____ |
| More than 48 | _____ 1 _____ | More than 15 | _____ _____ |

2. List areas of concentration in health education of each staff member.

Evaluations

- | | |
|--|--------------|
| a) How adequate is the staff's preparation in general education? | na 1 2 3 (4) |
| b) To what extent is the staff adequately prepared in the biological, physical, and behavioral sciences? | na 1 2 3 (4) |
| c) How adequate is staff preparation in professional health education? | na 1 2 3 (4) |

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

- | | | | |
|---|---------------------|--|---------------------|
| <p>1. Instruction in health education contributes to the over-all educational objectives of the school.</p> | <p>na 1 2 3 (4)</p> | <p>8. Careful planning and preparation for instruction are evident.</p> | <p>na 1 2 (3) 4</p> |
| <p>2. Objectives in health education are clearly formulated.</p> | <p>na 1 2 3 (4)</p> | <p>9. Evaluation of current health information as reported by the mass media is included in the instruction.</p> | <p>na 1 2 (3) 4</p> |
| <p>3. Specific activities contribute to the attainment of the objectives of health education.</p> | <p>na 1 2 (3) 4</p> | <p>10. A variety of audio-visual materials are employed.</p> | <p>na 1 2 3 (4)</p> |
| <p>4. Instruction has application to personal health problems.</p> | <p>na 1 2 3 (4)</p> | <p>11. A variety of community resources are used to supplement instruction.</p> | <p>na 1 2 3 (4)</p> |
| <p>5. Instruction is adapted to changing health knowledge and needs.</p> | <p>na 1 2 3 (4)</p> | <p>12. Resource persons, both within and outside the school, are used to supplement instruction.</p> | <p>na 1 2 3 (4)</p> |
| <p>6. Instruction includes the study of community health needs.</p> | <p>na 1 2 3 (4)</p> | <p>13.</p> | <p>na 1 2 3 4</p> |
| <p>7. When feasible, students have a part in planning instructional activities.</p> | <p>na (1) 2 3 4</p> | | |

Evaluations

- | | |
|--|---------------------|
| <p>a) How adequately is the instruction planned?</p> | <p>na 1 2 3 (4)</p> |
| <p>b) To what extent are a variety of instructional activities used?</p> | <p>na 1 2 (3) 4</p> |

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

- | | | | |
|--|--------------|--|--------------|
| 1. A variety of instructional materials are available for classroom use. | na 1 2 (3) 4 | 5. Current periodicals pertaining to health are available. | na 1 (2) 3 4 |
| 2. Printed materials adapted to a variety of reading levels are available for student use. | na (1) 2 3 4 | 6. A variety of health reference works are available for use by teachers and students. | na 1 (2) 3 4 |
| 3. Community values are considered in the choice and use of instructional materials. | na 1 2 3 (4) | 7. | na 1 2 3 4 |
| 4. All instructional materials are reviewed regularly for accuracy and recency. | na 1 (2) 3 4 | | |

Evaluations

- | | |
|---|--------------|
| a) How adequate is the variety of instructional materials? | na 1 2 (3) 4 |
| b) How adequate is the quality of instructional materials? | na 1 2 (3) 4 |
| c) To what extent are instructional materials kept current? | na 1 2 (3) 4 |

Comments

D. METHODS OF EVALUATION

Checklist

- | | | | |
|---|--------------|---|--------------|
| 1. Evaluation is an integral part of instruction. | na 1 2 (3) 4 | 6. Students participate in the evaluation of the program. | na 1 (2) 3 4 |
| 2. Evaluation places emphasis on the growth of the individual toward accepted objectives of health education. | na 1 2 (3) 4 | 7. Students are encouraged to evaluate their own health practices and to assume responsibility for improvement. | na 1 2 3 (4) |
| 3. A variety of tests are used. | na 1 2 (3) 4 | 8. | na 1 2 3 4 |
| 4. Interpretation of test results is used in planning instruction. | na 1 2 (3) 4 | | |
| 5. Health practices and attitudes of students are studied to determine the effectiveness of instruction. | na 1 (2) 3 4 | | |

Evaluations

- | | |
|---|--------------|
| a) How comprehensive are evaluation procedures? | na 1 2 (3) 4 |
| b) How well do teachers use the methods of evaluation in analyzing the effectiveness of their teaching? | na 1 2 (3) 4 |

Comments

V. OUTCOMES

Evaluations

- a) *To what extent does the behavior of students give evidence of desirable habits and attitudes related to health?* na 1 2 (3) 4
- b) *To what extent do students possess knowledge and understanding of adolescent development?* na 1 2 (3) 4
- c) *To what extent do students possess knowledge and understanding of personal health problems?* na 1 2 (3) 4

VI. SPECIAL CHARACTERISTICS OF THE HEALTH EDUCATION PROGRAM

1. In what respects is the health education program most satisfactory and commendable?
 1. Offer a wide variety of instruction, touching on almost all aspects of health; including community health, safety, nutrition, personal hygiene, mental health, disease, drugs, tobacco, alcohol and consumer health. This is done over a total of 4 years, so by the time a student graduates he has received instruction in all areas. Courses aim to give student knowledge and positive attitudes in all areas, so they can make mature decisions concerning their health and health practices.

2. In what respects is the health education program most in need of improvement?
 1. Instruction needs to be presented in one course, instead of students being released from P.E. to take health.
 2. One room should be designated as the "Health Room" and all materials stored there instead of all over the building.
 3. Group students according to grade level and develop Co-ed program.

3. Recommend, in order of priority, steps for improvement of weaknesses in the health education program.
 1. Instruction needs to be presented in one course.
 2. Students need to be grouped co-educationally and according to grade level.
 3. A Health Room should be designated.

VII. GENERAL EVALUATION OF INSTRUCTION IN HEALTH EDUCATION

Evaluations

- a) *To what extent does instruction in health education meet the needs of students as indicated in Section 2, "School and Community"?* na 1 2 (3) 4
- b) *To what extent is instruction in health education consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* na 1 2 (3) 4
- c) *To what extent is the school identifying problems in health education instruction and seeking their solution?* na (1) 2 3 4

Home Economics 4-9

NAME OF SCHOOL VILLA GROVE HIGH SCHOOL

DATE October 1, 1978

Self-evaluation by

Karen Schweighart

Janice Sutton

Jan Granse

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

A vital home economics program is concerned with guiding all students to develop attitudes, appreciation, understanding, and abilities necessary for achieving satisfying personal and family living. Further, it prepares some youth and adults for employment in occupations related to home economics.

Because every person's contributions to the greater society depend heavily on his early "family" experiences, education for home and family life needs to be a quality program available to all students sometime during their school career. No matter what the interests, intellect, education, or family background of a person is, his success, satisfactions, and growth toward maturity will depend largely upon his ability to relate to others, to set realistic goals for himself, and to use resources available to him to achieve these goals. For these reasons, if the home economics curriculum is to be vital, the selection of offerings must have its basis in research and must focus on principles and ideas that tend to strengthen individuals and families.

Modifications in the roles of men and women in regard to the home make it desirable for male students as well as women and girls to receive education for home and family life so that all members of the family may carry their responsibilities effectively. With more and more women engaging in gainful employment, they need preparation to function effectively in dual roles in homemaking and employment. As societal forces create changes in

homemaking, the emphases in home economics programs must be revised and refocused.

The most meaningful experiences in home economics education are those that are correlated and integrated with the home and community life of students. Teachers can help keep programs attuned to the needs and interests of students through cooperative planning with students, administrators, other teachers, and parents and other members of the community, and through recognition of the diversity and differences among learners.

In order for home economics education to be meaningful, its goals must be realistic and the ideas carefully selected. A variety of learning experiences must be offered; the sequences of learning must be carefully planned and articulated from level to level; and multisensory experiences must be geared to individual differences among students. In an environment of inquiry conducive to independent thinking, students will be directed toward grasping concepts and will become prepared to make intelligent choices and to develop skill in applying principles and generalizations to new situations.

Home economics programs are vital when they are characterized by creativity, flexibility, and respect for human values. Although there will be considerable similarity among programs, they should allow each student equal opportunity to develop his own interests and potential with the resources available to him.

NOTE: Before proceeding with work on this section, prepare and attach as part of the section a list of the major goals of the home economics department that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

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I. ORGANIZATION

Checklist

- | | | | |
|--|---|--|---|
| <p>1. Offerings in home economics are adequate in number and open to all students.</p> <p>2. Class size is regulated by the needs and objectives of individual classes.</p> <p>3. Provision is made for flexible class structuring and teaching organization.</p> <p>4. The teacher has sufficient released time for in-service education and work with individual students.</p> <p>5. Provision is made for coordination of subject matter with other departments.</p> <p>6. The Future Homemakers of America or other related organizations are an integral part of the program.</p> <p>7. Contacts with homes and parents are effected to enrich home-school relationships.</p> <p>8. Various means are employed to disseminate information about the home economics program to the community.</p> <p>9. Teacher aides and professional personnel are available to assist classroom teachers.</p> | <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> | <p>10. A committee composed of such people as a school administrator, a guidance counselor, a parent, teachers of home economics, and representatives of agencies and business serves in an advisory capacity.</p> <p>11. Funds are provided for extraclass needs, including purchase and maintenance of equipment and development of new programs.</p> <p>12. Within the department, a budget and record of expenditures for purchase and maintenance of equipment and for supplies is maintained.</p> <p>13. Teachers from the various grade levels plan together to develop a sequential program in home economics.</p> <p>14. Teachers of the same grade level plan together to develop the home economics program at that level.</p> <p>15.</p> | <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> |
|--|---|--|---|

Supplementary Data

1. Fill in the following table for all courses in home economics.

TITLE OF COURSE	GRADE	ENROLLMENT	NUMBER OF SECTIONS	REQUIRED OR ELECTIVE	RANGE OF CLASS SIZE	PER WEEK	
						Number of Periods	Total Minutes
Orientation to Foods	9-10			E			
Orientation to Clothing	9-10			E			
Orientation to Child Development	9-10			E			
Orientation to Housing	9-10			E			
Single & Family Living	11-12			E			
Personal & Professional Foods	11-12			E			
Advanced Child Development	11-12			E			
Interior Design	11-12			E			
Profitable Sewing	11-12			E			

2. Comment on enrollment trends over the last five years in this department.

Enrollment has increased tremendously in the past 5 years.

Evaluations

- | | |
|--|-------------------------------------|
| <p>a) To what degree is the over-all home economics program organized to be of maximum benefit to all students?</p> <p>b) To what degree are time, space, funds, and equipment available to, and used with maximum efficiency by, the teachers and administrators?</p> | <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> |
|--|-------------------------------------|

Comments

II. NATURE OF OFFERINGS

Checklist

- 1. The home economics program is based on current analyses of needs, interests, and abilities of students. na 1 2 (3) 4
- 2. Findings of research about learning are considered in curriculum planning for all students. na 1 2 (3) 4
- 3. The scope and sequence of offerings are planned to challenge each student and provide depth in learning. na 1 2 (3) 4
- 4. Students are permitted to progress at their own rate, and needless repetition is avoided. na 1 2 (3) 4
- 5. Content is chosen in accordance with clearly defined objectives stated in behavioral terms. na 1 2 (3) 4
- 6. The program stimulates independent thinking and problem-solving on the part of students. na 1 2 (3) 4

- 7. The program emphasizes for each student opportunities to develop manipulative, organizational, and managerial skills and insight into human relationships. na 1 2 (3) 4
- 8. Offerings include preparation for employment, particularly in those occupations especially appropriate for the community. na 1 2 (3) 4
- 9. Plans for evaluation of learning are evident. na 1 (2) 3 4
- 10. na 1 2 3 4

Evaluations

- a) How adequate is the variety of offerings to meet the needs of all students for personal and family living? na 1 2 3 (4)
- b) How adequate is the quality of offerings to meet personal and family living needs of all students? na 1 2 (3) 4
- c) To what extent do the offerings provide opportunity for practical experience in homemaking? na 1 2 3 (4)
- d) How adequate are the quantity and quality of offerings to meet the needs of students who are preparing for occupations related to home economics? na 1 2 (3) 4
- e) To what extent do the offerings provide opportunity for work experience for students preparing for occupations related to home economics? na 1 2 (3) 4
- f) How adequate are the offerings to meet the needs of students desiring preparation in specialized areas of home economics? na 1 2 (3) 4
- g) To what extent are administrators and the entire faculty aware of offerings in home economics? na 1 2 (3) 4
- h) To what extent are innovative and experimental offerings being tried? na 1 2 (3) 4

Comments

III. PHYSICAL FACILITIES

Checklist

- | | | | |
|--|--------------|---|----------------|
| 1. The appearance and arrangement of the rooms reflect the philosophy and content of the program. | na 1 2 (3) 4 | b) To illustrate a variety of choices within a range of costs and family situations. | (na) 1 2 3 4 |
| 2. Flexible space provides for meeting changing needs. | na (1) 2 3 4 | c) To create an atmosphere that evidences hospitality. | na 1 (2) 3 4 |
| 3. Storage is available and easily accessible to students and teachers. | na 1 (2) 3 4 | d) To create an attractive environment for learning. | na 1 (2) 3 4 |
| 4. The home economics department is conveniently located for ease of use by those served and for deliveries. | na 1 (2) 3 4 | 8. The home economics department reflects current developments in types of equipment and furnishings. | na 1 (2) 3 4 |
| 5. Facilities are arranged for easy movement by teachers and students. | na 1 (2) 3 4 | 9. Space and equipment are provided for students to pursue independent experimentation and study. | na 1 2 (3) 4 |
| 6. Provision is made for (check those for which provision is adequate): | na 1 2 3 4 | 10. Equipment is maintained in good working condition. | na 1 2 (3) 4 |
| ___ Hot and cold running water. | | 11. Cleanliness and sanitation are evident in the department. | na 1 (2) 3 4 |
| ___ Ventilation. | | 12. Provisions are made for care and maintenance of facilities by the custodial staff. | na (1) (2) 3 4 |
| ___ Heating. | | 13. Furnishings and equipment are so arranged as to provide maximum safety to students. | na 1 2 (3) 4 |
| ___ Lighting. | | 14. Basic first aid is provided by a health service or other designated authority. | na 1 2 3 (4) |
| ___ Electric outlets and gas connections. | | 15. Fire extinguishers are readily available, and students and teachers know how to use them. | na 1 (2) 3 4 |
| ___ Appropriate electric voltage. | | 16. | na 1 2 3 4 |
| ___ Chalkboards. | | | |
| ___ Display areas. | | | |
| ___ Laundry. | | | |
| ___ Disposal of garbage. | | | |
| ___ Protection from insects and other pests. | | | |
| ___ Teachers' work centers. | | | |
| 7. Equipment and furnishings in the department are selected: | | | |
| a) According to permanent or temporary use. | na 1 2 (3) 4 | | |

Evaluations

- | | |
|---|--------------|
| a) To what extent do the planning and layout of the department (including furnishings and equipment) create surroundings conducive to learning? | na 1 2 (3) 4 |
| b) How well do the space provisions meet recommended standards? | na 1 2 (3) 4 |
| c) How adequate is the quality of equipment, materials, and supplies to meet curricular needs? | na 1 (2) 3 4 |
| d) How adequate is the amount of materials, equipment, and supplies to meet curricular needs? | na 1 2 (3) 4 |
| e) How adequate are the safety and sanitation facilities? | na 1 (2) 3 4 |
| f) How adequate is the care and maintenance of the department? | na 1 (2) 3 4 |

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

- | | |
|---|---|
| <p>1. Teachers in a comprehensive program have a broad background in home economics subject-areas. na 1 2 3 4</p> <p>2. Teachers of specialized areas have both a broad background and specialized preparation for the area taught. na 1 2 3 4</p> <p>3. All teachers have educational preparation in learning theory and process, curriculum development, methods, media, and evaluation. na 1 2 3 4</p> <p>4. Teachers have preparation for working with students on activities related to home economics. na 1 2 3 4</p> <p>5. Teachers of occupational courses have preparation and experience in those areas. na 1 2 3 4</p> <p>6. All teachers meet state certification requirements. na 1 2 3 4</p> <p>7. Teachers participate in local cooperative curriculum development. na 1 2 3 4</p> <p>8. Teachers are active in state-wide curriculum development. na 1 2 3 4</p> <p>9. Teachers participate in studies to improve learning and teaching. na 1 2 3 4</p> <p>10. Teachers show a familiarity with agencies and educational services available to enhance home economics offerings. na 1 2 3 4</p> | <p>11. The department reflects an awareness of current trends. na 1 2 3 4</p> <p>12. Teachers are members of professional organizations and participate actively in them. na 1 2 3 4</p> <p>13. There is evidence of continuous professional activity by each faculty member. na 1 2 3 4</p> <p>14. Teachers work closely and cooperatively with other home economists in the community and the state. na 1 2 3 4</p> <p>15. Teachers keep abreast of the ideas in professional journals. na 1 2 3 4</p> <p>16. Teachers work to make home economics an integral part of the school curriculum. na 1 2 3 4</p> <p>17. Teachers are sought out to assume responsibilities related to their field. na 1 2 3 4</p> <p>18. Teachers of occupational courses are familiar with employment possibilities related to their field. na 1 2 3 4</p> <p>19. Teachers give evidence of enjoyment and satisfaction in their work. na 1 2 3 4</p> <p>20. Auxiliary personnel assist in teacher-related activities. na 1 2 3 4</p> <p>21. na 1 2 3 4</p> |
|---|---|

Supplementary Data

1. What evidence is there to show that teachers are sought out to assume responsibilities related to their field?

Individual interest and teacher education.

2. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in a, b, c, and d respectively):

a) Educational level:

Less than bachelor's degree _____ 2 _____
 Bachelor's degree _____
 Master's degree _____
 Sixth-year program _____
 Doctor's degree _____

b) Semester hours (approximate) of preparation in home economics:

0-11 _____
 12-23 _____
 24-48 _____
 More than 48 _____ 2 _____

c) Years since last formal study in home economics:

0-3 _____
 4-7 _____ 2 _____
 8-12 _____
 More than 12 _____

d) Previous experience in years:

0-2 _____
 3-5 _____ 1 _____
 6-15 _____ 1 _____
 More than 15 _____

3. List areas of concentration in home economics of each staff member.

A. INSTRUCTIONAL STAFF—Continued

Evaluations

- | | |
|---|------------|
| a) To what extent is the staff prepared in home economics subject areas? | na 1 2 3 4 |
| b) To what extent is the staff prepared in understanding educational principles and applying them? | na 1 2 3 4 |
| c) To what extent do teachers work with students in the activities program? | na 1 2 3 4 |
| d) To what extent do teachers of occupational programs show insights into specialized needs in occupational fields related to the program offered? | na 1 2 3 4 |
| e) To what extent do teachers of occupational programs have skills related to these programs? | na 1 2 3 4 |
| f) How extensive is the continuing evaluation and revision of the home economics curriculum in light of current needs of students? | na 1 2 3 4 |
| g) How alert is the staff to professional obligations and opportunities, and to what extent is it resourceful and innovative in carrying out professional responsibilities? | na 1 2 3 4 |
| h) To what extent are the home economics staff members effective in their working relationships with other members of the faculty? | na 1 2 3 4 |

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

- | | | | |
|--|--------------------------|--|--------------------------|
| <p>1. Students participate in setting objectives, planning activities, and evaluating their own progress.</p> | <p>na 1 2 3 4</p> | <p>15. Teaching-learning processes encourage development and clarification of values and a general philosophy of life by fostering positive attitudes toward learning.</p> | <p>na 1 2 3 4</p> |
| <p>2. Teachers use findings obtained through use of such diagnostic techniques as questionnaires, achievement tests, checklists, interest inventories, and individual conferences.</p> | <p>na 1 2 3 4</p> | <p>16. Efforts are made to create a climate which makes learning pleasant and permits individual expression.</p> | <p>na 1 2 3 4</p> |
| <p>3. Teachers become acquainted with students and their homes.</p> | <p>na 1 2 3 4</p> | <p>17. Activities stress the usefulness of learning.</p> | <p>na 1 2 3 4</p> |
| <p>4. There is consideration of student needs, interests, and abilities in planning.</p> | <p>na 1 2 3 4</p> | <p>18. Activities foster the development of feelings of self-respect in each student.</p> | <p>na 1 2 3 4</p> |
| <p>5. Students are grouped in ways that foster individual growth.</p> | <p>na 1 2 3 4</p> | <p>19. Activities encourage experimentation.</p> | <p>na 1 2 3 4</p> |
| <p>6. Projects and experiments are suited to the individual interests and ability levels of students.</p> | <p>na 1 2 3 4</p> | <p>20. Activities make use of multisensory materials.</p> | <p>na 1 2 3 4</p> |
| <p>7. Provision is made for the availability of reading materials of various levels of difficulty.</p> | <p>na 1 2 3 4</p> | <p>21. Activities are based on findings in recent research.</p> | <p>na 1 2 3 4</p> |
| <p>8. Teaching-learning processes, by encouraging individual initiative, aid in the development of independent thinking.</p> | <p>na 1 2 3 4</p> | <p>22. Activities are geared to the probable future employment choices of students.</p> | <p>na 1 2 3 4</p> |
| <p>9. Activities provide opportunities for students to discover concepts and relationships.</p> | <p>na 1 2 3 4</p> | <p>23. Emphasis is given to the sequential nature of learning.</p> | <p>na 1 2 3 4</p> |
| <p>10. Creativity is encouraged.</p> | <p>na 1 2 3 4</p> | <p>24. Examination of the effectiveness of teaching-learning processes used is continuous and revisions are made accordingly.</p> | <p>na 1 2 3 4</p> |
| <p>11. Students are required to make decisions related to problems of daily living.</p> | <p>na 1 2 3 4</p> | <p>25. Students with home economics aptitude have counseling available on possibilities of continuing in advanced home economics courses in high school.</p> | <p>na 1 2 3 4</p> |
| <p>12. Students are required to justify their decisions.</p> | <p>na 1 2 3 4</p> | <p>26. Students with home economics aptitude have counseling available on possibilities of continuing postsecondary home economics study.</p> | <p>na 1 2 3 4</p> |
| <p>13. Students are required to assume responsibility for the consequences of their decisions.</p> | <p>na 1 2 3 4</p> | <p>27.</p> | <p>na 1 2 3 4</p> |
| <p>14. Teaching-learning processes avoid prescription of behavior.</p> | <p>na 1 2 3 4</p> | | |

Evaluations

- | | |
|--|--------------------------|
| <p>a) To what extent is there recognition of individual differences and encouragement of individual development?</p> | <p>na 1 2 3 4</p> |
| <p>b) To what extent do activities foster cognitive development or ability to think independently?</p> | <p>na 1 2 3 4</p> |
| <p>c) To what extent do activities encourage the development of values?</p> | <p>na 1 2 3 4</p> |
| <p>d) To what extent can teachers justify their choices of teaching-learning processes?</p> | <p>na 1 2 3 4</p> |
| <p>e) To what extent are activities evaluated and revised accordingly?</p> | <p>na 1 2 3 4</p> |

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

- | | |
|---|--|
| <p>1. The following materials (commercial and teacher-prepared) are up to date and easily available to teachers and students (check if available):</p> <p>na 1 2 3 4</p> <p>_____ Reference books.</p> <p>_____ Periodicals, pamphlets, bulletins, brochures.</p> <p>_____ Charts, posters.</p> <p>_____ Photographs, pictures.</p> <p>_____ Films, filmstrips, slides.</p> <p>_____ Single concept film loops.</p> <p>_____ Projectors.</p> <p>_____ Overhead transparencies.</p> <p>_____ Tape recordings, records.</p> <p>_____ Video tape recordings.</p> <p>_____ Self-instructional material.</p> <p>_____ Radioscopies.</p> <p>_____ Supplies (clothing, food, toys, linens, utensils).</p> <p>_____ Art supplies.</p> <p>_____ Models.</p> <p>_____ Case studies.</p> | <p>2. The school provides for efficient duplication service. na 1 2 (3) 4</p> <p>3. Materials of instruction are organized and maintained for ready availability. na 1 (2) 3 4</p> <p>4. Students share responsibility for selection and care of instructional materials. na (1) 2 3 4</p> <p>5. An inventory of all instructional materials is maintained in the department. na 1 2 3 (4)</p> <p>6. The teacher uses community resources, both material and personnel, in instructional activities. na 1 2 (3) 4</p> <p>7. na 1 2 3 4</p> |
|---|--|

Evaluations

- | | |
|--|---------------------|
| <p>a) To what extent are innovative instructional materials used?</p> | <p>na 1 2 (3) 4</p> |
| <p>b) To what extent are instructional materials of varying degrees of difficulty available?</p> | <p>na 1 (2) 3 4</p> |
| <p>c) To what extent is there evidence that the instructional materials are used by students and teachers?</p> | <p>na 1 2 (3) 4</p> |
| <p>d) How adequate is the quantity of instructional materials for the number of students in the program?</p> | <p>na 1 (2) 3 4</p> |

Comments

D. METHODS OF EVALUATION

Checklist

- 1. Evaluation of student progress is comprehensive and continuous. na 1 2 3 **4**
- 2. Evaluation is based on the objectives of the course. na 1 2 **3** 4
- 3. Evaluation is an integral part of the teaching-learning process. na 1 2 **3** 4
- 4. Evaluation is composed of written and oral, subjective and objective means. na 1 2 **3** 4
- 5. Evaluation is designed to assess both teaching and learning. na 1 2 **3** 4
- 6. Students participate in evaluating their own progress. na 1 2 **3** 4
- 7. Teachers help interpret evaluations to parents. na 1 2 **3** 4
- 8. Representatives of business and institutions participate in the evaluation and interpretation of progress made in the work experiences of students. na **1** 2 3 4
- 9. Evidence of individual progress is recorded regularly and in specific terms. na 1 2 3 **4**

- 10. Interpretation of the results of evaluation is used by the students and teacher to:
 - a) Guide planning for next steps. na 1 2 3 **4**
 - b) Diagnose student strengths and weaknesses. na 1 2 **3** 4
 - c) Determine growth of individuals in relation to objectives of the course. na 1 2 **3** 4
 - d) Share with guidance counselors and other personnel additional information from the home economics department. na 1 2 **3** 4
- 11. Provision is made for some follow-up of students to determine the effectiveness of the program for home and family living, job placement, and career success. na 1 **2** 3 4
- 12. na 1 2 3 4

Evaluations

- a) *How adequate are evaluation procedures in home economics?* na 1 **2** 3 4
- b) *How well do teachers use methods of evaluation in analyzing the effectiveness of their teaching?* na 1 2 **3** 4
- c) *To what extent do evaluation procedures identify students of unusual ability in home economics?* na 1 2 **3** 4
- d) *To what extent do evaluation procedures identify individual needs of students?* na 1 2 **3** 4

Comments

V. OUTCOMES

Evaluations

a) To what extent are home economics offerings available to all students?	na	1	2	3	4
b) To what extent are offerings elected by students?	na	1	2	3	4
c) To what extent are students aware of the influence of the family on its members and on society?	na	1	2	3	4
d) To what extent are students able to make and carry out intelligent decisions regarding personal, family, and community resources?	na	1	2	3	4
e) To what extent are students able to evaluate their own abilities and to plan for continuing growth?	na	1	2	3	4
f) To what extent are students prepared for finding, keeping, and advancing in a job?	na	1	2	3	4
g) To what extent are students motivated to continue learning?	na	1	2	3	4
h) To what extent are students able to contribute to society as citizens?	na	1	2	3	4
i) To what extent do students with special aptitudes indicate a desire to prepare for home economics careers?	na	1	2	3	4

VI. SPECIAL CHARACTERISTICS OF THE HOME ECONOMICS PROGRAM

1. In what respects is the home economics program most satisfactory and commendable?

For this particular area, it prepares the students towards future needs.

2. In what respects is the home economics program most in need of improvement?

Only in space and equipment and resource materials.

3. Recommend, in order of priority, steps for the improvement of weaknesses in the home economics program.

1. Space
2. Equipment
3. Resource materials

VII. GENERAL EVALUATION OF INSTRUCTION IN HOME ECONOMICS

Evaluations

- a) *To what extent does instruction in home economics meet the needs of students as indicated in Section 2, "School and Community"?* na 1 2 (3) 4
- b) *To what extent is instruction in home economics consistent with the philosophy and objectives as given in Section 3, "Philosophy and Objectives"?* na 1 2 (3) 4
- c) *To what extent is the school identifying problems in home economics instruction and seeking their solution?* na 1 2 (3) 4

Industrial Arts 4-10

NAME OF SCHOOL Villa Grove High School DATE October 1, 1978

Self-evaluation by

Robert Sergent - Building Trades Instructor

Steve Boyer - Industrial Arts Instructor

Rolla Mitchell - Ag & Industrial Arts Instructor

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

The industrial arts curriculum consists of units of instruction designed to meet those student needs that are related to the industrial sector of the American economy. For all students, both boys and girls, the industrial arts curriculum offers orientation to an industrial environment, occupational information, opportunity for the development of consumer knowledge and skills related to industry and industrial products, and a variety of leisure-time pursuits to meet particular interests and needs that are important in our modern technical society.

Emphasis in instruction is placed on social and personal needs related to the use of industrial goods and services in the home and community. Industrial arts activities are, in general, exploratory in nature and continue to be so until students require more specialized training in vocational trade and industrial education.

If satisfactory vocational facilities are not available, the industrial arts department may assume some responsibility for this specialized training.

NOTE: *Before proceeding with the work on this section, prepare and attach as a part of the section a list of the major goals of the industrial arts department that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").*

EVALUATIVE CRITERIA
Fourth Edition

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I. ORGANIZATION

Checklist

- | | |
|--|---|
| <p>1. The program of industrial arts education is available to all students as an elective. na 1 2 3 4</p> <p>2. Specific industrial arts objectives or goals are identified with each course offering. na 1 2 3 4</p> <p>3. The industrial arts program is so organized that it can be adjusted to the demands of new situations. na 1 2 3 4</p> <p>4. Industrial arts facilities are available to students, under proper supervision, outside regular class time. na 1 2 3 4</p> <p>5. Class periods are of sufficient length to produce progress in learning. na 1 2 3 4</p> <p>6. Class size is determined by such factors as type of activity, available space, and safety of students. na 1 2 3 4</p> <p>7. The school budget provides adequate funds to support all elements of the industrial arts program. na 1 2 3 4</p> <p>8. Program development is a cooperative endeavor involving administrators, supervisors, teachers, and lay people. Teachers and students work together in planning on the classroom level. na 1 2 3 4</p> | <p>9. The industrial arts program is coordinated with other courses. na 1 2 3 4</p> <p>10. Staff members cooperate with the public relations efforts of the school. na 1 2 3 4</p> <p>11. Repair and production jobs are permitted in the industrial arts program <i>only</i> if they are desirable educational experiences for students. na 1 2 3 4</p> <p>12. A daily nonteaching, conference period, free from regularly assigned duties, is provided for each teacher carrying a full schedule of classes. na 1 2 3 4</p> <p>13. Occupational information and guidance are an integral part of the program. na 1 2 3 4</p> <p>14. Teachers of the various grade levels plan together to develop a sequential program in industrial arts. na 1 2 3 4</p> <p>15. Teachers of the same grade level plan together to develop the industrial arts program at that level. na 1 2 3 4</p> <p>16. na 1 2 3 4</p> |
|--|---|

Supplementary Data (Fill in the following table for all courses in industrial arts.)

TITLE OF COURSE	GRADE	ENROLLMENT	NUMBER OF SECTIONS	REQUIRED OR ELECTIVE	RANGE OF CLASS SIZE	PER WEEK	
						Number of Periods	Total Minutes
Basic Drafting	9-12	30	2	Elective	10-20	5	275
Basic Woods	9-12	40	2	Elective	18-22	5	275
Basic Metals	9-12	14	1	Elective	14-17	5	275
Basic Electricity	9-12	12	1	Elective	15-18	5	275
Advanced Drafting	11-12	9	1	Elective	10-15	5	275
Production Woods	11-12	13	1	Elective	10-15	5	275

Evaluations

- a) To what extent are industrial arts courses available to all students? na 1 2 3 **4**
- b) How appropriate are schedules, time allotments, and class sizes for industrial arts course offerings? na 1 2 **3** 4
- c) How adequate is financial support for the industrial arts program? na 1 2 **3** 4

Comments

II. NATURE OF OFFERINGS

Checklist

- | | | | |
|---|---------------------|--|---------------------|
| <p>1. The courses provide opportunities for youth to plan, construct, and evaluate projects suitable to their interests and aptitudes.</p> | <p>na 1 2 (3) 4</p> | <p>10. An overview of working conditions and labor-management problems is included in the instructional program.</p> | <p>na 1 2 (3) 4</p> |
| <p>2. Experiences are provided in selected areas so that a degree of skill in the use of common tools and machines may be developed commensurate with the student's ability and the scope of the program.</p> | <p>na 1 2 3 (4)</p> | <p>11. Emphasis is placed on developing an ability to select, care for, and use industrial products intelligently.</p> | <p>na 1 2 (3) 4</p> |
| <p>3. Broad content is developed in each course in the program from representative industrial processes and materials appropriate for a school shop.</p> | <p>na 1 2 (3) 4</p> | <p>12. Basic skills, such as reading, writing, arithmetic, speaking, and listening, are continually emphasized and made a part of the instructional program.</p> | <p>na 1 2 (3) 4</p> |
| <p>4. The part that industry has played in the development of the American way of life is emphasized in each course area.</p> | <p>na 1 2 (3) 4</p> | <p>13. Emphasis is placed on a continuous and coordinated departmental program of safety.</p> | <p>na 1 2 3 (4)</p> |
| <p>5. Basic skills and concepts are applied to the solution of technical problems.</p> | <p>na 1 2 3 (4)</p> | <p>14. Activities in the program are organized to provide significant group activities and projects that involve situations that are likely to involve problems.</p> | <p>na 1 2 3 (4)</p> |
| <p>6. Specific efforts in the program are directed toward the development in each individual of an attitude of pride and interest in doing useful things.</p> | <p>na 1 2 3 (4)</p> | <p>15. Student-centered activities are emphasized in the teaching-learning process.</p> | <p>na 1 2 3 (4)</p> |
| <p>7. Specific efforts are directed toward the development of a working knowledge of industrial materials and processes.</p> | <p>na 1 2 3 (4)</p> | <p>16. Experiences are provided to acquaint the student with the world of work, including its changing nature, and to help develop a wholesome attitude toward work.</p> | <p>na 1 2 (3) 4</p> |
| <p>8. Emphasis is placed on the development of better understanding of such problems as appropriateness of material to use, quality of workmanship, design, and function.</p> | <p>na 1 2 (3) 4</p> | <p>17. Students are provided an opportunity for in-depth specialization in areas of their respective aptitudes and interests.</p> | <p>na 1 2 3 (4)</p> |
| <p>9. Specific efforts are made to develop an awareness of the variety of activities performed in our industrial environment that provide possibilities for leisure-time activities.</p> | <p>na 1 2 (3) 4</p> | <p>18.</p> | <p>na 1 2 3 4</p> |

Evaluations

- | | |
|--|---------------------|
| <p>a) <i>To what extent are the information and experiences offered in the program related to modern industry?</i></p> | <p>na 1 2 (3) 4</p> |
| <p>b) <i>To what extent are scope and sequence of courses related to the interests, abilities, and developmental needs of students?</i></p> | <p>na 1 2 3 (4)</p> |
| <p>c) <i>To what extent do the offerings provide for exploratory or tryout experiences with a variety of tools, materials, and industrial processes?</i></p> | <p>na 1 2 (3) 4</p> |
| <p>d) <i>To what extent do students understand labor-management problems?</i></p> | <p>na 1 2 (3) 4</p> |
| <p>e) <i>To what extent is student responsibility and leadership developed?</i></p> | <p>na 1 2 (3) 4</p> |
| <p>f) <i>To what extent is the program flexible to meet the needs of all students?</i></p> | <p>na 1 2 (3) 4</p> |

Comments

II. NATURE OF OFFERINGS

Checklist

- | | | | |
|---|---------------------|--|---------------------|
| <p>1. The courses provide opportunities for youth to plan, construct, and evaluate projects suitable to their interests and aptitudes.</p> | <p>na 1 2 (3) 4</p> | <p>10. An overview of working conditions and labor-management problems is included in the instructional program.</p> | <p>na 1 2 (3) 4</p> |
| <p>2. Experiences are provided in selected areas so that a degree of skill in the use of common tools and machines may be developed commensurate with the student's ability and the scope of the program.</p> | <p>na 1 2 3 (4)</p> | <p>11. Emphasis is placed on developing an ability to select, care for, and use industrial products intelligently.</p> | <p>na 1 2 (3) 4</p> |
| <p>3. Broad content is developed in each course in the program from representative industrial processes and materials appropriate for a school shop.</p> | <p>na 1 2 (3) 4</p> | <p>12. Basic skills, such as reading, writing, arithmetic, speaking, and listening, are continually emphasized and made a part of the instructional program.</p> | <p>na 1 2 (3) 4</p> |
| <p>4. The part that industry has played in the development of the American way of life is emphasized in each course area.</p> | <p>na 1 2 (3) 4</p> | <p>13. Emphasis is placed on a continuous and coordinated departmental program of safety.</p> | <p>na 1 2 3 (4)</p> |
| <p>5. Basic skills and concepts are applied to the solution of technical problems.</p> | <p>na 1 2 3 (4)</p> | <p>14. Activities in the program are organized to provide significant group activities and projects that involve situations that are likely to involve problems.</p> | <p>na 1 2 3 (4)</p> |
| <p>6. Specific efforts in the program are directed toward the development in each individual of an attitude of pride and interest in doing useful things.</p> | <p>na 1 2 3 (4)</p> | <p>15. Student-centered activities are emphasized in the teaching-learning process.</p> | <p>na 1 2 3 (4)</p> |
| <p>7. Specific efforts are directed toward the development of a working knowledge of industrial materials and processes.</p> | <p>na 1 2 3 (4)</p> | <p>16. Experiences are provided to acquaint the student with the world of work, including its changing nature, and to help develop a wholesome attitude toward work.</p> | <p>na 1 2 (3) 4</p> |
| <p>8. Emphasis is placed on the development of better understanding of such problems as appropriateness of material to use, quality of workmanship, design, and function.</p> | <p>na 1 2 (3) 4</p> | <p>17. Students are provided an opportunity for in-depth specialization in areas of their respective aptitudes and interests.</p> | <p>na 1 2 3 (4)</p> |
| <p>9. Specific efforts are made to develop an awareness of the variety of activities performed in our industrial environment that provide possibilities for leisure-time activities.</p> | <p>na 1 2 (3) 4</p> | <p>18.</p> | <p>na 1 2 3 4</p> |

Evaluations

- | | |
|---|---------------------|
| <p>a) To what extent are the information and experiences offered in the program related to modern industry?</p> | <p>na 1 2 (3) 4</p> |
| <p>b) To what extent are scope and sequence of courses related to the interests, abilities, and developmental needs of students?</p> | <p>na 1 2 3 (4)</p> |
| <p>c) To what extent do the offerings provide for exploratory or tryout experiences with a variety of tools, materials, and industrial processes?</p> | <p>na 1 2 (3) 4</p> |
| <p>d) To what extent do students understand labor-management problems?</p> | <p>na 1 2 (3) 4</p> |
| <p>e) To what extent is student responsibility and leadership developed?</p> | <p>na 1 2 (3) 4</p> |
| <p>f) To what extent is the program flexible to meet the needs of all students?</p> | <p>na 1 2 (3) 4</p> |

Comments

III. PHYSICAL FACILITIES

Checklist

- | | | | |
|---|---------------------|--|---------------------|
| <p>1. Facilities are appropriately located as a unit for students as well as for adult evening classes.</p> | <p>na 1 2 (3) 4</p> | <p>16. School shop contains a convenient and centrally located tool and supply center and, where applicable, an adequate number of well-laid-out tool panel areas for special tools.</p> | <p>na 1 2 (3) 4</p> |
| <p>2. Total floor area is consistent with accepted standards.</p> | <p>na 1 (2) 3 4</p> | <p>17. Principles of "color dynamics," with moderation, are followed throughout each of the shops and on equipment.</p> | <p>na (1) 2 3 4</p> |
| <p>3. Natural light is effectively controlled to eliminate glare. Sufficient supplemental artificial light, properly diffused and distributed, is provided. Local lighting is provided in critical work areas.</p> | <p>na 1 2 3 (4)</p> | <p>18. Safe storage is provided for all supplies; storage area accommodates full-length stock and all materials.</p> | <p>na 1 (2) 3 4</p> |
| <p>4. Floors are in good condition and are suited to the area in which they are located; precautions are taken against slippery floors, special attention being given to machine areas.</p> | <p>na 1 2 (3) 4</p> | <p>19. Adequate storage areas are provided for student projects under construction as well as for articles in the assembling and finishing stages.</p> | <p>na 1 (2) 3 4</p> |
| <p>5. Facilities for heating, ventilation, and air conditioning commensurate with good working conditions are available.</p> | <p>na 1 2 (3) 4</p> | <p>20. Lockers are adequate in number and size and are located so as to avoid crowding.</p> | <p>na (1) 2 3 4</p> |
| <p>6. Exhaust ventilation equipment is available in areas where excessive heat, fumes, gases, and dust are produced.</p> | <p>na 1 2 (3) 4</p> | <p>21. Equipment is arranged with reference to the sequence of operations and their relationship to other areas. Adequate clearance, as dictated by the function of the machine, is provided around all equipment.</p> | <p>na 1 (2) 3 4</p> |
| <p>7. Where needed, properly designed and located gas, water, electrical, and compressed air facilities are provided.</p> | <p>na 1 (2) 3 4</p> | <p>22. Work stations are sufficient in number to provide flexibility.</p> | <p>na 1 2 (3) 4</p> |
| <p>8. Each school shop facility has a minimum of two entrance-exit doors that each measure 36 inches or more in width.</p> | <p>na 1 2 3 (4)</p> | <p>23. A finishing area with the following characteristics is provided in each shop where the facility is important: adequate in size, appropriately located, properly lighted and ventilated, easily supervised, and relatively free from dust.</p> | <p>na 1 2 (3) 4</p> |
| <p>9. Ceiling height is appropriate, i.e., between 12 feet and 14 feet in all school shops and drawing rooms; and where applicable, ceilings are constructed of a material having a high coefficient of sound absorption.</p> | <p>na 1 2 3 (4)</p> | <p>24. A demonstration and discussion area, with space for each student, is provided in all shops.</p> | <p>na 1 (2) 3 4</p> |
| <p>10. A ventilated fire-resistant cabinet is provided for the storage of combustible materials. A metal, self-closing container is provided for soiled rags. Each shop is equipped with appropriately located fire extinguishers of the correct type and size.</p> | <p>na 1 (2) 3 4</p> | <p>25. A shop library and planning facilities are located conveniently but away from major machine noises and dirty areas of the shop. Adequate space is provided for the storage of books, magazines, and folders.</p> | <p>na 1 2 (3) 4</p> |
| <p>11. Shop walls are durable and easily cleaned from floor to top-of-door height. Sound-absorbing materials are used on upper wall surfaces wherever the amount of noise suggests special wall treatment.</p> | <p>na 1 2 (3) 4</p> | <p>26. The facilities provided for using instructional materials are appropriate to their purpose and conveniently located.</p> | <p>na 1 2 (3) 4</p> |
| <p>12. Washing facilities and drinking fountain of appropriate design and location are provided.</p> | <p>na 1 2 3 (4)</p> | <p>27. Tools and machines are selected on the basis of their instructional value.</p> | <p>na 1 2 3 (4)</p> |
| <p>13. Display case of a sufficient size, properly lighted and appropriately located, is provided.</p> | <p>(na) 1 2 3 4</p> | <p>28. The quantity and variety of tools, instruments, and equipment provided meet the needs of the program.</p> | <p>na 1 2 (3) 4</p> |
| <p>14. Convenient office or desk space is provided.</p> | <p>na 1 (2) 3 4</p> | <p>29. Unit-type machines with self-contained motors are used throughout the program; equipment is adapted to the size and maturity of the students, i.e., height from the floor to the working surface of a machine, horsepower, speed, and capacity.</p> | <p>na 1 2 3 (4)</p> |
| <p>15. A filing space is located near the instructor's desk and is adequate for all necessary records, pamphlets, and illustrative materials.</p> | <p>na 1 2 (3) 4</p> | | |

Continued on next page

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

Members of the industrial arts staff:

- | | | | |
|--|--------------|--|--------------|
| 1. Possess and put into operation a well-defined contemporary philosophy of education. | na 1 2 3 (4) | 8. Are aware of teaching problems in other areas and work for the improvement of the whole school program. | na 1 2 3 (4) |
| 2. Are properly qualified and certified. | na 1 2 3 (4) | 9. Understand counseling procedures and guidance services and help students with educational and vocational choices. | na 1 2 3 (4) |
| 3. Manifest competence in a variety of teaching methods. | na 1 2 3 (4) | 10. Are qualified in first aid and safety procedures. | na 1 2 (3) 4 |
| 4. Recognize the importance of activities in the instructional program. | na 1 2 3 (4) | 11. Maintain an active interest in professional advancement through participation in educational organizations and formal study. | na 1 2 3 (4) |
| 5. Invite parent and community reactions to the program. | na 1 2 3 (4) | 12. Have rapport with industry in the area. | na 1 2 3 (4) |
| 6. Keep abreast of professional literature, research, and development in the field of education. | na 1 2 3 (4) | 13. | na 1 2 3 4 |
| 7. Discuss their curriculum and sponsor activities which help their colleagues to a better understanding of the program. | na 1 2 3 (4) | | |

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in a, b, c, and d respectively):

- | | | | |
|--|---------------|--|---------------|
| a) Educational level: | | c) Years since last formal study in industrial arts: | 1 |
| Less than bachelor's degree | _____ 1 _____ | 0-3 | _____ |
| Bachelor's degree | _____ | 4-7 | _____ |
| Master's degree | _____ | 8-12 | _____ |
| Sixth-year program | _____ | More than 12 | _____ |
| Doctor's degree | _____ | | |
| b) Semester hours (approximate) of preparation in industrial arts: | | d) Previous experience in years: | |
| 0-11 | _____ | 0-2 | _____ |
| 12-23 | _____ | 3-5 | _____ 1 _____ |
| 24-48 | _____ | 6-15 | _____ |
| More than 48 | _____ 1 _____ | More than 15 | _____ |

2. List areas of concentration in industrial arts of each staff member (attach sheets, if necessary).

Steven Boyer - Woods, Metals

Evaluations

- | | |
|--|--------------|
| a) To what extent do the staff members possess a well-defined point of view toward industrial arts education? | na 1 2 3 (4) |
| b) To what extent do staff members possess satisfactory qualifications? | na 1 2 3 (4) |
| c) To what extent have staff members informed themselves about current educational literature and research? | na 1 2 3 (4) |
| d) To what extent do staff members discuss educational problems with fellow teachers, their administrators, and with the lay public? | na 1 2 3 (4) |
| e) How adequate is the industrial experience of the staff? | na 1 2 3 (4) |

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

- | | | | |
|---|---------------------|--|---------------------|
| <p>1. Objectives of the program are stated in terms of expected student behavioral outcomes. Activities of the program can be shown to relate to objectives. . . .</p> | <p>no 1 2 3 (4)</p> | <p>12. Community resources are used as aids to instruction.</p> | <p>no 1 2 3 (4)</p> |
| <p>2. Lesson plans and course outlines are available for each area.</p> | <p>no 1 2 (3) 4</p> | <p>13. Numerous activities are designed to help students develop qualities of leadership.</p> | <p>no 1 2 3 (4)</p> |
| <p>3. In developing each phase of the program, specific provisions are made for individual differences among students. . . .</p> | <p>no 1 2 3 (4)</p> | <p>14. Students draw on many out-of-school sources of information in fulfilling assignments.</p> | <p>no 1 2 (3) 4</p> |
| <p>4. Specific efforts are directed toward the attainment of appropriate social relationships and good work habits.</p> | <p>no 1 2 (3) 4</p> | <p>15. Provisions are made for students to participate in related extracurricular activities.</p> | <p>no 1 2 (3) 4</p> |
| <p>5. Students working in groups exchange ideas in the solution of problems.</p> | <p>no 1 2 3 (4)</p> | <p>16. Students take an active part in the safety program by serving as student safety supervisors, solving thought-inducing safety problems, and taking safety tests.</p> | <p>no 1 2 3 (4)</p> |
| <p>6. Industrial arts education attempts to familiarize youth with management and production practices of industry as these affect both workers and the production of physical goods.</p> | <p>no 1 2 (3) 4</p> | <p>17. A wide variety of suitable materials and techniques are employed in instruction.</p> | <p>no 1 2 (3) 4</p> |
| <p>7. Activities provide an opportunity for boys and girls to become familiar with, and to use many of, the basic tools, materials, and machines of industry.</p> | <p>no 1 2 3 (4)</p> | <p>18. Field trips that are related to shop experiences are provided.</p> | <p>no 1 (2) 3 4</p> |
| <p>8. Students conduct appropriate tests and experiments which pertain to science and industry.</p> | <p>no 1 2 3 (4)</p> | <p>19. Students with industrial arts aptitude have counseling available on the possibilities of continuing in advanced industrial arts courses in high school.</p> | <p>no 1 2 3 (4)</p> |
| <p>9. Students learn how a variety of commercial products are made.</p> | <p>no 1 2 3 (4)</p> | <p>20. Students with industrial arts aptitude have counseling available on possibilities of continuing postsecondary industrial arts study.</p> | <p>no 1 2 3 (4)</p> |
| <p>10. Students study the sources of materials and supplies, characteristics, and limitations of industrial products.</p> | <p>no 1 2 3 (4)</p> | <p>21.</p> | <p>no 1 2 3 4</p> |
| <p>11. Students develop appropriate drawings and other plans and follow a systematic procedure in developing a problem or project.</p> | <p>no 1 2 3 (4)</p> | | |

Evaluations

- | | |
|---|---------------------|
| <p>a) <i>How effectively do instructional activities relate to student needs and program goals?</i></p> | <p>no 1 2 3 (4)</p> |
| <p>b) <i>How adequate is the planning and preparation for instructional activities?</i></p> | <p>no 1 2 (3) 4</p> |
| <p>c) <i>How effectively do instructional activities meet community needs?</i></p> | <p>no 1 2 3 (4)</p> |
| <p>d) <i>How adequately are the students' needs for leisure-time activities being met?</i></p> | <p>no 1 2 3 (4)</p> |
| <p>e) <i>How effectively do teachers work with staff in other academic areas to provide more effective instruction?</i></p> | <p>no 1 2 3 (4)</p> |

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

- | | | | |
|---|---|--|---|
| <p>1. Current resource units and teaching guides of the city, county, and state are available.</p> <p>2. Up-to-date textbooks are available.</p> <p>3. Appropriate reference materials are available in each area.</p> <p>4. Descriptive materials and commercial products are available for instruction.</p> <p>5. Occupational brochures and current editions of the <i>Occupational Outlook Handbook</i> are available.</p> <p>6. Posters, charts, graphs, and pictures are available.</p> | <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> | <p>7. Teaching aids consisting of miniature, cutaway, and actual-size projects and devices are provided.</p> <p>8. Programed instructional materials are available.</p> <p>9. Teacher-prepared materials such as study guides, course outlines, and resource units are available.</p> <p>10.</p> | <p>na 1 2 3 (4)</p> <p>na 1 2 3 4</p> <p>na 1 2 3 (4)</p> <p>na 1 2 3 4</p> |
|---|---|--|---|

Evaluations

- | | |
|---|---|
| <p>a) <i>How extensively are teaching guides used?</i></p> <p>b) <i>To what degree are good quality and appropriate texts and reference materials available?</i></p> <p>c) <i>How adequate is the variety of instructional resources?</i></p> | <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> |
|---|---|

Comments

D. METHODS OF EVALUATION

Checklist

- 1. Evaluation is considered an integral part of the teaching-learning process. na 1 2 3 (4)
- 2. A continuous program of evaluation is employed to determine the extent to which students achieve established goals or objectives. na 1 2 3 (4)
- 3. Student participation in the evaluation procedures is a part of a learning situation. na 1 2 3 (4)
- 4. Industrial arts teachers carefully record objective data and anecdotal information. na 1 2 (3) 4
- 5. Periodic evaluations are made of current course content and methods. na 1 2 (3) 4
- 6. Evaluation of student progress is based on a variety of related criteria and suitable techniques of appraisal. na 1 2 3 (4)
- 7. Evaluation is related to differences among student aptitudes, abilities, and knowledge. na 1 2 3 (4)
- 8. Individual progress is recorded and becomes a part of the cumulative record of the student, to be used for guidance purposes. na 1 2 (3) 4
- 9. Student judgments of industrial arts experiences are secured near the end of courses and at specified times following graduation. na 1 2 (3) 4

- 10. Data obtained from tests and other evaluative devices are used to help students know what they have done well and what needs to be improved. na 1 2 (3) 4
- 11. Comparisons are made between articles developed by students in the industrial arts program and commercial products. na 1 2 3 (4)
- 12. Records are made of each student injury in the school shop and are compiled and analyzed regularly. na 1 (2) 3 4
- 13. Industrial arts equipment and facilities are inspected periodically by fire prevention and safety experts. na 1 2 3 (4)
- 14. Teacher self-evaluation is conducted at regular intervals. na 1 2 3 (4)
- 15. Evaluation instruments for appraisal of both factual content and manipulative activities are used. na 1 2 (3) 4
- 16. na 1 2 3 4

Evaluations

- a) How appropriate are the evaluation instruments? na 1 2 (3) 4
- b) How satisfactory are the evaluation procedures used in the program? na 1 2 (3) 4
- c) How effectively are changes implemented following an evaluation of the program? na 1 2 3 (4)
- d) How satisfactory is the inspection of the school shop and its facilities? na 1 2 (3) 4

Comments

V. OUTCOMES

Evaluations

- a) *To what extent do students possess a knowledge and understanding of the properties and uses of important raw materials?* na 1 2 3 4
- b) *To what extent do students possess a knowledge and understanding of basic industrial processes?* na 1 2 3 4
- c) *To what extent are students developing a reasonable degree of skill in the use of basic tools and machines?* na 1 2 3 4
- d) *To what extent do students develop an ability to organize and perform their work efficiently?* na 1 2 3 4
- e) *To what extent are interests, aptitudes, and abilities in the industrial arts discovered and developed by students?* na 1 2 3 4
- f) *To what extent do students develop an appreciation of good design, construction, and craftsmanship?* na 1 2 3 4
- g) *To what extent are youth developing an ability to select, care for, and use industrial products intelligently?* na 1 2 3 4
- h) *To what extent are students developing positive attitudes and good practices relating to safety?* na 1 2 3 4
- i) *How extensively do students develop constructive leisure-time activities or hobbies relating to the industrial arts?* na 1 2 3 4
- j) *To what extent do students possess information about various industrial occupations and industries?* na 1 2 3 4
- k) *To what extent do students understand the phenomenon of technology, the role of the individual in relation to it, and its role in cultural exchange?* na 1 2 3 4
- l) *To what extent do students understand and have an appreciation for labor-management problems?* na 1 2 3 4

VI. SPECIAL CHARACTERISTICS OF THE INDUSTRIAL ARTS PROGRAM

1. In what respects is the industrial arts program most satisfactory and commendable?

The Industrial Arts program is most satisfactory in the respect that it gives the present day youth a chance to see what they can do constructively. There are few opportunities other than industrial arts for youth to experience "work oriented" activity. The Villa Grove program is progressive and no doubt will increase as demands for technical training increases.

2. In what respects is the industrial arts program most in need of improvement?

- 1. Update of equipment.
- 2. Shifting of enrollment in woods to more in drawing and electricity and electronics.
- 3. Inclusion of more girls in the program.

3. Recommend, in order of priority, steps for improvement of weaknesses in the industrial arts program.

- 1. Provide room, equipment and instruction junior-high industrial arts program.
- 2. Guide students (boys and girls) into courses to meet their abilities and needs better.
- 3. Vocationally orient students sooner in their schooling.
- 4. Provide expanded facilities in areas not now included:

Power Mechanics
Foundry?

VII. GENERAL EVALUATION OF INSTRUCTION IN INDUSTRIAL ARTS

Evaluations

- a) To what extent does instruction in industrial arts meet the needs of students as identified in Section 2, "School and Community"? na 1 2 3 4
- b) To what extent is instruction in industrial arts consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"? na 1 2 3 4
- c) To what extent is the school identifying problems in industrial arts instruction and seeking their solution? na 1 2 3 4

Mathematics 4-11

NAME OF SCHOOL Villa Grove High SchoolDATE October 1, 1978

Self-evaluation by

Lance Herrman, ChairmanJames MikeworthKay Fancher

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

The secondary school mathematics curriculum consists of those courses, units of instruction, and activities designed to contribute to both the common and special mathematical needs of secondary school students. The curriculum places the proper amount of stress on developing (1) accuracy and facility in performing fundamental mathematical operations, (2) ability to analyze and solve problems of a variety of types and varying degrees of difficulty, and (3) an

understanding of the nature and structure of mathematics so that students will be able to apply the basic principles to entirely new areas. The curriculum includes concepts and processes of modern mathematics upon which technical and scientific progress depends. Provisions are made for students to develop competence in such aspects as proof, organization of data and other information, and drawing of conclusions, both specific and general.

NOTE: *Before proceeding with work on this section, prepare and attach as a part of the section a list of the major goals of the department of mathematics that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").*

EVALUATIVE CRITERIA
Fourth Edition

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I. ORGANIZATION

Checklist

- 1. A minimum of one year of study in mathematics is required. na 1 2 3 **4**
- 2. Courses in mathematics are provided for all students. na 1 2 3 **4**
- 3. Courses are available throughout the secondary school program to suit the student's ability and to meet his academic and vocational needs. na 1 2 3 **4**
- 4. Provision is made to prepare students to enter college with advanced standing in mathematics. na 1 2 3 **4**
- 5. Provision is made for the transfer of students from one ability grouping to another. na 1 2 3 **4**
- 6. The mathematics curriculum emphasizes general principles, ideas, and techniques that have wide application and educational value. na 1 2 **3** 4

- 7. Provision is made for students to pursue independent study. na **1** 2 3 4
- 8. Individual instruction or special classes are available to the gifted student. na **1** 2 3 4
- 9. Teachers from the various grade levels plan together to develop a sequential program in mathematics. na 1 2 **3** 4
- 10. Teachers of the same grade level work together to develop the mathematics program at that level. **na** 1 2 3 4
- 11. na 1 2 3 4

Supplementary Data (Fill in the following table for courses in mathematics)

TITLE OF COURSE	GRADE	ENROLLMENT	NUMBER OF SECTIONS	REQUIRED OR ELECTIVE	RANGE OF CLASS SIZE	PER WEEK	
						Number of Periods	Total Minutes
Practical Mathematics	9	17	1	Elective*	17	5	275
Intro. to Algebra- First Year	9-12	54	2	Elective*	27 ea.	5	275
Intro. to Algebra - Second Year	10-12	20	1	Elective	20	5	275
Algebra I	9	27	1	Elective*	27	5	275
Geometry	10-12	23	1	Elective	23	5	275
Advanced Algebra	11-12	15	1	Elective	15	5	275
Senior Mathematics	12	10	1	Elective	10	5	275
Technical Mathematics	11-12	18	1	Elective	18	5	275

*One of the three required for graduation.

Evaluations

- a) To what extent are mathematics courses available and suited to the abilities and needs of the students? na 1 2 3 **4**
- b) To what extent are students electing mathematics courses beyond those that are required? na 1 2 **3** 4

Comments

II. NATURE OF OFFERINGS

Checklist

- | | | | |
|--|---------------------|--|---------------------|
| <p>1. The mathematics curriculum is built upon and extends the knowledge, skills, and understanding developed in previous years.</p> | <p>na 1 2 3 (4)</p> | <p>7. Opportunities are provided for students to develop computational skills.</p> | <p>na 1 2 3 (4)</p> |
| <p>2. Courses stress the understanding and appreciation of the structure and beauty of mathematics.</p> | <p>na 1 2 (3) 4</p> | <p>8. The offerings include development of the real and complex number systems.</p> | <p>na 1 2 (3) 4</p> |
| <p>3. Courses at all levels stress an understanding of the field postulates.</p> | <p>na 1 2 (3) 4</p> | <p>9. Courses at all levels stress the nature of proof and provide the student with opportunities to develop some facility in handling the process of proof.</p> | <p>na 1 (2) 3 4</p> |
| <p>4. Courses at all levels stress an understanding of and ability to use important mathematical relations such as equality, inequality, and congruence.</p> | <p>na 1 2 3 (4)</p> | <p>10. Opportunity is provided for students to organize and analyze raw data and interpret the results.</p> | <p>(na) 1 2 3 4</p> |
| <p>5. Courses at all levels stress understanding and proper use of mathematical symbols.</p> | <p>na 1 2 3 (4)</p> | <p>11. The curriculum includes some study of relation and function and provides the student with opportunities to gain skill in graphing them.</p> | <p>na 1 2 3 (4)</p> |
| <p>6. Courses provide opportunities for students to learn about relationships in one, two, and three dimensions.</p> | <p>na 1 2 3 (4)</p> | <p>12.</p> | <p>na 1 2 3 4</p> |

Supplementary Data

1. What offerings ~~should~~ be provided that are not included in the present program?
could

Computer programming

2. What offerings in the program seem less appropriate than formerly in light of present-day trends in mathematics?

None

3. What updating of offerings has been made within the past five years?

None

4. What plans are there for updating the offerings within the next five years?

There are no specific plans at the present time. The area of computer programming appears to be one feasible area in which our program could expand to meet students' needs. Financially this addition to our program is unrealistic at this time. but if the price changes in microcomputers continues as they have been, within five years we may be able to begin giving it serious consideration.

Evaluations

- | | |
|---|---------------------|
| <p>a) How adequate is the variety of offerings in mathematics for meeting the needs of the students?</p> | <p>na 1 2 3 (4)</p> |
| <p>b) How adequate is the content of offerings for developing the mathematical knowledge and skills needed by all students?</p> | <p>na 1 2 3 (4)</p> |
| <p>c) How adequate is the content of offerings for developing the mathematical understanding and appreciation needed by all students?</p> | <p>na 1 2 (3) 4</p> |

Comments

Checklist #3: Use of field postulates not appropriate for Practical Mathematics

III. PHYSICAL FACILITIES

Checklist

The following equipment is available:

- | | |
|---|--------------|
| 1. Chalkboards (wall or portable). | na 1 2 (3) 4 |
| 2. Bookcases in all rooms. | na 1 2 3 (4) |
| 3. Storage space for materials and supplies. | na 1 (2) 3 4 |
| 4. Tackboards. | na 1 2 3 (4) |
| 5. Chalkboard stencils. | (na) 1 2 3 4 |
| 6. Graph or cross-section chalkboards. | na 1 2 3 (4) |
| 7. Display cases. | na (1) 2 3 4 |
| 8. Chalkboard instruments. | na 1 2 3 (4) |
| 9. Geometric models. | na 1 2 (3) 4 |
| 10. Overhead projector, sound projector, and other visual aids. | na 1 2 (3) 4 |

- | | |
|--|--------------|
| 11. Wall charts of logarithmic, trigonometric, and other tables. | na 1 2 3 (4) |
| 12. Facilities for computer science. | (na) 1 2 3 4 |
| 13. Typewriter with mathematical symbols. | na 1 2 (3) 4 |
| 14. A demonstration slide rule. | na 1 2 3 (4) |
| 15. Spherical chalkboards. | (na) 1 2 3 4 |
| 16. Duplicating equipment. | na 1 2 (3) 4 |
| 17. Calculators. | na (1) 2 3 4 |
| 18. | na 1 2 3 4 |

Evaluations

- | | |
|---|--------------|
| a) How adequate are the space provisions for present class sizes? | na 1 (2) 3 4 |
| b) How adequate is the equipment to meet enrollment and curricular needs? | na 1 2 (3) 4 |
| c) How adequate are the storage facilities for equipment and supplies? | na 1 (2) 3 4 |
| d) To what extent is the instructional equipment used? | na 1 2 (3) 4 |
| e) How adequate is the area provided each teacher for work space and student conferences? | na 1 2 (3) 4 |

Comments

The responses to evaluations a and c above are primarily in reference to the mathematics classroom on the second floor.

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

Members of the mathematics staff have preparation in:

- 1. Algebra (elementary and advanced). na 1 2 3 (4)
- 2. Elementary geometry (synthetic and analytic). na 1 2 3 (4)
- 3. Trigonometry. na 1 2 3 (4)
- 4. Statistics and probability. na 1 2 3 (4)
- 5. Advanced geometry, such as foundations, non-Euclidean, or projective. na 1 2 (3) 4
- 6. History of mathematics. na 1 2 (3) 4
- 7. Methods of teaching mathematics. na 1 2 3 (4)
- 8. Elementary functions. na 1 2 3 (4)
- 9. Calculus. na 1 2 3 (4)
- 10. Elementary logic. na 1 2 3 (4)
- 11. Modern algebra, including such courses as theory of numbers, Boolean algebra, and group theory. na 1 2 3 (4)
- 12. Higher analysis, such as real variables and complex variables. na 1 2 3 (4)
- 13. Vector analysis or matrix algebra. na 1 2 3 (4)
- 14. Computer programing. na 1 (2) 3 4
- 15. Introductory topology. na 1 (2) 3 4
- 16. Student teaching in mathematics. na 1 2 3 (4)

The members of the mathematics staff:

- 17. Participate in activities of professional organizations. na 1 (2) 3 4
- 18. Demonstrate a familiarity with current professional literature. na 1 (2) 3 4
- 19. Participate in mathematics workshops, institutes, conferences, professional meetings, and in-service programs. na (1) 2 3 4
- 20. Are prepared to assist the counselor in advising students regarding careers in fields requiring the use of mathematics. na 1 2 3 (4)
- 21. Participate in the selection of textbooks and in the organization of the mathematical curriculum. na 1 2 3 (4)
- 22. Take advantage of the opportunities to visit classes in other schools. (na) 1 2 3 4
- 23. Assume the initiative in seeking the help of well-qualified consultants in mathematics. na 1 (2) 3 4
- 24. na 1 2 3 4

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in a, b, c, and d respectively):

a) Educational level:

- Less than bachelor's degree _____
- Bachelor's degree _____ 2
- Master's degree _____
- Sixth-year program _____
- Doctor's degree _____

c) Years since last formal study in mathematics:

- 0-3 _____
- 4-7 _____ 1
- 8-12 _____ 1
- More than 12 _____

b) Semester hours (approximate) of preparation in mathematics:

- 0-11 _____
- 12-23 _____
- 24-48 _____ 2
- More than 48 _____

d) Previous experience in years:

- 0-2 _____
- 3-5 _____
- 6-15 _____ 2
- More than 15 _____

2. List areas of concentration in mathematics of each staff member.

Both members of the mathematics department have a broad, general preparation in the field of mathematics with a possible area of concentration in the application of mathematics to the physical sciences.

Evaluations

- a) How adequate is the preparation of the staff to teach the current courses in mathematics? na 1 2 3 (4)
- b) To what extent is the staff prepared to teach new topics in mathematics? na 1 2 3 (4)

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

- | | | | |
|--|---------------------|---|---------------------|
| <p>1. Instruction is directed toward clearly formulated, comprehensive/objectives in mathematics. <i>Teacher defined</i></p> | <p>na 1 2 3 (4)</p> | <p>12. Instruction in mathematics is coordinated with that in other subjects.</p> | <p>na 1 (2) 3 4</p> |
| <p>2. Specific instructional activities contribute to the comprehensive objectives of the mathematics program.</p> | <p>na 1 2 3 (4)</p> | <p>13. A variety of instructional aids are used.</p> | <p>na 1 2 (3) 4</p> |
| <p>3. Careful planning and preparation for instruction are evident.</p> | <p>na 1 2 3 (4)</p> | <p>14. Provision is made for instruction of groups of varying sizes.</p> | <p>(na) 1 2 3 4</p> |
| <p>4. Instruction is adapted to new or changing conditions.</p> | <p>na 1 2 3 (4)</p> | <p>15. Provision is made for students to demonstrate solutions and proofs.</p> | <p>na 1 2 3 (4)</p> |
| <p>5. Drill activities are meaningful to students.</p> | <p>na 1 2 3 (4)</p> | <p>16. Modern trends in course content and topic development are in evidence in instruction.</p> | <p>na 1 2 (3) 4</p> |
| <p>6. Provisions are made for individual differences.</p> | <p>na 1 2 (3) 4</p> | <p>17. Students are informed about professional and vocational opportunities in mathematics.</p> | <p>na 1 2 (3) 4</p> |
| <p>7. Examples from the local area are used to provide practical applications of mathematics.</p> | <p>na (1) 2 3 4</p> | <p>18. Participation in extraclass activities involving mathematics is encouraged.</p> | <p>na 1 2 (3) 4</p> |
| <p>8. Discovery techniques and laboratory methods are used when appropriate.</p> | <p>na 1 2 (3) 4</p> | <p>19. Instruction emphasizes student understanding of the content.</p> | <p>na 1 2 3 (4)</p> |
| <p>9. The mathematics teacher assists the counselor in advising students about mathematics and in helping each student select a program of study which best meets his needs.</p> | <p>na 1 2 (3) 4</p> | <p>20. Selections from the history of mathematics are included whenever appropriate.</p> | <p>na 1 2 (3) 4</p> |
| <p>10. Students are encouraged to supplement classroom activities in mathematics by using the school library or the mathematics resource center.</p> | <p>na 1 (2) 3 4</p> | <p>21. Students with mathematics aptitude have counseling available on possibilities of continuing in advanced mathematic courses in high school.</p> | <p>na 1 2 3 (4)</p> |
| <p>11. Cultural and scientific uses of mathematics are emphasized.</p> | <p>na 1 2 (3) 4</p> | <p>22. Students with mathematics aptitude have counseling available on possibilities of continuing postsecondary mathematics study.</p> | <p>na 1 2 3 (4)</p> |
| | | <p>23.</p> | <p>na 1 2 3 4</p> |

Evaluations

- | | |
|---|---------------------|
| <p>a) <i>How adequate is the planning and preparation for instruction?</i></p> | <p>na 1 2 3 (4)</p> |
| <p>b) <i>How adequately are the instructional activities adapted to the needs of individual students?</i></p> | <p>na 1 2 3 (4)</p> |

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

- | | | | |
|--|--------------------------|--|--------------------------|
| <p>1. A variety of general and technical reference materials are provided.</p> | <p>na 1 2 3 4</p> | <p>6. Professional periodicals, including some that are directed to the students, are available.</p> | <p>na 1 2 3 4</p> |
| <p>2. Supplementary reference materials that emphasize applications of mathematics are provided.</p> | <p>na 1 2 3 4</p> | <p>7. Information on current professional opportunities in mathematics is available.</p> | <p>na 1 2 3 4</p> |
| <p>3. Instructional guides include unit outlines, suggested activities, resource materials, and evaluation aids.</p> | <p>na 1 2 3 4</p> | <p>8. Materials for the construction of instructional aids are available.</p> | <p>na 1 2 3 4</p> |
| <p>4. Selection of textbooks by teachers and administrative personnel is based on the results of objective study.</p> | <p>na 1 2 3 4</p> | <p>9. Supplies, such as colored chalk and various types of graph paper, are available.</p> | <p>na 1 2 3 4</p> |
| <p>5. Supplementary instructional materials, including films, filmstrips, slides, and transparencies, are available.</p> | <p>na 1 2 3 4</p> | <p>10.</p> | <p>na 1 2 3 4</p> |

Evaluations

- | | |
|--|--------------------------|
| <p>a) <i>How adequate is the variety of instructional materials?</i></p> | <p>na 1 2 3 4</p> |
| <p>b) <i>How adequate is the content of instructional materials?</i></p> | <p>na 1 2 3 4</p> |
| <p>c) <i>To what extent do reference materials reflect contemporary professional views of mathematics and mathematics education?</i></p> | <p>na 1 2 3 4</p> |
| <p>d) <i>To what extent are these materials being used?</i></p> | <p>na 1 2 3 4</p> |

Comments

D. METHODS OF EVALUATION

Checklist

- | | | | |
|---|------------|--|------------|
| 1. Student progress is evaluated in light of objectives. | na 1 2 3 4 | 10. Part of the evaluation program consists of tests designed to determine the student's ability to use knowledge in new situations. | na 1 2 3 4 |
| 2. The evaluative process makes provision for individual differences. | na 1 2 3 4 | 11. Provision is made for the evaluation of both understanding and skill. | na 1 2 3 4 |
| 3. Evaluation includes mathematical understanding as well as operational skills. | na 1 2 3 4 | 12. Evaluation includes measurement of student understanding of proofs and ability to use proofs. | na 1 2 3 4 |
| 4. Pre-evaluation is used to determine the mathematical aptitude of students. | na 1 2 3 4 | 13. Test results and teacher evaluations are made available to counselors in order to assist students in the election of advanced courses. | na 1 2 3 4 |
| 5. Tests are used to determine the achievement levels of all students. | na 1 2 3 4 | 14. Teachers use evaluation results as one index of their own teaching effectiveness. | na 1 2 3 4 |
| 6. Tests are used for diagnostic purposes. | na 1 2 3 4 | 15. | na 1 2 3 4 |
| 7. Students are encouraged to evaluate their own achievement. | na 1 2 3 4 | | |
| 8. Both teachers and students recognize that tests should be used to reveal strengths and to point out areas for improvement. | na 1 2 3 4 | | |
| 9. Evaluation techniques include measurement of growth in ability to organize and ability to generalize. | na 1 2 3 4 | | |

Supplementary Data

1. Describe the achievement testing program in mathematics.

Sophomores are given the National Education Development Test, a portion of which covers the area of mathematics

2. Show how this testing program is used to evaluate:
- a) Strengths, weaknesses, and yearly growth of individual students.
 - b) Class achievement on national or other norms.
 - c) Class weaknesses.

Little or no use is made of these test results in the mathematics program.

Evaluations

- a) How comprehensive are evaluation activities? na 1 2 3 4
- b) To what extent do teachers use evaluation results in analyzing their teaching effectiveness? na 1 2 3 4
- c) To what extent are evaluation results used to diagnose difficulties and identify areas that require remedial instruction? na 1 2 3 4
- d) To what extent do evaluation procedures identify students of unusual promise in the field of mathematics? na 1 2 3 4

Comments

Checklist, #9: We were unsure as to the ability to measure this growth.

V. OUTCOMES

Evaluations

- a) *To what extent do students exhibit an understanding of the basic principles of mathematics?* na 1 2 **3** 4
- b) *To what extent do students exhibit skill in the performance of basic mathematical operations?* na 1 2 **3** 4
- c) *To what extent do students understand the logical structure of mathematics and the nature of proof?* na 1 2 **3** 4
- d) *To what extent do students demonstrate the ability to analyze and solve problems?* na 1 2 **3** 4
- e) *To what extent are students able to organize mathematical knowledge and make appropriate generalizations?* na 1 2 **3** 4
- f) *To what extent do students recognize and appreciate the role that mathematics has played in the development of past and present cultures?* na **1** 2 3 4

Comment: Our response to each of the above evaluations is based upon the student's completion of a particular course and where we find the student at that point in regard to his knowledge and understanding of mathematics.

VI. SPECIAL CHARACTERISTICS OF THE MATHEMATICS PROGRAM

1. In what respects is the mathematics program most satisfactory and commendable?
 1. Number and variety of courses offered.
 2. Math teachers have their primary training in mathematics, with secondary training in fields related to mathematics applications.
 3. Teaching responsibilities are concentrated in the mathematics curriculum.

2. In what respects is the mathematics program most in need of improvement?
 1. More communication between different grade levels (grade, junior high, and high school) as to what they are doing and what changes each would like to see made.
 2. Need for reduction of some class sizes to enable more individual work with students.

3. Recommend, in order of priority, steps for the improvement of weaknesses in the mathematics program.
 1. Meetings with high school, junior high, and intermediate teachers to talk about what each is presently doing and what changes each would like to see made in order to improve the math program.

VII. GENERAL EVALUATION OF INSTRUCTION IN MATHEMATICS

Evaluations

- a) *To what extent does the instruction in mathematics meet the needs of students as indicated in Section 2, "School and Community"?* na 1 2 3 4
- b) *To what extent is the instruction in mathematics consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* na 1 2 3 4
- c) *To what extent is the school identifying problems in mathematics instruction and seeking their solution?* na 1 2 3 4

SECTION
Music 4-12

NAME OF SCHOOL Villa Grove High School DATE October 1, 1978

Self-evaluation by

Kenneth Krejci

Sharon Juriga

Bob Lawson

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

The primary purpose of the secondary school music curriculum is to continue a program of music education that makes a major contribution toward developing cultural and aesthetic values for all high school students. Such values are taught through music courses and through interdisciplinary instruction to enrich other phases of the curriculum in which music plays an important part. Such instruction includes the most common basic elements that are best learned in school.

The program provides a variety of musical experiences, with emphasis on the study and performance of selected musical litera-

ture representative of a wide range of periods, styles, nationalities, forms, composers, and media. Community music resources and activities are brought to the attention of students and direct participation is encouraged.

A strong music program has as a goal the discovery and development of aptitude and subsequent encouragement to further study. The individual student should be provided an opportunity and be encouraged to develop his musical talents to their fullest possible potential. Fundamentally, the program should increase the student's understanding of the art of music and its place in contemporary life.

NOTE: *Before proceeding with work on this section, prepare and attach as a part of the section a list of the major goals of the music department that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").*

EVALUATIVE CRITERIA
Fourth Edition

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I. ORGANIZATION

Checklist

- | | | | |
|--|--------------------------|--|--------------------------|
| <p>1. All students have the opportunity to participate in formal music courses and musical groups.</p> | <p>na 1 2 3 4</p> | <p>7. The music faculty participates in the planning and teaching of interdisciplinary courses.</p> | <p>na 1 2 3 4</p> |
| <p>2. Music offerings that carry credit are included in the regularly scheduled school day.</p> | <p>na 1 2 3 4</p> | <p>8. Teachers from different grade levels plan together to develop a sequential program in music.</p> | <p>na 1 2 3 4</p> |
| <p>3. Opportunities are provided for solo and small ensemble experience.</p> | <p>na 1 2 3 4</p> | <p>9. Teachers of the same grade level plan together to develop the music program at that level.</p> | <p>na 1 2 3 4</p> |
| <p>4. The school's scheduling procedures permit students to participate in performing groups.</p> | <p>na 1 2 3 4</p> | <p>10. Individual instruction or special classes are available to the gifted student.</p> | <p>na 1 2 3 4</p> |
| <p>5. Cooperation with community music organizations is encouraged.</p> | <p>na 1 2 3 4</p> | <p>11.</p> | <p>na 1 2 3 4</p> |
| <p>6. Talented students may elect courses to form a major sequence in music.</p> | <p>na 1 2 3 4</p> | | |

Supplementary Data

1. Fill in the following table for all courses in music.

TITLE OF COURSE	GRADE	ENROLLMENT	NUMBER OF SECTIONS	REQUIRED OR ELECTIVE	RANGE OF CLASS SIZE	PER WEEK	
						Number of Periods	Total Minutes
Chorus	9-12	26	1	elective	-	3	165
Band	9-12	58	1	elective	-	5	275

2. Supply information for last complete year as follows:

- a) Percent of students who participated in any music courses and performing groups: 23%
- b) Percent of all students who participated only in performing groups: 23%
- c) Number of full-time teachers of music (or equivalent): 1 3/5
- d) Total enrollment in the school: 319

3. Describe any unique characteristics in the organization of the music department which contribute positively or negatively to the music program.

- (1) Band and chorus are scheduled at the same time which precludes a daily rehearsal schedule.
- (2) The scheduling of music events can be facilitated because of the small staff.

Evaluations

- a) To what extent are music courses available to meet general music needs of all students? **na** 1 2 3 4
- b) To what extent are music courses available to meet specialized music needs of individual students? na 1 2 3 **4**
- c) To what extent does flexibility in the scheduling of classes permit students to elect music courses which they want and need? na 1 2 **3** 4
- d) To what extent do time allotments for music courses meet instructional needs? na **1** 2 3 4
- e) How adequate is the number of music teachers in relation to the needs of students? na **1** 2 3 4

Comments

II. NATURE OF OFFERINGS

Checklist

The music courses:

1. Extend the knowledge, skills, and attitudes developed in previous years. na 1 2 (3) 4
2. Involve activities appropriate to the individual needs and abilities of students. na 1 2 3 (4)
3. Provide an opportunity for recognition and encouragement of individual achievement. na 1 2 3 (4)
4. Bring worthwhile programs in the community to the attention of students. na 1 2 (3) 4
5. Continue opportunities to develop skill and ability in reading music. na 1 (2) 3 4
6. Provide for development of basic music skills for students who may have had no previous training. na 1 (2) 3 4
7. Provide, in unison and part singing, for the particular needs of the changing voice. na 1 2 (3) 4
8. Provide for groups such as duets, quartets, octets, and other small ensembles. na 1 2 3 (4)
9. Provide exploratory experience with a variety of musical instruments. na 1 2 3 (4)
10. Provide opportunities to listen to recordings of many types of music. na 1 2 3 (4)
11. Provide opportunities to listen to other students perform. na 1 2 3 (4)
12. Provide opportunities to study a wide range of music of various periods, styles, nationalities, forms, composers, and media. na 1 2 (3) 4

13. Provide an opportunity for students to understand the historical and cultural milieu in which the music being studied was created. na 1 2 (3) 4
14. Emphasize understanding of music as an expression of religious faith. (na) 1 2 3 4
15. Provide an opportunity for talented students to learn to improvise, compose, arrange, and conduct. na 1 2 3 (4)
16. Provide opportunity to cooperate with other departments in presentation of school performances and programs. na 1 2 3 (4)
17. Provide for the development of student leadership in music. na 1 2 3 (4)
18. Provide a balanced music program in which no phase is unduly emphasized. na 1 2 (3) 4
19. Provide opportunity for students with broad musical interests to study both instrumental and vocal music. na 1 (2) 3 4
20. Provide opportunities for class instruction in stringed, wind, percussion, and keyboard instruments, and voice. (na) 1 2 3 4
21. Include classes in music history and theory. na 1 2 (3) 4
22. na 1 2 3 4

Supplementary Data

1. Describe any innovative or unusual phases of course content or teaching methodology.

2. Describe any limitations in the music offerings.

Nothing is offered to the general student in music, all courses being oriented toward performance groups.

Evaluations

- a) How well does the variety of music offerings meet the needs of all students? na 1 (2) 3 4
- b) How well does the quality of music offerings meet the needs of all students? na 1 (2) 3 4
- c) How adequate is the offering in vocal music? na 1 (2) 3 4
- d) How adequate is the offering in stringed instrument music? (na) 1 2 3 4
- e) How adequate is the offering in wind and percussion instrument music? na 1 2 3 (4)
- f) How well are music courses correlated with other courses? (na) 1 2 3 4
- g) How well are music courses adapted to individual aptitudes and abilities of participating students? na 1 2 3 (4)
- h) To what extent are opportunities provided for talented students to realize their optimum potential in musical performance, understanding, and creativity? na 1 2 3 (4)

Comments

III. PHYSICAL FACILITIES

Checklist

- | | | | |
|---|------------|--|------------|
| 1. Music rooms are adequate in <u>size</u> lighting, ventilation, and <u>acoustical treatment</u> . | na 1 2 3 4 | 9. Pianos are available where needed. | na 1 2 3 4 |
| 2. Rehearsal rooms are readily accessible to performing areas. | na 1 2 3 4 | 10. Pianos are kept in tune. | na 1 2 3 4 |
| 3. Music rooms are located to provide a minimum of interference with other classes. | na 1 2 3 4 | 11. Provision is made for the care and maintenance of musical instruments. | na 1 2 3 4 |
| 4. Properly designed chairs are provided for instructional use. | na 1 2 3 4 | 12. Provision is made for accessible storage of music. | na 1 2 3 4 |
| 5. Needs of music department are recognized in the schedule for use of performing areas. | na 1 2 3 4 | 13. Inventory of equipment and supplies is accurate and current. | na 1 2 3 4 |
| 6. Provision is made for individual and small ensemble practice. | na 1 2 3 4 | 14. Instruments for student use are available. | na 1 2 3 4 |
| 7. Storage facilities for equipment are provided. | na 1 2 3 4 | 15. Music stands are provided. | na 1 2 3 4 |
| 8. Provision is made in the budget for the purchase and replacement of equipment as necessary. | na 1 2 3 4 | 16. Record players are accessible. | na 1 2 3 4 |
| | | 17. Recording equipment is available for departmental needs. | na 1 2 3 4 |
| | | 18. All areas can be locked securely. | na 1 2 3 4 |
| | | 19. Bulletin board space is provided. | na 1 2 3 4 |
| | | 20. Classrooms are neat and attractive. | na 1 2 3 4 |
| | | 21. | na 1 2 3 4 |

Supplementary Data

1. What special equipment or facilities not covered above are provided?

Records are provided in both the band and chorus room as well as the library. A strobe tuner is available.

2. Are there any limitations on the music programs because of lack of facilities or equipment?

Lack of practice rooms limits amount of small group and individual work.
Lack of adequate performing areas limit type and quality of performances.
Size and shape of rooms do not provide good rehearsal conditions.
Lack of PA equipment limits performance possibilities.

Evaluations

- | | |
|---|------------|
| a) How adequate are space provisions for music instruction? | na 1 2 3 4 |
| b) How adequate are space provisions for music performance? | na 1 2 3 4 |
| c) How well does the music equipment meet enrollment and curriculum requirements? | na 1 2 3 4 |
| d) How adequately does the budget provide for the needs of the music department in relation to other departments? | na 1 2 3 4 |
| e) How adequately are provisions made for care and replacement of music equipment? | na 1 2 3 4 |

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

Members of the music staff:

- 1. Have knowledge and ability to teach music in a secondary school. na 1 2 3 **4**
- 2. Have experience in community, professional, or other music activities. na 1 2 3 **4**
- 3. Have knowledge of new materials and current developments in music education. na 1 2 3 **4**
- 4. Continue in-service education through formal study and other professional activities. na 1 2 3 **4**

- 5. Demonstrate active interest in professional advancement, including participation in education organizations. na 1 2 3 **4**
- 6. na 1 2 3 4

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in a, b, c, and d respectively):

- a) Educational level:
- Less than bachelor's degree _____
 - Bachelor's degree _____
 - Master's degree 2
 - Sixth-year program _____
 - Doctor's degree _____

- c) Years since last formal study in music:
- 0-3 1
 - 4-7 1
 - 8-12 _____
 - More than 12 _____

- b) Semester hours (approximate) of preparation in music:
- 0-11 _____
 - 12-23 _____
 - 24-48 _____
 - More than 48 2

- d) Previous experience in years:
- 0-2 1
 - 3-5 _____
 - 6-15 1
 - More than 15 _____

2. List areas of concentration in music of each staff member.

One instrumental emphasis, one vocal emphasis.

Evaluations

- a) How satisfactory is the general education of the staff? na 1 2 3 **4**
- b) How satisfactory is the preparation of the staff in vocal music? na 1 2 3 **4**
- c) How satisfactory is the preparation of the staff in stringed instrument music? **na** 1 2 3 4
- d) How satisfactory is the preparation of the staff in wind and percussion instrument music? na 1 2 3 **4**
- e) How satisfactory is the preparation of the staff in the teaching of music? na 1 2 3 **4**
- f) How adequate is the preparation of the staff for the courses and activities to which they are assigned? na 1 2 3 **4**

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

- | | | | |
|--|------------|---|------------|
| 1. Instruction in music contributes to the school's objectives. | na 1 2 3 ④ | 9. Instruction in music is coordinated with courses in other subject-matter areas. | na ① 2 3 4 |
| 2. Instruction is directed toward clearly formulated, comprehensive objectives in music. | na 1 2 3 ④ | 10. Students are led to understand that music is an individual artistic experience and has deeper significance than mere entertainment. | na 1 ② 3 4 |
| 3. Instruction is constantly concerned with the improvement of the quality of the musical experiences involved. | na 1 2 3 ④ | 11. Students with musical aptitude have counseling available on the possibilities of continuing in advanced music courses in high school. | na 1 2 3 ④ |
| 4. Careful planning and preparation for instructional activities is evident. | na 1 2 3 ④ | 12. Students with musical aptitude have counseling available on the possibilities of continuing postsecondary music study. | na 1 2 3 ④ |
| 5. Instructional activities are related to the music interests and needs of students. | na 1 2 ③ 4 | 13. Students are assisted by counselors and music teachers in selecting the type and extent of their participation in music. | na 1 2 3 ④ |
| 6. Individual differences are recognized in determining the type and degree of participation. | na 1 2 ③ 4 | 14. | na 1 2 3 4 |
| 7. Students are advised that private study is important. | na 1 2 ③ 4 | | |
| 8. Opportunity is provided for students to participate in planning, conducting, and evaluating music activities. | na 1 2 ③ 4 | | |

Supplementary Data

1. Describe any innovative techniques which you have found to be successful, such as team teaching, programed instruction, and use of television.

Good communication between vocal and instrumental departments.
Tape recordings, video taping when available.

Evaluations

- a) *How adequate is the planning and preparation for instruction?* na 1 2 3 ④
- b) *How well is instruction adapted to needs of individual students?* na 1 ② 3 4
- c) *To what degree are student interests considered in planning and conducting music courses?* na 1 2 3 ④

Comments

Instruction is heavily geared toward performance with little emphasis place on music history, theory, etc.

C. INSTRUCTIONAL MATERIALS

Checklist

- | | | | |
|---|--------------------------|---|--------------------------|
| <p>1. Textbooks, reference books, and supplementary materials which provide for a variety of music interests are available.</p> | <p>na 1 <u>2</u> 3 4</p> | <p>5. A syllabus provides students with a wide range of selected literature each year of participation.</p> | <p>na 1 2 3 4</p> |
| <p>2. Sheet music is provided for all classes and performing groups.</p> | <p>na 1 2 3 <u>4</u></p> | <p>6. Provision is made for the preparation and duplication of materials created by the teaching staff.</p> | <p>na 1 2 3 <u>4</u></p> |
| <p>3. The school library is supplied with books and periodicals about music, as well as recordings and other appropriate materials.</p> | <p>na 1 <u>2</u> 3 4</p> | <p>7. The staff is informed on provisions in the copyright law dealing with reproduction of materials.</p> | <p>na 1 2 3 <u>4</u></p> |
| <p>4. A wide variety of audio-visual materials related to music are available.</p> | <p>na 1 <u>2</u> 3 4</p> | <p>8.</p> | <p>na 1 2 3 4</p> |

Supplementary Data

1. Describe any innovative practices using such materials as programed tapes, microfilms, microcards, and microfiche.

Evaluations

- a) How adequate is the variety of instructional materials? na 1 2 3 4
- b) How adequate is the quality of instructional materials? na 1 2 3 4
- c) How adequate are the materials supplied for music department needs? na 1 2 3 4

Comments

D. METHODS OF EVALUATION

Checklist

- | | | | |
|--|--------------|--|--------------|
| 1. Procedures have been established to identify students of unusual promise or talent. | na 1 (2) 3 4 | 4. Testing procedures are used for diagnosis as well as measurement. | (na) 1 2 3 4 |
| 2. Student performances are recorded and used in evaluation. | na 1 2 3 (4) | 5. | na 1 2 3 4 |
| 3. Students help to evaluate their individual and group performances. | na 1 2 3 (4) | | |

Supplementary Data

1. Describe how teachers use evaluation results in analyzing the effectiveness of their teaching.

Listening to performance and rehearsal tapes.

Contest sheets from judges are used to evaluate teaching. These sheets are reviewed with the students.

Evaluations

- | | |
|---|--------------|
| a) How well are program objectives evaluated? | na 1 2 (3) 4 |
| b) How well is student achievement evaluated? | na 1 2 (3) 4 |
| c) How well is teaching effectiveness evaluated? | na 1 2 (3) 4 |
| d) To what extent are evaluative processes valid? | na 1 (2) 3 4 |

Comments

V. OUTCOMES

Evaluations

- a) *To what degree are listening skills and an appreciation of music being developed in all students?* . . . na 1 2 3 4
- b) *To what degree are students developing their ability in vocal music?* . . . na 1 2 3 4
- c) *To what degree are students developing their ability to play stringed instruments?* . . . na 1 2 3 4
- d) *To what degree are students developing their ability to play wind and percussion instruments?* . . . na 1 2 3 4
- e) *To what degree are students developing creative ability in music?* . . . na 1 2 3 4
- f) *To what degree are the talents of gifted students being developed?* . . . na 1 2 3 4
- g) *To what extent is the curriculum adequate to accomplish the objectives of the music program?* . . . na 1 2 3 4

VI. SPECIAL CHARACTERISTICS OF THE MUSIC PROGRAM

1. In what respects is the music program most satisfactory and commendable?

Students have fine potentials in performing.
School policies and procedures allow for trips, etc.
Band and chorus have academic credit.

2. In what respects is the music program most in need of improvement?

Vocal program is more than a full time job and needs additional personnel. More time is needed with choral students. Present schedule of having the band and chorus meet on the same time period presents conflicts. Equipment needs updating and rehearsal facilities need upgrading (too small). There exists no true performance area.

3. Recommend, in order of priority, steps for the improvement of weaknesses in the music program.

It is felt that community and administrative support is needed to recognize the need of additional financial resources to upgrade rehearsal and performance areas; to hire additional personnel; and to better equip the music areas (new piano for the chorus room; P.A. equipment.)

VII. GENERAL EVALUATION OF INSTRUCTION IN MUSIC

Evaluations

- a) *To what extent does the instruction in music meet the needs of students as indicated in Section 2, "School and Community"?* na 1 2 3 4
- b) *To what extent is the instruction in music consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* na 1 2 3 4
- c) *To what extent is the school identifying problems in music instruction and seeking their solution?* na 1 2 3 4

Physical Education 4-13

NAME OF SCHOOL VILLA GROVE HIGH SCHOOL DATE October 1, 1978

Self-evaluation by

Merle Greger

Kathy Horein

Russ Ghere

Dennis Sheppard

This evaluation covers the physical education program:

For boys and girls
 For boys
 For girls

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

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. Information about the abilities, interests, and health status of the boys and girls is gathered and used in planning a balanced program and in adapting the activities to the needs of the individual students.

Best results are obtained when all these activities are administered under the direction of qualified physical education personnel. Provision for such administration includes: (1) articulation of the required class instruction and intramural and interscholastic athletic programs; and (2) use of sound educational principles in the conduct of all aspects of the program.

The comprehensive goals of the program emphasize the mental, emotional, and social aspects of living, as well as the physical developmental aspects necessary for a satisfying and active life. The program emphasizes the relationship of physical activity and of conceptual development to the chronological age and physical and mental maturity of youth.

Both present and future physical and recreational needs of students are met: (1) through participation in a wide variety of physical activities that will lead to the development of coordination, strength, skill, and endurance; (2) through participation in a variety of physical activities having continuing lifetime values; and (3) through experiences designed to develop knowledge, understanding, and attitudes which would result in desirable practices necessary to maintain physical, social, emotional, and mental health.

NOTE: Before proceeding with work on this section, prepare and attach as a part of the section a list of the major goals of the physical education program that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives"). Where it is felt that two separate programs are in effect, evaluations may be made for each, using a separate form for boys and another for girls.

EVALUATIVE CRITERIA
Fourth Edition

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I. ORGANIZATION

Checklist

- | | | | |
|---|------------|---|------------|
| 1. The program, including interschool athletics, is under the direction of a specialist in physical education. | na 1 2 3 4 | 13. In addition to recommended periodic medical examinations, such examinations are required before participation in athletics. | na 1 2 3 4 |
| 2. Courses are required in all grade levels of the secondary school. | na 1 2 3 4 | 14. Medical assistance is readily available in case of student injuries. | na 1 2 3 4 |
| 3. Consideration is given to abilities and needs of students in assigning them to physical education classes. | na 1 2 3 4 | 15. Consideration is given in teachers' schedules for planning, organizing, and supervising intramural and interschool athletics. | na 1 2 3 4 |
| 4. Supplementary instruction is provided for students with deficiencies in ability or physical education background. | na 1 2 3 4 | 16. Opportunity is made available to parents and students for insurance coverage of all boys and girls engaging in sports and competitive activities. | na 1 2 3 4 |
| 5. Provision is made for regular department staff meetings for curriculum planning. | na 1 2 3 4 | 17. Protective equipment is provided according to the demands of the program. | na 1 2 3 4 |
| 6. The organizational pattern permits flexibility in the assignment of staff for effective use of their special abilities. | na 1 2 3 4 | 18. Parental permission is required for students to participate in competitive sports or other activities that require travel. | na 1 2 3 4 |
| 7. Class size is such that it permits effective teaching. | na 1 2 3 4 | 19. Interschool and intramural schedules are reasonable in terms of the demand upon students' time and the distances traveled. | na 1 2 3 4 |
| 8. The community is kept informed of the purposes and goals of physical education, intramural activities, and interschool athletics.* | na 1 2 3 4 | 20. Men and women physical education teachers cooperatively plan and conduct co-educational instruction and activities. | na 1 2 3 4 |
| 9. The total program, including interschool athletics, is adequately financed through the regular school budget. | na 1 2 3 4 | 21. Teachers from the various grade levels plan together to develop a sequential program in physical education. | na 1 2 3 4 |
| 10. The interschool athletic program is under the control and administration of school authorities. | na 1 2 3 4 | 22. Teachers of the same grade level plan together to develop the physical education program at that level. | na 1 2 3 4 |
| 11. Adequate time is provided in each class period for showers and dressing. | na 1 2 3 4 | 23. | na 1 2 3 4 |
| 12. Minimum state eligibility standards for interschool athletics are subscribed to and enforced. | na 1 2 3 4 | | |

* Interschool athletics is interpreted as including playdays, sports days, informal interschool games, and organized interscholastic athletics.

Supplementary Data

1. Describe the allotment of time for physical education, including adapted physical education classes.
No adapted - 55 min. each day 9-12
2. Describe policies and practices for excusing students from classes.
Doctor's excuse if inactive for more than one day.
3. Describe class assignment procedures.
None

Evaluations

- | | |
|--|------------|
| a) To what degree are physical education activities provided for all students? | na 1 2 3 4 |
| b) How satisfactorily do time allotments meet instructional needs? | na 1 2 3 4 |
| c) How satisfactory are the controls and safeguards for all athletic activities? | na 1 2 3 4 |

Comments

II. NATURE OF OFFERINGS

Checklist

The physical education offerings provide:

- | | | | |
|--|------------|--|------------|
| 1. Experiences that promote the normal physical growth and development of students. | na 1 2 3 4 | 11. Aquatic activities. | na 1 2 3 4 |
| 2. A range of activities that are selected and taught in light of individual needs, interests, and abilities of students. | na 1 2 3 4 | 12. Dance and rhythmic activities. | na 1 2 3 4 |
| 3. Adapted activities or programs for students who have special needs or problems of learning in connection with the physical education program. | na 1 2 3 4 | 13. Individual activities such as gymnastics, archery, and golf. | na 1 2 3 4 |
| 4. Education to develop understanding of basic movements and body control. | na 1 2 3 4 | 14. Outdoor education activities such as casting, water safety, and camping skills. | na 1 2 3 4 |
| 5. Elective programs based on individual student interests. | na 1 2 3 4 | 15. A varied intramural program. | na 1 2 3 4 |
| 6. Activities that contribute to body conditioning and total fitness. | na 1 2 3 4 | 16. Opportunities for students to participate in coeducational and corecreational activities. | na 1 2 3 4 |
| 7. Experiences that create interest and skill in, and have carry-over value for, recreational activities. | na 1 2 3 4 | 17. Interschool athletic experiences for the more highly motivated and skilled students. | na 1 2 3 4 |
| 8. A variety of <i>indoor</i> games, sports, and other athletic activities. | na 1 2 3 4 | 18. Instruction in techniques and experiences for relaxation and rest to meet individual health needs. | na 1 2 3 4 |
| 9. A variety of <i>outdoor</i> games, sports, and other athletic activities. | na 1 2 3 4 | 19. A well-balanced physical education program for <i>every</i> student, including members of school athletic teams. | na 1 2 3 4 |
| 10. Sports activities offering competition between individuals and groups having similar maturity patterns and similar skill levels. | na 1 2 3 4 | 20. Experiences to develop self-confidence and leadership ability. | na 1 2 3 4 |
| | | 21. | na 1 2 3 4 |

Supplementary Data

- Describe any innovative or unusual phases of your program.

Evaluations

- | | |
|--|------------|
| a) How adequate is the variety of experiences to meet the individual physical education needs of all students? | na 1 2 3 4 |
| b) How adequate is the content of experiences to meet the individual physical education needs of all students? | na 1 2 3 4 |
| c) How satisfactorily do experiences provide for present and future leisure-time needs? | na 1 2 3 4 |
| d) How adequately does the program provide activities for individual physical education needs? | na 1 2 3 4 |
| e) How adequately does the program relate to the over-all school philosophy and goals? | na 1 2 3 4 |

Comments

We teach archery, tennis, gymnastics and dance.

III. PHYSICAL FACILITIES

Checklist

- 1. The facilities are designed for community as well as school use. na 1 2 **3** 4
- 2. The school site provides adequate space for conducting a modern program of outdoor physical education activities. na 1 2 **3** 4
- 3. Gymnasium space has sufficient teaching areas to accommodate current class sizes. na **1** 2 3 4
- 4. The height from the floor of the gymnasium to the nearest overhead obstruction is at least 20 feet. na 1 2 3 **4**
- 5. Provision is made for spectator seating in gymnasiums. na 1 2 3 **4**
- 6. Additional teaching stations with proper equipment and flooring for special activities are available. **na** 1 2 3 4
- 7. A swimming pool is available, and provisions are made for custodial care to meet strict sanitary and safety requirements. **na** 1 2 3 4
- 8. Building entrances and exits meet fire and safety code requirements. na 1 2 3 **4**
- 9. Functional, adequately sized, well-equipped, and conveniently located offices are available. na 1 **2** 3 4
- 10. Instructional facilities include permanent equipment and apparatus essential for the following activities (check those that apply): na 1 2 **3** 4
 - Aquatics.
 - Dance.
 - Adapted physical education.
 - Gymnastics.
 - Team, individual, dual, recreational games.
 - Testing.
 - Weight training.
 - Wrestling.
- 11. The outdoor physical education activity area is:
 - a) Developed, marked, and maintained for a variety of activities. na 1 **2** 3 4
 - b) Readily accessible for use. na 1 **2** 3 4
 - c) Enclosed for safety and protection. **na** 1 2 3 4
 - d) Free from obstructions and safety hazards. na 1 **2** 3 4
 - e) Suitably surfaced, graded, and drained. na 1 **2** 3 4

- 12. Locker, shower, and drying areas with space to accommodate peak loads include (check if available): na 1 **2** 3 4
 - Lockers in sufficient quantity to meet enrollment needs.
 - Well-constructed and well-equipped drying rooms for clothing.
 - Shower heads consistent with recommendations for largest anticipated class sections.
 - Hot and cold water with temperature controls.
 - Floors that facilitate maintenance of sanitary conditions.
 - Forced ventilating system.
 - Locker and shower facilities for visiting teams.
 - Soap and towels.
 - Secured benches in locker room aisles.
 - Mirrors.
 - Hair dryers.
- 13. Means are provided for amplification of music and voice. na 1 2 **3** 4
- 14. Score-keeping equipment is provided to keep participants and spectators informed (both indoor and outdoor). na 1 2 3 **4**

The entire indoor area, including such facilities as gymnasium, shower, dressing and locker rooms, and offices, is equipped with:

- 15. Appropriate flooring with satisfactory finish. na 1 2 **3** 4
- 16. Effective, controlled lighting with appropriate protective safety devices. na 1 **2** 3 4
- 17. Effective controlled heating. na 1 **2** 3 4
- 18. Effective controlled ventilation. na **1** 2 3 4
- 19. Effective controlled acoustical treatment. na 1 **2** 3 4
- 20. Effective controlled safety measures. na 1 **2** 3 4
- 21. Sanitary toilets and lavatory facilities. na **1** 2 3 4
- 22. Sanitary recessed drinking facilities. na 1 **2** 3 4
- 23. Sanitary wall-type or built-in cuspidors. na 1 **2** 3 4
- 24. na 1 **2** 3 4

Evaluations

- a) How adequate is the space provided for indoor physical education? na **1** 2 3 4
- b) How adequate are the facilities for outdoor physical education? na 1 2 **3** 4
- c) How adequate is the quantity of permanent equipment for physical education? na 1 2 **3** 4
- d) How adequate is the quality of permanent equipment? na 1 2 **3** 4
- e) How adequate are the provisions for professional inspection of equipment to maintain satisfactory health, safety, and sanitation standards? **na** 1 2 3 4

Comments

11-a Maintained and marked by instructional staff and students.
Need tarp for gym floor
Need more safety mats.

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

- 1. All members of the physical education faculty have professional preparation equal to or beyond the basic state certification requirements. na 1 2 3 (4)
 - 2. Teachers with coaching assignments are members of the instructional staff with work load expectancies, tenure, and other responsibilities and privileges comparable to those of other faculty members. na 1 2 3 (4)
- Physical education staff members:
- 3. Keep informed of current developments in the professional field. na 1 2 (3) 4
 - 4. Maintain an active interest in professional advancement, including participation in educational organizations. na (1) 2 3 4

- 5. Continue in-service education through formal study and other professional activity. na (1) 2 3 4
- 6. Regularly participate actively in faculty meetings, plans, and projects. na 1 2 3 (4)
- 7. Promote and maintain effective working relationships with other school colleagues. na 1 2 3 (4)
- 8. Strive for balance in the physical education program by supplementing and complementing departmental colleagues. na 1 2 (3) 4
- 9. Supervise paraprofessional aides. na 1 2 3 (4)
- 10. na 1 2 3 4

Supplementary Data

1. List activities that have been found to be particularly effective in maintaining a high level of interest toward in-service professional education.

Coaches Clinic - own expense

2. List the methods and techniques which the staff has found to be especially productive in developing and promoting interdisciplinary projects.

- a. We teach P.E. to special education students while conferring and cooperating with the instructor as far as the special limitations and needs of her students.
- b. Girls P.E. and Home Ec. on grooming.

3. Describe efforts to plan cooperatively with paraprofessionals, noncertified personnel, and student leaders to improve physical education programs.

- 1. Conferences with student teachers.
 - (a) Help guide program.
 - (b) Discipline problems discussed.

A. INSTRUCTIONAL STAFF—Continued

Supplementary Data—Continued

4. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in a, b, c, and d respectively):

a) Educational level:

Less than bachelor's degree	_____
Bachelor's degree	_____ 2 _____
Master's degree	_____ 2 _____
Sixth-year program	_____
Doctor's degree	_____

c) Years since last formal study in physical education:

0-3	_____ 1 _____
4-7	_____ 1 _____
8-12	_____
More than 12	_____ 1 _____

b) Semester hours (approximate) of preparation in physical education:

0-11	_____
12-23	_____
24-48	_____
More than 48	_____

d) Previous experience in years:

0-2	_____
3-5	_____ 1 _____
6-15	_____ 1 _____
More than 15	_____ 2 _____

5. List areas of concentration in physical education of each staff member.

Mr. Ghere - team sports

Mrs. Greger and Mrs. Horein - individual sports and activities.

Evaluations

- a) How adequate is the preparation of the staff for teaching physical education? na 1 2 (3) 4
- b) How adequate is the preparation of the staff to conduct a balanced intramural and interscholastic program? na 1 2 (3) 4
- c) How adequate is the preparation of the staff to conduct school and community recreational activities? na 1 2 3 (4)

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

- | | | | |
|--|--------------|--|--------------|
| 1. Instruction in physical education contributes to the school's objectives. | na 1 2 (3) 4 | 9. Opportunities are provided for students to assist in planning, conducting, and evaluating activities. | na 1 (2) 3 4 |
| 2. Instruction is directed toward clearly defined, comprehensive objectives in physical education. | na 1 2 (3) 4 | 10. Teaching through demonstration is used effectively. | na 1 2 (3) 4 |
| 3. Careful planning of instructional activities is evident. | na 1 2 (3) 4 | 11. Instructional aids are used. | na 1 (2) 3 4 |
| 4. Students receive instruction in a wide variety of activities that are presented sequentially. | na 1 2 (3) 4 | 12. Suitable clothing is required for participation. | na 1 2 3 (4) |
| 5. Students' needs, interests, and experiences are considered in planning the learning activities. | na 1 2 3 (4) | 13. Attention is given to showering and drying properly. | na 1 2 (3) 4 |
| 6. Instructional activities are integrated with the health instructional program. | (na) 1 2 3 4 | 14. Students with physical education aptitude have counseling available on possibilities of continuing in advanced physical education activities and courses in high school. | (na) 1 2 3 4 |
| 7. Health appraisal data are used in classifying students for physical education activities. | na 1 (2) 3 4 | 15. Students with physical education aptitude have counseling available on possibilities of continuing in postsecondary physical education study. | na 1 (2) 3 4 |
| 8. Opportunities are provided to develop leadership abilities through such activities as directing game and exercise programs, coaching small groups and teams, and demonstrating skills and techniques to others. | na 1 2 3 (4) | 16. | na 1 2 3 4 |

Supplementary Data

1. List the techniques that have been found most effective for providing continual review of the physical education program and updating of its objectives.
 - a. Talking to students
 - b. Staff conferences.
 - c. North Central evaluation.

2. In providing for sequential instruction, how does the staff ascertain the quantity and quality of students' experiences in the lower grades?
 - a. Class not grouped according to class level.
 - b. Elementary work on some basic motor movements.

Evaluations

- a) *How adequate are the planning and preparation for instructional activities?* na 1 2 (3) 4
- b) *To what extent are data from health appraisals used in making instruction effective?* na 1 (2) 3 4
- c) *To what degree are instructional activities adapted to the needs of individual students?* na 1 (2) 3 4
- d) *To what degree are health and safety factors considered in the conduct of activities?* na 1 2 3 (4)
- e) *To what extent do the activities provide opportunity for desirable social and emotional development?* na 1 2 (3) 4

Comments

B & C - Not space, time or instructors to make adaptations for individual students.

C. INSTRUCTIONAL MATERIALS

Checklist

- | | |
|---|--|
| <p>1. Printed materials and other instructional aids from a wide range of sources are available. na 1 2 3 4</p> <p>2. The school library provides a wide range of books and periodicals concerned with the physical activities and interests of boys and girls. na 1 2 3 4</p> <p>3. Adequate equipment and supplies are provided for the peak load of participation in classes and intramural and interscholastic programs. na 1 2 3 4</p> <p>4. Selection of quantity and quality of materials and equipment is consistent with the highest standards of safety. na 1 2 3 4</p> | <p>5. Instructional procedures are supplemented through the use of instructional aids such as single-concept videotape, film, recorded tapes, charts, transparencies, models, and exhibits, and the department is sensitive to promising new developments. na 1 2 3 4</p> <p>6. Equipment necessary for an adequate testing program is provided. na 1 2 3 4</p> <p>7. na 1 2 3 4</p> |
|---|--|

Supplementary Data

1. How are instructional aids obtained and used by teachers and students?
- A. Teacher and student self-evaluation.
 - B. Technique teaching
2. Does the department work from a budget that provides for obtaining instructional aids, for their repair and maintenance, and for replacing broken and worn-out equipment?
- Yes

Evaluations

- a) How adequate are the reading and reference materials? na 1 2 **3** 4
- b) How adequate is the quantity of instructional materials and equipment? na 1 2 **3** 4
- c) How adequate is the quality of instructional materials and equipment? na 1 2 **3** 4
- d) To what extent are materials and equipment conveniently accessible to students and teachers? na 1 2 **3** 4

Comments

We don't use as many instructional materials as we could such as charts, posters, movies, and library facilities.

V. OUTCOMES

Evaluations

- a) *To what degree have students developed knowledge and understanding concerning a variety of physical education activities?* na 1 2 **3** 4
- b) *To what extent have students developed skills in body mechanics and physical education activities?* na 1 2 **3** 4
- c) *To what extent do students carry on physical activities during their leisure?* na 1 2 **3** 4
- d) *To what degree have students developed interests and skills in physical activities which can be used as adults, which have high potential value for adult leisure?* na 1 2 **3** 4
- e) *How satisfactory is the social and emotional behavior of students as spectators or participants in activities?* na 1 2 **3** 4
- f) *To what extent have the students developed physically strong, healthy, well-coordinated bodies?* na 1 2 **3** 4
- g) *To what extent do students exhibit an interest in the existing program?* na 1 2 **3** 4

VI. SPECIAL CHARACTERISTICS OF THE PHYSICAL EDUCATION PROGRAM

1. In what respects is the physical education program most satisfactory and commendable?

- 1. Carry over and leisure time activities.
- 2. Variety
- 3. Gymnastics

2. In what respects is the physical education program most in need of improvement?

- I. Facilities
 - a. Indoor space
 - b. Locker room improvement
- II. Smaller classes
- III. Additional instructors
- IV. More equipment
 - a. Swimming pool
 - b. Tennis courts
- V. Curriculum improvement
 - a. Dance-coed
 - b. More coeducational activities

3. Recommend, in order of priority, steps for the improvement of weaknesses in the physical education program.

- 1. Facilities
 - a. Gym Space
 - b. Locker room
 - c. Tennis Courts
 - d. Swimming pool
- 2. Classes
 - a. Small enrollment
 - b. Group ability and/or grade level
 - c. Adapted.
- 3. More qualified instructors on all levels.

VII. GENERAL EVALUATION OF INSTRUCTION IN PHYSICAL EDUCATION

Evaluations

- a) *To what extent does the instruction in physical education meet the needs of students as indicated in Section 2, "School and Community"?* na 1 2 ③ 4
- b) *To what extent is the instruction in physical education consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* na 1 2 ③ 4
- c) *To what extent is the school identifying problems in physical education instruction and seeking their solution?* na 1 ② 3 4

Science 4-15.

NAME OF SCHOOL Villa Grove High School DATE October 1, 1978

Self-evaluation by

Leslie Wolfe

Lance Herrmann

Kay Fancher

Nelson Wasson

Tom Honma

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

The science curriculum consists of those courses and activities designed to meet the individual student's educational needs related to science. Emphasis is placed on the process of scientific inquiry by students so that they can discover and interpret scientific knowledge, develop desirable attitudes, interests, and appreciation related to science and scientists, and recognize that these behaviors can be applied to the solution of cur-

rent and future problems in a scientific age.

Inquiry is stimulated through various means, using the laboratory as a focal point for learning. There should be provisions for both small-group and individual instruction. Opportunities should be provided for students to apply methods and knowledge of science to inquiry into the solution of problems of society related to science.

NOTE: *Before proceeding with work on this section, prepare and attach as a part of the section a list of the major goals of the science department that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").*

EVALUATIVE CRITERIA
Fourth Edition

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I. ORGANIZATION

Checklist

- | | |
|---|---|
| <p>1. A sequential science program is provided. na 1 2 3 4</p> <p>2. Science courses are developed around conceptual schemes of science. na 1 2 3 4</p> <p>3. Science as a process of inquiry is reflected in the science program. na 1 2 3 4</p> <p>4. The curriculum provides opportunities for students to study the history of science and the lives of important scientists and their contributions. na 1 2 3 4</p> <p>5. Provision is made for students to use the science facilities under proper supervision at times other than regularly scheduled class periods. na 1 2 3 4</p> <p>6. Time is provided in the teacher's daily schedule to prepare for classroom demonstrations and laboratory and field activities. na 1 2 3 4</p> <p>7. Provision is made for the teacher to work in the laboratory during regularly scheduled preparation periods. na 1 2 3 4</p> | <p>8. Provisions are made during the school day for teachers to help special science groups and students working on science projects. na 1 2 3 4</p> <p>9. Class size is determined by type of instruction, ability of students, and the number of available work stations. na 1 2 3 4</p> <p>10. Individual instruction or special classes are available to the gifted student. na 1 2 3 4</p> <p>11. Teachers from the various grade levels plan together to develop a sequential program in science. na 1 2 3 4</p> <p>12. Teachers of the same grade level plan together to develop the science program at that level. na 1 2 3 4</p> <p>13. Students in any grade have the opportunity to elect a science course. na 1 2 3 4</p> <p>14. na 1 2 3 4</p> |
|---|---|

Supplementary Data

1. Fill in the following table for all courses in science.

TITLE OF COURSE	GRADE	ENROLLMENT	NUMBER OF SECTIONS	REQUIRED OR ELECTIVE	RANGE OF CLASS SIZE	PER WEEK	
						Number of Periods	Total Minutes
General Science	9	41	2	E	18-23	5	275
Physical Science	9-10	37	2	E	15-22	5	275
Biology	10	59	3	E	18-26	5	275
Chemistry	11-12	8	1	E	8	5	275
Environmental Studies	11-12	15	1	E	15	5	275
Physics	12	10	1	E	10	5	275

2. Describe any unusual programs or characteristics of the science department (attach sheets, if necessary).

Evaluations

- a) To what extent are science courses provided for all students in grades included in school? na 1 2 3 **4**
- b) To what extent do the time allotments for science courses satisfactorily meet instruction needs? na 1 **2** 3 4
- c) To what extent does the schedule provide teachers with time to prepare for classroom demonstrations, laboratory work, and special projects? na 1 **2** 3 4
- d) To what extent is the science curriculum coordinated from grade to grade? na 1 2 3 **4**
- e) To what extent are experimentation and innovation currently taking place in the science curriculum? na 1 2 3 **4**
- f) To what extent does the variety of offerings meet the needs of all students? na 1 2 3 **4**

Comments

II. NATURE OF OFFERINGS

Checklist

The instruction in science is designed to:

- 1. Aid students in the development and application of scientific attitudes. na 1 2 3 (4)
- 2. Develop skills in the process of science, such as recognizing and identifying problems, stating hypotheses, understanding assumptions, observing carefully, collecting data, interpreting and evaluating data, and drawing proper conclusions. na 1 2 3 (4)
- 3. Stimulate students through the process of inquiry to discover facts and formulate principles relevant to the development of conceptual schemes of science. na 1 2 3 (4)
- 4. Develop in students skill in using the equipment and instruments of science. na 1 2 (3) 4

- 5. Provide opportunity for students to design and construct necessary apparatus and equipment. na 1 2 (3) 4
- 6. Develop skill in finding, reading, and interpreting science literature. na 1 (2) 3 4
- 7. Show how applications of the basic principles of science have contributed to other areas of learning. na 1 2 3 (4)
- 8. Recognize the role of science as an integral part of general education. na 1 2 3 (4)
- 9. Include exploration of leisure-time activities and career opportunities in science. na 1 2 (3) 4
- 10. na 1 2 3 4

Evaluations

- a) *To what extent does the content of offerings meet the science needs of students?* na 1 2 3 (4)
- b) *To what extent do the offerings encourage the student to understand the nature of science as inquiry as well as a structural body of knowledge?* na 1 2 3 (4)
- c) *To what extent do the students develop skills in the use of apparatus and equipment?* na 1 2 (3) 4
- d) *To what extent is laboratory work an integral part of the science program?* na 1 2 3 (4)

Comments

III. PHYSICAL FACILITIES

Checklist

The physical facilities for science include:

- | | | | |
|--|--------------|---|--------------|
| 1. Classrooms with flexibility to allow for various kinds of instructional activities. | na 1 (2) 3 4 | 12. Provisions for the use of audio-visual equipment. | na 1 2 (3) 4 |
| 2. Facilities for large- and small-group instruction and independent study. | na (1) 2 3 4 | 13. Readily accessible first aid and safety equipment. | na 1 2 (3) 4 |
| 3. A demonstration table that is visible to all members of the class. | na (1) 2 3 4 | 14. Files for inventory accounting. | na 1 2 (3) 4 |
| 4. Water and other desirable utilities. | na 1 2 (3) 4 | 15. Private office space for instructors. | na (1) 2 3 4 |
| 5. Space, tools, and materials for building and maintaining equipment. | na (1) 2 3 4 | 16. Space, separate from the classroom, for setting up and storing long-term projects. | na (1) 2 3 4 |
| 6. Space and equipment for maintaining living plants and animals. | na 1 (2) 3 4 | 17. Service areas for preparing and dispensing laboratory supplies and equipment. | na (1) 2 3 4 |
| 7. Bookshelves and magazine racks. | na 1 2 (3) 4 | 18. An outdoor science study site. | na 1 2 3 (4) |
| 8. Display cases, tackboards, and adequate chalkboard space. | na 1 2 (3) 4 | 19. Provisions for safely and quietly transporting apparatus from service areas or stockrooms to classrooms or from one classroom to another. | na (1) 2 3 4 |
| 9. Space for storing equipment and materials. | na 1 (2) 3 4 | 20. Space and facilities for preparation of solutions. | na (1) 2 3 4 |
| 10. Provisions for the safe storage and handling of hazardous materials. | na (1) 2 3 4 | 21. | na 1 2 3 4 |
| 11. Exhaust fans to remove noxious and toxic gases. | na (1) 2 3 4 | | |

Supplementary Data

1. Describe any unusual science facilities that are either part of the school's facilities or easily available to science classes.

The school grounds contains many easily accessible natural environmental sites for observation and field work.

Evaluations

- | | |
|---|--------------|
| a) How adequate is the total space provided for science instruction? | na 1 2 (3) 4 |
| b) How adequately are the classrooms and laboratories furnished and equipped for science instruction? | na 1 (2) 3 4 |
| c) How adequate are storage facilities for equipment and supplies? | na 1 (2) 3 4 |
| d) How adequate are the provisions for the safe storage of hazardous materials? | na (1) 2 3 4 |
| e) How adequate are the provisions for student safety? | na 1 2 (3) 4 |
| f) How effective is the management of laboratories? | na (1) 2 3 4 |
| g) How adequate is the office space provided for teachers? | na (1) 2 3 4 |
| h) How adequate is space provided for project work? | na (1) 2 3 4 |

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

All members of the science staff:

1. Have an understanding of the role of science in general education. na 1 2 3 **4**
2. Have adequate preparation in each science area they teach plus course work in related fields. na 1 2 3 **4**
3. Exhibit evidence of an up-to-date knowledge of the facts and processes of science. na 1 2 3 **4**
4. Demonstrate use of up-to-date methods of teaching and knowledge of ways students learn science. na 1 2 3 **4**
5. Demonstrate a familiarity with community resources for teaching science. na 1 2 **3** 4
6. Continue in-service education through formal study and other professional activity. na 1 **2** 3 4

7. Maintain an active interest in professional advancement, including participation in science and general education organizations. na 1 **2** 3 4
8. Have the assistance of paraprofessional or professional laboratory aides. **na** 1 2 3 4
9. Have access to secretarial help. na 1 **2** 3 4
10. Have access to duplicating machines and other equipment for preparing class materials. na 1 2 3 **4**
11. Show enthusiasm and genuine interest in teaching. na 1 2 3 **4**
12. na 1 2 3 4

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in *a*, *b*, *c*, and *d* respectively):

- a) Educational level:
- Less than bachelor's degree _____
 - Bachelor's degree _____ **3**
 - Master's degree _____
 - Sixth-year program _____
 - Doctor's degree _____
- b) Semester hours (approximate) of preparation in science:
- 0-11 _____
 - 12-23 _____
 - 24-48 _____ **2**
 - More than 48 _____ **1**

- c) Years since last formal study in science:
- 0-3 _____
 - 4-7 _____ **2**
 - 8-12 _____ **1**
 - More than 12 _____
- d) Previous experience in years:
- 0-2 _____
 - 3-5 _____
 - 6-15 _____ **3**
 - More than 15 _____

2. List areas of concentration in science of each staff member.

- 1 - Physics
- 1 - Biology
- 1 - Physical Science

A. INSTRUCTIONAL STAFF—Continued

Evaluations

- a) *How adequate is the preparation of the staff in science subject matter?* na 1 2 3 4
- b) *How adequate is the preparation of the staff in learning theory and in up-to-date methods of teaching science?* na 1 2 3 4
- c) *To what extent have members of the department participated in courses, seminars, and workshops dealing with recent developments in science and science education?* na 1 2 3 4
- d) *To what extent are staff members reading the literature in science education and in the area of science they teach?* na 1 2 3 4
- e) *To what extent do science staff members attend professional meetings?* na 1 2 3 4
- f) *To what extent does the school administration contribute to the professional improvement of its teachers?* na 1 2 3 4

Comments

School policy does not allow release from teaching duties to attend any activities.

B. INSTRUCTIONAL ACTIVITIES

Checklist

- | | | | |
|--|--|---|--|
| <ul style="list-style-type: none"> 1. Careful planning and preparation for teaching are evident. 2. The learning activities of each course build on the previous science education of the students. 3. Methods of instruction differ for slow, average, and able students. 4. Teaching stimulates the interest and active participation of students. 5. Science resources of the community and environment are used. 6. Emphasis is placed on the development of investigative techniques. 7. Some students develop science investigations beyond the usual class requirements. 8. Instruction is concerned with developing interrelationships of the sciences and other fields of learning. 9. Appropriate use is made of audio-visual and other aids, programed materials, and electronic teaching devices. | <ul style="list-style-type: none"> na 1 2 3 4 na 1 2 3 4 na 1 2 3 4 na 1 2 3 4 na 1 2 3 4 na 1 2 3 4 na 1 2 3 4 na 1 2 3 4 na 1 2 3 4 | <ul style="list-style-type: none"> 10. Appropriate use is made of case study materials. 11. Laboratory activities are investigative in nature and encourage student inquiry. 12. Students are informed about professional and vocational opportunities in science. 13. Students with science aptitude have counseling available about the possibilities of continuing in advanced science courses in high school. 14. Students with science aptitude have counseling available about the possibilities of continuing postsecondary science study. 15. | <ul style="list-style-type: none"> na 1 2 3 4 na 1 2 3 4 na 1 2 3 4 na 1 2 3 4 na 1 2 3 4 na 1 2 3 4 |
|--|--|---|--|

Evaluations

- a) *How adequately does instruction provide for the differing needs and individual abilities of students?* na 1 2 3 4
- b) *How adequately do the teachers plan and prepare for instruction?* na 1 2 3 4
- c) *To what extent does instruction promote the use of inquiry in problem-solving situations?* na 1 2 3 4
- d) *How adequately do classroom procedures reflect the objectives of the course?* na 1 2 3 4

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

- | | | | |
|--|--------------|--|--------------|
| 1. The budget includes an adequate amount for science supplies and equipment. | na 1 (2) 3 4 | 8. Study guides, laboratory manuals, and project materials. | na 1 (2) 3 4 |
| 2. Suitable methods are used for ordering and keeping an inventory of supplies. | na 1 2 3 (4) | 9. Appropriate types of audio-visual aids. | na 1 2 (3) 4 |
| The instructional materials include: | | | |
| 3. Equipment and materials for classroom demonstrations. | na 1 2 (3) 4 | 10. Catalogues for the selection of equipment, supplies, and services. | na 1 2 3 (4) |
| 4. Equipment and materials for individual and group laboratory work and projects. | na 1 2 (3) 4 | 11. New courses of study in science prepared by national committees and commissions. | na 1 (2) 3 4 |
| 5. Well-selected and easily accessible books, periodicals, pamphlets, and reference materials. | na 1 2 (3) 4 | 12. Textbooks with copyright dates within the last five years. | na 1 (2) 3 4 |
| 6. Reading materials appropriate for a range of students of differing abilities and interests. | na 1 2 (3) 4 | 13. Library of professional materials, including source books for science teaching. | na (1) 2 3 4 |
| 7. Resource units, teaching guides, and other materials. | na 1 2 (3) 4 | 14. | na 1 2 3 4 |

Evaluations

- | | |
|---|----------------|
| a) How adequate is the quality of materials? | na 1 (2) (3) 4 |
| b) How adequate is the quantity of materials? | na 1 (2) 3 4 |
| c) How adequate is the variety of materials? | na 1 (2) 3 4 |
| d) How well are instructional materials organized and maintained in good condition? | na 1 2 (3) 4 |
| e) How satisfactory is the provision for storage of instructional materials? | na 1 (2) 3 4 |
| f) How satisfactory is the procedure for obtaining supplies? | na 1 2 (3) 4 |
| g) To what extent are materials other than textbooks and equipment used by teachers and students? | na 1 (2) (3) 4 |

Comments

The members of the science department would like to have a budget for major items which could be chosen on a cooperative basis.

D. METHODS OF EVALUATION

Checklist

- | | | | |
|--|--------------|---|--------------|
| 1. Evaluation is an integral part of instruction. | na 1 2 3 (4) | 7. Pretests are used in planning instruction and as a basis for measuring growth. | na (1) 2 3 4 |
| 2. Evaluation places emphasis upon the growth of the individual toward accepted objectives of science education. | na 1 2 3 (4) | 8. Results of evaluation are used in guiding students in their selection of more advanced courses and life careers. | na 1 (2) 3 4 |
| 3. Evaluation is composed of oral and written, subjective and objective means. | na 1 2 3 (4) | 9. Informal evaluation of instruction is carried out through conversation with students, class discussion, and observation. | na 1 2 3 (4) |
| 4. Science tests assess more than recall of facts; they include evaluations of applications of principles, comprehension, synthesis, judgment, and understanding the process of science. | na 1 2 3 (4) | 10. Students participate in the evaluation of their own work. | na (1) 2 3 4 |
| 5. Evaluation is made of the laboratory experiences of the students. | na 1 2 3 (4) | 11. Teachers use evaluation results as one index of their own teaching effectiveness. | na 1 (2 3) 4 |
| 6. Evaluation is made of out-of-class science activities. | na 1 2 3 (4) | 12. | na 1 2 3 4 |

Supplementary Data

1. Describe the testing program in science.

Both objective and subjective means are used to test for recall and understanding of concepts.

2. Show how this testing program is used to evaluate:
- Strengths, weaknesses, and yearly growth of individual students.
 - Strengths, weaknesses, and yearly growth of classes.
 - Class achievement in terms of national or other norms.

na

Evaluations

- | | |
|---|--------------|
| a) How effectively do the evaluation procedures measure the attainment of accepted objectives of science education? | na 1 2 (3 4) |
| b) To what extent do teachers use evaluation results to analyze the effectiveness of their teaching? | na 1 (2 3) 4 |
| c) To what extent do evaluation procedures identify students of unusual promise in the field of science? | na 1 2 (3) 4 |
| d) To what extent do test items evaluate more than simple recall? | na 1 2 3 (4) |

Comments

V. OUTCOMES

evaluations

to what degree do students:

) Exhibit an understanding of fundamental principles and concepts of science?	na 1 2 <u>3</u> 4
) Possess skill in interpreting scientific information and literature?	na 1 <u>2</u> 3 4
) Possess skill in finding and using science materials and equipment?	na 1 <u>2</u> <u>3</u> 4
) Exhibit ability to use the inquiry process?	na 1 <u>2</u> 3 4
) Exhibit an interest in science as shown by their leisure-time activities?	na 1 <u>2</u> <u>3</u> 4
) Exhibit an understanding and an appreciation of science and scientists?	na 1 <u>2</u> 3 4
) Possess a knowledge of vocational opportunities available in the fields of science?	na 1 2 <u>3</u> 4
) Continue the study of science in postsecondary schools?	na 1 2 <u>3</u> 4
) Integrate knowledge in science with that of other disciplines?	na 1 2 <u>3</u> 4

VI. SPECIAL CHARACTERISTICS OF THE SCIENCE PROGRAM

1. In what respects is science education most satisfactory and commendable?

- a. There is a wide range of course offerings.
- b. Instructors are well-qualified for their courses.
- c. A very harmonious relationship exists among the members of the science department.
- d. Instructors show initiative and ingenuity in supplying materials for their classes.
- e. Class size is kept to optimum levels.

2. In what respects is science education most in need of improvement?

- a. Lack of sufficient lab equipment for individual students use.
- b. Lack of sufficient and adequate space.
- c. Some departments lack storage space.
- d. Greenhouse and animal housing space is non-existent.
- e. Rearrangement of physical facilities for better usage.

3. Recommend, in order of priority, steps for the improvement of weaknesses in the science program.

- a. Biology program needs room for expansion for project and laboratory work.
- b. Lab facilities are in need of improvement.
- c. The establishment of an identifiable budget for major purchases in the science department would provide long term improvement in the department.

VII. GENERAL EVALUATION OF INSTRUCTION IN SCIENCE

Evaluations

- a) *To what extent does the instruction in science meet the needs of students as indicated in Section 2, "School and Community"?* na 1 2 ③ 4
- b) *To what extent is instruction in science consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* na 1 2 3 ④
- c) *To what extent is the school identifying problems in science instruction and seeking their solutions?* na 1 2 ③ 4

Social Studies 4-16

NAME OF SCHOOL Villa Grove High SchoolDATE October 1, 1978

Self-evaluation by

Ann SchnitzHoward OsborneTed Hughes

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

Social studies is the study of man's social relationships in all their variations, both past and present, and draws its substance from the disciplines of anthropology, economics, geography, government, history, sociology, and social psychology. Man's physical environment and his psychological and biological make-up are considered to the extent that they help explain these social relationships.

The primary objective of the social studies program is to teach young people to think for themselves and, to that end, to provide them with the concepts and modes of inquiry of the social sciences and history. It also promotes a rational adherence to a set of values based upon the worth and dignity

of each human being, with emphasis upon the examination of values and value conflicts, rather than upon the indoctrination of specific values.

The social studies program is based upon the assumption that the democratic society depends upon citizens who make rational decisions consistent with basic democratic values and who can make such decisions in a context of rapid cultural change, change in which the citizen participates and which he also directs.

The social studies classroom provides an environment in which students can inquire into questions dealing with man's social behavior, an atmosphere in which the search for truth assumes primary importance.

NOTE: *Before proceeding with work on this section, prepare and attach as a part of the section a list of the major goals of the social studies department that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").*

**EVALUATIVE CRITERIA
Fourth Edition**

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SOCIAL STUDIES OBJECTIVES

SKILLS

1. To enable the student to take well-organized notes.
2. To enable the student to think critically--to interpret and evaluate material in order to form opinions.
3. To enable the student to interpret and use maps, charts, graphs, and other illustrative materials.
4. To enable the student to express his interpretations, evaluations and opinions in oral or written fashion.
5. To enable the student to make generalizations based on the material presented.

CONTENT

1. To enable the student to recognize the various factors--geographical, economic, political, societal, historical--that influence civilizations.
2. To enable the student to discover parallels between the past and present, i.e. trends.
--past-present
--past-past
--present-present
3. To enable the student to recognize the contributions of his heritage, as well as those of other ethnic groups and cultures.
4. To enable the student to realize the necessity of using our natural and human resources wisely.

ATTITUDES AND VALUES

1. To enable the student to set personal standards of conduct based on the examinations of accepted societal values.
2. To enable the student to recognize the dignity and worth of each individual.
3. To enable the student to use intelligence to improve human living.
4. To enable the student to consciously accept the responsibility for achieving social action in a democratic context.
5. To enable the student to recognize the interdependence of peoples.

I. ORGANIZATION

Checklist

- | | |
|--|--|
| <p>1. The department has a written statement of its objectives. na 1 2 3 (4)</p> <p>2. The stated objectives reflect a consideration for freedom of the student to engage in inquiry, the grounding of knowledge in factual evidence, respect for the opinions of others, and the tentative nature of knowledge. na 1 2 3 (4)</p> <p>3. The objectives encompass not only the conveying of knowledge, but also the learning of inquiry skills by which knowledge is acquired and used in the daily encounter with one's environment. na 1 2 3 (4)</p> <p>4. The objectives are stated in terms of student behaviors that are measurable. na 1 (2) 3 4</p> <p>5. A comprehensive and continuous social studies program is provided available for all students. na 1 2 3 (4)</p> <p>6. A program which includes a balanced treatment of history and the social sciences is provided for each student. na 1 2 (3) 4</p> <p>7. Elective courses are available to all students. na 1 2 3 (4)</p> <p>8. The social studies program is planned to provide for sequential development from grade to grade. na 1 (2) 3 4</p> <p>9. Provision is made at each grade level and in each course to practice basic and recurring social studies skills as they apply to the respective area. na 1 (2) 3 4</p> <p>10. Instructional activities in the social studies and other subject areas are coordinated by representative teams of teachers. na (1) 2 3 4</p> <p>11. The social studies program is evaluated at regular intervals and revised accordingly. na 1 (2) 3 4</p> <p>12. New developments in the teaching of social sciences and history are reflected in the program. na (1) 2 3 4</p> | <p>13. New approaches to learning, such as inquiry-oriented approaches and independent study, are reflected in the program. na (1) 2 3 4</p> <p>14. A continuous effort is being made to relate the social studies program to the local and world community. na 1 2 (3) 4</p> <p>15. Community groups and agencies are consulted on development of the social studies program. na (1) 2 3 4</p> <p>16. Teachers are provided released time for study, class preparation, and conferences with students. na 1 (2) 3 4</p> <p>17. The organization and role of the social studies department is clearly defined in the written statement of objectives. na 1 2 (3) 4</p> <p>18. Members of the department understand its role and function. na 1 2 (3) 4</p> <p>19. The leadership role in the department is clearly defined. na (1) 2 3 4</p> <p>20. Teachers participate in decisions affecting their instructional activities, determination of course content, and selection of materials. na 1 2 3 (4)</p> <p>21. The atmosphere within the department is conducive to the professional growth of its members. na 1 2 (3) 4</p> <p>22. Individual instruction or special classes are available to the gifted student. na (1) 2 3 4</p> <p>23. Teachers from the various grade levels plan together to develop a sequential program in social studies. na 1 2 (3) 4</p> <p>24. Teachers of the same grade level plan together to develop the social studies program at that level. na (1) 2 3 4</p> <p>25. The budget provides funds to buy and rent instructional materials. na 1 2 (3) 4</p> <p>26. na 1 2 3 4</p> |
|--|--|

Continued on next page

I. ORGANIZATION—Continued

Supplementary Data (Fill in the following table for all courses in social studies.)

TITLE OF COURSE	GRADE	ENROLLMENT	NUMBER OF SECTIONS	REQUIRED OR ELECTIVE	RANGE OF CLASS SIZE	PER WEEK	
						Number of Periods	Total Minutes
U. S. History	11	87	4	R.	19-27	5	275
World History	9-12	19	1	E.	19	5	275
Regional Studies	9-10	16	1	E.	16	5	275
Government (U.S.)	11-12	9	1	E.	9	5	275
Sociology	11-12	17	1	E.	17	5	275
Psychology	11-12	6	1	E.	6	5	275

Evaluations

- a) To what extent is the organization of the social studies consistent with the philosophy and objectives of the school? na 1 2 3 4
- b) How adequate is the coordination of sequences and courses in the social studies? na 1 2 3 4
- c) How adequately is the department organized for evaluation and revision? na 1 2 3 4

Comments

Our department has made several major changes since our last evaluation:

- 1) The Economic Social Problems class has become 2 separate classes. Consumer Education has been transferred to the Business Department; however, a semester length Sociology class has been developed and added to our curriculum.
- 2) A Regional Studies class emphasizing geographical and cultural information about major areas of the world.
- 3) The semester length Citizenship class has been transferred to the Junior High curriculum.

We believe that our department offers a more than adequate number of courses for a school of our size.

A department chairperson would help to expedite department business and could serve as overall coordinator of our program.

II. NATURE OF OFFERINGS

Checklist

- | | | | |
|---|---------------------|---|---------------------|
| <p>1. Concepts and principles for the various social sciences and history are clearly stated for each of the courses.</p> | <p>na 1 2 (3) 4</p> | <p>11. Geography, world history, and problems courses consider local, national, and international problems and their interrelationships in light of the objectives of the course.</p> | <p>na 1 2 (3) 4</p> |
| <p>2. The principles and concepts are made available.</p> | <p>na 1 (2) 3 4</p> | <p>12. Course content is derived from both Western and non-Western sources.</p> | <p>na 1 2 3 (4)</p> |
| <p>3. Study units, lesson plans, and instructional practices provide evidence that instruction is directed toward the learning of these concepts and principles.</p> | <p>na 1 2 (3) 4</p> | <p>13. The teacher respects the student's right to hold points of view that differ from his own.</p> | <p>na 1 2 (3) 4</p> |
| <p>4. Factual information from both the past and the present is selected to teach the concepts and principles that have been identified.</p> | <p>na 1 2 (3) 4</p> | <p>14. Through analysis of conflicting ideologies and the identification of common elements among them, the student is helped to understand the moral values underlying our social, political, and economic heritage.</p> | <p>na 1 2 (3) 4</p> |
| <p>5. Study guides and courses of study provide for a range of reading ability among students, and contain suggestions to teachers for individualizing assignments.</p> | <p>na 1 (2) 3 4</p> | <p>15. The historical bases of our social, political, and economic values are studied.</p> | <p>na 1 2 3 (4)</p> |
| <p>6. In each class, systematic efforts are made to involve the students in identifying problems and issues and contributing ideas that lead to the revealing of relationships among concepts, principles, and generalizations.</p> | <p>na 1 2 (3) 4</p> | <p>16. Opportunity is provided for students to practice the principles they have learned by assuming responsibility for democratic action in the conduct of school activities.</p> | <p>na 1 2 (3) 4</p> |
| <p>7. Opportunity is given students to search a variety of sources for data on the topic under study.</p> | <p>na 1 2 3 (4)</p> | <p>17. The responsibilities and duties as well as the rights of the individual are stressed.</p> | <p>na 1 2 3 (4)</p> |
| <p>8. Instruction teaches the skills needed to find relevant information.</p> | <p>na 1 2 (3) 4</p> | <p>18. Courses stress the depth study of major problems and concepts rather than a limited survey of many topics.</p> | <p>na 1 (2) 3 4</p> |
| <p>9. Assignments are varied according to the individual interests and abilities of students.</p> | <p>na 1 2 (3) 4</p> | <p>19.</p> | <p>na 1 2 3 4</p> |
| <p>10. Specific provisions are made for extensive use of a variety of resources outside the classroom.</p> | <p>na 1 2 (3) 4</p> | | |

Evaluations

- | | |
|---|---------------------|
| <p>a) <i>To what extent do the offerings encourage students to evaluate their own beliefs, attitudes, values, and social conduct?</i></p> | <p>na 1 2 (3) 4</p> |
| <p>b) <i>To what extent are social, political, and economic problems and issues objectively investigated?</i></p> | <p>na 1 2 (3) 4</p> |
| <p>c) <i>To what extent do the disciplines of the social sciences contribute to the social studies courses?</i></p> | <p>na 1 2 (3) 4</p> |
| <p>d) <i>To what extent do the offerings challenge the abilities of all the students enrolled in the social studies?</i></p> | <p>na 1 (2) 3 4</p> |

Comments

The nature of our social studies classes provides a great deal of variety. We offer Psychology and Sociology to stress human relationships and social problems.

Our high school U.S. History course has been changed somewhat to correlate with our Junior High Social Studies curriculum. The Junior High History class stresses U.S. History up through the Civil War and the high school class emphasizes U.S. History from the Civil War to the present.

Adding Regional Studies has helped us add non-western culture and learning experiences to our curriculum. U.S. Government also deals with some aspects of the non-western world.

III. PHYSICAL FACILITIES

Checklist

- | | | | |
|--|---------------------|---|---------------------|
| <p>1. The social studies instructional space provides for a variety of instructional activities (check those available):</p> <p><input type="checkbox"/> Large lecture rooms with the equipment necessary for large-group presentations, such as public address system, movie screen, overhead projector, desks or tables.</p> <p><input type="checkbox"/> Seminar rooms for small-group discussion.</p> <p><input type="checkbox"/> Work rooms where students have the facilities for working on social studies projects.</p> <p><input checked="" type="checkbox"/> Conventional classrooms which accommodate 25-35 students.</p> <p><input checked="" type="checkbox"/> Material resources center containing social studies materials and reading and study space.</p> <p><input type="checkbox"/> Independent study facilities.</p> <p><input type="checkbox"/> Conference rooms for use by teachers, parents, and students.</p> <p><input type="checkbox"/> Departmental or individual offices.</p> | <p>na 1 (2) 3 4</p> | <p>2. The following equipment is available (check if available):</p> <p><input checked="" type="checkbox"/> Bookshelves.</p> <p><input checked="" type="checkbox"/> Magazine racks.</p> <p><input type="checkbox"/> Television.</p> <p><input checked="" type="checkbox"/> 16-mm. projector.</p> <p><input checked="" type="checkbox"/> Overhead projector.</p> <p><input checked="" type="checkbox"/> Other audio-visual equipment such as rear screen, opaque projector, filmstrip projector, tape recorder, and darkening blinds.</p> <p><input checked="" type="checkbox"/> Map rails and racks.</p> <p><input checked="" type="checkbox"/> Bulletin and chalk boards.</p> <p><input checked="" type="checkbox"/> Copying machines.</p> <p><input checked="" type="checkbox"/> Typewriters.</p> <p><input checked="" type="checkbox"/> Paper cutters.</p> | <p>na 1 2 3 (4)</p> |
| | | <p>3. Storage space is provided for social studies equipment and supplies.</p> | <p>na 1 2 (3) 4</p> |
| | | <p>4. Teaching of social studies is limited to rooms which are appropriately equipped for serving this function.</p> | <p>na 1 2 (3) 4</p> |
| | | <p>5.</p> | <p>na 1 2 3 4</p> |

Evaluations

- | | |
|---|---------------------|
| <p>a) To what extent are the facilities and equipment consistent with the teaching strategies implied by the departmental objectives?</p> | <p>na 1 2 (3) 4</p> |
| <p>b) How adequate is the space for instructional activities?</p> | <p>na 1 2 (3) 4</p> |
| <p>c) How adequate are equipment and facilities for instructional activities?</p> | <p>na 1 2 3 (4)</p> |

Comments

Audio-visual equipment adequate and well maintained. The equipment is centrally located in either the main office or the unit library for greater efficiency.

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

The social studies staff members:

- | | | | |
|---|---------------------|---|---------------------|
| <p>1. Have intensive preparation in the subject or subjects they are teaching, including an understanding of their nature and the processes of inquiry peculiar to them.</p> | <p>na 1 2 (3) 4</p> | <p>6. Participate regularly in evaluation of the social studies curriculum, instructional materials, and teaching methods.</p> | <p>na 1 2 (3) 4</p> |
| <p>2. Have a comprehensive background in the social studies which includes an introduction to as broad a spectrum of history and the social sciences as is practicable.</p> | <p>na 1 2 (3) 4</p> | <p>7. Have continued their study of contemporary affairs by reading books concerning contemporary affairs and by regularly reading current news and opinion magazines.</p> | <p>na 1 2 3 (4)</p> |
| <p>3. Have preparation in the methods of teaching the social studies, including the study of theories of teaching social studies, the preparation and evaluation of instructional objectives, instructional materials, teaching strategies, and evaluative devices.</p> | <p>na 1 2 (3) 4</p> | <p>8. Have continued their study of the subject or subjects they are teaching by reading books dealing with the subjects and by regularly reading scholarly articles dealing with the subject(s).</p> | <p>na 1 2 3 (4)</p> |
| <p>4. Have had prior experience or are currently involved in nonschool activities such as travel, social welfare work, research, governmental work, or political activity.</p> | <p>na 1 2 (3) 4</p> | <p>9. Have been active in professional organizations of social studies teachers during the past year.</p> | <p>na 1 2 (3) 4</p> |
| <p>5. Participate in the preparation of courses of study, selection of textbooks, reference and library materials, and other instructional materials.</p> | <p>na 1 2 3 (4)</p> | <p>10. Have participated in conferences and workshops for social studies teachers during the past year.</p> | <p>na (1) 2 3 4</p> |
| | | <p>11.</p> | <p>na 1 2 3 4</p> |

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in a, b, c, and d respectively):

- a) Educational level:
- | | |
|-----------------------------|---------------|
| Less than bachelor's degree | _____ |
| Bachelor's degree | _____ 1 _____ |
| Master's degree | _____ 2 _____ |
| Sixth-year program | _____ |
| Doctor's degree | _____ |

- c) Years since last formal study in social studies:
- | | |
|--------------|---------------|
| 0-3 | _____ |
| 4-7 | _____ 1 _____ |
| 8-12 | _____ 1 _____ |
| More than 12 | _____ 1 _____ |

- b) Semester hours (approximate) of preparation in social studies:
- | | |
|--------------|---------------|
| 0-11 | _____ |
| 12-23 | _____ 1 _____ |
| 24-48 | _____ |
| More than 48 | _____ 2 _____ |

- d) Previous experience in years:
- | | |
|--------------|---------------|
| 0-2 | _____ |
| 3-5 | _____ |
| 6-15 | _____ 2 _____ |
| More than 15 | _____ 1 _____ |

2. List areas of concentration in social studies of each staff member.

- Ted Hughes - European History
 Ann Schnitz - U.S. 20th Century
 German History 20th century
 Dick Breedlove - Psychology

A. INSTRUCTIONAL STAFF—Continued

Evaluations

- a) *How adequate is the staff's preparation?* na 1 2 (3) 4
- b) *To what extent does the staff give evidence of keeping abreast of new theories and knowledge in history and the social studies?* na 1 2 (3) 4
- c) *To what extent does the staff give evidence of keeping abreast of contemporary affairs?* na 1 2 3 (4)
- d) *To what extent are staff members involved in the evaluation and improvement of the social studies curriculum?* na 1 2 3 (4)
- e) *To what extent do staff members show continued interest in professional growth through participation in professional organizations and in nonschool activities that contribute to professional competence?* na 1 (2) 3 4

Comments

Teachers should be full time in the high school.
 Release time to participate in professional meetings and activities is a priority item for our department members.
 Belonging to professional organizations is somewhat diminished if one can't attend the meetings or participate in their activities.

B. INSTRUCTIONAL ACTIVITIES

Checklist

- | | |
|---|--|
| <ul style="list-style-type: none"> 1. Instructional activities contribute not only to the day-to-day and long-range objectives of the social studies, but also to the general objectives of the school. na 1 2 3 (4) 2. Careful planning and preparation for instructional activities are evident. na 1 2 (3) 4 3. Frequent opportunities are provided for experience in democratic procedures. na 1 2 (3) 4 4. Students make extensive use of the library and of community resources. na 1 2 (3) 4 5. A variety of instructional techniques are used (check those used): na 1 2 3 (4) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Individual and committee reports. <input checked="" type="checkbox"/> Panel discussions. <input checked="" type="checkbox"/> Lectures. <input checked="" type="checkbox"/> Class discussion. <input checked="" type="checkbox"/> Simulation. <input checked="" type="checkbox"/> Role-playing. <input checked="" type="checkbox"/> Large-group instruction. <input checked="" type="checkbox"/> Small-group instruction (seminars of 15 or fewer students). <input checked="" type="checkbox"/> Independent study. <input type="checkbox"/> Team teaching. <input type="checkbox"/> Other. | <ul style="list-style-type: none"> 6. Community resources are used to enrich learning experiences. na 1 2 (3) 4 7. Instruction is related to contemporary affairs. na 1 2 3 (4) 8. Instructional activities relate work in social studies to work in other fields. na 1 2 (3) 4 9. Controversial issues are recognized and reflectively analyzed in an atmosphere of free inquiry. na 1 2 (3) 4 10. Students with social studies aptitude have counseling available about the possibilities of continuing in advanced social studies courses in high school. na 1 2 (3) 4 11. Students with social studies aptitude have counseling available about the possibilities of continuing postsecondary social studies study. na 1 2 (3) 4 12. na 1 2 3 4 |
|---|--|

Evaluations

- a) *How adequately do the teachers plan instructional activities?* na 1 2 3 (4)
- b) *To what extent do teachers encourage student contributions to instructional activities?* na 1 2 (3) 4
- c) *To what extent are teachers aware of current instructional ideas and techniques?* na 1 2 (3) 4
- d) *To what extent are teachers employing a wide range of teaching strategies?* na 1 2 (3) 4
- e) *To what extent do teachers study and employ the classroom use of reflective processes of inquiry?* na 1 (2) 3 4
- f) *How consistent are instructional activities with the departmental philosophy?* na 1 2 (3) 4

Comments

In-service teacher training would be very desirable.
 Field trips are not now permitted and we feel that these excursions are highly beneficial for students

C. INSTRUCTIONAL MATERIALS

Checklist

- | | |
|---|---|
| <p>1. A wide and balanced range of reading materials is available. na 1 2 3 (4)</p> <p>2. The collection includes recent works from all the social science disciplines. na 1 2 3 (4)</p> <p>3. Newspapers and periodicals present a wide range of editorial opinion. na 1 (2) 3 4</p> <p>4. The collection includes documents and other primary source material. na (1) 2 3 4</p> <p>5. Instructional materials provide for different levels of student ability and different cultural backgrounds. na 1 2 (3) 4</p> <p>6. Different types of instructional materials are readily available (check those available): na 1 2 3 (4)</p> <p> ___ Books and periodicals.</p> <p> ___ Pamphlets, posters, pictures, clippings, etc.</p> <p> ___ Films, filmstrips, and film loops.</p> <p> ___ Tapes, records.</p> <p> ___ Transparencies.</p> <p> ___ Maps, charts, and globes.</p> | <p>7. Study guides, assignment sheets, and bibliographies have been prepared and are available to the students. na 1 (2) 3 4</p> <p>8. The department maintains a readily available file of resource units and materials. (na) 1 2 3 4</p> <p>9. Instructional materials are adequate to meet the departmental objectives. na 1 2 (3) 4</p> <p>10. There is evidence that students and teachers are making use of the variety of instructional materials available to them. na 1 2 (3) 4</p> <p>11. A professional library of current publications and periodicals is accessible to the teacher. (na) 1 2 3 4</p> <p>12. na 1 2 3 4</p> |
|---|---|

Evaluations

- | | |
|---|---|
| <p>a) <i>How adequate is the variety of instructional materials?</i></p> <p>b) <i>How adequate is the quality of instructional materials?</i></p> <p>c) <i>How adequate is the quantity of instructional materials?</i></p> <p>d) <i>To what extent is use being made of instructional materials?</i></p> | <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> <p>na 1 2 (3) 4</p> |
|---|---|

Comments

Library materials are well organized and accessible for teachers and students.

The administration has been favorable to ordering new materials and equipment - at least insofar as the budget permits.

New textbooks will probably be available for the next school year in several social studies classes.

A professional library for our department could be most desirable for us.

D. METHODS OF EVALUATION

Checklist

- 1. Evaluation procedures are designed to measure student progress toward achieving the stated instructional objectives. . . na 1 2 (3) 4
- 2. A variety of evaluative procedures are used to measure student learning. . . na 1 (2) 3 4
- 3. Evaluation is viewed as a process for determining student progress in order to make recommendations for future learning activities. . . na 1 () 3 4
- 4. Students are made aware of basic evaluative criteria and procedures and understand their relative importance. . . na 1 2 (3) 4
- 5. Evaluation procedures measure various levels of student cognition, such as knowledge, comprehension, application, analysis, synthesis, and evaluation. . . na 1 (2) 3 4
- 6. Procedures are undertaken to measure student growth in skills appropriate to the social studies. . . na 1 (2) 3 4
- 7. Procedures are undertaken to measure student growth in the affective domain (i.e., the development of attitudes, values, and beliefs). . . na (1) 2 3 4
- 8. Efforts are made to evaluate the students' ability in learning situations, both group and individual activities. . . na 1 2 3 (4)

- 9. The results of evaluation are given to the students promptly with interpretations and suggestions by the teacher or members of the class. . . na 1 2 3 (4)
- 10. Efforts are made to improve construction and scoring of teacher-made tests. na 1 2 (3) 4
- 11. Teachers use evaluation results as one index of their own teaching effectiveness and alter their materials and teaching strategies accordingly. . . na 1 2 (3) 4
- 12. Standardized tests with nationwide norms are used to compare the progress of students in this school with the students in the norm population. . . na (1) 2 3 4
- 13. Teachers have the opportunity to share opinions and information about courses, evaluative instruments, and procedures with their colleagues. . . na 1 (2) 3 4
- 14. Teachers encourage students to participate in evaluating their programs and progress. . . na (1) 2 3 4
- 15. na 1 2 3 4

Evaluations

- a) To what degree are the evaluation procedures contributing to improved instruction? . . . na 1 2 (3) 4
- b) How adequate are the evaluation instruments for the tasks expected of them? . . . na 1 2 (3) 4
- c) To what extent do teachers use evaluative procedures to judge their own teaching effectiveness? . . . na 1 2 (3) 4

Comments

V. OUTCOMES

Evaluations

- a) *To what extent do students exhibit an understanding of the basic concepts and principles of history and the social sciences?* na 1 2 **3** 4
- b) *To what extent do students exhibit a working knowledge of the modes of inquiry of history and the social sciences?* na **1** 2 3 4
- c) *To what extent do students exhibit an understanding of the complex nature of social problems, both national and international?* na 1 **2** 3 4
- d) *To what degree do students exhibit the ability to deal systematically and objectively with controversial issues?* na 1 **2** 3 4
- e) *To what extent do students appear to examine critically their own values, beliefs, and attitudes?* na 1 **2** 3 4
- f) *To what degree do students exhibit a critical adherence to the values basic to a democratic society?* na 1 **2** 3 4
- g) *To what extent do students exhibit the ability to make rational decisions consistent with basic democratic values?* na 1 **2** 3 4

VI. SPECIAL CHARACTERISTICS OF THE SOCIAL STUDIES PROGRAM

1. In what respects is the social studies program most satisfactory and commendable?

The Social Studies curriculum is varied and has been changed and expanded. Audio Visual materials and equipment are adequate and satisfy our department needs. The administration has generally been favorable to virtually all classroom activities planned by the social studies teachers. Supplementary material and community resources have been used successfully.

2. In what respects is the social studies program most in need of improvement?

More preparation time would be greatly appreciated in order to more adequately prepare, grade papers, use the library etc. Professional meeting leave and/or in-service days would be helpful in updating our methods and our curriculum. Encouraging and allowing field trips at least one a limited vasis would be an important contribution to our social studies curriculum.

3. Recommend, in order of priority, steps for the improvement of weaknesses in the social studies.

Shorter class periods, not just for the social studies, are a priority item. More preparation time is badly needed for social studies teachers. Professional meeting time is strongly recommended. In service training.

VII. GENERAL EVALUATION OF INSTRUCTION IN SOCIAL STUDIES

Evaluations

- a) *To what extent does the instruction in social studies meet the needs of students as indicated in Section 2, "School and Community"?* na 1 2 (3) 4
- b) *To what extent is the instruction in social studies consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* na 1 2 (3) 4
- c) *To what extent is the school identifying problems in social studies instruction and seeking their solution?* na 1 2 (3) 4

Special Education 4-17

NAME OF SCHOOL VILLA GROVE HIGH SCHOOL DATE October 1, 1978

Self-evaluation by

Doris Dunn

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

Special education is generally accepted to mean education designed for, and available to, handicapped children and youth whose educational needs are different in part from those of most of their peers.

In order that every child and youth may have readily available the opportunity for education and training within the limits of his ability, educational systems should incorporate plans to meet diverse needs. Special education is built on the concept of understanding unusual differences among the school-age population and meeting individual needs. In order to help understand the needs of the handicapped and to plan subsequent programs for them, a multidisciplinary (team) approach is often used. This team may call for the services of medical, psychological, social work, educational, and other personnel in order to carry out the work.

Children and youth in need of special education are not limited to specific categories such as the deaf. Rather, they include all those who require unusual curricular or instructional adjustment throughout their school career or some significant portion of it. The handicapped are considered to differ in physical, mental, or emotional characteristics to a degree that school programs designed for the majority of children and youth do not afford them optimum opportunities for maximum adjustment or progress.

Therefore, they need special instructional and supportive services to achieve and adjust at the highest level consistent with their abilities.

Special education for handicapped youth is a program that is not entirely different from the education offered others enrolled in the school. It refers to elements of education that are both different from and in addition to the standard offerings. Its integration into regular classes or curricular offerings should be encouraged when appropriate. All programs should be sequential and continuous. Special education should be part *of*, rather than apart *from*, the total school program. However, the necessary modifications may, from time to time, appear contradictory to this principle.

Special education services embody three elements worthy of consideration: (1) trained professional personnel, (2) special curricular content for certain handicapped groups, and (3) specialized or modified facilities.

Every student should have an opportunity to complete successfully a program of studies designed to meet his individual needs and abilities. When such a program is completed satisfactorily, he should receive a diploma or certificate comparable to that of other students of the school who have completed their curricular requirements.

NOTE: Before proceeding with the work of this section, prepare and attach as part of this section a list of the major goals of the special education program that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

EVALUATIVE CRITERIA
Fourth Edition

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I. ORGANIZATION

Checklist

- | | | | |
|--|--------------|---|--------------|
| 1. Policies and procedures for establishing and operating special education programs are clearly defined and make provision for all handicapped students. | na 1 2 (3) 4 | 12. Students are provided special supportive services as needed. | na 1 2 (3) 4 |
| 2. Special education teachers have a major role in establishing procedures for the identification, evaluation, placement, and transfer of the handicapped. | na 1 2 (3) 4 | 13. A systematic plan is in effect for evaluating the quality of special education services. | na 1 2 (3) 4 |
| 3. The special education program(s) operates under the leadership of a trained special education administrator. | na 1 2 3 (4) | 14. Clerical personnel are available. | na 1 2 (3) 4 |
| 4. Supervisory services are provided for special education teachers and program. | na 1 2 (3) 4 | 15. The school maintains an approved and continuing screening and referral procedure. | na 1 2 (3) 4 |
| 5. The special education education program is an integral part of the instructional program. | na 1 2 3 (4) | 16. The school cooperates with professional and lay groups to coordinate activities concerned with the referral of handicapped children and youth. | na 1 2 (3) 4 |
| 6. The staff is offered the same considerations as other staff members. | na 1 2 3 (4) | 17. Referrals are made to other agencies to secure diagnostic information. | na 1 2 3 (4) |
| 7. Opportunities for staff professional development, curriculum development, and in-service training are provided. | na 1 (2) 3 4 | 18. Professional records, including cumulative records, psychological findings, case histories, and medical reports, are available and used by appropriate personnel. | na 1 2 3 (4) |
| 8. Budgets for special education programs are formulated as part of the school budget. | na 1 2 3 (4) | 19. Handicapped children in organized programs are re-evaluated at intervals to verify their continued eligibility. | na 1 2 (3) 4 |
| 9. Appropriate teacher-student ratios are in effect and meet state standards. | na 1 2 3 (4) | 20. Teachers from the various grade levels plan together to develop a sequential program in special education. | na 1 2 (3) 4 |
| 10. Teachers are members of an interdisciplinary team that participates in decisions regarding placement, curriculum, evaluation, and instruction. | na 1 2 3 (4) | 21. Teachers of the same grade level plan together to develop the special education program at that level. | na 1 2 3 (4) |
| 11. Before a student is transferred to or placed in a special education program, both parents and student receive a complete orientation to the program. | na 1 2 (3) 4 | 22. | na 1 2 3 4 |

Evaluations

- | | |
|---|--------------|
| a) How effective are the policies pertaining to special education programs? | na 1 2 (3) 4 |
| b) How effective is the administrative leadership? | na 1 2 (3) 4 |
| c) How adequate is the financial support for special education programs and services? | na 1 2 3 (4) |
| d) To what extent is the special education program an essential component of this school's program? | na 1 2 3 (4) |
| e) How accurate and complete is identification and assessment of the handicapped? | na 1 2 (3) 4 |
| f) To what extent are referrals made to proper services? | na 1 2 (3) 4 |
| g) How adequate is the follow-up after clinical referrals? | na 1 2 (3) 4 |
| h) How adequate are the supportive services? | na 1 2 (3) 4 |

Comments

II. NATURE OF OFFERINGS

Checklist

- 1. The curriculum is designed to meet the needs of handicapped children and youth. na 1 2 3 **4**
- 2. Students have an opportunity to develop specific talents and abilities as well as to strengthen areas of weakness. na 1 2 3 **4**
- 3. Handicapped students are assigned to regular classes in those cases where such placement is appropriate. na 1 2 3 **4**
- 4. Special students are involved in the regular program *only* as their progress determines this to be desirable. na 1 2 3 **4**
- 5. The school has special services to take care of assessment and referral needs (check if available):
 Audiologist. na 1 2 3 4
 Educational diagnostician.

- General medical practitioner.
- Neurologist.
- Occupational therapist.
- Ophthalmologist.
- Orthopedic surgeon.
- Otologist.
- Pediatrician.
- Physical therapist.
- Psychiatrist.
- School psychologist.
- Social worker.
- Speech therapist.
- Other _____

6.

na 1 2 3 4

Supplementary Data

1. If the program titles listed below do not describe the programs offered, make appropriate changes. Include only offerings that are a regular part of the school program.

PROGRAMS, BY NATURE OF HANDICAP	ENROLLMENT OF STUDENTS, BY NATURE OF INSTRUCTION				FULL-TIME EQUIVALENCY OF TEACHERS IN EACH PROGRAM	NUMBER OF HANDICAPPED STUDENTS IN REGULAR PRO- GRAM CLASSES
	In Self- Contained Classroom	Resource Teachers	Itinerant Teachers	Total		
1. Hearing impaired						
2. Vision impaired						
3. Speech handicaps						
4. Orthopedic handicaps						
5. Other health impairments						
6. Retarded, educable	14			14	1	1
7. Retarded, trainable						
8. Slow learners						
9. Socially/emotionally maladjusted						
10. Learning disabilities						
11. Multiple handicaps						
12. Hospital- or home-bound						
13. Behavior Disorders			13		1	
14.						

VILLA GROVE HIGH SCHOOL

SOPHOMORE

MATH II----Individual work with the 4 basic concepts

ENGLISH II-----reading, spelling, vocabulary through use of
vocationally oriented material

GEOGRAPHY-----map reading--learns about the 50 states--able to
locate and spell 50 states

VOCATIONAL EDUCATION----understanding job limitations, reading
about different jobs the student would
possibly be able to do, reading want ads,
learning good work habits, appearance

DRIVERS EDUCATION----students are integrated into regular classroom
with extra help in room from special education
teacher

COOPERATIVE WORK TRAINING----classroom and on the job training

PHYSICAL EDUCATION----integrated with regular students

JUNIOR

MATH III-----individual work with 4 basic processes through
job related math problems such as wages, car expenses,

ENGLISH III-----reading, spelling, current events, oral and
written communication, instructions, newspapers,

BASIC SKILLS-----basic skills in everyday life such as basic
skills around the house, basic skills of getting
around, basic skills of using money, basic
skills on the job, basic skills of following
directions, basic skills of shopping

AMERICAN HISTORY----role and obligations as citizens, voting
procedures, types of government, federal
and state constitutions, reports on presidents

COOPERATIVE WORK TRAINING-----classroom and on the job training

PHYSICAL EDUCATION--integrated with regular students

VILLA GROVE HIGH SCHOOL

SENIORS

MATH IV-----individual work on student's trouble areas in 4 basic processes

ENGLISH IV--reading, spelling through use of occupational information, application blanks, letters, newspapers

CONSUMER EDUCATION--purchasing, installment buying, budgeting, banking, wages, insurance, taxes, home and car ownership, community and government resources, leisure time activities

COOPERATIVE WORK TRAINING---classroom and on the job training

PHYSICAL EDUCATION---students are integrated into the regular classes

SCIENCE----Intertwined into English, History, Vocational Education, Basic Skills. Physiology--elemental description and function of body systems. Hygiene--emphasis on practical personal hygiene. Health--prevention and hazards of alcohol, drugs, smoking, maintenance of good mental health. Safety--personal, home, auto, job. First Aid--fundamental do's and don'ts

All subjects are clearly defined, but there is much overlapping in the subject areas. The emphasis in all classes is on making the student a contributing member of his society. Most of the work is vocationally oriented.

VILLA GROVE HIGH SCHOOL EMH CURRICULUM

SOPHOMORES

	credit
MATH II	1
ENGLISH II	1
VOCATIONAL EDUCATION	1
GEOGRAPHY	1
DRIVERS EDUCATION	
CWT--classroom	1
job	1
PHYSICAL EDUCATION	

JUNIORS

	credit
MATH III	1
ENGLISH III	1
BASIC SKILLS	1
AMERICAN HISTORY	1
CWT--classroom	1
job	1
PHYSICAL EDUCATION	

SENIORS

	credit
MATH IV	1
ENGLISH IV	1
CONSUMER EDUCATION	1
CWT--classroom	1
job	1
PHYSICAL EDUCATION	

II. NATURE OF OFFERINGS—Continued

Supplementary Data—Continued

- 2. Attach a complete schedule of special education programs, classes, services, and activities.
- 3. Attach a statement of the requirements and restrictions governing students' choice of programs, services, and subjects.

Evaluations

- a) *To what extent are all programs and services subjected to periodic assessment and re-evaluation?* na 1 2 3 4
- b) *How appropriate are the offerings in relation to the school's stated philosophy and objectives?* na 1 2 3 4
- c) *How extensive are enrollments in specific programs and courses in relation to the stated philosophy and objectives?* na 1 2 3 4
- d) *How adequate is the variety of programs and special subject offerings in light of community and student needs?* na 1 2 3 4
- e) *How well are industry, business, and on-the-job resources outside the school correlated with school programs to provide additional education and training in the community?* na 1 2 3 4
- f) *How adequate and appropriate is the related instruction?* na 1 2 3 4

Comments

III. PHYSICAL FACILITIES

Checklist

- 1. The school facilities are so constructed or modified that individuals having physical handicaps do not encounter architectural barriers which prohibit or limit their use of facilities. na ① 2 3 4
- 2. Instructional areas for handicapped youth are of appropriate size to provide for optimum program development. na 1 2 ③ 4
- 3. Space is available for special education and supportive services. na 1 2 ③ 4
- 4. Work and office areas are appropriate in size and shape. na ① 2 3 4
- 5. Each instructional and service area is equipped with the furniture and other equipment necessary for the maximum development of the program. na 1 2 ③ 4
- 6. The equipment and furniture are aesthetically pleasing, comfortable, and in keeping with the general design of other parts of the school facilities. na 1 2 ③ 4

- 7. Each instructional and service area has appropriate shelf, storage, file, and display space. na ① 2 3 4
- 8. Special transportation is provided for those students who cannot use regular transportation. na 1 2 3 ④
- 9. Transportation is available for field trips. na 1 2 3 ④
- 10. Adaptive physical education, recreation, and training facilities and adequate spaces are available both inside and outside the building. na ① 2 3 4
- 11. na 1 2 3 4

Evaluations

- a) How appropriate is the classroom space for instructional activities? na 1 2 ③ 4
- b) To what extent is the work and office space for professional and other staff adequate and appropriate? na ① 2 3 4
- c) How appropriate are other aspects of the physical facilities for optimum development of programs and services? na 1 2 ③ 4
- d) To what extent is the equipment functional and its quantity sufficient to meet the needs of the program and services? na 1 2 ③ 4

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

Instructional Staff here includes all special education personnel.

Checklist

- 1. The latest state department of public instruction requirements for special education personnel have been obtained by the school and are available to any teacher or prospective teacher. na 1 2 3 4
 - 2. Outstanding teachers who are interested in any handicapped children are encouraged to work with these children. na 1 2 3 4
 - 3. Personnel associated with programs for handicapped youth are given opportunities to visit other classrooms, communities, institutions, and agencies, and to attend professional meetings. na 1 2 3 4
 - 4. Teachers and other interested personnel participate in in-service training programs. na 1 2 3 4
 - 5. Special education personnel are encouraged to engage in research and experimentation. na 1 2 3 4
- All special education personnel:
- 6. Adhere to professional ethics in handling confidential information. na 1 2 3 4
 - 7. Are actively identified with appropriate community organizations and issues. na 1 2 3 4
 - 8. Maintain active membership in educational and other professional organizations. na 1 2 3 4
 - 9. Demonstrate desirable working relationships with intraschool personnel, parents, and professional lay groups. na 1 2 3 4

- 10. Make effective use of referral sources. na 1 2 3 4
- Special education teachers are:
- 11. Certified by state department of education for the specific areas they teach. na 1 2 3 4
 - 12. Prepared by a broad background of understanding of handicapped children. na 1 2 3 4
 - 13. Prepared in technical methodology of instruction in given specific or related areas. na 1 2 3 4
- Special education therapists and the ancillary and referral personnel are:
- 14. Certified by the state licensing board for their specialty. na 1 2 3 4
 - 15. Able to meet state department of education requirements. na 1 2 3 4
- Special education directors and supervisors are:
- 16. Certified by the state department of education as administrators of special education. na 1 2 3 4
 - 17. Prepared by comprehensive training in special education. na 1 2 3 4
 - 18. na 1 2 3 4

Continued on next page

There is 1 Special Education Class (educable retarded) in the high school. The Special Education program is a county program with the secondary class in Villa Grove.

A. INSTRUCTIONAL STAFF—Continued

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in a, b, c, and d respectively):

a) Educational level:

Less than bachelor's degree	_____
Bachelor's degree	_____
Master's degree	_____ 1
Sixth-year program	_____
Doctor's degree	_____

c) Years since last formal study in special education:

0-3	_____
4-7	_____
8-12	_____ 1
More than 12	_____

b) Semester hours (approximate) of preparation in special education:

0-11	_____
12-23	_____ 1
24-48	_____
More than 48	_____

d) Previous experience in years:

0-2	_____
3-5	_____ 1
6-15	_____
More than 15	_____

2. List areas of concentration in special education of each staff member.

Secondary Educable Retarded.

Evaluations

- a) How well prepared are administrators and supervisors? (na) 1 2 3 4
- b) How well prepared are teachers? na 1 2 3 4
- c) How well prepared are supportive personnel? (na) 1 2 3 4

Comments

Evaluation A - Administrators and supervisors are in Area office in Mattoon.

Evaluation C - Supportive personnel are in area office in Mattoon.

B. INSTRUCTIONAL ACTIVITIES**Checklist**

- | | | | |
|--|--------------|---|--------------|
| 1. Instructional methods and techniques in use are appropriate for the program in which they are being used. | na 1 2 3 (4) | 4. Regular school activities are adapted for use in each of the special areas. | na 1 2 3 (4) |
| 2. Special services such as sheltered workshops and on-the-job training are provided. | na 1 2 3 (4) | 5. Expectation is geared to the level of achievement potential of each student. | na 1 2 3 (4) |
| 3. Activities are aimed at strengthening the areas of weakness. | na 1 2 3 (4) | 6. School and community resources are used to supplement the in-school program. | na 1 2 3 (4) |
| | | 7. | na 1 2 3 4 |

Evaluations

- | | |
|--|--------------|
| a) <i>How appropriate is the planning and preparation for instruction?</i> | na 1 2 3 (4) |
| b) <i>How effectively are the instructional activities carried out in relation to the stated purposes and objectives of special education?</i> | na 1 2 3 (4) |

Comments

The Villa Grove Special Education class has very good work-study program with all students working at least 2 hours a day. At present, 9 work off campus and 5 on campus.

Students have been allowed to have basketball games here and away with Paris and Casey.

We are allowed social picnics with other special education classes from other schools such as Casey, Paris, Charleston and Mattoon.

C. INSTRUCTIONAL MATERIALS

Checklist

- | | |
|---|---|
| <p>1. Textbooks, pamphlets, magazines and newspapers, and other appropriate reading material are provided. na 1 2 3 (4)</p> <p>2. Source books and reference materials which parallel the most significant aspects of each unit or course of study are available. na 1 2 3 (4)</p> <p>3. Materials are selected to meet a variety of reading levels of students in each class. na 1 2 3 (4)</p> <p>4. Maps, charts, models, globes, and similar instructional materials are available. na 1 2 3 (4)</p> <p>5. Motion pictures, filmstrips, and slides are available. na 1 2 3 (4)</p> <p>6. Appropriate study guides or assignment sheets have been prepared and are available to students. na 1 2 3 (4)</p> <p>7. A variety of resource materials is available for the use of teachers. na 1 2 3 (4)</p> <p>8. Textbooks are selected by special education personnel. na 1 2 3 (4)</p> <p>9. Materials and supplies in use are appropriate for meeting the needs of handicapped children. na 1 2 3 (4)</p> | <p>10. Instructional materials are available to promote <i>each program</i> of special education. (na) 1 2 3 4</p> <p>11. Several series of textbooks are available. na 1 2 3 (4)</p> <p>12. High-interest—low-vocabulary materials are available. na 1 2 3 (4)</p> <p>13. Special instructional materials for the visually impaired are available (check those available):
 _____ Braille materials
 _____ Brailers
 _____ Talking books
 _____ Books with large type
 _____ Tape recorders
 _____ Large-type typewriters
 (na) 1 2 3 4</p> <p>14. Special instructional materials for the deaf are available (check those available):
 _____ Captioned films
 _____ Audio-amplifier system
 _____ Other
 (na) 1 2 3 4</p> <p>15. na 1 2 3 4</p> |
|---|---|

Supplementary Data

1. What other instructional materials for handicapped children are provided?
(Describe.)

Vocationally oriented reading materials.

Evaluations

- a) How adequate is the variety of instructional materials? na 1 2 3 (4)
- b) How adequate is the quality of instructional materials? na 1 2 3 (4)

Comments

D. METHODS OF EVALUATION

Checklist

- | | | | |
|---|------------|--|------------|
| 1. Provision is made for evaluation of student progress in relation to objectives. | na 1 2 3 4 | 10. Both teachers and students recognize that tests should be used to reveal strengths and to point out areas for improvement. | na 1 2 3 4 |
| 2. The evaluative process makes provision for individual differences. | na 1 2 3 4 | 11. Evaluation techniques include measurement of growth in ability to generalize and ability to organize. | na 1 2 3 4 |
| 3. Evaluation is made of the student's knowledge and operational skills. | na 1 2 3 4 | 12. Part of the evaluation program consists of tests designed to determine the student's ability to use knowledge in new situations. | na 1 2 3 4 |
| 4. Pretests are used. | na 1 2 3 4 | 13. Teachers are encouraged to develop case studies on each of their students. | na 1 2 3 4 |
| 5. Tests are used to determine the achievement levels of all students. | na 1 2 3 4 | 14. | na 1 2 3 4 |
| 6. Tests are used for diagnostic purposes. | na 1 2 3 4 | | |
| 7. A multidisciplinary team is used to validate the diagnostic information available. | na 1 2 3 4 | | |
| 8. Interpretation of test results is used in conjunction with other information to assist students. | na 1 2 3 4 | | |
| 9. Students are encouraged to evaluate their own achievement. | na 1 2 3 4 | | |

Evaluations

- | | |
|---|------------|
| a) To what extent are systematic procedures used to evaluate student progress? | na 1 2 3 4 |
| b) To what extent do teachers use evaluation results in analyzing their teaching effectiveness? | na 1 2 3 4 |

Comments

V. OUTCOMES

Evaluations

- | | |
|---|------------|
| a) To what degree are the students: | |
| (1) Able to return to regular classrooms? | na 1 2 3 4 |
| (2) Able to participate in other school activities? | na 1 2 3 4 |
| (3) Able to exhibit an understanding of individual rights and responsibilities? | na 1 2 3 4 |
| (4) Developing desirable attitudes toward work? | na 1 2 3 4 |
| (5) Developing knowledge and skill commensurate with their work needs? | na 1 2 3 4 |
| (6) Aware of local employment conditions and opportunities? | na 1 2 3 4 |
| b) How well does the community accept and support the special education program? | na 1 2 3 4 |
| c) How well satisfied are the parents with the special education program? | na 1 2 3 4 |
| d) How satisfactory is the special education program as far as the general teaching staff is concerned? | na 1 2 3 4 |
| e) How satisfactory is the special education program as far as the administration is concerned? | na 1 2 3 4 |
| f) How effective has been the communication of the aims and objectives of special education to the community? | na 1 2 3 4 |

VI. SPECIAL CHARACTERISTICS OF THE SPECIAL EDUCATION PROGRAM

1. In what respects is the special education program most satisfactory and commendable?

The curriculum is based on everyday life situations and practical applications to problems students will face after they have graduated. The curriculum is vocationally oriented as this is the secondary students greatest need. We have a very good work experiences program where all students work at least 2 hours a day or more depending on their year in school and their job.

2. In what respects is the special education program most in need of improvement?

Larger room to allow for more group work.

3. Recommend, in order of priority, steps for improvement of weaknesses of the special education program.

Larger room.

VII. GENERAL EVALUATIONS OF INSTRUCTION IN SPECIAL EDUCATION

Evaluations

- a) *To what extent does instruction in special education meet the needs of students as indicated in Section 2, "School and Community"?* na 1 2 3 4
- b) *To what extent is the instruction in the special education program consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* na 1 2 3 4
- c) *To what extent is the school identifying problems in special education and seeking their solution?* na 1 2 3 4

Trade, Technical, and Industrial Education 4-18

NAME OF SCHOOL VILLA GROVE HIGH SCHOOL DATE October 1, 1978

Self-evaluation by

Robert Sergent

Steve Boyer

Karen Schweighart

Area being evaluated

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

The basic purpose of trade, technical, and industrial education for in-school youth is to prepare them for advantageous initial entry into employment in a specific or closely allied trade, industrial, technical, or service occupation. This purpose may be achieved in the secondary school through either a full-time in-school program or a part-time school and a part-time employment (cooperative) program or both. The instructional program is based upon clearly defined skills, proficiencies, and knowledge needed for successful entry into a particular occupational area in which there are opportunities for employment. Only those students who can reasonably be expected to profit by the instruction are selected for enrollment in trade, technical, and industrial education courses. These programs can be conducted in comprehensive high schools, in area vocational schools, or in other types of vocational schools, such as service or skill centers.

The instructional program is conducted

by teachers who are occupationally competent through wage-earning experience in the occupation and who have been given instruction in the techniques of teaching. The skills and related technical information taught the students are those which are needed by the typical worker in an occupational area. Theory is related to the skills of the occupation. Advisory committees are used to aid in promoting, establishing, maintaining, and continuously evaluating the program.

Careful attention is given to selection of students for admission to trade, technical, and industrial education courses. General school records and exploratory experiences and activities are carefully reviewed in determining whether or not a prospective student has the ability, aptitude, and interest needed to master the skills and knowledge required in the occupation. General education is included in the program for all students in trade, technical, and industrial courses.

NOTE: If the school deems it advisable, different areas within trade, technical, and industrial education may be evaluated separately. If this is done, the name of the area should be placed on the line provided above. If all areas are evaluated together, individual area differences can be noted under "Comments."

Before proceeding with work on this section, prepare and attach as part of the section a list of the major goals of the program that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

EVALUATIVE CRITERIA
Fourth Edition

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I. ORGANIZATION

A. GENERAL

Checklist

- | | | |
|---|--|--|
| <p>1. The program is under the general direction and has the support of the administrative officers of the school system. na 1 2 3 4</p> <p>2. The principal and other school personnel show an interest in the program and have an understanding of its objectives. na 1 2 3 4</p> <p>3. Qualified vocational education personnel, both administrative and supervisory, are directly responsible for the program. na 1 2 3 4</p> <p>4. Vocational education administrative and supervisory personnel participate in the selection of teachers and coordinators. na 1 2 3 4</p> <p>5. Financial support is given to the program as evidenced by provision for competent instructors, building facilities, equipment, materials, supplies, and aids. na 1 2 3 4</p> <p>6. An employer-employee advisory committee helps to plan the program. na 1 2 3 4</p> <p>7. Class sizes are limited to a number that can be instructed effectively in the facilities available. na 1 2 3 4</p> <p>8. Provisions are made for in-service education of teachers. na 1 2 3 4</p> <p>9. The trade, technical, and industrial education program is planned to meet the industrial needs of the labor market on a wide geographical basis. na 1 2 3 4</p> | | <p>10. There is recorded evidence that there are job opportunities for those students enrolled in each course on a local, state, or national basis. na 1 2 3 4</p> <p>11. Students are carefully selected on the basis of interest, aptitudes, and ability as reflected by records, teacher recommendations, and interviews. na 1 2 3 4</p> <p>12. The time spent in skill development complies with the state plan for vocational education. na 1 2 3 4</p> <p>13. Information units and study are planned to contribute directly to the trade or occupation for which training is given. na 1 2 3 4</p> <p>14. Provisions are made for students in the program to participate in the social and extracurricular activities of the school. na 1 2 3 4</p> <p>15. Trade, technical, and industrial education students are scheduled in general education classes with academic students. na 1 2 3 4</p> <p>16. Provisions are made to work cooperatively with other agencies in occupational programs. na 1 2 3 4</p> <p>17. na 1 2 3 4</p> |
|---|--|--|

Supplementary Data

Indicate in the space below (1) the major areas of instruction offered in trade, technical, and industrial education, (2) the grade levels at which the area or activity is offered, and (3) the number of students enrolled in each offering for the current year. Continue this form on additional sheets as needed.

<i>Industrial Area(s)</i>	<i>Grade(s)</i>	<i>Number of Students Enrolled</i>
Building Trades #1	11 & 12	16
Building Trades #2	11 & 12	16
C.W.T.	9 - 12	
Woods	9 - 12	45
Metals	9 - 12	40
Electronics	9 - 12	35
Drafting	9 - 12	40

248. SECTION 4-18 • TRADE, TECHNICAL, AND INDUSTRIAL EDUCATION

Evaluations

- a) *To what extent is trade, technical, and industrial education available to all students who need and can profit by it?* na 1 2 3 4
- b) *How adequate are the time allotments for the program?* na 1 2 3 4
- c) *To what extent do the enrollments in the classes reflect the needs for trained workers in the geographical area?* na 1 2 3 4
- d) *How adequate are provisions for administrative and supervisory personnel?* na 1 2 3 4
- e) *How adequate are the provisions for advisory services?* na 1 2 3 4

Comments**B. COOPERATIVE WORK EXPERIENCE PROGRAMS**

While major attention of the school is directed to its in-school program, the values of informal work experience for all students are recognized, and more formal, supervised work programs related to curricular areas are provided.

Informal work activities are encouraged by the staff, and placement facilities are available to notify students of work opportunities and to assist in a liaison capacity between student and employer. Opportunities for work within as well as outside the school are identified.

Supervised and cooperative work programs providing for application of vocational skills and understanding learned in school are organized and operated by representatives of both the school and community. These encourage further development of skills and understanding in a realistic business or industrial situation as well as reduce costs for the school.

Checklist

- | | | | |
|---|------------|--|------------|
| 1. Cooperative work experiences are arranged in diversified occupational areas. | na 1 2 3 4 | 11. Provisions are made for the cooperative student to receive individual supervision and instruction correlated with on-the-job experience. | na 1 2 3 4 |
| 2. A coordinator of work experience programs is employed. | na 1 2 3 4 | 12. Assignment is approved only where learning opportunities exist and exploitation of the worker is unlikely. | na 1 2 3 4 |
| 3. The coordinator is active in seeking work experience opportunities in the community. | na 1 2 3 4 | 13. Cooperative students spend not less than time specified in the state plan for vocational education in on-the-job experience and in-school instruction. | na 1 2 3 4 |
| 4. The coordinator has had experience both as a teacher and a worker. | na 1 2 3 4 | 14. Work experiences provide for the development of new skills based upon previous in-school accomplishment. | na 1 2 3 4 |
| 5. The coordinator visits the student on the job regularly enough to ensure the attainment of the goals of the program. | na 1 2 3 4 | 15. Work experiences are planned to assist students in the development of effective theory or knowledge as well as manipulative skills. | na 1 2 3 4 |
| 6. Supervision of students is considered a cooperative responsibility of both the school and business or industrial representative. | na 1 2 3 4 | 16. Work experiences are planned to assist students in the development of effective personal and social characteristics in their chosen field. | na 1 2 3 4 |
| 7. An advisory or planning committee, including representatives of both the school and community, assist in planning and coordinating the work program. | na 1 2 3 4 | 17. Schedule provisions ensure a sufficient time allotment or block of time in work activities to accomplish the goals of the program. | na 1 2 3 4 |
| 8. Provision is made for compliance with all legal requirements relating to the employment of youth. | na 1 2 3 4 | 18. Wages are arranged with consideration for the learning opportunities of the job and the production or service elements of the work. | na 1 2 3 4 |
| 9. Student enrollment and placement in the cooperative training program involve a process of testing, counseling, and interviews. | na 1 2 3 4 | | |
| 10. Placement of students involves matching aptitudes and interest to the job opportunity. | na 1 2 3 4 | | |

B. COOPERATIVE WORK EXPERIENCE PROGRAMS—Continued

Checklist—Continued

- | | | | | | | | | | | | | |
|--|----|---|---|---|---|--|---|----|---|---|---|---|
| <p>19. Work experience programs are revised periodically in the light of the information obtained through evaluation procedures.</p> | na | 1 | 2 | 3 | 4 | | <p>23. Reports of the effectiveness of the work experience program are made periodically to the school and to the employer.</p> | na | 1 | 2 | 3 | 4 |
| <p>20. Provisions are made to include information units during regular school periods according to an organized plan of instruction.</p> | na | 1 | 2 | 3 | 4 | | <p>24. Comprehensive records of each student show the nature, amount, and quality of the work done.</p> | na | 1 | 2 | 3 | 4 |
| <p>21. A training program (memorandum) is on file for each student and is signed by the training agency, student, parent, and coordinator.</p> | na | 1 | 2 | 3 | 4 | | <p>25. Evaluation procedures recognize standards consistent with the maturity and training of students.</p> | na | 1 | 2 | 3 | 4 |
| <p>22. Records showing scholastic achievement, work-related experience, and attendance of each student are maintained.</p> | na | 1 | 2 | 3 | 4 | | <p>26. Credit toward a certificate or diploma is granted for successful completion of supervised or cooperative work.</p> | na | 1 | 2 | 3 | 4 |
| | | | | | | | <p>27.</p> | na | 1 | 2 | 3 | 4 |

Supplementary Data

1. Describe briefly important features of the work experience program.

The C. W. T. program at Villa Grove High School offers students an opportunity to participate in a release time situation. It motivates many students who would other wise drop out of school.

Evaluations

- | | | | | | |
|---|----|---|---|---|---|
| a) <i>How adequate is the variety of work experience in relation to curricular offerings and student needs?</i> | na | 1 | 2 | 3 | 4 |
| b) <i>How well satisfied are employers with the work experience program?</i> | na | 1 | 2 | 3 | 4 |
| c) <i>How satisfactory is supervision and coordination of the work experience program?</i> | na | 1 | 2 | 3 | 4 |

Comments

II. NATURE OF OFFERINGS

Checklist

Trade, technical, and industrial education includes experiences that:

- | | |
|--|---|
| <p>1. Are designed to develop such skills and technical knowledge for beginning workers as are justified by employment opportunities. na 1 2 3 4</p> <p>2. Are based upon and organized around a careful analysis of the skills and knowledge required for successful employment in an occupation. na 1 2 3 4</p> <p>3. Acquaint those enrolled with opportunities for employment in a related group of occupations. na 1 2 3 4</p> <p>4. Emphasize desirable personal characteristics, good work habits, and satisfaction found in good workmanship. na 1 2 3 4</p> <p>5. Place emphasis on safety practices in industry. na 1 2 3 4</p> | <p>6. Provide for the study of employer-employee and fellow worker relations. na 1 2 3 4</p> <p>7. Are evaluated in the light of studies of graduates. na 1 2 3 4</p> <p>8. Are designed to assist students to make satisfactory adjustment to economic, industrial, and social changes. na 1 2 3 4</p> <p>9. Provide a basis for continued training after graduation. na 1 2 3 4</p> <p>10. Are related to locating, applying for, and being interviewed for a job. na 1 2 3 4</p> <p>11. Are confirmed by advisory craft committees. na 1 2 3 4</p> <p>12. na 1 2 3 4</p> |
|--|---|

Evaluations

- | |
|--|
| <p>a) How adequate is the variety of offerings in relation to community and student needs? na 1 2 3 4</p> <p>b) To what extent are the offerings consistent with present industrial needs? na 1 2 3 4</p> <p>c) How adequate are information units? na 1 2 3 4</p> <p>d) How effective are the advisory committees? na 1 2 3 4</p> |
|--|

Comments

III. PHYSICAL FACILITIES

Checklist

- | | | | |
|--|--------------|---|--------------|
| 1. The buildings and site are available for the training needs and are an integral part of school or vocational center facilities. | na 1 2 (3) 4 | 13. Storage space and facilities are provided for materials and supplies. | na 1 (2) 3 4 |
| 2. The location and soundproofing of the area eliminate undue interference with other school activities. | na 1 2 3 (4) | 14. Tool storage and stock room systems approximate those used in industry. | na 1 (2) 3 4 |
| 3. The floor area includes acceptable clearance for traffic lanes between machines and equipment where students work. | na 1 (2) 3 4 | 15. Benches and work stations are sufficient in number to meet needs of the maximum class enrollment. | na 1 (2) 3 4 |
| 4. An area is provided for information units of instruction. | na 1 2 3 (4) | 16. Utility outlets are provided where needed. | na (1) 2 3 4 |
| 5. The specific types of floors are appropriate to the work of each area. | na 1 2 (3) 4 | 17. All switches and electrical controls are clearly marked and a master switch is available. | na 1 2 (3) 4 |
| 6. The area for information units is equipped with furniture, equipment, and utilities. | na 1 2 3 (4) | 18. Materials and supplies are available to meet enrollment needs. | na 1 2 (3) 4 |
| 7. Light is provided to meet the requirements for work in each part of the instructional area. | na 1 2 3 (4) | 19. Fire extinguishing equipment is available and conveniently located. | na 1 2 3 (4) |
| 8. Hand tools comparable to those used in industry are provided. | na 1 2 (3) 4 | 20. First aid supplies are available. | na 1 (2) 3 4 |
| 9. Machines similar to those used in industry are provided. | na 1 (2) 3 4 | 21. Provisions are made for the use of audio-visual aids. | na 1 2 (3) 4 |
| 10. Machines are equipped with safety devices. | na 1 2 (3) 4 | 22. Washing facilities are supplied with hot and cold water. | na 1 (2) 3 4 |
| 11. Tools, equipment, and safety devices are maintained in good condition. | na 1 2 3 (4) | 23. Ventilation provisions ensure healthful working conditions. | na 1 2 (3) 4 |
| 12. Storage space and facilities are provided for tools and small equipment. | na 1 2 (3) 4 | 24. Office equipment is provided for the instructor. | na (1) 2 3 4 |
| | | 25. | na 1 2 3 4 |

Evaluations

- | | |
|--|--------------|
| a) How adequate is the space provided for trade, technical, and industrial education? | na 1 2 (3) 4 |
| b) How well is the shop area planned and laid out? | na 1 (2) 3 4 |
| c) How adequate is the amount of equipment to meet needs of the largest class? | na 1 (2) 3 4 |
| d) How adequate is the quality of equipment? | na 1 (2) 3 4 |
| e) How adequate is the amount of materials and supplies? | na 1 2 (3) 4 |
| f) How adequate is the quality of materials and supplies? | na 1 2 (3) 4 |
| g) How adequate are the storage facilities? | na (1) 2 3 4 |
| h) How adequate is the protection of students from fire, toxic gases, dust, and personal injury? | na 1 2 (3) 4 |

Comments

Above mentioned pertains to Industrial Arts shop.

Building Trades has a tool bus and the house where working, actually all that is needed though.

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

Members of the trade, technical, and industrial education instructional staff:

- 1. Have worked as journeymen or have had like experience in the occupation which they are now teaching, in accordance with the state plan. na 1 2 3 (4)
- 2. Have had preparation in the philosophy and practices of trade, technical, and industrial education with emphasis on methods, materials, curriculum, and evaluation. na 1 2 3 (4)
- 3. Have extended their preparation beyond minimum certification requirements. na 1 2 3 (4)
- 4. Appreciate the need for general education as well as vocational education. na 1 2 3 (4)
- 5. Have had preparation in the field of vocational guidance. na 1 (2) 3 4
- 6. Keep up to date with developments in education through summer employment, workshops, institutes, curriculum studies, or research. na 1 2 3 (4)
- 7. Have knowledge of laws, codes, and regulations pertaining to occupations for which instruction is offered. na 1 2 3 (4)

- 8. Have knowledge of present industrial conditions and resources of the geographical area. na 1 2 3 (4)
 - 9. Have preparation in first aid, hygiene, and safety practices as applied to the occupation taught. na 1 2 3 (4)
 - 10. Are active in the in-service teacher-training program. na 1 2 (3) 4
 - 11. Hold membership and actively participate in their professional organizations. na 1 2 (3) 4
- Coordinators for cooperative programs:
- 12. Have a background of industrial experience. na 1 2 3 (4)
 - 13. Have had preparation in the principles and practices of cooperative occupational education. na 1 2 (3) 4
 - 14. Have had special preparation in the use of related resource materials. na 1 2 3 (4)
 - 15. na 1 2 3 4

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in a, b, c, and d respectively):

- a) Educational level:
- Less than bachelor's degree _____
 - Bachelor's degree _____ 1
 - Master's degree _____ 2
 - Sixth-year program _____
 - Doctor's degree _____
- b) Semester hours (approximate) of preparation in trade, technical, and industrial education:
- 0-11 _____
 - 12-23 _____ x
 - 24-48 _____ x
 - More than 48 _____

- c) Years since last formal study in trade, technical, and industrial education:
- 0-3 _____
 - 4-7 _____ x x
 - 8-12 _____
 - More than 12 _____
- d) Previous experience in years:
- 0-2 _____
 - 3-5 _____
 - 6-15 _____ x
 - More than 15 _____ x

2. List areas of concentration in trade, technical, and industrial education of each staff member.

- Building Trades
- C.W.T.
- Metals
- Woods
- Electronics
- Drafting

A. INSTRUCTIONAL STAFF—Continued

Evaluations

- | | |
|--|-------------------|
| a) <i>How adequate is the work experience of the staff?</i> | na 1 2 3 4 |
| b) <i>How adequate is the professional preparation of the staff for teaching trade, technical, and industrial education?</i> | na 1 2 3 4 |
| c) <i>How well are the staff members keeping up with industrial and educational developments in their specializations?</i> | na 1 2 3 4 |

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

- | | | | | | | | | | | | | | |
|---|----|----------|---|----------|----------|--|---|----|---|---|----------|----------|--|
| 1. Instruction contributes to the objectives of the school. | na | 1 | 2 | 3 | 4 | | 13. The course of study provides for sequential development. | na | 1 | 2 | 3 | 4 | |
| 2. Instruction is directed toward clearly formulated objectives in trade, technical, and industrial education. | na | 1 | 2 | 3 | 4 | | 14. There are records showing progress of individual students. | na | 1 | 2 | 3 | 4 | |
| 3. Careful planning and preparation for instruction are evident. | na | 1 | 2 | 3 | 4 | | 15. Repetitive practice is carried on to develop a reasonable degree of skill and acceptable work habits. | na | 1 | 2 | 3 | 4 | |
| 4. Instruction is adapted to new or changing industrial conditions. | na | 1 | 2 | 3 | 4 | | 16. Projects, activities, or problems undertaken reflect the basic principles needed in the occupational area. | na | 1 | 2 | 3 | 4 | |
| 5. Activities approximate, as nearly as practicable, conditions existing in industry. | na | 1 | 2 | 3 | 4 | | 17. Provisions are made for individual differences. | na | 1 | 2 | 3 | 4 | |
| 6. The industrial resources of the employment area, including field trips, are used in instruction. | na | 1 | 2 | 3 | 4 | | 18. Students have an opportunity to participate in the general school student activities program. | na | 1 | 2 | 3 | 4 | |
| 7. In addition to developing skills for employment in an occupation, students develop a working knowledge of related occupations. | na | 1 | 2 | 3 | 4 | | 19. Students with trade and technical aptitude have counseling available about the possibilities of continuing in advanced trade, technical, and industrial education courses in high school. | na | 1 | 2 | 3 | 4 | |
| 8. Shop or laboratory management approximates conditions existing in industry. | na | 1 | 2 | 3 | 4 | | 20. Students with trade and technical aptitude have counseling available about the possibilities of continuing postsecondary trade, technical, and industrial education study. | na | 1 | 2 | 3 | 4 | |
| 9. All instructional activities are conducted with regard for student health and welfare. | na | 1 | 2 | 3 | 4 | | 21. | na | 1 | 2 | 3 | 4 | |
| 10. Learning experiences emphasize the principles of safety and fire prevention. | na | 1 | 2 | 3 | 4 | | | | | | | | |
| 11. Provision is made for correlation of information units with manipulative activities. | na | 1 | 2 | 3 | 4 | | | | | | | | |
| 12. Both manipulative activities and information units are given appropriate emphasis. | na | 1 | 2 | 3 | 4 | | | | | | | | |

Evaluations

- | | |
|---|-------------------|
| a) <i>How adequate is the planning and preparation for instruction?</i> | na 1 2 3 4 |
| b) <i>How well are instructional activities adapted to individual differences of students with special needs?</i> | na 1 2 3 4 |
| c) <i>To what extent do the instructional activities approximate desirable conditions existing in industry?</i> | na 1 2 3 4 |
| d) <i>How satisfactory is the instruction?</i> | na 1 2 3 4 |

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

1. The following instructional materials are up to date and easily available to teachers and students (check if available):
- A variety of textbooks and reference materials. na 1 2 3 **4**
 - Trade, technical, and engineering journals and industrial pamphlets.
 - Occupational brochures.
 - Plans, blueprints, drawings, specifications, and instruction sheets of the type used in industry.
 - Typical samples of completed projects.

- Models, mock-ups, simulators, films, slides, and other visual aids.
- Copies of state and Federal bulletins and brochures regarding trade, technical, and industrial education.
- Programed instructional materials.
- Educational television.

2. na 1 2 3 4

Evaluations

- a) How adequate is the variety of instructional materials? na 1 2 3 **4**
- b) How adequate is the quality of instructional materials? na 1 2 3 **4**

Comments

D. METHODS OF EVALUATION

Checklist

1. Appropriate measures (tests, records, recommendations, reports, and instructor interviews) are used in selecting students for trade, technical, and industrial education. na 1 2 **3** 4
2. Evaluation is an integral part of instruction. na 1 2 **3** 4
3. Objective techniques are used to evaluate work of students. na 1 2 **3** 4
4. The interpretation of test results is used in adapting and planning instruction. na 1 2 **3** 4
5. Students participate in self-evaluations and course evaluation. na 1 **2** 3 4
6. Student aptitudes and abilities are considered in evaluations. na 1 2 3 **4**
7. Critical comparisons are made between the quality of work of the school shops and that of industry. na 1 2 3 **4**

8. Individual student progress is recorded and used for guidance and placement purposes. na 1 2 **3** 4
9. Follow-up data are used in revising the program. na 1 2 **3** 4
10. Records of follow-up data concerning both graduates and dropouts are available. na 1 **2** 3 4
11. Both teachers and students recognize that tests should be used to reveal strengths and to point out areas for improvements in teaching and learning. na 1 **2** 3 4
12. Advisory committees have a part in the evaluation of the total program. na 1 **2** 3 4
13. na 1 2 3 4

D. METHODS OF EVALUATION—Continued

Evaluations

- a) *How satisfactory is the selection of students for the program?* na 1 2 (3) 4
- b) *To what extent do teachers use evaluations and standardized achievement test results in analyzing the effectiveness of their teaching?* na 1 2 (3) 4
- c) *To what extent do evaluation procedures identify students of exceptional promise?* na 1 2 3 (4)
- d) *To what extent do evaluation procedures identify students with special needs?* na 1 2 (3) 4
- e) *To what extent do evaluation procedures identify students who need a change of occupational objective?* na 1 2 (3) 4

Comments

V. OUTCOMES

Evaluations

- a) *To what degree are students developing knowledge and skill commensurate with their employment objectives?* na 1 2 (3) 4
- b) *To what extent do follow-up surveys of graduates reveal successful employment in jobs for which students were prepared?* na 1 2 (3) 4
- c) *To what degree do students show an appreciation of good workmanship?* na 1 2 (3) 4
- d) *To what extent are students aware of local, regional, and national employment conditions and opportunities?* na 1 2 (3) 4
- e) *How proficient are students in the use and care of machines and equipment?* na 1 2 (3) 4
- f) *To what degree are students developing desirable work habits, attitudes, and understanding concerning employer-employee and fellow worker relations?* na 1 2 (3) 4
- g) *How proficient are students in the use and care of tools and supplies?* na 1 2 (3) 4
- h) *To what extent are students observing principles of safety and fire prevention?* na 1 2 (3) 4

Supplementary Data

1. Describe any important changes or innovations which have been made during the past two years.

- 1. Helper in Building Trades plus a periodic student teacher.
- 2. Changed Industrial Arts program more in line with state recommendations.

VI. SPECIAL CHARACTERISTICS OF THE TRADE, TECHNICAL, AND INDUSTRIAL EDUCATION PROGRAM

1. In what respects is the trade, technical, and industrial education program most satisfactory and commendable?

- 1. Good community acceptance - strong administrative and school board support.
- 2. Personnel interested and trained well in vocational fields.

2. In what respects is the trade, technical, and industrial education program most in need of improvement?

- 1. More teachers and subjects of a vocational nature.

3. Recommend, in order of priority, steps for improvement of weaknesses in the trade, technical, and industrial education program.

- 1. More and better facilities
- 2. Funneling of student to vocational areas where demand is.

VII. GENERAL EVALUATION OF INSTRUCTION IN TRADE, TECHNICAL, AND INDUSTRIAL EDUCATION

Evaluations

- a) *To what extent does the instruction in trade, technical, and industrial education meet the needs of students as indicated in Section 2, "School and Community"?* na 1 2 **3** 4
- b) *To what extent is the instruction in trade, technical, and industrial education consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* na 1 2 **3** 4
- c) *To what extent is the school identifying problems in trade, technical, and industrial education and seeking their solution?* na 1 2 **3** 4

I. GENERAL NATURE AND ORGANIZATION

A. GENERAL NATURE OF THE PROGRAM

Checklist

The student activities program:

- | | | | |
|---|--------------|--|--------------|
| 1. Is integrated with and supplementary to the program of studies. | na 1 (2) 3 4 | 10. Provides membership opportunities to all students on a democratic basis xxx | na 1 2 3 (4) |
| 2. Provides opportunities for leadership and for experiences in cooperation. | na 1 2 3 (4) | 10a. Helps to prevent the development of clannish tendencies and cliques. | na 1 (2) 3 4 |
| 3. Gives students opportunities to exercise initiative and to assume responsibilities. | na 1 2 3 (4) | 11. Receives active cooperation and support from members of the school staff. | na 1 2 3 (4) |
| 4. Provides opportunities to coordinate some activities of the home, school, and community. | na 1 (2) 3 4 | 12. Receives cooperation and support from parents and other members of the community. | na 1 2 (3) 4 |
| 5. Provides opportunities for students to assist in resolving school issues and problems. | na (1) 2 3 4 | 13. Provides activities for the variety of interests and needs of individual students. | na 1 2 (3) 4 |
| 6. Seeks to develop desirable attitudes, ideals, and appreciation essential for the age in which we live. | na 1 2 (3) 4 | 14. Provides for activities to be organized, changed, or discontinued as student interests and needs change. | na 1 2 (3) 4 |
| 7. Fosters the development and perpetuation of desirable school traditions, such as standards of conduct, school festivals, and historical observances. | na 1 2 (3) 4 | 15. Provides orientation for students new to the program. | na (1) 2 3 4 |
| 8. Seeks to make every student and teacher feel accepted in the total life of the school. | na 1 2 (3) 4 | 16. Avoids the exploitation of students. | na 1 2 3 (4) |
| 9. Seeks to make each member feel a sense of loyalty and responsibility to the school. | na 1 2 (3) 4 | 17. Is geared to the general economic levels of the school population. | na 1 2 (3) 4 |
| | | 18. | na 1 2 (3) 4 |

Supplementary Data

1. Describe membership and activities of any adult community groups which are associated with any part of the student activities program.

Adult communities groups limited their participation in school activities only to special occasions.

Evaluations

- a) How well does the student activities program complement and enrich classroom activities? na 1 (2) 3 4
- b) To what extent is the student activities program based on study and analyses of student interests and needs? na (1) 2 3 4
- c) To what extent have policies been established to serve as guidelines and safeguards for the activities program? na (1) 2 3 4

Comments

The school should promote more coordinated activities between school and community activity groups.

The school organizations need more interaction with the community.

More opportunities should be afforded to students to offer more input into the decision making processes of the school.

B. GENERAL ORGANIZATION OF THE PROGRAM

Checklist

- | | | |
|---|-----------------------|---|
| <p>1. The general objectives of the student activities program are based on the interests and needs of students, and are formulated through the involvement of faculty and student representatives under the leadership of the administration. na 1 2 3 4</p> <p>2. The total activities program is coordinated through an activities director and an advisory coordinating council responsible to the administration. na 1 2 3 4</p> <p>3. A regular time and a place for meeting are available for each organization. na 1 2 3 4</p> <p>4. A calendar of activities is prominently displayed or otherwise available to students and faculty. na 1 2 3 4</p> <p>5. Each activity has at least one faculty sponsor who has ability and interest in that activity. na 1 2 3 4</p> <p>6. Faculty sponsors provide guidance and supervision for students participating in the activities. na 1 2 3 4</p> <p>7. Students are assisted through counseling and other student services in determining the extent of their participation in the activity program. na 1 2 3 4</p> <p>8. Provision is made to prevent monopoly of leadership opportunities by a small proportion of students. na 1 2 3 4</p> | <p>The objectives</p> | <p>9. Students are encouraged, under proper guidance, to practice democratic principles in planning and managing activities. na 1 2 3 4</p> <p>10. Attention is given to training student leaders in the performance of the offices to which they are elected. na 1 2 3 4</p> <p>11. Students participate in the evaluation of the activities. na 1 2 3 4</p> <p>12. Each student's participation in the activities program is recorded on his permanent record. na 1 2 3 4</p> <p>13. Records of activity meetings and programs are kept by individual groups. na 1 2 3 4</p> <p>14. Records are maintained of evaluations and are used for improvement of the activities. na 1 2 3 4</p> <p>15. The administration and the students agree on what should be appropriate qualifications for holding an office. na 1 2 3 4</p> <p>16. Students are encouraged to elect as officers and representatives those who best meet the standards for holding office. na 1 2 3 4</p> <p>17. na 1 2 3 4</p> |
|---|-----------------------|---|

Supplementary Data

1. Describe the school's plan for preparing student leaders for the responsibilities of the offices to which they are elected, including understanding the elements of parliamentary procedure.

There is no formal preparation.

2. Describe eligibility regulations for participation in activities and for holding office.

There are no overall eligibilities required for activities or holding offices; however individual organizations may have such regulations. All participate in sports and cheerleading must have a passing average.

3. Attach copies of the constitutions and bylaws of general organizations and any sets of rules that are in force.

Evaluations

- a) To what extent does the faculty provide cooperative guidance and supervision of the activities? na 1 2 3 4
- b) To what extent does the student activities program provide opportunities for students to help in the management of activities? na 1 2 3 4
- c) To what extent does the school assume responsibility for encouraging or limiting individual student participation in activities? na 1 2 3 4
- d) To what extent do students show understanding of the principles and objectives of the activities program? na 1 2 3 4

Comments

There should be a descriptive student handbook of all student activities.
 Eligibility is decided by each organization.
 We need a master calendar of all events.

II. STUDENT PARTICIPATION IN SCHOOL GOVERNMENT

Checklist

The student council (or similar body) :

- | | | | |
|---|--------------|--|--------------|
| 1. Provides opportunity for all students to participate in a representative, democratically functioning form of government. | na 1 2 3 (4) | 12. Encourages broad student participation in other student organizations and activities. | na (1) 2 3 4 |
| 2. Functions within limits clearly defined by constitution and bylaws and with authority delegated by the administration.* | na 1 2 3 (4) | 13. Uses all the communication media available in and to the school. | na 1 2 3 (4) |
| 3. Is provided with faculty sponsorship and guidance to accomplish its clearly defined functions. | na 1 2 3 (4) | 14. Has a part in the awarding of nonacademic honors. | (na) 1 2 3 4 |
| 4. Is participated in by <i>students</i> who assume their responsibilities for the proper functioning of the organization. | na 1 2 (3) 4 | 15. Assumes responsibility for the introduction of new students to school life and activities. | na (1) 2 3 4 |
| 5. Is participated in by <i>faculty members</i> who assume their responsibilities for the proper functioning of the organization. | na 1 2 3 (4) | 16. Assumes some responsibility for the operation of the intramural program. | na (1) 2 3 4 |
| 6. Is assisted by <i>administrators</i> who assume their responsibilities for the proper functioning of the organization. | na 1 2 3 (4) | 17. Takes an active part in all school activities. | (na) 1 2 3 4 |
| 7. Provides opportunity for any student who possesses the qualifications stated in the constitution and bylaws to be nominated and elected to office. | na 1 2 3 (4) | 18. Conducts its meetings at an appropriate time and with any necessary arrangements so that all elected representatives can be present. | na 1 2 3 (4) |
| 8. Has officers who are elected by all students or their representatives. | na 1 2 3 (4) | 19. Promotes wholesome interschool relations. | na 1 2 3 (4) |
| 9. Has elections that are supervised in accordance with the constitution and bylaws. | na 1 2 3 (4) | 20. Promotes student morale, school spirit, and general welfare of the student body. | na 1 2 3 (4) |
| 10. Assists the faculty and administration in developing school policies pertaining to student behavior and dress. | na 1 (2) 3 4 | 21. Serves as the official body for the expression of student opinion. | na 1 2 (3) 4 |
| 11. Demonstrates a concern for the protection and care of property. | na 1 2 (3) 4 | 22. Participates in district, state, and national student council organizations. | na 1 2 3 (4) |
| | | 23. Encourages student participation in community activities. | na 1 (2) 3 4 |
| | | 24. Assumes responsibility for some of the school social activities in cooperation with the faculty and administration. | na 1 2 3 (4) |
| | | 25. | na 1 2 3 (4) |

Supplementary Data

- Give examples of student council participation in critical or important situations or issues during the past two years.
The student council was instrumental in establishing a student center for students to use during their study halls. It also set up an all-school election to select a student body president who also serves as the student council president.
- Describe how the school processes and implements student requests for changes or improvements of the school.
The members of the student body are directed to make their wants known to the student council members who in turn bring the matter before the council.
- Describe the concept the students have of their school.
The atmosphere is relaxed - not too permissive yet not too dictatorial.

Evaluations

- How adequate are provisions for student participation in school government? na 1 2 3 (4)
- To what extent do students show an understanding of the objectives and functions of student government and its relationship to the administration? na 1 2 (3) 4
- How well do students show understanding and acceptance of their responsibilities in the school? na 1 (2) 3 4
- To what extent can the student council be considered a functioning example of a democratic group? na 1 2 3 (4)

Comments

The members of the council have learned that changes in policy cannot be implimented overnight and they have been brought to the realization that there are certain channels through which one must work in order to authorize these changes. They have also learned the value of cooperation.

III. THE SCHOOL ASSEMBLY

Checklist

- 1. A school assembly committee is in charge of the school assembly program. na 1 2 3 4
 - 2. Both faculty and students are represented on the assembly committee. na 1 2 3 4
 - 3. A faculty member is responsible for the coordination of assembly programs to ensure continuity, appropriateness, and quality. na 1 2 3 4
 - 4. Assembly programs are planned to meet a wide variety of needs and interests. na 1 2 3 4
 - 5. School assembly programs are in large part presented by students and by student organizations. na 1 2 3 4
 - 6. Students are provided opportunities to preside at assembly programs. na 1 2 3 4
 - 7. Courteous audience habits characterize student behavior in assemblies. na 1 2 3 4
 - 8. Records are kept of assembly programs. na 1 2 3 4
 - 9. Care is taken that all programs are appropriately rehearsed. na 1 2 3 4
 - 10. The assembly programs include such activities as the following (place a check in front of those activities that are used): na 1 2 3 4
- Lectures on various subjects by qualified speakers.

- Musical and dramatic programs emphasizing student participation.
- Programs by special performers or artists.
- Motion pictures.
- Debates, panel discussions, and forums.
- Formal ceremonies for such purposes as patriotic commemorations and recognition of student achievement.
- Student council activities.
- Student demonstrations and exhibits.
- Rallies and "pep" meetings.
- Discussion of school and community policies and problems, including law enforcement, vandalism, accidents, and fires.

11.

na 1 2 3 4

Supplementary Data

- 1. Number of school assemblies per year: 5 (Not including pep assemblies)
- 2. Length of assembly period: 55 (pep assemblies - 10)
- 3. State briefly the subject matter of your last four assemblies or attach copies of the programs.
 - Dr. Murray - Psychological Problems of Teenagers.
 - Pep Assemblies - (football and Basketball)
 - Skits - Boys & Girls
 - Gymnastic program - Weight Training Program
 - Jazz Band
 - Dress Day - Fifties

Evaluations

- a) To what extent do the students show an understanding of the objectives of the assembly program? na 1 2 3 4
- b) How satisfactory are the assembly programs as educational experiences? na 1 2 3 4
- c) How actively and extensively do students participate in the presentation of assembly programs? na 1 2 3 4
- d) To what extent do the last four programs indicate the quality of assemblies? na 1 2 3 4

Comments

More programs are suggested
 Varied programs which will provide educational experiences for the students should be offered.
 An assembly committee of faculty and students should be appointed to procure programs.

V. SCHOOL PUBLICATIONS

Checklist

- | | |
|--|--|
| <p>1. All work incident to the publications activities of students is supervised by faculty sponsors. na 1 2 3 (4)</p> <p>2. Attention is given to developing a sense of responsibility on the part of students for the content and presentation of publications. na 1 2 3 (4)</p> <p>3. Untrue or offensive statements are avoided in all publications. na 1 2 3 (4)</p> <p>4. Publications encourage self-expression and creative work on the part of students. na 1 (2) 3 4</p> <p>5. Publications activities are integrated with work in appropriate curricular areas. na (1) 2 3 4</p> <p>6. Publications report outstanding student achievements. na 1 2 (3) 4</p> <p>7. Publications aid in coordinating the various aspects of the student activities program. (na) 1 2 3 4</p> <p>8. Publication staff members are selected after careful consideration of such factors as ability, interests, and desirable attitudes. na 1 (2) 3 4</p> <p>9. Publication staffs are organized for efficient work. na 1 2 (3) 4</p> <p>10. Publications activities are sufficiently diversified to enlist the participation of interested students. na (1) 2 3 4</p> | <p>11. Publications assist in providing cooperative relationships with other schools. na (1) 2 3 4</p> <p>12. Publications assist in the development of desirable home and school relations. na 1 (2) 3 4</p> <p>13. Publications assist in the development of desirable school-community relations. na 1 (2) 3 4</p> <p>14. Publications have a wide circulation in the school. na 1 (2) 3 4</p> <p>15. Publications have a wide circulation in the community. na (1) 2 3 4</p> <p>16. Emphasis is on inexpensive publications. (na) 1 2 3 4</p> <p>17. A suitable place is provided for students to work on publications. na 1 (2) 3 4</p> <p>18. Provision is made for students to work on publications during school time. na (1) 2 3 4</p> <p>19. Cooperation is maintained with various interscholastic associations concerned with problems of publications, such as editing, art work, and business management. na (1) 2 3 4</p> <p>20. Publications interpret the total school program. na 1 2 (3) 4</p> <p>21. Publications offer an opportunity for students to develop better understanding of current critical issues. (na) 1 2 3 4</p> <p>22. na 1 2 3 4</p> |
|--|--|

Supplementary Data

1. List publications, indicating general purpose of each and number of students engaged in preparing and issuing each. (Use separate sheet if necessary.)

The yearbook is our only school publication with approximately 15 students helping prepare it.

2. Explain the part played by publications during the past two years in alerting students and school officials to issues of concern to the school community.

Nothing

3. Submit three successive issues of each publication.

Evaluations

- | | |
|--|---|
| <p>a) How adequate is the number of school publications?</p> <p>b) How adequate is the frequency of issuance of publications? yearbook</p> <p>c) How extensively do students participate in the planning and preparation of each publication?</p> <p>d) To what extent do the three successive issues indicate the quality of the publications?</p> | <p>na (1) 2 3 4</p> <p>na 1 2 3 (4)</p> <p>na 1 (2) 3 4</p> <p>(na) 1 2 3 4</p> |
|--|---|

Comments

VI. MUSIC ACTIVITIES

Additional criteria applicable to music activities are to be found in Section 4-12, "Music." If the extraclass music activities are distinctly separate from the music offering in the program of studies, it is advisable to adjust features in Section 4-12 to the individual school's organization of its music activities.

Checklist

- | | | | |
|---|------------|---|------------|
| 1. A variety of extraclass music activities are available to students. | na 1 ② 3 4 | 5. Overemphasis upon competitive music activities is avoided. | na 1 2 3 ④ |
| 2. Extraclass music activities make provision for different ability levels. | na 1 2 ③ 4 | 6. Nonparticipants as well as participants indicate interest in and appreciation of the music activities presented to the entire school. | na ① 2 3 4 |
| 3. The scheduling of extraclass music activities is coordinated with that of other out-of-school interests of students. | na 1 ② 3 4 | 7. Participants indicate interest in and appreciation of the music activities presented to the entire school. | na 1 2 3 ④ |
| 4. Counseling is provided to assist students in the selection and extent of participation in the extraclass music activities. | na 1 2 ③ 4 | | |

Supplementary Data

1. List the music organizations and number of members in each. (Use separate sheet if necessary.)

Band 45
Mixed chorus 40

2. Describe the development of any new music groups or activities during the last two years.

3. Give the percent of the school's students participating in one or more music organizations. 20%

Evaluations

- | | |
|---|------------|
| a) How varied are the voluntary music activities? | na 1 ② 3 4 |
| b) How extensively do students participate in the voluntary music activities? | na 1 2 ③ 4 |
| c) How great is the interest and enthusiasm of all students for music activities? | na 1 ② 3 4 |

Comments

Band and chorus are given for academic credit and considered as curriculum subject.

VIII. SOCIAL LIFE AND ACTIVITIES

Checklist

- | | |
|--|--|
| <p>1. Space is available for informal or small-group social activities. na 1 2 3 4</p> <p>2. Space is available for such activities as school dances, banquets, and sports rallies. na 1 2 3 4</p> <p>3. The general aims of the social program are carefully planned in accordance with the school's concept of its obligation in this area. na 1 2 3 4</p> <p>4. Students and faculty cooperate in planning the social program. na 1 2 3 4</p> <p>5. The over-all social program encourages participation of all students. na 1 2 3 4</p> <p>6. Informal games and recreation are included in the social program. na 1 2 3 4</p> <p>7. Social affairs appropriate to the type of school are a definite part of school life. na 1 2 3 4</p> <p>8. Students are instructed regarding appropriate dress and conduct at various social activities. na 1 2 3 4</p> <p>9. Instruction in social dancing is provided when conditions warrant it. na 1 2 3 4</p> | <p>10. Opportunity is provided for desirable association of the two sexes. na 1 2 3 4</p> <p>11. Attention is given to the development of social etiquette and desirable social interests and attitudes. na 1 2 3 4</p> <p>12. Fraternities, sororities, or similar exclusive organizations are forbidden to have any activities under school sponsorship. na 1 2 3 4</p> <p>13. Membership in a fraternity or sorority bars the individual from holding any elective school office. na 1 2 3 4</p> <p>14. All school social activities are supervised by teachers or by parents and teachers jointly. na 1 2 3 4</p> <p>15. A variety of activities is provided to meet the needs of all students. na 1 2 3 4</p> <p>16. na 1 2 3 4</p> |
|--|--|

Supplementary Data

1. List the annual social activities sponsored by the school.

Pep Rally - Homecoming Dance - Christmas Dance
 Sadie Hawkins Dance - Jr. Sr. Prom
 Photo Club Carnival - Variety Show - Art Fair

2. Describe any innovations in this area during the past two years.

Variety show has community involvement.

Evaluations

- a) *To what extent do students participate in planning the social activities?* na 1 2 3 4
- b) *How extensively do students participate in such activities?* na 1 2 3 4
- c) *How adequate are the provisions to assist students who have particular need for participation in wholesome social activities?* na 1 2 3 4
- d) *How well do students conduct themselves at social functions?* na 1 2 3 4

Comments

A major social activity is provided each month.

IX. PHYSICAL ACTIVITIES—Continued

Supplementary Data

- 1. Attach a list of the extraclass *intramural* physical activities and the number of participants in each.
- 2. Give the percent of students who are regularly participating in one or more *intramural* activities:
BOYS 30% GIRLS 0%
- 3. Attach a list of the *interscholastic* physical activities and the number of participants in each.
- 4. Give the percent of students who are regularly participating in one or more *interscholastic* activities:
BOYS _____ GIRLS _____
- 5. Attach a list of local eligibility rules for *interscholastic* competition.
- 6. Attach a copy of the schedule of *interscholastic* activities.
- 7. Describe briefly the plan of *intramural* activities.

Boys basketball

- 8. Attach a financial statement for last year's *interscholastic* activities showing a summary of all sources of income and all expenditures.
- 9. Describe the insurance plan or include samples of the types of policies students are offered and any other important features including new developments in this area during the last two years.

Check for new developments

Evaluations

- a) How adequate are the provisions for the interscholastic physical activities? na 1 2 (3) 4
- b) How adequate are the provisions for the intramural physical activities? na 1 (2) 3 4
- c) How extensively do students participate in the extraclass physical activities? na 1 2 (3) 4
- d) To what degree are the health and safety of participants in the physical activities protected? na 1 2 3 (4)
- e) In the conduct of the physical activities, to what extent is consideration given to the educational welfare of students? na 1 2 (3) 4
- f) To what extent do students show an understanding of the philosophy and objectives of the school's physical activities program? na 1 2 (3) 4

Comments

In reference to "B" the only intramural activity offered for boys is basketball.

X. SCHOOL CLUBS

This section is designed to evaluate primarily those clubs and activities not already evaluated under previous sections. These might include such clubs as those concerned with photography, radio, art, hobbies, crafts, shop, costume design, stagecraft, hospitality, and similar activities.

Checklist

- | | |
|--|--|
| <p>1. School clubs are organized or discontinued in response to student interest and need. na 1 2 (3) 4</p> <p>2. Students are acquainted through all available means with the purposes and activities of each club. na 1 2 (3) 4</p> <p>3. Membership in clubs is voluntary and is open to students who are qualified to participate. na 1 2 3 (4)</p> <p>4. Faculty sponsorship and guidance are provided for all clubs. na 1 2 3 (4)</p> <p>5. Clubs are so conducted as to assist in revealing additional interests and abilities of students. na 1 2 3 (4)</p> <p>6. Club activities are related to curricular activities whenever desirable. na 1 (2) 3 4</p> <p>7. School club activities are related to community club activities when appropriate. na (1) 2 3 4</p> | <p>8. Provision is made for different levels of ability within the clubs. na 1 2 3 (4)</p> <p>9. Clubs provide opportunity for students to develop hobby and leisure-time interests. na 1 2 3 (4)</p> <p>10. Club activities are evaluated periodically by students and faculty. na 1 (2) 3 4</p> <p>11. Clubs practice appropriate elements of parliamentary procedure. na 1 (2) 3 4</p> <p>12. Provisions are made for proper financing of school clubs. na (1) 2 3 4</p> <p>13. Clubs are given an opportunity to publicize their activities. na 1 2 3 (4)</p> <p>14. An annual directory of clubs, their officers, sponsors, and meeting times and places is available. na (1) 2 3 4</p> <p>15. na 1 2 3 4</p> |
|--|--|

Supplementary Data

1. List the clubs and number of active members in each. (Use a separate sheet if necessary.)

Photo Club - 45	Yearbook Staff - 27
F.H.A. - 17	Student Council - 20
F.F.A. - 20	
F.T.A. - 0	
Varsity Club - 45	
Art Club - 8	

2. Describe important changes in club activities during the last two years.

More varied activities.

3. Give the percent of students holding membership in one or more clubs. _____

Evaluations

- | | |
|---|--------------|
| a) How adequate is the variety of club offerings to meet student needs and interests? | na 1 2 (3) 4 |
| b) How adequate is the quality of activities carried on by the clubs? | na 1 2 (3) 4 |
| c) How extensively do students participate in school clubs? | na 1 2 (3) 4 |

Comments

The student activities finances are handled in the very best possible manner. They are well organized, well managed, and well supervised by students, teachers, administrators and the school treasurer.

XI. FINANCES OF STUDENT ACTIVITIES

Checklist

- 1. An over-all plan for school control of the finances of *all* student activities is in effect and adhered to. na 1 2 3 (4)
- 2. The treasurer for student activities funds is a member of the school faculty. (na) 1 2 3 4
- 3. The treasurer is responsible for maintaining accounts showing the itemized day-by-day receipts and expenditures and the monthly bank balance. na 1 2 3 (4)
- 4. The treasurer for school activities funds is adequately bonded. na 1 2 3 (4)
- 5. Both students and teachers participate in the management of the student activities finances. na 1 2 3 (4)
- 6. Students consider the handling of student activities finances as valuable business experience. na 1 (2) 3 4
- 7. Officially approved forms and accounting procedures are used for the accounting of all funds. na 1 2 3 (4)
- 8. The expenditure of student activities funds provides for an equitable distribution of the funds among the various activities. (na) 1 2 3 4
- 9. Reports are made periodically to students of the financial status of each organization. na (1) 2 3 4
- 10. Provisions are made for the auditing of all funds at the expiration of the term of office of each treasurer. na 1 2 3 (4)

- 11. Auditing reports are posted or published periodically. na 1 2 3 (4)
- 12. Printing of tickets is under the direction and control of the treasurer of the student activities funds or some other delegated authority. (na) 1 2 3 4
- 13. Means used to raise money through student activities are justifiable educationally. na 1 2 (3) 4
- 14. Numerous and unrelated drives for funds are avoided. na 1 2 3 (4)
- 15. Organization treasurers receive instructions about how to discharge their financial duties. na 1 2 3 (4)
- 16. Financial support for student activities is obtained from the following (check those which apply):
 - ____ Special student activity fees.
 - ____ Funds from general taxation.
 - ____ Admission charges for games or public performances.
 - X Others (identify) fund raising projects
- 17. na 1 2 3 4

Supplementary Data

- 1. Submit copies of all forms used in the organization, management, and supervision of student activities finances.
- 2. Give brief descriptions of the organization, management, and supervision of student activities finances. (Use a separate sheet if necessary. Indicate any recent changes or developments in this area.)

Evaluations

- a) *How adequate is the organization for proper handling and accounting of student activities finances?* na 1 2 3 (4)
- b) *How extensively do students participate in the handling of and accounting for activities finances?* na 1 2 (3) 4
- c) *To what degree is student participation in the activities finances planned as a learning experience?* na 1 2 (3) 4
- d) *To what degree are the methods used for raising funds characterized by educational values?* na 1 2 (3) 4

Comments

XII. SPECIAL CHARACTERISTICS OF THE STUDENT ACTIVITIES PROGRAM

1. In what respects is the student activities program most satisfactory and commendable?

The student council which initiates many new ideas and the photo club are our two most commendable organizations. The finance of student activities are hendled well.

2. In what respects is the student activities program most in need of improvement?

The variety of our programs has improved during the last 5 years. However, more time during the school day in which to meet, more faculty involvement and a means of alleviating the financial strain would be desirable.

3. Recommend, in order of priority, steps for the improvement of weaknesses in the student activities program.

Time during the school day is needed for organization meeting.

More faculty involvement would help improve the student activities program.

Increase the scope of student involvement to include the un-involved students.

XIII. GENERAL EVALUATION OF THE STUDENT ACTIVITIES PROGRAM

Evaluations

- a) *To what extent does the student activities program meet the needs of students as indicated in Section 2, "School and Community"?* na 1 2 ③ 4
- b) *To what extent is the student activities program consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* na 1 2 ③ 4
- c) *To what extent is the school identifying problems in the student activities program and seeking their solution?* na 1 ② 3 4

Educational Media Services— Library and Audio-Visual

NAME OF SCHOOL Villa Grove High School DATE October 1, 1978

Self-evaluation by

Patrick Carr

Jan Granse

Dick Breedlove

Sally Swan

Joyce Butler

This evaluation includes:

- Both library and audio-visual services
 Library, only
 Audio-visual services, only

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

The school's function is to provide the student with a variety of worthwhile ideas and experiences and to help him develop a desire for further exploration. These ideas and experiences may be transmitted directly by live communication or vicariously through recorded print, sound, or images. Since both means of contact are vital to the learning process, the teacher has always needed the support of materials and services to broaden and extend the range of learning. Librarians have long served this function by making printed materials available and encouraging their use. In recent years, mechanical and electronic advances have provided many new ways of storing and communicating ideas. Thus the library now has available many new materials and services to supplement its basic educational medium, the book.

The educational media program must remain an integral part of the school's overall educational activities. It must provide not only materials and services, but also assistance in their production, organization, and effective use. Therefore, certain terms employed throughout this section refer both to personnel of the library and to those dealing with audio-visual materials and services.

Media generalists are staff members who have training in both audio-visual services and library science; media specialists belong in one of the following groups: library scientists, audio-visual personnel, programmers, archivists; subject specialists are college graduates who have subject majors; technicians can be repair and maintenance specialists, graphics producers, projectionists, photographers, electricians, computer programmers; and volunteers are student and adult helpers.

Because of the technical nature of many of the newer media, some schools have developed separate administrative organizations to provide audio-visual services to students and teachers. Others have developed an integrated administrative unit, called the "instructional materials center" or "educational media center," which furnishes those services usually associated with the library and, in addition, provides a wide variety of audio-visual and electronic services. The criteria that follow are intended for the evaluation of the entire range of educational media services, regardless of the degree to which their administration has been unified.

EVALUATIVE CRITERIA
Fourth Edition

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I. ORGANIZATION AND MANAGEMENT

A. FINANCIAL PROVISIONS

Checklist

- | | | | |
|--|---|--|----------------------|
| <p>1. The director of educational media services constructs a detailed budget after consulting faculty members.</p> <p>2. A sum of money is budgeted annually for the educational media program, and the directors of the respective services are informed of the amount available to them.</p> <p>3. Budget allotments may be spent as needed any time during the year.</p> <p>4. The school accounting system facilitates efficiency in the expenditure of budgeted funds by keeping accounts current to funds available, disbursements, encumbrances, balances, and income.</p> <p>5. The budget provides for (check those provided for):</p> | <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> | <p><input checked="" type="checkbox"/> Purchase of books, periodicals, newspapers, and pamphlets.</p> <p><input checked="" type="checkbox"/> Purchase of audio-visual materials.</p> <p><input checked="" type="checkbox"/> Rental of materials</p> <p><input checked="" type="checkbox"/> Purchase and maintenance of audio-visual equipment.</p> <p><input checked="" type="checkbox"/> Care, repair, and binding of printed materials.</p> <p><input checked="" type="checkbox"/> Purchase of professional literature, institutional memberships in professional organizations, and professional travel.</p> <p><input checked="" type="checkbox"/> Purchase of supplies and equipment for producing educational materials.</p> | <p>6. na 1 2 3 4</p> |
|--|---|--|----------------------|

Supplementary Data

1. Enter expenditures for the past two years and the budget for next year. (The data should indicate which figures are for this school and which are for the entire system. For example, the amount for library materials may be allotted to the school, while the amount for audio-visual materials may be the allotment for the system.)

	EXPENDITURES Year <u>76-77</u>	EXPENDITURES Year <u>77-78</u>	Est. BUDGET Year <u>78</u>
K-12			
Purchase of materials:			
Library			
Books	\$ 1,374.15	\$ _____	\$ 4,000.00)
Encyclopedias	82.50	_____)
Periodicals	332.70	_____	300.00)
Newspapers	-	_____)
Pamphlets	22.00	_____)
Audio-visual			
Motion pictures	-	_____	_____
Filmstrips	42.00	_____	_____
Recordings	1,185.39	_____	_____
Expendable materials			
Repair, binding books	161.00	_____	1,000.00)
Audio-visual materials	127.21	_____)
Miscellaneous	550.71	_____)
Rental and transportation of materials	1,864.58	1,777.28	1,800.00
Purchase of equipment	1,131.08	_____	1,500.00
Repair of equipment	412.33	_____	450.00
Faculty-staff collection	29.00	_____	_____
Institutional memberships	-	-	-
Professional travel	-	-	15.00
Total	7,314.65	_____	9,065.00

Evaluations

- | | |
|--|------------|
| a) How adequate are funds for the purchase of printed materials? | na 1 2 3 4 |
| b) How adequate are funds for the purchase and production of audio-visual materials? | na 1 2 3 4 |
| c) How adequate are funds for the purchase and repair of equipment? | na 1 2 3 4 |
| d) To what extent do the budgetary procedures contribute to effective service? | na 1 2 3 4 |

Comments

The totals above pertain to K-12 as the materials purchased can be used in both K-8 and 9-12 areas. The budget has increased over 1976-77 but is lower than in 1971-72 when the last evaluation was made.

B. SELECTION OF MATERIALS AND EQUIPMENT FOR ACQUISITION

Checklist

- 1. A process of evaluation is applied to the selection of all materials. na 1 2 (3) 4
- 2. Equipment is selected on the basis of mechanical and performance specifications as determined by the staff. na 1 2 (3) 4
- 3. A file of film and television study guides (teacher guides) is available for reference. (ones sent) na 1 (2) 3 4
- 4. The following factors receive consideration in the selection of educational media (place a check in front of those that receive consideration):
 - Present and potential academic and recreational interests and needs of students.
 - Range of reading ability among students.
 - Range of other abilities among students.
 - Educational objectives of the overall curriculum. na 1 2 (3) 4

- The informational content of the curriculum.
 - Present inventory and distribution of materials.
 - Types and content of materials requested by individuals.
 - Data on circulation or the extent of use of materials of various types.
 - Need for basic selection tools and educational media bibliographies for specific subjects.
 - Quality of materials in terms of accuracy of content and approach.
 - Availability of materials and equipment from nonschool sources.
 - The instructional organization (such as teaching, independent study, language laboratories, and home use of audio-visual materials).
5. na 1 2 3 4

Supplementary Data

- 1. Describe the process of selection and evaluation of materials.
All teachers offer lists of materials. Their wants are number one on the materials we order.
- 2. List the selection tools and resources.

Subject Guide to Books in Print Media and Methods Publishers Annuals Audio-Visual Instruction Wilson Library Bulletin Media Digest	Selection Guide to Audio Visual Materials Books-School Selection Guide Cassette Collectors Review
---	---
- 3. Describe any cooperative activities engaged in by school and community agencies regarding educational media.
Our school is a member of the E.D.I.S.U. Coop at Charleston. Around 2000 films are available for our teachers to use.

Evaluations

- a) How adequate is the process for the selection of educational materials and equipment in relation to the needs of the education program? na 1 2 (3) 4
- b) How effectively are teachers involved in the selection of materials? na 1 2 (3) 4
- c) How effectively are students involved in the selection of materials? na 1 2 (3) 4

Comments

Any teacher desiring materials to supplement their classroom text can supply a request for a certain title or subject and chances are the materials will be ordered. The school feels that if the media will benefit the child's learning it should be secured (depending on the budget, of course).

C. CLASSIFYING, CATALOGUING, AND PROCESSING OF MATERIALS AND EQUIPMENT

Checklist

- | | | | |
|---|--------------|---|--------------|
| 1. All educational media—print and non-print—of permanent value are inventoried, classified, and catalogued centrally, regardless of where they are housed. | na 1 2 3 (4) | 4. All periodicals, pamphlets, and pictorial and like materials are organized for easy accessibility and effective use. | na 1 2 (3) 4 |
| 2. A card catalogue that includes all educational media is maintained. | na 1 2 3 (4) | 5. An inventory of equipment, including location and maintenance record, is current. | na 1 2 3 (4) |
| 3. Information about the acquisition of materials is kept in an accession book or on the shelf-list card. | na 1 2 3 (4) | 6. | na 1 2 3 4 |

Evaluations

- | | |
|---|--------------|
| a) How adequately are books organized for effective use? | na 1 2 (3) 4 |
| b) How adequately are periodicals, pamphlets, pictorial and like materials organized for effective use? | na 1 2 (3) 4 |
| c) How adequately are audio-visual materials organized for effective use? | na 1 2 (3) 4 |
| d) How accurate and up to date are the card catalogue and shelf-list files? | na 1 2 3 (4) |
| e) How current is the inventory of equipment? | na 1 2 3 (4) |

Comments

Directories of listings of materials available to teachers are written and distributed to all. Over seventy of these have been written and given to teachers.

D. ACCESSIBILITY OF EDUCATIONAL MEDIA

Checklist

- | | | | |
|--|--------------|---|--------------|
| 1. Educational media are available to students and teachers whenever they are needed. | na 1 2 3 (4) | 4. Audio-visual materials are available for group and individual use. | na 1 2 3 (4) |
| 2. A flexible and efficient loan system has been developed. | na 1 2 3 (4) | 5. | na 1 2 3 4 |
| 3. Audio-visual equipment is available in sufficient quantity to avoid inconvenience and delay in its use. | na 1 2 3 (4) | | |

Supplementary Data

1. Describe any special or new procedures for making educational media materials and equipment more accessible.
- Every teacher is informed of new or developed educational media materials as they become available. Each teacher also is told when a new piece of equipment is purchased.

Evaluations

- | | |
|--|--------------|
| a) How accessible are educational media? | na 1 2 3 (4) |
|--|--------------|

Comments

Every teacher is given a list of all available AV equipment and its location. Most materials are in sufficient supply so that two or three teachers can share many of the machines. All equipment is available to all teachers.

E. CARE AND MAINTENANCE OF MATERIALS AND EQUIPMENT

Checklist

- | | |
|--|---|
| <p>1. Books and other printed materials are properly shelved or filed. na 1 2 3 (4)</p> <p>2. Books and other printed materials are repaired and rebound according to accepted library standards. na 1 2 3 (4)</p> <p>3. Periodicals are reinforced or placed in protective covers. na 1 (2) 3 4</p> <p>4. Audio-visual materials are regularly inspected and repaired. na 1 2 3 (4)</p> <p>5. Records of the use of equipment and materials are maintained. na 1 2 3 (4)</p> <p>6. Records are maintained on the repair of audio-visual materials and equipment. na 1 2 3 (4)</p> | <p>7. Equipment is appropriately marked. na 1 2 3 (4)</p> <p>8. Storage facilities are available to meet the particular conditions, such as those of temperature and humidity, required by certain audio-visual materials and equipment. na 1 2 3 (4)</p> <p>9. Serial numbers of equipment are recorded on the inventory card. na 1 2 3 (4)</p> <p>10. There is a definite plan for replacement of worn-out and obsolete materials and equipment. na 1 2 (3) 4</p> <p>11. na 1 2 3 4</p> |
|--|---|

Evaluations

- a) *How adequate are provisions for care and maintenance of educational media?* na 1 2 3 (4)
- b) *How effective is the replacement program of worn-out and obsolete materials and equipment?* na 1 2 (3) 4

Comments

During the last three years our school has been serviced on a regular basis by an audio visual repair service only twenty miles away. This provides us with an excellent service and the ability to have repair problems handled quicker. Likewise, we have available the services of a local electronic's engineer who has serviced a lot of equipment at very moderate charges.

II. PHYSICAL FACILITIES

Checklist

1. The educational media center is located conveniently in relation to academic classrooms. na 1 2 (3) 4
2. The educational media center has easy access to the loading and delivery area. na 1 2 (3) 4
3. The size of the center is adequate to provide good reading and study conditions. na 1 2 (3) 4
4. The educational media area is lighted, heated, and ventilated to meet acceptable standards for the various purposes served. na 1 2 3 (4)
5. The center is acoustically treated. na 1 2 3 (4)
6. The center has floor covering that is sound absorbent. na 1 2 3 (4)
7. The educational media center includes the following (check those available): na 1 2 3 4
 - One or more classrooms.
 - Browsing area for recreational reading.
 - Study area which includes individual carrels with capability of response systems.
 - Enclosed office or offices with adjacent lavatory facilities for personnel.

- Easily supervised conference rooms.
- Workroom.
- Photographic darkroom.
- Listening and viewing facilities.
- Storage facilities for materials and supplies, audio-visual equipment, and such audio-visual materials as are not immediately needed by students and teachers.
- Area for maintenance and repair of materials and equipment.
- Adequate electric power and outlets.
- Production facilities for audio and visual presentations, including graphics, television, and radio.
- Provisions for the utilization of dial access, information storage and retrieval, and computer-assisted instruction.
- Area for professional materials and their utilization by teachers.
- Adjacent elevator or electric booklift.

8. na 1 2 3 4

Evaluations

- a) How adequate are the space provisions to meet needs? na 1 2 (3) 4
- b) How satisfactory is the location of the center? na 1 2 (3) 4
- c) How adequate are the provisions for workroom and storage space? na 1 2 (3) 4
- d) How adequate are the facilities for use of library resources? na 1 2 3 (4)
- e) How adequate are the facilities for use and production of audio-visual resources? na 1 2 (3) 4
- f) How adequate is the storage space for library materials? na 1 2 (3) 4
- g) How adequate is the storage space for audio-visual materials and equipment? na 1 2 (3) 4
- h) How adequate are provisions for expansion of space when needed? na 1 2 (3) 4

Comments

The media facilities have greatly expanded as the room next to the library is now part of the materials center. The greatest need at this time is more shelving for the books on the library side.

III. FURNISHINGS AND EQUIPMENT

Checklist

1. The educational media center is provided with the following (check if available and evaluate as a total group): na 1 2 (3) 4
- Adjustable shelving.
 - Periodical shelving.
 - Newspaper shelving.
 - Tables and chairs of suitable size and height.
 - Dictionary stand or table.
 - Atlas stand.
 - Card catalogue cases.
 - Vertical-file cabinets.
 - Cabinets, cases, shelving, or racks for storage of materials, such as recordings, large posters, maps, prints, films, filmstrips, slides, tapes, realia, video tapes, and equipment.
 - Bulletin boards and a display area.
 - Display cases.
 - Charging desk.
 - Desks and chairs for staff.
 - Stools (sitting and step).
 - Typewriters.
 - Book trucks for materials and equipment.
 - Locker.
 - Sinks with hot and cold running water.

The following audio-visual equipment is easily accessible. (Insert *number of items* in blanks only for that equipment which is available for the use of this school exclusively. Each grouping should be evaluated after the numbers have been filled in for the individual items.):

2. Projection Equipment na 1 2 (3) 4
- 7 Motion picture projectors—16 mm.
 - 1 Motion picture projectors—8 mm.
 - 0 Sound filmstrip projectors.
 - 23 Filmstrip—2x2 slide projectors.
 - 0 Filmstrip—3¼x4 slide projectors.
 - 1 Slide viewers.
 - 6 Filmstrip viewers.
 - 2 Opaque projectors.
 - 18 Overhead projectors—classroom.
 - 0 Overhead projectors—auditorium.
 - 26 Wall screens.
 - 1 Tripod screens.
 - 5 Projection carts.

3. Audio Equipment na 1 2 (3) 4
- 0 Radios AM-FM.
 - 32 Record players.
 - 0 Public address systems, portable.
 - 15 Recorders—tape.
4. Production Laboratory Equipment na 1 2 3 (4)
- Copying machines.
 - Lettering equipment.
 - Spirit duplicator.
 - Drymount press.
 - Primary typewriter.
 - 35-mm. camera and accessories.
 - Copy camera and stand.
 - Other cameras (identify).
 - Paper cutter.
5. Television Equipment na 1 2 3 (4)
- Cameras.
 - Video tape recorder.
 - Monitors.
 - Microphones and stands.
 - Other (identify).
6. Maintenance Equipment na (1) 2 3 4
- Film splicer.
 - Film rewinder.
 - Film inspector.
 - Tape splicer.
7. Other Audio-Visual Equipment na 1 (2) 3 4
- Microfilm reader or reader-printer.
 - Drapes or other facilities to darken classrooms.
8. Electronic Stations (na) 1 2 3 4
- Dial access.
 - Listening and viewing.
 - Listening only.
 - Teaching machines.
 - Computer terminals.
9. na 1 2 3 4

III. FURNISHINGS AND EQUIPMENT—Continued

Supplementary Data

1. Describe, in general terms, the adequacy and use of audio-visual equipment.

Teachers have an excellent supply of audio-visual equipment available to them and use it often. We have access to thousands of films from the co-op and a goodly supply of projectors.

2. Describe unique installations not appearing in the checklist.

3. List additional equipment and services from the school system.

Other services in the school system include a language lab in the Spanish room and two remedial reading labs - one in the grade school and one in the high school. A cassette duplicator provides the opportunity to make additional copies of many materials in minutes.

Evaluations

a) How adequately is the center furnished and equipped?	na	1	2	3	4
b) How adequate is the audio-visual equipment?	na	1	2	3	4
c) How good is the condition of audio-visual equipment?	na	1	2	3	4
d) How adequate is production laboratory equipment?	na	1	2	3	4
e) How adequately are materials and equipment maintained?	na	1	2	3	4
f) How adequate is light control in classrooms?	na	1	2	3	4

Comments

We have developed a multitude of cassette programs for students which can be checked out like books. This includes tapes, made on books, biographies, states and tall tales as well as thousands of old radio shows.

The AV center now offers a variety of cassette players and record players for students to use throughout the day.

IV. MATERIALS
A. PRINTED MATERIALS

Checklist

1. Books (fill in the requested numerical data and evaluations):

Classifications*	Number of Different Titles	Number of Volumes	EVALUATIONS How adequate is each major classification in relation to need?
000 General works	40	43	na 1 2 3 4
100 Philosophy	78	85	na 1 2 3 4
200 Religion	66	70	na 1 2 3 4
300 Social sciences	741	760	na 1 2 3 4
400 Philology	27	29	na 1 2 3 4
500 Pure science	1410	1457	na 1 2 3 4
600 Useful arts	603	617	na 1 2 3 4
700 Fine arts, recreation	361	374	na 1 2 3 4
800 Literature	781	801	na 1 2 3 4
900 History	2311	2334	na 1 2 3 4
910 Travel	501	510	na 1 2 3 4
920 Biography	2204	2217	na 1 2 3 4
F Fiction	4417	4531	na 1 2 3 4
Professional collection	131	133	na 1 2 3 4
Total	13671	13961	x x x

*If a different classification system is used, make the necessary changes.

- 2. Periodicals and newspapers are provided which include general coverage of a variety of subjects pertinent to the educational program. na 1 2 (3) 4
- 3. General periodical and newspaper indexes such as *Readers' Guide* are available. na 1 2 (3) 4
- 4. Periodicals indexed in the *Guide* are kept for a period of three to five years and are accessible. na 1 2 (3) 4
- 5. Local and wider-coverage newspapers are provided which emphasize current news, ideas, and differing editorial points of view. na 1 2 (3) 4

- 6. Vertical-file materials provide for the various areas of the curriculum and guidance needs. na 1 2 3 (4)
- 7. The vertical-file materials reflect the local and world scene. na 1 2 3 (4)
- 8. The vertical-file materials appeal to the interests and needs of the teachers and students. na 1 2 3 (4)
- 9. Vertical-file materials are readily accessible. na 1 2 3 (4)
- 10. Provision is made for keeping vertical-file material up to date. na 1 2 (3) 4
- 11. na 1 2 3 4

BLACK MAGAZINE AGENCY

EDUCATIONAL READING SERVICE

P. O. BOX 342

LOGANSPORT, INDIANA 46947

219-753-2429

TERMS: NET 30 DAYS

DATE:

9-30-77

INVOICE NO.

7-1662

YOUR ORDER DATED:

8-9-77

PURCHASE ORDER NO.

000533

VILLA GROVE COMM. UNIT SCHOOLS
ATTN: SUPERINTENDENT
VILLA GROVE, IL 61956

1-222-440
1-111-440
1-112-440
1-113-440

ACCOUNT WITH

BLACK MAGAZINE AGENCY

EDUCATIONAL READING SERVICE

P. O. BOX 342

LOGANSPORT, INDIANA 46947

219-753-2429

TERMS: NET 30 DAYS

DATE:

9-30-77

INVOICE NO.

7-1662

YOUR ORDER DATED:

8-9-77

PURCHASE ORDER NO.

000533

IN ACCOUNT WITH

VILLA GROVE, IL #2

VILLA GROVE COM. SCHOOL (cont)

NO. OF SUBS.	TERM	Sept	MAGAZINES ORDERED	RATE	AMOUNT
			VILLA GROVE COM. SCHOOL N. SYCAMORE ST.		
1 yr			American History Illustrated	7 95	— 113
			American West	12 00	* 113
			Arithmetic Teacher	14 00	111
			Athletic Journal	5 00	113
			Audubon	13 00	222
			Boys' Life	6 00	111
			Changing Times	9 00	113
			Chemistry	8 00	* 113
			Childhood Education	18 00	111
			Child Life	7 95	111
			Children's Playmate	7 95	111
			Consumer Reports	11 00	113
			Current Health #2	6 50	113
			Education Digest	8 00	222
			Family Health	6 95	113
			Good Housekeeping	8 97	113
			Highlights	11 05	111
			House & Home	24 00	* 113
			Humpty Dumpty	6 95	111
			Instructor	14 00	111
			Instrumentalist	9 50	113 112
			Jack & Jill	7 95	111
			Journal of Business Education	15 00	113
			Kids (Order Direct)	--	-
			Language Arts	20 00	* 113
			Mathematics Teacher	14 00	113
			McCalls	8 95	113
			Mexican World (Can't Locate)	--	-

NO. OF SUBS.	TERM	MAGAZINES ORDERED	RATE	AMOUNT
1	1 yr	National Geographic	10 00	222
		National Wildlife	7 50	* 222
		Natural History	10 00	113
		Newsweek	26 00	113
		Nursing 77	15 00	113
		Popular Photography	10 00	113
		Psychology Today	12 00	113
		Ranger Rick	7 00	* 111
		Reader's Digest	7 81	222
		Scholastic Coach	9 00	113
		School Musician	7 50	113 111
		Science News	12 50	113
		Scientific American	18 00	113
		Seventeen	9 50	113
		Sport	6 00	113
		Sports Afield	15 00	113
		Sports Illustrated	17 50	113
		Teacher	14 00	111
		Time	26 00	113
		U.S. News (addl sub)	18 00	113
		U.S. News (addl sub)	18 00	113
		Wee Wisdom	4 00	111
		Young Children	12 00	* 111
		Total	573 98	
		14% discount except *	67 68	
		Net Amount Due		506
		*No discount allowed on "net" or "specials" marked by *.		
		(* items total \$90.50)		

A. PRINTED MATERIALS—Continued

Supplementary Data

- | | |
|--|-----|
| 1. How many books were added to the collection in the past year? | 424 |
| 2. How many books were withdrawn from the collection in the past year? | 42 |
| 3. Describe how paperbacks are acquired, processed, and used. | |

We use many rebound paperbacks in the library. With its binding as strong as a regular book, they are the most popular type for junior high and high school students. All are catalogued.. The English teachers in the high school as well as many teachers in the grade school have their own collections. We have one box of paperbacks which may be check out - but they are not included in the card catalog.

4. Attach a copy of the periodical subscription list.
5. Attach a copy of the newspaper subscription list. Decatur Herald, Villa Grove News
6. List general periodical and newspaper indexes which are available.

Reader's Guide to Periodical Literature

7. List the titles of periodicals for which back files are maintained, and indicate the form in which they are kept.

Reader's Digest is bound. The following magazines and newspapers are clipped and articles placed in a current topics file available for students to check out: U.S. News and World Report, Reader's Digest, Time, Newsweek, National Geographic, Changing Times, Decatur Herald, Champaign News-Gazette, Urbana Courier.

Evaluations

- | | |
|--|------------|
| a) How adequate are the periodicals to meet student needs and interests? | na 1 2 ③ 4 |
| b) How adequate are the periodicals to meet faculty needs? | na 1 2 ③ 4 |
| c) How accessible are the files of back numbers of periodicals? | na 1 2 ③ 4 |
| d) How adequate are the newspapers to meet student and faculty needs? | na 1 ② 3 4 |
| e) How adequate is the supply of vertical-file materials? | na 1 2 3 ④ |
| f) To what degree are the vertical-file materials kept up to date? | na 1 2 ③ 4 |

Comments

The extreme high cost of having magazines bound have resulted in taking articles from the magazines and placing them in approximately six hundred topic folders. The student may check out the entire folder for a report, or just a personal interest. The city library keeps many magazines for 5 years and they will check them out.

B. AUDIO-VISUAL MATERIALS

Type of Material	Number of Titles in Permanent Possession of the School	Number of Titles Borrowed from School System Central Depository during the Most Recent Year	Number of Titles Rented or Borrowed from Outside Sources during the Most Recent Year
Motion pictures, 8 mm.	0	0	0
Motion pictures, 16 mm.	16	0	1245
Film clips or cartridges, 8 mm.	0	0	0
Filmstrips—silent, sound	1204	0	0
Slides—silent, sound (sets)	12	0	0
Recordings, disc	620	0	0
Recordings, tape	1941	0	0
Study prints	80	0	0
Models	13	0	0
Posters	1810	0	0
Transparencies and transparency masters	1444	0	0
Microfilms and microforms	0	0	0
Charts	76	0	0
Maps	112	0	0
Globes	15	0	0
Dioramas	1	0	0
Others (list)	0	0	0

Evaluations

a) How satisfactory are the audio-visual resources?

no 1 2 ③ 4

Comments

We belong to the film coop at Charleston and their large supply of films provides teachers with many excellent film choices. We have over 1200 filmstrip of which 400 have sound (locally done). Each teacher in the school system is supplied with directories of all AV materials such as filmstrips, transparencies, tape recordings, records, posters, etc. and good use is made of the materials.

C. PROGRAMED INSTRUCTION MATERIALS

Type of Material	Number of Titles in Permanent Possession of the School	Number of Titles Borrowed from School System Central Depository during the Most Recent Year	Number of Titles Rented or Borrowed from Outside Sources during the Most Recent Year
Textbooks	112	0	0
With mechanical machines	24	0	0
With electronic machines	0	0	0

Evaluations

a) *How adequate are the programed instructional materials?* na 1 2 3 4

Comments

The school started a program in 1977-78 and plans are to expand it for 1978-79 as a full time teacher for high school learning disabilities has been hired. A lot of programed materials are used in this area.

D. RADIO AND TELEVISION PROGRAMS

Type of Material	Number of Titles in Permanent Possession of the School	Number of Titles Borrowed from School System Central Depository during the Most Recent Year	Number of Titles Rented or Borrowed from Outside Sources during the Most Recent Year
Radio scripts	22	0	0
Video tapes	0	0	0
Kinescopes	0	0	0
Recordings, tapes	1405	0	0
Recordings, discs	0	0	0

Evaluations

a) *How adequate are the radio and television materials?* na 1 2 3 4

Comments

We have begun a very exciting program involving old radio tape recordings. We are using them to motivate children to read - both media makes the person visualize the action and the characters. It has likewise been used very successfully in the classroom of 3 teachers. The possibilities are limitless. Students may check out the old radio shows, too.

V. EDUCATIONAL MEDIA STAFF

See Section 10, "Individual Staff Member."

Checklist

- | | |
|---|---|
| <p>1. A media generalist with special qualifications in library science and audio-visual education is charged with responsibility for services. na 1 2 3 4</p> <p>2. A professional librarian is charged with the responsibility for school library services. na 1 2 3 4</p> <p>3. A professional audio-visual coordinator is charged with responsibility for audio-visual services. na 1 2 3 4</p> <p>4. Additional qualified personnel are provided as needed. na 1 2 3 4</p> <p>5. Paraprofessional assistance is provided. na 1 2 3 4</p> <p>6. Educational media personnel (librarians, audio-visual coordinator) have status consistent with school's organization for administration and faculty. na 1 2 3 4</p> | <p>7. The allotment of time is adequate for educational media personnel to carry on their specialized duties. na 1 2 3 4</p> <p>8. The director of educational media services participates in policy-making decisions related to educational media. na 1 2 3 4</p> <p>9. The school system's administrative organization and relationships are such that teachers and educational media personnel have a sense of administrative support. na 1 2 3 4</p> <p>10. na 1 2 3 4</p> |
|---|---|

Supplementary Data

Indicate the number of staff or the hours per week as requested below:

- | | | |
|---|--------------------------------|---------------------|
| 1. Full-time media generalist. | } | 1 |
| 2. Full-time equivalence of all professional librarians. | } | 1 |
| 3. Full-time equivalence of all professional audio-visual personnel. | } | 0 |
| 4. Total number of teacher hours per week by teachers who are assigned to educational media duty. | | 1 |
| 5. Full-time equivalence of paraprofessional assistants. | | 1 |
| 6. Number of assistants on a volunteer basis: | | 2 |
| | (a) Student $\frac{2}{0}$ | |
| | (b) Adult $\frac{0}{0}$ | Total $\frac{2}{0}$ |
| 7. Total number of hours per week provided by volunteers: | | 7 |
| Student assistants (a) Library $\frac{4}{0}$ | (b) Audio-visual $\frac{3}{0}$ | Total $\frac{7}{0}$ |
| Adult assistants (a) Library $\frac{0}{0}$ | (b) Audio-visual $\frac{0}{0}$ | Total $\frac{0}{0}$ |
| 8. Describe supervisory assistance given in educational media by state, county, district, or other agency. | | |
| The educational region office visits regularly. We have the opportunity to share ideas at a county institute held annually. Usually specialists from the state are there to assist and suggest new innovations. | | |

Evaluations

- a) How adequate is the number of personnel to meet needs? na 1 2 **3** 4
- b) How adequate is the provision for paraprofessional assistance? na 1 2 3 **4**
- c) How adequate is the preparation of the educational media staff? na 1 2 **3** 4

Comments

The personnel available consists of one person responsible for the complete library and media program. One paraprofessional aide helps in both areas.

VI. SERVICES AND ACTIVITIES

Checklist

Members of the educational media materials staff:

- | | | | |
|---|------------|---|------------|
| 1. Produce a written statement of policy concerning selection and use of educational media which involves the thinking of administrators, faculty, students, and board. | na 1 2 3 4 | 17. Assist in planning for effective use of educational media and equipment. | na 1 2 3 4 |
| 2. Involve faculty and students in selection of materials. | na 1 2 3 4 | 18. Systematically inform teachers of student interests and needs as observed in the use of educational media. | na 1 2 3 4 |
| 3. Organize all educational media for convenience, availability, and effective use. | na 1 2 3 4 | 19. Assist teachers in the development of resource lists of available materials in special areas. | na 1 2 3 4 |
| 4. Keep chief school administrators informed of the needs of the program as well as of the services performed. | na 1 2 3 4 | 20. Cooperate with teachers in providing materials and preparing exhibits for bulletin boards and other displays. | na 1 2 3 4 |
| 5. Assure effective articulation and coordination of educational media services within the school system. | na 1 2 3 4 | 21. Provide professional assistance in the production of educational media. | na 1 2 3 4 |
| 6. With cooperation of teachers, keep collection functional by systematic weeding and maintenance. | na 1 2 3 4 | 22. Order and schedule the use of rented or borrowed educational material. | na 1 2 3 4 |
| 7. Take annual inventory of educational media, wherever located. | na 1 2 3 4 | 23. Train projectionists to operate audio-visual equipment. | na 1 2 3 4 |
| 8. Maintain a clearinghouse of up-to-date information concerning community resources for instructional purposes. | na 1 2 3 4 | 24. Provide educational media for reserve collections or subcenters. | na 1 2 3 4 |
| 9. Maintain communication with students, faculty, and community. | na 1 2 3 4 | 25. Provide instruction and encouragement in the use of computer-assisted instruction, dial access, and data storage and retrieval. | na 1 2 3 4 |
| 10. Participate in the activities of professional organizations. | na 1 2 3 4 | 26. Assist in the production of radio and television presentations. | na 1 2 3 4 |
| 11. Contribute to knowledge through research and publication in the educational media field. | na 1 2 3 4 | 27. Cooperate with other members of the staff in acquainting students with the proper and effective use of educational media. | na 1 2 3 4 |
| 12. Coordinate procurement of educational media and equipment purchased by individual departments. | na 1 2 3 4 | 28. Guide students in their selection and use of educational media in terms of their abilities and interests. | na 1 2 3 4 |
| 13. Develop an in-service training program for teachers as well as orientation for new faculty. | na 1 2 3 4 | 29. Assist students to develop discrimination in reading, viewing, and listening. | na 1 2 3 4 |
| 14. Maintain an active interest in current developments in educational media. | na 1 2 3 4 | 30. Assist special-interest groups to use resources of the educational media center in the promotion of their projects. | na 1 2 3 4 |
| 15. Share with teachers the indexes and published bibliographies of educational media and assist teachers in selecting printed and audio-visual materials for classroom planning and use. | na 1 2 3 4 | 31. Develop research and reference skills in students. | na 1 2 3 4 |
| 16. Systematically inform teachers of new materials and equipment that have been acquired. | na 1 2 3 4 | 32. Acquaint students with the use of a network of libraries and information centers. | na 1 2 3 4 |
| | | 33. | na 1 2 3 4 |

Supplementary Data

1. Describe ways in which the services are provided (including reports, utilization records, yearly acquisitions, and publicity releases).

We constantly develop and distribute to all teachers directories of materials available in all areas. As new acquisitions become available, lists are sent to all staff of its availability.

Continued on next page

VI. SERVICES AND ACTIVITIES—Continued

Evaluations

- a) *How adequately do members of the educational media staff work with teachers in selecting materials?* na 1 2 3 4
- b) *How adequately do members of the staff serve teachers and administrators in the effective use of media and equipment?* na 1 2 3 4
- c) *How adequately do members of the staff keep teachers and administrators informed of the status of and the need for educational media services?* na 1 2 3 4
- d) *How adequately do staff members help in the production of appropriate educational media?* na 1 2 3 4
- e) *How adequately do members of the staff help students make effective use of educational media?* na 1 2 3 4
- f) *How effectively do students use the materials and facilities for leisure-time activities?* na 1 2 3 4

Comments

Each teacher is well aware of all the materials in the library and media center through the many directories of available materials. Interested staff members select individual materials from catalogs or preview items of interest. Others prefer to suggest titles or subjects and have us order or select. The library and media center is well used by all.

VII. SPECIAL CHARACTERISTICS OF EDUCATIONAL MEDIA SERVICES

1. In what respects are the educational media services most satisfactory and commendable?

The school has a large number of overhead projectors, records players, and movie projectors. Likewise, a goodly number of cassette players and filmstrip machines. We have a high speed cassette duplicator which is the greatest tool of all for manufacturing material. All teachers have access to all materials. The school is very much for AV in education.

2. In what respects are the educational media services most in need of improvement?

We need a number of cassette players as this tool has unlimited possibilities in the classroom as well as several additional filmstrip machines. Our video equipment was ruined through vandalism.

3. Recommend, in order of priority, steps for the improvement of existing weaknesses in the educational media services.

- 1. Secure cassette players so each teacher that would make use of one would have it available.
- 2. Repair or improve video tape facilities.
- 3. Secure additional filmstrip machines for use in media center.

VIII. GENERAL EVALUATION OF EDUCATIONAL MEDIA SERVICES

Evaluations

- a) *To what extent do educational media services meet the needs of students as identified in Section 2, "School and Community"?* na 1 2 3 4
- b) *To what extent are educational media services consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* na 1 2 3 4
- c) *To what extent is the school identifying problems in educational media services and seeking their solution?* na 1 2 3 4

Guidance Services

7

NAME OF SCHOOL VILLA GROVE HIGH SCHOOL DATE October 1, 1978

Self-evaluation by

Robert Lawson

Lance Herrmann

Karen Lane Williamson

Dennis Sheppard

Karen Schweighart

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

Guidance services constitute an integral part of the educational program. These services should be under the professional direction and coordination of qualified school counselors and the administrative leadership of the school's principal. These services seek to focus the educational processes on the individual student.

The guidance program seeks to assist all students to mature in self-understanding, self-responsibility, decision-making ability, development of values, and attainment of the

attitudes and skills required for productive citizens in our society.

The program consists of specialized services, some of which are described in this set of checklists and evaluations. These services entail participation by all members of the school's staff. In addition, these services are an integral phase of the school system's program of student-personnel services. It is essential that the guidance program be coordinated with, and make full use of, the resources of the home and community.

NOTE: Before proceeding with the work of this section, prepare and attach as part of the section a list of the major goals of the guidance program that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

EVALUATIVE CRITERIA
Fourth Edition

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I. ORGANIZATION

The school's guidance program functions within a context characterized by (a) clarity of purpose, (b) clearly defined leadership and organization, and (c) completeness of scope of service.

Checklist

- | | | | |
|---|--------------------------|---|--------------------------|
| <p>1. The school guidance program consists of counseling services, informational services, student and community studies, placement services, and consultation services.</p> | <p>na 1 2 3 4</p> | <p>8. Mature in self-understanding, self-responsibility, and decision-making ability.</p> | <p>na 1 2 3 4</p> |
| <p>2. The guidance services are provided for all students at all grade levels.</p> | <p>na 1 2 3 4</p> | <p>9. Develop values and skills needed for effective and productive living in our society.</p> | <p>na 1 2 3 4</p> |
| <p>3. Administrative, guidance, and instructional staff members regard guidance service as a cooperative undertaking in which each has well-defined responsibilities.</p> | <p>na 1 2 3 4</p> | <p>10. Develop an understanding of the significance and relationship of education and productive work in our society.</p> | <p>na 1 2 3 4</p> |
| <p>4. The professional counselors and the school's administrators provide leadership in coordinating the school's guidance services for new students</p> | <p>na 1 2 3 4</p> | <p>11. Develop a capacity to meet the need to adapt to changing education and work roles.</p> | <p>na 1 2 3 4</p> |
| <p>5. Provision is made for the coordination of the school's guidance services with the services of other student personnel staff.</p> | <p>na 1 2 3 4</p> | <p>12. Make wise vocational and educational choices.</p> | <p>na 1 2 3 4</p> |
| <p>6. Teachers and other instructional staff members are provided continuing opportunities to achieve an understanding of the guidance services, of their own functions in the guidance program, and of the functions of the school counselors.</p> | <p>na 1 2 3 4</p> | <p>The administrators of the school and the school system support the guidance program:</p> | |
| <p>7. A school guidance committee provides continuing evaluative and advisory assistance to the program</p> | <p>na 1 2 3 4</p> | <p>13. By providing an adequate budget.</p> | <p>na 1 2 3 4</p> |
| <p>Guidance services, as an integral part of the educational program, seek to help all students to:</p> | | <p>14. By allocating to the guidance program a supporting staff that will promote optimum conduct of all the guidance services.</p> | <p>na 1 2 3 4</p> |
| | | <p>15. By providing the physical facilities, supplies, and equipment needed for effective guidance services.</p> | <p>na 1 2 3 4</p> |
| | | <p>16. By providing leadership in enlisting the support and cooperation of the local board of control, parents, community youth-serving agencies, business, industry, and government.</p> | <p>na 1 2 3 4</p> |
| | | <p>17.</p> | <p>na 1 2 3 4</p> |

Supplementary Data

1. Attach a sheet explaining the program and its organization. Committee felt that this should come from the board, administration, and the guidance director.

Evaluations

- a) How adequate is the school's statement of guidance purposes, organization, and services? na 1 2 **3** 4
- b) How effective is the leadership of the school's counselors in providing for and organizing the guidance program? na 1 2 **3** 4
- c) How adequate are the plans for continuing development and improvement of the program? na 1 2 **3** 4
- d) How effective are the guidance services in aiding students? na 1 2 **3** 4

Comments

The students seem to have a better understanding of the guidance services than they did 3-4 years ago, and are using the services more. Need more coordination between parents, teachers, and administration and a definite statement of purpose, organization and services.

*A is evaluation as a No. 3 in terms of the goals made up by the school guidance counselor since last evaluation. These goals were made up by counselor; not by administration. Response for a on basis of former school statement would be a No. 1.

II. GUIDANCE STAFF

For specific data, see Section 10, "Individual Staff Member."

A. COUNSELORS; GUIDANCE SPECIALISTS

Checklist

- | | | | |
|--|---|--|---|
| <p>1. The school allows sufficient time for counselors to carry on their professional responsibilities.</p> <p>2. The persons who are responsible for directing and coordinating the guidance services meet all academic, experience, and personal requirements for school counselors.</p> <p>3. Persons who have responsibility for directing and coordinating the guidance services have academic preparation in administration and supervision.</p> | <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> | <p>12. Helps students formulate plans and decisions with respect to postsecondary school education.</p> <p>13. Helps students formulate vocational plans and make appropriate vocational decisions.</p> <p>14. Seeks help from teachers when working with students in matters of classroom behavior.</p> <p>15. Seeks involvement of parents in developing an optimum home environment for students.</p> <p>16. Seeks involvement of nonschool personnel in creating a desirable out-of-school environment for students.</p> <p>17. Provides materials and consultative assistance to teachers.</p> <p>18. Works cooperatively with other student personnel specialists (speech therapists, nurses, psychologists, and the like) in the school.</p> <p>19. Identifies and uses resources outside the school.</p> <p>20. Performs roles outside guidance and instruction similar to those required of all other professional staff members, but to no greater extent than any other professional member of the school staff.</p> <p>21.</p> | <p>na 1 2 3 (4)</p> <p>na 1 2 (3) 4</p> <p>na 1 2 (3) 4</p> <p>na 1 2 (3) 4</p> <p>na 1 2 (3) 4</p> <p>na 1 2 (3) 4</p> <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> <p>na 1 2 (3) 4</p> <p>na 1 2 3 (4)</p> <p>na 1 2 3 4</p> |
|--|---|--|---|

Every school counselor:

- | | |
|---|---|
| <p>4. Holds a master's degree with a major in counseling and guidance.</p> <p>5. Is fully certified by the state department of education.</p> <p>6. Has a background of successful teaching or work experience.</p> <p>7. Demonstrates understanding of the school's philosophy of education.</p> <p>8. Maintains a commitment to improve personal capabilities and professional services through active participation in guidance associations.</p> <p>9. Encourages students to assume responsibility for their own development.</p> <p>10. Helps students develop the ability to understand themselves.</p> <p>11. Helps students formulate plans and decisions that will increase their learning opportunities.</p> | <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> <p>na 1 2 (3) 4</p> <p>na 1 2 (3) 4</p> <p>na 1 2 (3) 4</p> <p>na 1 2 (3) 4</p> |
|---|---|

Supplementary Data

1. List below all persons specifically employed as counselors or as guidance specialists in this school. In doing so, list first the name of the person charged with responsibility for the professional direction and coordination of guidance services in this school.

<i>Name</i>	<i>Assignment or Area of Responsibility</i>	<i>Proportion of Full Time Employed as a Counselor or Guidance Specialist</i>
a) Robert Lawson	H. S. Guidance	All
b) _____	_____	_____
c) _____	_____	_____
d) _____	_____	_____
e) _____	_____	_____
f) _____	_____	_____

A. COUNSELORS; GUIDANCE SPECIALISTS—Continued

2. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in *a*, *b*, *c*, and *d* respectively) :

a) Educational level:

Less than bachelor's degree	_____
Bachelor's degree	_____
Master's degree	_____ 1 _____
Sixth-year program	_____
Doctor's degree	_____

b) Semester hours (approximate) of preparation in guidance:

0-11	_____
12-23	_____
24-48	_____ 1 _____
More than 48	_____

c) Years since last formal study in guidance:

0-3	_____
4-7	_____
8-12	_____ 1 _____
More than 12	_____

d) Previous experience in years:

0-2	_____
3-5	_____
6-15	_____
More than 15	_____ 1 _____

3. List areas of concentration in guidance of each staff member (attach sheets, if necessary).

- Principles of Guidance
- Introduction to Principles of Measurement
- Test Use in Guidance
- Psychology of Learning
- Mental Hygiene
- Basic Principles of Counseling
- Occupational Information in Guidance
- Introduction to Psychology
- Educational Psychology

Evaluations

a) How adequate is the academic preparation of the school counselors?	na	1	2	3	4
b) How adequate are the background experiences of the counselors?	na	1	2	3	4
c) How satisfactory are the personal qualifications of the counselors?	na	1	2	3	4
d) How adequate are the qualifications of the persons having responsibility for professional direction and coordination of the guidance program?	na	1	2	3	4
e) How adequately are the roles of the school counselor being performed?	na	1	2	3	4

Comments

Although the counselor has not studied formally in the last few years, he does make an attempt to attend workshops and meetings of the East Central Chapter of I.G.P.A.

B. COUNSELOR-SUPPORT PERSONNEL

Clerical and paraprofessional aides should be employed to free the school counselors for their professional roles. The following criteria relate to the use of counselor-support personnel (both paid and nonpaid) in the school guidance program.

Checklist

Counselor-support personnel:

- | | | |
|---|--|--|
| <p>1. Are used to permit counselors to perform professional roles more efficiently. na 1 2 3 4</p> <p>2. Work under the supervision of professional counselors. na 1 2 3 4</p> <p>3. Have duties limited to those for which they have been specifically prepared. na 1 2 3 4</p> | | <p>4. Are not responsible for counseling. na 1 2 3 4</p> <p>5. Have access only to nonconfidential data about students. na 1 2 3 4</p> <p>6. Are given in-service training by professional counselors in the school. na 1 2 3 4</p> <p>7. na 1 2 3 4</p> |
|---|--|--|

Evaluations

- a) *To what extent are counselor-support personnel used?* na 1 2 3 4
- b) *To what extent are counselor-support personnel assigned duties consistent with specific preparation they have received?* na 1 2 3 4
- c) *How adequately are counselor-support personnel fulfilling their function?* na 1 2 3 4
- d) *To what extent does use of support personnel free counselors for their professional work activities?* na 1 2 3 4

Comments

C. ROLES OF TEACHERS IN THE GUIDANCE PROGRAM

A program of guidance services cannot operate effectively without the active participation of classroom teachers. The following statements describe the classroom teacher's role in the guidance program.

Checklist

Classroom teachers:

- | | | |
|---|--|--|
| <p>1. Employ both formal and informal procedures established in the school for communication between individual teachers and counselors. na 1 2 (3) 4</p> <p>2. Use cumulative record information to increase understanding of their students and the student body. na 1 (2) 3 4</p> <p>3. Use information from the cumulative records in providing for individual differences among students in their classes. na 1 (2) 3 4</p> <p>4. Contribute appropriate data to the cumulative guidance folder. na 1 2 3 4</p> <p>5. Assist counselors in their study of particular students. na 1 2 3 (4)</p> <p>6. Serve as professional participants in case study conferences. na 1 2 3 (4)</p> | | <p>7. Seek help from counselors in their study of and attempts to help students. na 1 2 (3) 4</p> <p>8. Obtain educational and vocational guidance information from counselors for use in specific units and courses. na 1 2 (3) 4</p> <p>9. Refer to the counselor students who are identified to be in need of special counseling assistance. na 1 2 (3) 4</p> <p>10. Cooperate with counselors in planning and carrying out recommendations. na 1 2 (3) 4</p> <p>11. Attempt to help on the problems that students bring to them. na 1 2 (3) 4</p> <p>12. Participate in the formulation of basic policies for the school guidance program. na 1 (2) 3 4</p> <p>13. na 1 2 3 4</p> |
|---|--|--|

Supplementary Data

1. List ways in which the role of the teacher in the guidance program could be strengthened.
- Teacher orientation at beginning of each year.
 - Orientation of new teachers to guidance services.

Evaluations

- a) *To what extent do the teachers carry out teachers' roles in guidance?* na 1 2 (3) 4
- b) *How effectively do teachers carry out their roles in the guidance program?* na 1 2 (3) 4

Comments

D. CONSULTATION AND REFERRAL RESOURCES

Guidance needs of students cannot be met completely through the cooperative efforts of counselors, teachers, and school administrators. In addition, student personnel specialists (such as school health personnel), psychologists, social workers, welfare agencies, juvenile courts, psychiatrists, clergymen, and personnel counselors should be used as student needs dictate.

Checklist

Other student personnel specialists in the school

- 1. Referrals by counselors to other student personnel workers are made as needed. na 1 2 (3) 4
- 2. Reports are routinely interchanged among school counselors and other student personnel specialists. na 1 2 3 (4)
- 3. Written policies state procedures and responsibilities for referral. na 1 2 (3) 4

Professional counselors in nonschool settings

- 4. School records are made available to other professional counselors after permission has been granted by the student and his parents. na 1 2 (3) 4
- 5. School data are released only to competent nonschool counselors. na 1 2 3 (4)

Noncounselors outside the school setting

- 6. Counselors seek agencies and individuals to whom students may be referred for special help. na 1 2 (3) 4
- 7. Written school policies govern conditions and procedures for referring students. na 1 2 3 (4)
- 8. Procedures have been established for the transmission of reports from nonschool agencies and individuals to whom students have been referred. na 1 2 3 (4)
- 9. na 1 2 3 4

Evaluations

- a) *How adequate are the referral resources available to the school counselors?* na 1 2 (3) 4
- b) *To what extent do school counselors use referral resources?* na 1 2 (3) 4
- c) *How effectively do counselors make referrals of students?* na 1 2 (3) 4
- d) *To what extent do school counselors serve as referral sources for other student personnel specialists and for persons from outside the school?* na 1 2 (3) 4

Comments

*a - At times it has been felt that there was (is) a need for a school social worker.

III. GUIDANCE SERVICES

For purposes of organization and description, the guidance program is divided into sets of "services." These services must be well coordinated if the guidance program is to contribute effectively to the attainment of the school's objectives.

A. COUNSELING, SMALL-GROUP PROCESSES, AND CONSULTATIONS

Qualified counselors assist students in their planning, decision-making and personal development, individually through counseling, and collectively through small-group processes. To promote the effectiveness of their efforts, counselors consult with teachers, parents, and others significant in the lives of the students.

Checklist

Counseling and small-group processes:

1. Complement each other, neither displacing the other. na 1 2 (3) 4
2. Are differentiated from advisory, punitive, or other relationships based on threat. na 1 2 3 (4)
3. Assist students to become increasingly self-directive in planning, decision-making, and personal development. na 1 2 (3) 4
4. Are concerned with all phases of student development as they relate to educational and vocational development, planning, and decision-making. na 1 2 (3) 4
5. Recognize the responsibility of students and their parents for making decisions and accepting the consequences of their decisions. na 1 2 3 (4)
6. Are available to students on several bases, such as personal request, counselor-initiated contacts, and referrals from teachers, parents, administrators, and community agencies. na 1 2 3 (4)
7. Are available to students on a continuing basis. na 1 2 3 (4)
8. Are available to students during the school day and at other designated times. na 1 2 (3) 4

9. Are scheduled and protected from encroachments by nonguidance functions. na 1 2 (3) 4
10. Are conducted by counselors who are professionally qualified and observe high ethical standards. na 1 2 3 (4)
11. Have facilities and equipment available that provide privacy for students as well as security for the counselor's memoranda about students. na 1 2 3 (4)
12. Are explained periodically to students, teachers, administrators, and others. na 1 (2) 3 4

Conferences:

13. With teachers, parents, and others are held to share information and gain mutual understanding about the students who will be enlisting their assistance. na 1 2 (3) 4
14. Are provided both school time and other designated periods of time. School time may be used for home visitations. na 1 2 (3) 4
15. Are provided with facilities that ensure privacy. na 1 2 (3) 4
16. na 1 2 3 4

Evaluations

- a) *To what extent are counseling and small-group processes available to students when desired and needed?* na 1 2 (3) 4
- b) *How effective are counseling and small-group processes in assisting students toward higher levels of educational and vocational development, including planning and decision-making abilities?* na 1 2 (3) 4
- c) *To what extent are students, parents, teachers, and administrators aware and supportive of counseling and small-group processes?* na 1 2 (3) 4
- d) *To what extent are conferences initiated by counselors and sought by teachers, parents, and others?* na 1 2 (3) 4
- e) *How effective are conferences in enlisting the efforts of teachers, parents, and others in cooperative activities?* na 1 2 3 (4)

Comments

B. THE STUDY OF STUDENT DEVELOPMENT

Comprehensive information about students is essential to an effective guidance program. This information is most useful when it is developmental in nature, gathered cumulatively from preschool through postschool for each student. This information needs to be systematically recorded, effectively and ethically used, and, periodically, sifted and brought up to date.

Checklist

- | | | | |
|---|---------------------|---|---------------------|
| <p>1. The sources of information are comprehensive and reliable (check those used):
 ___Records from schools previously attended, including elementary schools.
 ___Appropriate tests of scholastic abilities, achievement, special aptitudes, and educational progress.
 ___Inventories of educational-vocational interests and aspirations.
 ___Interviews.</p> | <p>na 1 2 (3) 4</p> | <p>7. Information about students is made available only to persons judged by the school's counselors and administrators to be entitled to the information and competent to use it properly.</p> | <p>na 1 2 3 (4)</p> |
| <p>2. The physical status and special characteristics of each student are studied by means of periodic, professional physical examinations.</p> | <p>na 1 2 3 (4)</p> | <p>8. The information recorded provides a developmental view of students which can be interpreted to students, parents, and other persons who can use it constructively.</p> | <p>na 1 2 (3) 4</p> |
| <p>3. Interviews by school counselors are used to verify and augment information gained by other means.</p> | <p>na 1 2 (3) 4</p> | <p>9. Counselors furnish teachers with information about students' characteristics and needs, both systematically and in response to special needs.</p> | <p>na 1 2 (3) 4</p> |
| <p>4. Appropriate information gained by teachers and other staff members is accumulated in the student's personnel folder.</p> | <p>na 1 2 (3) 4</p> | <p>10. Professional persons, both in and outside the school, to whom students are referred by counselors are provided information gathered by the school.</p> | <p>na 1 2 3 (4)</p> |
| <p>5. Information regarding each student's social adjustment, aspirations, and values is gathered and recorded by means that protect the student's right of privacy.</p> | <p>na 1 (2) 3 4</p> | <p>11. Case studies and case conferences are used to collate, interpret, and apply the information about students.</p> | <p>na 1 2 (3) 4</p> |
| <p>6. The information for student personnel folders is carefully selected for its significance and recorded by professionally competent persons to ensure accuracy and confidentiality.</p> | <p>na 1 2 (3) 4</p> | <p>12. Professional staff members periodically sift and assess information about students to keep it up to date and valid.</p> | <p>na 1 2 (3) 4</p> |
| | | <p>13. Information about students is accumulated and studied by school counselors to assess changes in the community and the student population.</p> | <p>na (1) 2 3 4</p> |
| | | <p>14.</p> | <p>na 1 2 3 4</p> |

Supplementary Data

1. Describe additional methods used by the school in gathering information about its students.

Questionnaires/Surveys (Student & Faculty)
 Results (Grades) from colleges
 Visiting former students in college.

Evaluations

- | | |
|---|---------------------|
| <p>a) How completely does the school use the sources and means available to it in gathering information about its students?</p> | <p>na (1) 2 3 4</p> |
| <p>b) How well is the right of privacy of students and the professional interpretation of information guarded?</p> | <p>na 1 2 3 (4)</p> |
| <p>c) How effectively is appropriate student information made available and used by appropriate persons?</p> | <p>na 1 2 (3) 4</p> |

Comments

C. INFORMATION FOR EDUCATIONAL AND VOCATIONAL PLANNING

Checklist

- 1. Provisions are made for collecting and organizing current educational information, such as descriptions of the following (check those in current use):
 - Opportunities within the school itself.
 - College and junior college programs.
 - Vocational and trade school programs.
 - Apprenticeship programs.
 - On-the-job training programs.
 - Adult education programs.
 - Correspondence schools.
 - Financial aids for all types of educational opportunities.
- 2. Provisions are made for collecting and organizing current occupational information, such as descriptions of the following (check those in current use):
 - National occupational trends.
 - Current local job market trends.
 - Agencies and people that can be used as resources about occupations, industries, placement, training, and work in general.
 - Community sources of information about job opportunities.

na 1 2 (3) 4

na 1 2 (3) 4

- 3. Provisions are made for counselors to use school time to meet with representatives of educational institutions, industries, and unions. na 1 2 (3) 4
- 4. Provisions are made for the use of educational and occupational information in regularly scheduled classes, special courses, and student activities. na 1 2 (3) 4
- 5. Counselors use occupational and educational information in counseling and small-group processes both for informational purposes and to help students explore and develop understanding about educational and work roles. na 1 2 (3) 4
- 6. Informational materials are available for frequent use by students, staff members, and other interested adults. na 1 2 3 (4)
- 7. na 1 2 3 4

Evaluations

- a) *How adequate, accessible, and well organized are the informational resources available to students, counselors, teachers, parents, and others?* na 1 2 (3) 4
- b) *How effectively are informational resources used in classrooms, activities, and with individual students?* na 1 2 (3) 4
- c) *How well are students, teachers, and others acquainted with sources of information and the use of these sources for educational and vocational development and adjustment?* na 1 2 (3) 4

Comments

D. EDUCATIONAL AND VOCATIONAL PLACEMENT

Placement activities are designed to meet the needs of students, dropouts, and graduates. These activities are not imposed upon the students, but are a culmination of counseling, individual study, work experience, and other guidance services.

Checklist

- | | |
|--|--|
| <p>1. Students are assisted in planning a meaningful program of studies, including informal student activities. na 1 2 3 4</p> <p>2. Consideration is given to the arrangements for work experience, part time and full time during vacation, in relation to educational, vocational, and economic needs. na 1 2 3 4</p> <p>3. Students are assisted in making choices involving placement (a) as students, (b) at the point of dropping out of school, and (c) upon graduation. na 1 2 3 4</p> | <p>4. Students are assisted in finding information about future employment and education. na 1 2 3 4</p> <p>5. The members of the guidance staff cooperate with employers and community agencies concerned with job placement. na 1 2 3 4</p> <p>6. The guidance staff helps provide leadership in solving problems in the area of placement. na 1 2 3 4</p> <p>7. na 1 2 3 4</p> |
|--|--|

Evaluations

- | |
|--|
| <p>a) <i>How adequately are educational placement needs of students being provided for?</i> na 1 2 3 4</p> <p>b) <i>How satisfactorily are students assisted in finding appropriate jobs?</i> na 1 2 3 4</p> <p>c) <i>How well are the school's placement services coordinated with those of other agencies?</i> na 1 2 3 4</p> |
|--|

Comments

Almost all try to help as much as possible in this area. The main problem in the area of placement is the overall lack of available jobs. Every effort is made to place students when jobs become available.

E. RESEARCH AND EVALUATION SERVICES

Prerequisite to improvement is clear knowledge of both present strengths and weaknesses. In addition, knowledge gained through research can contribute to the improvement of guidance.

Checklist

- | | |
|--|--|
| <p>1. A plan for annual evaluation of the guidance program is in existence. na 1 2 3 4</p> <p>2. The plan for evaluation of guidance services has been developed by the professional guidance workers in cooperation with teachers and administrators. na 1 2 3 4</p> <p>3. Annual reports of evaluation results are prepared for the faculty and administration of the school. na 1 2 3 4</p> <p>4. Research in the school is based on a planned program of research rather than a series of separate research projects. na 1 2 3 4</p> | <p>5. The research plan calls for both descriptive studies of a longitudinal, continuing nature, and experimental studies of shorter duration. na 1 2 3 4</p> <p>6. Experimental research designs are of such a nature as to make repetition possible in other settings. na 1 2 3 4</p> <p>7. na 1 2 3 4</p> |
|--|--|

Evaluations

- | |
|--|
| <p>a) <i>To what extent is a systematic program of evaluation of guidance services in effect?</i> na 1 2 3 4</p> <p>b) <i>How adequate is the design for evaluation of the program of guidance services?</i> na 1 2 3 4</p> <p>c) <i>To what extent is a planned research program included in the program of guidance services?</i> na 1 2 3 4</p> <p>d) <i>How adequate are the research designs being used?</i> na 1 2 3 4</p> <p>e) <i>To what extent are results of research and evaluation studies being distributed?</i> na 1 2 3 4</p> |
|--|

Comments

IV. SPECIAL CHARACTERISTICS OF THE GUIDANCE SERVICES

1. In what respects are the guidance services most satisfactory and commendable?

There is one full-time counselor who devotes his time totally to counseling and guidance activities. Guidance does not follow the 8 a.m. to 4 p.m. plan. Students are free to call the counselor at home or at school. The "open door" policy seems to be successful. The counselor relates very well to the students. He is sincere and knows how to protect the confidentiality of the counseling cases. He does coordinate cases so that students, teachers and parents are given an opportunity to work problems out together. He also assists students in finding information about future employment and education and in making choices involving placement as students, at the point of dropping out of school and upon graduation. He also interviews every freshman coming into the high school in order to best handle their needs.

Facilities. The high school Guidance Office is centrally located. There is "abundant" resource material for students to use in an outer office.

2. In what respects are the guidance services most in need of improvement?

Resource materials are in constant need of updating. This may be an expensive project, but a necessary one if accurate and current information is to be given students in regard to jobs, training programs, salaries, job outlook, etc.

It was felt by some members of the committee that more counseling help is needed. (Examples here could include: a female counselor to whom girls might relate easier, or perhaps one who does the testing and research and could see to areas of curriculum development based on community needs, liaison to business and work community, apprenticeship programs, etc. Or, simply, one who could provide additional help with the counseling cases, perhaps a social worker.)

A more defined list of counselor's responsibilities between guidance and administration is needed. Also, part-time support personnel would be helpful (secretary).

3. Recommend, in order of priority, steps for the improvement of existing weaknesses in the guidance program.

1. Create a Guidance Committee to work with the counselor and administrators to form a definite policy and guidelines to fit with the school's statement of Philosophy and Objectives.
2. All teachers should be oriented to the guidance facilities available.
3. Continue updating of resource materials and facilities in high school guidance department by allocating funds.
4. Consideration should be given to the acquisition of part-time support personnel.

V. GENERAL EVALUATION OF GUIDANCE SERVICES

Evaluations

- a) *To what extent do the guidance services meet the needs of students as indicated in Section 2, "School and Community?"* na 1 2 (3) 4
- b) *To what extent are the guidance services consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* na 1 2 (3) 4
- c) *To what extent is the school identifying problems in the guidance services and seeking their solution?* na 1 (2) 3 4

School Facilities

8

NAME OF SCHOOL Villa Grove High School DATE October 1, 1978

Self-evaluation by

<u>Robert. Sergent</u>	<u>Charles Blackford</u>
<u>Janice Sutton</u>	<u>Harold Edwards</u>
<u>Wayne Davis</u>	<u>Danny Powell</u>

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

The school facilities, consisting of the site, buildings, equipment, and services, are major factors in the functioning of the educational program. The facilities provide more than a place for instruction. The physical environment assists or limits student achievement of desirable learning outcomes.

The school facilities must provide a physical environment which contributes to the successful conduct of the program that has been designed to meet the educational needs of youth. This requirement encompasses provisions for a variety of spaces for teaching and for extraclass, recreational, and community activities. The buildings must provide temperature, ventilation, illumination, and acoustical conditions and sanitary facilities and services conducive to the development of acceptable behavior as well as essential to the health and well-being of its occupants. The buildings must also be designed, equipped, maintained, and inspected

so as to minimize the possibility of harm to the occupants in the event of accident, fire, or other emergency or disaster conditions.

The buildings should be adequate to meet current and future program demands. The spaces within should be sufficiently flexible to provide for multiple uses of the areas in the over-all curricular and cocurricular programs.

The facilities, both indoors and outdoors, should be developed to take advantage of all important features of the site, with appropriate attention given to design and aesthetics: The grounds about the buildings should include well-kept lawns and shrubbery. The various elements should be used whenever they are appropriate to learning activities. The school facilities should be an integral part of a community planning program. The entire facility should stimulate students and staff to use and care for its areas effectively.

EVALUATIVE CRITERIA
Fourth Edition

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I. THE SITE

A. LOCATION

Checklist

The site:

- 1. Is readily accessible to the students served. na 1 2 (3) 4
- 2. Is accessible over hard-surfaced roads and walks. na 1 2 3 (4)
- 3. Is accessible to public transportation lines. (na) 1 2 3 4
- 4. Is centrally located for present and anticipated school population insofar as local conditions make advisable. na 1 2 (3) 4
- 5. Is reasonably protected from traffic and transportation dangers. na 1 (2) 3 4
- 6. Is reasonably protected from environmental noises and undesirable odors. na 1 2 (3) 4
- 7. Is reasonably protected from smoke and dust. na 1 2 3 (4)
- 8. Has the following services (check if available): na 1 2 3 (4)
 - Electric service.
 - Gas service.
 - Telephone.

- 9. Has been developed to provide grounds with proper drainage of surface water. na 1 2 (3) 4
- 10. Has approved facilities for sewage disposal. na 1 2 3 (4)
- 11. Has approved supply of potable water. na 1 2 3 (4)
- 12. Has fire hydrants that are easily accessible. na 1 2 3 (4)
- 13. Is reasonably protected from overhead electrical transmission lines and from gas transmission lines. na 1 2 (3) 4
- 14. Allows for future site development and plant expansion. na 1 2 3 (4)
- 15. Is free from vermin. na 1 2 (3) 4
- 16. na 1 2 3 4

Evaluations

- a) How accessible is the site to the students served? na 1 2 (3) 4
- b) To what extent is the site conducive to good health? na 1 2 3 (4)
- c) To what extent are the site and its surroundings safe for students? na 1 (2) 3 4
- d) How satisfactory are the educational and cultural characteristics of the environment? na 1 2 3 (4)
- e) To what degree does the site limit or promote the various aspects of the program? na 1 2 (3) 4

Comments

The site has been improved since last evaluation because of safety innovations, but still needs a constant effort to lessen safety inadequacies.

Checklist

The site:

- | | | | |
|--|--------------|--|--------------|
| 1. Is sufficiently extensive to provide for present educational needs. | na 1 2 (3) 4 | 12. Includes facilities for easy loading and unloading of supplies. | na (1) 2 3 4 |
| 2. Is sufficiently extensive to provide for future expansion needs. | na 1 2 3 (4) | 13. Facilities are so organized as to provide smooth and safe flow of pedestrian and vehicular traffic. | na 1 (2) 3 4 |
| 3. Provides area for the physical education program for both boys and girls. | na 1 2 (3) 4 | 14. Has adequate provisions to enable the physically handicapped to use the site and facilities easily and safely. | na (1) 2 3 4 |
| 4. Provides sufficient area for organized sports for both boys and girls. | na 1 (2) 3 4 | 15. Includes facilities for safely loading and unloading transported students. | na 1 2 (3) 4 |
| 5. Is free from obstructions and hazards to students en route to and from play and recreational areas. | na 1 2 (3) 4 | 16. Includes areas for outdoor educational activities, such as gardening and nature study. | na 1 2 (3) 4 |
| 6. Is provided with walks or driveways leading from all exits. | na 1 2 3 (4) | 17. Is so planned that outdoor activity noises interfere relatively little with classroom activities. | na 1 2 (3) 4 |
| 7. Is provided with suitable fences where needed. | na 1 2 (3) 4 | 18. Is attractively landscaped. | na 1 2 3 (4) |
| 8. Includes parking areas of sufficient size to serve school and community requirements. | na 1 2 (3) 4 | 19. Is maintained in good condition and appearance. | na 1 2 (3) 4 |
| 9. Has parking areas that are accessible by adequate roadways. | na 1 2 (3) 4 | 20. Has outdoor play areas which are situated conveniently near the dressing rooms. | na 1 2 (3) 4 |
| 10. Has properly maintained parking areas. | na 1 2 (3) 4 | 21. | na 1 2 3 4 |
| 11. Has parking areas and walkways which are well lighted for night use. | na 1 2 (3) 4 | | |

Evaluations:

- | | |
|---|--------------|
| a) How extensive is the site in terms of the number of students enrolled? | na 1 2 3 (4) |
| b) How adequately does the site provide for educational activities? | na 1 2 3 (4) |
| c) How satisfactory is the condition in which the grounds are kept? | na 1 2 (3) 4 |
| d) How satisfactory is the aesthetic quality of the school grounds? | na 1 2 (3) 4 |
| e) To what extent do the physical qualities of the school grounds promote accident-free use by students, staff, and others? | na 1 2 (3) 4 |

Comments

No ramp facilities for handicapped, however, continued effort is being made to maintain the physical characteristics of the entire plant.

II. THE BUILDING OR BUILDINGS

Checklist

- | | | | |
|--|--------------|---|--------------|
| 1. The building (s) is placed on the site so as to provide for efficient use of the total area. | na 1 2 (3) 4 | gerous gasses might accumulate and through which fire might spread. | na 1 2 (3) 4 |
| 2. The building is placed on the site so as to provide an attractive appearance. | na 1 2 3 (4) | 6. The gross structure of the building is of durable, fire-resistant materials. | na 1 2 (3) 4 |
| 3. The building is so situated and planned that future expansion needs can be met. | na 1 2 3 (4) | 7. The building has a plain, durable roof with adequate provision for drainage. | na 1 2 (3) 4 |
| 4. The building is free from ornamentation and architectural features that may deteriorate rapidly. | na 1 2 (3) 4 | 8. Nonsupporting classroom partitions make it possible to change size and arrangement of rooms. | (na) 1 2 3 4 |
| 5. The building is free from all concealed or "dead" spaces (hollow spaces between partitions and under floors) where dan- | | 9. The arrangement of driveways, doorways, and floor levels facilitates truck deliveries with a minimum of interference with school activities. | na 1 2 (3) 4 |

III. THE BUILDING OR BUILDINGS—Continued

Checklist—continued

- | | | | |
|--|------------|---|------------|
| 10. All building exit doors open outward and are equipped with panic hardware. | na 1 2 3 4 | 29. The general appearance of the interior of the building encourages student cooperation in maintenance. | na 1 2 3 4 |
| 11. All exits are clearly marked with legal exit lights. | na 1 2 3 4 | 30. The general appearance of the exterior of the building encourages student cooperation in maintenance. | na 1 2 3 4 |
| 12. An exit plan is uniformly posted in each room. | na 1 2 3 4 | 31. Factors important for efficient use of the building during out-of-school hours are considered (check those available): | na 1 2 3 4 |
| 13. All construction and installations meet requirements of building codes. | na 1 2 3 4 | ___ Lighting of outdoor areas and parking facilities; | |
| 14. Spaces under stairways are not used for storage. | na 1 2 3 4 | ___ Separate entrances and exits for areas to be used. | |
| 15. Stairways and ramps are provided with continuous hand rails at correct heights. | na 1 2 3 4 | ___ Zoning of heating and ventilating systems for separate use of certain facilities. | |
| 16. Stairs, ramps, and landings have nonslip treads. | na 1 2 3 4 | ___ Protection of facilities not used. | |
| 17. Corridors, stairways, and ramps of sufficient size are so arranged as to expedite the flow of traffic. | na 1 2 3 4 | ___ Toilet and lavatory facilities. | |
| 18. Corridor floor materials are fire resistant. | na 1 2 3 4 | ___ Shops and laboratories. | |
| 19. Corridors are provided with illumination at all times when the building is in use. | na 1 2 3 4 | ___ Classrooms. | |
| 20. Lockers are provided to meet the needs of all students. | na 1 2 3 4 | ___ Auditorium. | |
| 21. Corridors, stairways, and ramps are planned for ease in cleaning. | na 1 2 3 4 | ___ Library. | |
| 22. Corridors are acoustically treated. | na 1 2 3 4 | ___ Gymnasiums. | |
| 23. The heating plant is located to provide efficient operation. | na 1 2 3 4 | 32. Provisions are made for the following services (check those available): | na 1 2 3 4 |
| 24. The heating plant has a direct outside entrance. | na 1 2 3 4 | ___ Commercial television reception. | |
| 25. The heating plant is maintained in clean, orderly condition. | na 1 2 3 4 | ___ Closed-circuit television distribution. | |
| 26. The interior materials and workmanship contribute to an attractive appearance. | na 1 2 3 4 | ___ Transmission or distribution of materials information and audio-visual projections from a central source to selected areas. | |
| 27. The colors of the walls, ceiling, and trim contribute to an attractive appearance and satisfactory illumination. | na 1 2 3 4 | ___ Connection to computer. | |
| 28. If school activities are housed in several buildings, provision is made for the protection of students against inclement weather or dangerous traffic conditions while they go from one building to another. | na 1 2 3 4 | ___ Buildingwide communications system. | |
| | | 33. The heating plant has been planned to meet future expansion needs. | na 1 2 3 4 |
| | | 34. An auxiliary power supply is available in the event of a power failure. | na 1 2 3 4 |
| | | 35. | na 1 2 3 4 |

Evaluations

- | | |
|---|------------|
| a) How satisfactory is the exterior appearance of the building? | na 1 2 3 4 |
| b) How satisfactory is the interior appearance of the building? | na 1 2 3 4 |
| c) How adequate are the stairways and ramps? | na 1 2 3 4 |
| d) How adequate are the corridors? | na 1 2 3 4 |
| e) How adequate are the exits? | na 1 2 3 4 |
| f) To what extent do the general characteristics of the building promote good health? | na 1 2 3 4 |
| g) How adequately do the building structure and equipment promote safe use? | na 1 2 3 4 |
| h) How satisfactorily are the school facilities arranged to permit and encourage community use? | na 1 2 3 4 |
| i) How satisfactory are the provisions for the use of the building by the physically handicapped? | na 1 2 3 4 |

Comments

III. BUILDING SERVICES

A. ILLUMINATION

Checklist

- | | |
|---|---|
| <p>1. Appropriate intensity and brightness-balance of light are provided for by well-designed fixtures. na 1 2 (3) 4</p> <p>2. Illumination of the assembly space and the stage is adjustable to varying needs. na 1 2 (3) 4</p> <p>3. Stairways, ramps, corridors, toilet rooms, and similar spaces are properly illuminated. na 1 2 (3) 4</p> <p>4. Provision is made for regulation of lighting in all spaces. na 1 2 (3) 4</p> <p>5. Electrical outlets are of safe design and are properly located. na 1 2 (3) 4</p> <p>6. All control switches are easily accessible. na 1 2 (3) 4</p> <p>7. Paint and finish on walls, floors, and desks provide nonglossy reflecting surfaces. na 1 2 (3) 4</p> | <p>8. All writing surfaces and reading areas are designed to minimize glare in the student's field of vision. na 1 2 (3) 4</p> <p>9. Ceilings and other surfaces have appropriate reflection values. na 1 2 (3) 4</p> <p>10. All spaces are surveyed periodically to ascertain light intensity. na 1 (2) 3 4</p> <p>11. Light fixtures are kept clean and are inspected regularly for maintenance at maximum efficiency. na 1 2 (3) 4</p> <p>12. na 1 2 3 4</p> |
|---|---|

Evaluations

- a) *How adequate are the provisions for illumination?* na 1 2 (3) 4
- b) *How effectively are both the mechanical provisions and the inspection routines controlled to ensure proper illumination?* na 1 2 (3) 4

Comments

B. TEMPERATURE AND VENTILATION

Checklist

- | | |
|---|---|
| <p>1. Appropriate temperature is maintained in all spaces. na 1 2 (3) 4</p> <p>2. Ventilation facilities ensure a sufficient supply of clean air and proper circulation in all <i>instructional areas</i>. na 1 2 (3) 4</p> <p>3. Ventilation facilities ensure a sufficient supply of clean air and proper circulation in all <i>auxiliary and service areas</i>. na 1 2 (3) 4</p> <p>4. Temperature adjustments are quickly and easily made. na 1 2 (3) 4</p> | <p>5. Inspection of the heating and cooling systems is made annually by appropriate inspectors. na 1 2 3 (4)</p> <p>6. Heating and ventilating systems are zoned for separate or partial use. na 1 (2) 3 4</p> <p>7. na 1 2 3 4</p> |
|---|---|

Evaluations

- a) *How adequately is proper temperature maintained?* na 1 2 (3) 4
- b) *How adequately is proper conditioning of air maintained?* na 1 2 (3) 4
- c) *How flexible is the heating, cooling, and ventilation system to provide for partial use of the building and for different requirements in different areas?* na 1 2 (3) 4

Comments

C. WATER AND SANITATION

Checklist

- | | | | |
|--|--------------|--|--------------|
| 1. Sanitary drinking fountains are provided in sufficient number and in locations to meet the needs of students. | na 1 2 3 (4) | 12. All toilet and lavatory equipment is kept in good repair. | na 1 2 (3) 4 |
| 2. Drinking fountains are maintained in sanitary condition. | na 1 2 3 (4) | 13. Lavatory facilities are provided with hot and cold water. | na 1 2 3 (4) |
| 3. The drinking water, if not from an approved municipal system, is tested periodically. | (na) 1 2 3 4 | 14. Mirrors are provided in all lavatory rooms. | na 1 2 3 (4) |
| 4. Toilet and lavatory facilities for boys are provided on each floor. | na 1 (2) 3 4 | 15. Entrances and windows of all toilet rooms are shielded to ensure privacy. | na 1 2 3 (4) |
| 5. Toilet and lavatory facilities for girls are provided on each floor. | na 1 (2) 3 4 | 16. A supply of soap, towels or mechanical dryers, and toilet tissue is provided in all toilet and lavatory rooms. | na 1 2 (3) 4 |
| 6. Conveniently accessible toilet and lavatory facilities are provided for men faculty members. | na (1) 2 3 4 | 17. Students cooperate in the care of toilet and lavatory facilities. | na 1 (2) 3 4 |
| 7. Conveniently accessible toilet and lavatory facilities are provided for women faculty members. | na (1) 2 3 4 | 18. Desirable standards of sanitation are maintained throughout all toilet and lavatory rooms. | na 1 2 3 (4) |
| 8. Toilet and lavatory facilities are provided for the custodial staff. | na (1) 2 3 4 | 19. Toilet room floors and walls are of impervious materials. | na 1 2 (3) 4 |
| 9. Toilet and lavatory facilities are conveniently accessible to the administrative suite. | na 1 2 3 (4) | 20. Provisions are made for disposal of trash, including sanitary napkins. | na 1 2 (3) 4 |
| 10. Toilet and lavatory facilities are provided for the handicapped. | na (1) 2 3 4 | 21. Equipment for dispensing sanitary napkins is available. | na 1 2 (3) 4 |
| 11. All toilet and lavatory equipment is made of impervious materials, contributing to sanitary conditions. | na 1 2 3 (4) | 22. | na 1 2 3 4 |

Evaluations

- | | |
|---|--------------|
| a) How adequate are the drinking facilities? | na 1 2 3 (4) |
| b) To what degree are the drinking facilities maintained in a sanitary condition? | na 1 2 3 (4) |
| c) How adequate is the number of toilet and lavatory rooms? | na 1 2 (3) 4 |
| d) To what degree is there an adequate supply of safe water for all purposes? | na 1 2 3 (4) |
| e) How satisfactory is the location of the toilet and lavatory rooms? | na 1 (2) 3 4 |
| f) How adequate are the equipment and facilities in all toilet and lavatory rooms? | na 1 2 (3) 4 |
| g) To what degree are all toilet and lavatory rooms maintained in a sanitary condition? | na 1 2 3 (4) |

Comments

Toilet facilities were lacking in some areas, with certified and non-certified personnel facilities being almost non-existent.

D. MISCELLANEOUS BUILDING SERVICES

Checklist

- | | | | |
|---|---------------------|--|---------------------|
| <p>1. The building is inspected by school personnel and at specified intervals by public inspectors as a precaution against explosion and fire.</p> | <p>na 1 2 (3) 4</p> | <p>12. The alarm system is designed so that the master control quickly designates the location of fire or machinery failure.</p> | <p>na (1) 2 3 4</p> |
| <p>2. The installation of all electric conduits and wiring has been inspected and certified by a public inspector.</p> | <p>na 1 2 (3) 4</p> | <p>13. Provision is made for the care and safe storage of all combustible materials.</p> | <p>na 1 2 (3) 4</p> |
| <p>3. Fire extinguishers (appropriate to the area) and other fire-fighting equipment are readily accessible.</p> | <p>na 1 2 3 (4)</p> | <p>14. All combustible materials are stored in fire-resistant areas.</p> | <p>na 1 2 (3) 4</p> |
| <p>4. Fire extinguishers are maintained in acceptable condition.</p> | <p>na 1 2 3 (4)</p> | <p>15. Workroom and dressing facilities are provided for the custodial staff.</p> | <p>na 1 (2) 3 4</p> |
| <p>5. Fire gongs or alarms are distinct from regular program signals.</p> | <p>na 1 2 3 (4)</p> | <p>16. Conveniently located service and supply closets are provided for the custodial staff.</p> | <p>na 1 2 (3) 4</p> |
| <p>6. Fire gongs or alarms are in good working order, and where feasible, are connected to the local fire department.</p> | <p>na 1 2 (3) 4</p> | <p>17. Custodial supply closets are equipped with hot and cold water and sinks.</p> | <p>na 1 2 (3) 4</p> |
| <p>7. Fire alarm stations are placed in accordance with code regulations.</p> | <p>na 1 2 3 (4)</p> | <p>18. Storage space is provided throughout the building in accordance with needs.</p> | <p>na 1 2 (3) 4</p> |
| <p>8. An alternate alarm system for use in case of power failure is available.</p> | <p>na (1) 2 3 4</p> | <p>19. Exterior lighting is provided for night use of facilities and as a safeguard against vandalism.</p> | <p>na 1 2 3 (4)</p> |
| <p>9. All fire extinguishers are inspected and approved annually.</p> | <p>na 1 2 3 (4)</p> | <p>20. Custodial supply closets are adequately ventilated.</p> | <p>na 1 2 (3) 4</p> |
| <p>10. Personnel are trained in the use of fire extinguishers and fire safety equipment.</p> | <p>na (1) 2 3 4</p> | <p>21. Emergency shutoff switches are located in areas where heavy-duty equipment and machinery are used.</p> | <p>na 1 2 (3) 4</p> |
| <p>11. All fire alarms are placed so as to be heard throughout the entire building.</p> | <p>na 1 2 3 (4)</p> | <p>22.</p> | <p>na 1 2 3 4</p> |

Evaluations

- | | |
|--|---------------------|
| <p>a) How adequate are the precautions against damage by fire?</p> | <p>na 1 2 (3) 4</p> |
| <p>b) How well does the custodial staff keep the building clean?</p> | <p>na 1 2 (3) 4</p> |
| <p>c) How adequate is storage space?</p> | <p>na 1 (2) 3 4</p> |

Comments

1. Training on use of fire extinguishers etc. should be conducted.
2. Storage is quite inadequate.
3. No alternate sources of power.

IV. TEACHING AREAS

For data on individual teaching areas and specialized areas of instruction, see Sections 4-1 through 4-18.

Checklist

- | | | | |
|--|---|--|--|
| <p>1. Teaching stations provide sufficient area to accommodate existing class enrollments in effective learning situations.</p> <p>2. General size and arrangement of teaching stations provide for the adaptation of instruction to a variety of learning activities.</p> <p>3. Spaces are provided for large-group, small-group, and independent study.</p> <p>4. Furniture and equipment are adequate for operation of spaces for various activities and organizational patterns (check those available):</p> <p> <input checked="" type="checkbox"/> Display cases.</p> <p> <input checked="" type="checkbox"/> Work surfaces.</p> <p> <input checked="" type="checkbox"/> Writing areas.</p> <p> <input checked="" type="checkbox"/> Instructional media.</p> <p> <input checked="" type="checkbox"/> Television and other communication media.</p> <p> <input checked="" type="checkbox"/> Storage.</p> <p> <input checked="" type="checkbox"/> Shelving.</p> <p> <input checked="" type="checkbox"/> Seating.</p> | <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> | <p>5. Provision is made for communication with other areas of the building, including administrative offices and educational media center.</p> <p>6. All surfaces contribute to make the illumination and the acoustical and aesthetic environment satisfactory.</p> <p>7. Clocks are provided to meet requirements of the organization of programs.</p> <p>8. A central signal system is provided when appropriate to the organization of programs.</p> <p>9. Storage spaces of sufficient size are conveniently located.</p> <p>10. Instructional areas are equipped with a sufficient number of conveniently located electrical outlets.</p> <p>11.</p> | <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> |
|--|---|--|--|

Evaluations

- | | |
|--|--|
| <p>a) How satisfactory is the space in terms of number of participants and nature of activity?</p> <p>b) How adequate is the equipment associated with teaching spaces?</p> <p>c) How adequate are the environmental conditions for instruction?</p> | <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> <p>na 1 2 3 4</p> |
|--|--|

Comments

V. SPECIAL AREAS AND SERVICES

A. ASSEMBLY SPACE AND EQUIPMENT

Checklist

- 1. There are assembly spaces and equipment for the following (check those available): na 1 (2) 3 4
 - Public use.
 - Student assembly.
 - Large-group instruction.
 - Student study purposes.
 - Dramatics.
 - Public speaking.
 - Debating.
 - Music (vocal and instrumental).
 - Other purposes (specify):

- 2. The assembly space is provided with adequate entrances and exits, both from the outside and from other parts of the building. na 1 2 (3) 4
- 3. The assembly space is big enough and the supporting services are ample to accommodate the activities for which it is to be used. na 1 2 (3) 4

- 4. The assembly space is easily subdivided and rearranged to provide versatility for a variety of uses. na 1 2 (3) 4
- 5. The assembly space meets all fire safety standards in regard to exits, aisles, equipment, signs, and geometric proportions. na 1 2 (3) 4
- 6. Services maintain proper conditions of temperature, acoustics, and illumination. na 1 2 (3) 4
- 7. Provisions are made for the storage of all equipment. na 1 (2) 3 4
- 8. Necessary auxiliary spaces, such as dressing areas and lavatories, are provided. na 1 (2) 3 4
- 9. Appropriate seating, properly arranged, is provided. na 1 2 (3) 4
- 10. All seating is arranged to provide for maximum efficient use of the assembly space. na 1 2 (3) 4
- 11. na 1 2 3 4

Evaluations

- a) How adequate are the assembly spaces? na 1 2 (3) 4
- b) How adequate are the auxiliary services and spaces? na 1 2 (3) 4
- c) How adequate are the facilities and equipment of the assembly space? na 1 (2) 3 4
- d) How adequate are the provisions for safety in the assembly space? na 1 2 (3) 4
- e) How attractive is the appearance of the assembly space? na 1 2 (3) 4

Comments

Assembly space we felt has something to be desired. Financial limitations prohibit much improvement. We do feel we get maximum usage from facilities available.

B. FOOD SERVICES FACILITIES

If the school lunch program is contracted to an outside source, describe the arrangements under Supplementary Data and omit those questions that are not relevant. For additional information concerning lunchroom administration, see Section 9, "School Staff and Administration."

Meals are served to the students in a (check the facilities used):

Dining area.

Commons.

Other _____

Checklist

- | | | | |
|---|--------------|---|--------------|
| 1. The dining area and furnishings are attractive, durable, and easily cleaned. | na 1 2 (3) 4 | 17. Lavatory facilities are readily accessible to students entering or leaving the dining area. | na 1 2 (3) 4 |
| 2. The dining area is designed so that it can be used for other purposes. | na 1 2 (3) 4 | 18. The kitchen is designed for maximum efficiency. | na 1 (2) 3 4 |
| 3. The dining area meets the needs of the school program. | na 1 2 3 (4) | 19. Illumination in the kitchen meets lighting standards. | na 1 2 (3) 4 |
| 4. The dining area is available to students who bring their lunches. | na 1 2 3 (4) | 20. The kitchen is ventilated. | na 1 2 3 (4) |
| 5. The dining area is designed and furnished to promote a safe and efficient traffic pattern. | na 1 (2) 3 4 | 21. The kitchen and service areas are furnished with equipment that meets local and state sanitation standards. | na 1 2 3 (4) |
| 6. The dining area can be subdivided. | na 1 2 3 (4) | 22. Mechanical dishwashing facilities are provided. | na 1 2 3 (4) |
| 7. The illumination in the dining area meets lighting standards. | na 1 2 3 (4) | 23. Attention is given to maintaining food service supplies and equipment. | na 1 2 3 (4) |
| 8. The dining area is well ventilated. | na 1 2 3 (4) | 24. Refrigeration facilities are appropriate and easily accessible. | na 1 2 3 (4) |
| 9. A separate dining area is provided for staff. | na 1 2 (3) 4 | 25. Storage facilities are easily accessible. | na 1 2 3 (4) |
| 10. Acoustical provisions reduce noise to a minimum. | na 1 2 (3) 4 | 26. Storage facilities are maintained in an orderly and sanitary condition. | na 1 2 3 (4) |
| 11. Service equipment is (check those used): | na 1 2 3 (4) | 27. Storage facilities are located adjacent to the kitchen area. | na 1 2 3 (4) |
| <input type="checkbox"/> Fixed. | | 28. Storage facilities are of sufficient size to handle needs of food service area. | na 1 2 (3) 4 |
| <input type="checkbox"/> Portable. | | 29. Garbage and refuse are disposed of in a sanitary manner. | na 1 2 3 (4) |
| 12. Service is provided from a (check those used): | na 1 2 3 (4) | 30. Dressing, toilet, and lavatory facilities are provided for food service personnel. | na (1) 2 3 4 |
| <input type="checkbox"/> Central kitchen. | | 31. Facilities permit thorough cleaning of dining and kitchen areas on a regular schedule. | na 1 2 3 (4) |
| <input type="checkbox"/> Self-contained unit. | | 32. All pieces of mechanical equipment are provided with safety devices. | na 1 2 3 (4) |
| <input type="checkbox"/> Satellite from another school. | | 33. Electrical outlets are located in accessible areas. | na 1 2 (3) 4 |
| 13. Sanitary drinking water facilities are provided in the dining area. | na 1 2 3 (4) | 34. | na 1 2 3 4 |
| 14. Sufficient and appropriate receptacles and service are provided for disposal of refuse. | na 1 2 3 (4) | | |
| 15. The floor surface is in good condition, safe, and easily cleaned. | na 1 2 3 (4) | | |
| 16. Facilities, materials, and maintenance are available to keep dining and serving areas clean and neat. | na 1 2 3 (4) | | |

Continued on next page

312 SECTION 8 • SCHOOL FACILITIES

B. FOOD SERVICES FACILITIES—Continued

Supplementary Data

1. Seating capacity of the lunchroom or dining room	252
2. Number of student shifts necessary	4

Evaluations

a) How adequate is the dining area?	na	1	2	3	4
b) How adequate are facilities in the dining area?	na	1	2	3	4
c) How satisfactory are the lighting, ventilating, and aesthetic aspects of the dining area?	na	1	2	3	4
d) How adequate is the size of the food preparation area?	na	1	2	3	4
e) How adequate and efficient is the equipment for service?	na	1	2	3	4
f) How well designed and equipped is the kitchen area?	na	1	2	3	4
g) How satisfactorily are sanitary conditions maintained?	na	1	2	3	4
h) How adequate are the dry storage facilities?	na	1	2	3	4
i) How adequate are the refrigeration facilities?	na	1	2	3	4

Comments

Not too much that can be done about the main thoroughfare being through the center of the cafeteria. Any suggestions for improvement will be readily accepted.

C. OFFICE AND STAFF FACILITIES

Checklist

1. The general office is easily accessible to students, staff, and general public.	na	1	2	3	4
2. The general office is supplied with necessary equipment.	na	1	2	3	4
3. The office is planned and arranged for effective use.	na	1	2	3	4
4. Mail and bulletin facilities are provided for teachers.	na	1	2	3	4
5. Office space is provided for administrative and teaching personnel. No teacher	na	1	2	3	4
6. Space is provided for student personnel services.	na	1	2	3	4
7. Space is provided for a reception and waiting area.	na	1	2	3	4
8. Storage space is provided.	na	1	2	3	4
9. Work, storage, conference, lounge, and library areas are provided for teachers.	na	1	2	3	4
10. Provisions are made for appropriate furnishings for faculty work, conference, lounge, and library areas.	na	1	2	3	4
11. Appropriate provisions are made for safe storage of all important records.	na	1	2	3	4
12. Equipment (mimeograph, copying, etc.) is provided in the faculty working areas.	na	1	2	3	4
13.	na	1	2	3	4

Evaluations

a) How satisfactory is the location of the central administrative offices?	na	1	2	3	4
b) How satisfactory are the space provisions for the central administrative services?	na	1	2	3	4
c) How adequate is the equipment for the central administrative services?	na	1	2	3	4
d) How adequate are storage, work, and conference areas for teachers?	na	1	2	3	4
e) How adequate is the office equipment for teachers?	na	1	2	3	4

Comments

Storage space still limited.

Office space for teaching personnel still lacking.

D. CLINICS, INFIRMARY, OR HOSPITALIZATION FACILITIES

Checklist

- | | |
|---|--|
| <p>1. Space is available for physical, health, and dental examinations. na 1 2 3 4</p> <p>2. Office space is provided for the school nurse. na 1 2 3 4</p> <p>3. Equipment is provided for physical examinations. na 1 2 3 4</p> <p>4. There is a first aid room or infirmary with suitable cots or beds. na 1 2 3 4</p> <p>5. Toilet and lavatory facilities are directly accessible to patients. na 1 2 3 4</p> <p>6. Provisions are made to meet the dietary needs of students who are sick or have special dietary problems. na 1 2 3 4</p> | <p>7. Provisions are made to isolate immediately suspected of carrying contagious or infectious diseases. na 1 2 3 4</p> <p>8. Transportation is available for students who are ill and must be sent home or to a hospital. na 1 2 3 4</p> <p>9. First aid equipment is available. na 1 2 3 4</p> <p>10. Provisions are made for maintaining health records. na 1 2 3 4</p> <p>11. Privacy is provided for clinic activities. na 1 2 3 4</p> <p>12. na 1 2 3 4</p> |
|---|--|

Evaluations

- a) How adequate are the facilities for health examinations of students? na 1 2 3 4
- b) How adequate are the facilities for treatment of minor illnesses or injuries? na 1 2 3 4
- c) How adequate are the facilities for keeping records of examinations and treatment? na 1 2 3 4

Comments

Nurses office not most private room in school.

VI. SPECIAL CHARACTERISTICS OF SCHOOL FACILITIES

1. In what respects are the school facilities most satisfactory and commendable?

The site has a lovely looking campus appearance.

The overall aesthetics are pleasing to the eye.

The growth potential is great with amount of school owned property.

2. In what respects are the school facilities most in need of improvement?

1. Storage facilities
2. Handicapped facilities
3. Restroom and lounge for certified and non-certified staff.
4. Teacher work areas.

3. Recommend, in order of priority, steps for the improvement of existing weaknesses in the school facilities.

- | | | |
|-------------------------|---|---|
| 1. Storage |) | |
| 2. Teacher work areas |) | |
| 3. Handicapped |) | - Because of financial limitations, doubt remains about too much improvement however. |
| 4. Restroom improvement |) | |

VII. GENERAL EVALUATION OF THE SCHOOL FACILITIES

Evaluations:

- a) *To what extent do the school facilities meet the needs of students as identified in Section 2, "School and Community"?* na 1 2 ③ 4
- b) *To what extent are the school facilities appropriate to the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* na 1 2 ③ 4
- c) *To what extent is the school identifying problems in the school facilities and seeking their solution?* na 1 2 3 ④

Not trying to hide from problems - continually confronting these problems head-on with intent of solving them within our limited financial framework.

School Staff and Administration

9

NAME OF SCHOOL Villa Grove High School DATE October 1, 1978

Self-evaluation by

<u>Tom Homma</u>	<u>Cathy Horein</u>
<u>Doris Dunn</u>	<u>Howard Osborne</u>
<u>Kay Fancher</u>	<u>Nelson Wasson</u>

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

A competent staff is essential for a good school. The staff is a cooperating group of individually capable persons devoted to common educational purposes and motivated by a desire to develop the philosophy and carry out the clearly formulated objectives of the school. Staff members should possess qualifications of preparation, experience, and attitude that contribute to effective learning. The number of staff members is adequate for the educational program, the school enrollment, and the special needs of the students. The teaching load and the total working load are such that maximum efficiency in service is assured. Salaries are maintained at a level sufficient to ensure a standard of living comparable with the social demands on the profession and to avoid the necessity for securing supplementary income.

The primary responsibility of administration is to the educational program. Every condition of management and organization is worthwhile to the extent that it is beneficial to teaching and learning and contributes

to the community of which the school is a part. Coordinating instruction, activities, and services into an effective educational program requires talented and forward-looking leadership.

Responsibility for the satisfactory functioning of the school rests with the principal. His responsibilities include leadership in the educational program, in supervision and improvement of instruction, in community relations, and in management and maintenance of plant and facilities.

A pervasive process of democracy is implied in all administrative actions. Appropriate opportunity is given for those concerned with or affected by the educational program to participate in its development and evaluation. The need for cooperative effort toward the attainment of educational goals is recognized, and its practice is encouraged. Democratic procedure, however, does not preclude independent administrative action when consistent with established policy.

EVALUATIVE CRITERIA
Fourth Edition

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I. SCHOOL STAFF
A. NUMERICAL ADEQUACY

Indicate the number of staff members who devote all or part of their time to the secondary school for the current year 19 77 -19 78. Total student enrollment 330.

STAFF	NUMBER OF STAFF MEMBERS		TOTAL FULL-TIME EQUIVALENT OF ALL MEMBERS
	Full time	Part time	
1. Administrator(s) (include supervisory)	1	1	1 1/3
2. Classroom teachers	9	18	17 14/15
3. Guidance counselor(s)	1	0	1
4. Educational media personnel	0	1	1/3
5. Health service personnel	0	1	1/3
6. Specialists and consultants	0	4	1 13/105
7. Food services personnel	0	8	2 2/3
8. Secretaries and clerks	0	3	1
9. Custodial and maintenance personnel	1	2	1 2/3
10. Paraprofessionals	0	3	19/21
11. Others			
TOTAL			27.962

Supplementary Data

1. List administrative positions.

High School Principal - Full Time
High School Assistant Principal - Part-time 1/3

2. List supervisory positions.

C.W.T. Supervisor 3/14

3. List paraprofessional positions.

Title I - 1/7
Building & Trades - 3/7
Multi-Media Supervisor - 1/3

4. Describe any assistance which is regularly received from the school district or other unit.

None

Continued on next page

A. NUMERICAL ADEQUACY—Continued

Evaluations

- a) How numerically adequate are the administrators and supervisors? na 1 2 (3) 4
- b) How numerically adequate are the classroom teachers? na 1 2 3 (4)
- c) How numerically adequate is the professional noninstructional staff (3, 4, 5, 6 from the above table)? na 1 2 3 (4)
- d) How numerically adequate are the assistants and aides? na 1 2 (3) 4
- e) How numerically adequate is the food services staff? na 1 2 3 (4)
- f) How numerically adequate is the secretarial and clerical staff? na 1 2 (3) 4
- g) How numerically adequate is the custodial and maintenance staff? na 1 2 (3) 4
- h) How numerically adequate is the paraprofessional staff? na 1 (2) 3 4

Comments

B. BOARD OF CONTROL AND ADMINISTRATIVE STAFF

1. Board of Control (board of education, board of trustees, school committee, or equivalent body)

Checklist

The board of control:

- | | |
|---|---|
| <ul style="list-style-type: none"> 1. Acts as a policy-determining body. na 1 2 3 (4) 2. Has written, comprehensive rules for determining its policies, organization, and procedures. na 1 (2) 3 4 3. Delegates all executive functions to the administrative head of the school. na 1 2 3 (4) 4. Maintains clear-cut lines of demarcation between its authority and that of the chief administrator. na 1 2 (3) 4 5. Makes decisions after having received the recommendations of the administrative head of the school. na 1 2 3 (4) 6. Accepts fully its responsibility for financing the educational program. na 1 2 3 (4) 7. Makes sure that all employees meet minimum legal requirements for employment. na 1 2 3 (4) 8. Is responsible for insurance on school property, including equipment and supplies. na 1 2 3 (4) 9. Provides for the safekeeping of records, deeds, and other valuable papers in fire-proof vaults or cabinets. na 1 2 3 (4) 10. Authorizes the preparation and presentation of an annual budget. na 1 2 3 (4) 11. Adopts and publishes the budget after careful study and an open hearing. na 1 2 3 (4) 12. Hires all school employees only on recommendation of the administrative head. na 1 2 3 (4) 13. Carries out all professional and official relationships with school employees through the superintendent or administrative head or established negotiation channels. na 1 2 (3) 4 | <ul style="list-style-type: none"> 14. Accepts its responsibility to protect staff members and students from exploitation by individuals and agencies. na 1 2 3 (4) 15. Formulates regulations upon the advice of the superintendent and principal regarding the use of the school plant and other school property. na 1 2 (3) 4 16. Holds regular meetings at stated times. na 1 2 3 (4) 17. Functions only when in official sessions. na 1 2 3 (4) 18. Keeps accurate minutes of its proceedings. na 1 2 3 (4) 19. Carries on business in meetings open to the public. na 1 2 3 (4) 20. Provides that all personnel responsible for the handling and accounting of school funds are adequately bonded. na 1 2 3 (4) 21. Recognizes its responsibility for the protection and the economical expenditure of funds. na 1 2 3 (4) 22. Has the legal responsibility for making final decisions (within the framework of the state constitution and the laws and regulations of the state board of education) on dismissal of teachers, program of studies, and quality of instruction. na 1 2 3 (4) 23. Is responsible for providing liability insurance for all employees. na 1 2 3 (4) 24. Engages in a planned program of study. na 1 2 (3) 4 25. Assumes responsibility for evaluation of all programs. na 1 (2) 3 4 26. Provides for periodic audit of all financial transactions. na 1 2 3 (4) 27. na 1 2 3 4 |
|---|---|

Supplementary Data

- 1. What actions have been taken to prepare for, eliminate, or ease situations that might cause or add to social unrest?
 - A. Meeting with community church leaders
 - B. Wed. nights - set aside for church activities
 - C. Citizen Consultant Committee

1. Board of Control—Continued

Evaluations

- a) *How consistent are published board policies with the checklist?* na 1 2 (3) 4
- b) *How effectively are published policies observed?* na 1 2 (3) 4

Comments

- #25 - Evaluation process goes to administrators & faculty.
- #1a - Board policies are moderated under necessary circumstances.

2. Superintendent of Schools

The following functions are commonly regarded as the special responsibility of the executive head of the school system, but their performance may be delegated to other competent persons. Check on the basis of performance of the functions by the proper person, regardless of title.

Checklist

The superintendent of schools:

- | | |
|---|---|
| <ul style="list-style-type: none"> 1. Has a broad background in general education. na 1 2 3 (4) 2. Has extensive professional preparation. na 1 2 3 (4) 3. Has successful teaching experience. na 1 2 3 (4) 4. Has successful administrative experience. na 1 2 3 (4) 5. Exhibits a well-formulated philosophy of education. na 1 2 3 (4) 6. Shows an awareness of the educational needs of the community. na 1 2 3 (4) 7. Keeps the board of control informed, through periodic reports, regarding the school's objectives, achievements, needs, and plans for the future. na 1 2 3 (4) 8. Plans and presents annually the budget for consideration by the board of control. na 1 2 3 (4) 9. Formulates the budget in conformity with legal requirements. na 1 2 3 (4) 10. Arranges for the accounting system to be organized in sufficient detail to make computations of important unit costs possible. na 1 2 3 (4) 11. Administers or supervises the administration of the business affairs of the school system. na 1 2 3 (4) 12. Submits reports regularly to each individual charged with the use of funds or supplies, indicating the status of his account. na 1 (2) 3 4 13. Exercises proper control over the care and distribution of supplies and equipment. na 1 2 (3) 4 | <ul style="list-style-type: none"> 14. Supervises all school employees in the performance of their duties. na 1 2 (3) 4 15. Recommends professional and nonprofessional employees for appointment on the basis of their qualifications for particular services. na 1 2 3 (4) 16. Conducts research concerning educational problems of the school and the community. na 1 2 3 (4) 17. Uses the results of research in planning the educational program. na 1 2 3 (4) 18. Involves the building principal and faculty in formulating recommendations, policies, and the budget. na 1 2 3 (4) 19. Secures the cooperation of the staff in carrying out recommendations and policies. na 1 2 3 (4) 20. Facilitates the professional improvement of the staff. na (1) 2 3 4 21. Assists in the coordination of school and community activities. na 1 2 3 (4) 22. Considers the availability of community or other finances in arriving at practical solutions to educational problems. na 1 2 (3) 4 23. Participates in a continuing program of self-improvement. na 1 2 3 (4) 24. Serves as consultant to the board and employee groups during negotiations. na 1 2 3 (4) 25. Provides the community with educational leadership. na 1 2 3 (4) 26. Provides for periodic codification of records. na 1 2 3 (4) 27. na 1 2 3 4 |
|---|---|

Evaluations

- a) *How adequate is the professional preparation of the superintendent and his assistants?* na 1 2 3 (4)
- b) *How extensive is the educational experience of the superintendent and his assistants?* na 1 2 3 (4)

Comments

- #12 - Departments do not have set budgets to use - materials & equipment is based on use and needs.

3. Principal and Administrative Assistants

3.1. PREPARATION AND QUALIFICATIONS

(For data on preparation of individual staff members, see Section 10, "Individual Staff Member.")

Checklist

The principal and administrative assistants:		8. Keep abreast of current philosophy and practices in secondary education.	na 1 2 3 (4)
1. Have a broad background in general education.	na 1 2 3 (4)	9. Maintain membership in professional organizations.	na 1 2 3 (4)
2. Have extensive professional preparation.	na 1 2 3 (4)	10. Attend meetings of professional organizations.	na 1 2 3 (4)
3. Have successful teaching experience.	na 1 2 3 (4)	11. Participate in a continuing program of self-improvement.	na 1 2 3 (4)
4. Have successful administrative experience.	na 1 2 3 (4)	12.	na 1 2 3 4
5. Exhibit a well-formulated philosophy of education.	na 1 2 3 (4)		
6. Show an awareness of the educational needs of the community.	na 1 2 3 (4)		
7. Demonstrate their familiarity with the educational program.	na 1 2 3 (4)		

Evaluations

- a) *How adequate is the professional preparation of the principal and his assistants?* na 1 2 3 (4)
- b) *How extensive is the educational experience of the principal and his assistants?* na 1 2 3 (4)

Comments

3.2. DUTIES AND FUNCTIONS

Although the following functions are commonly the special responsibility of the principal of the secondary school, their performance may be delegated to others. Check and evaluate on the basis of performance of the functions by the proper person, regardless of title. If the principal is also the head of the school system, the criteria dealing with the superintendent of schools should be checked with reference to the principal.

Checklist

The principal:		9. Provides for drills, traffic control, and similar activities to ensure student safety.	na 1 2 (3) 4
1. Is the responsible head of the school.	na 1 2 3 (4)	10. Directs the planning and operation of a program of safety education.	(na) 1 2 3 4
2. Budgets his time to provide a balance between administrative and supervisory duties.	na 1 2 3 (4)	11. Directs the public relations program in cooperation with the superintendent.	na 1 2 3 (4)
3. Makes sure that all staff members understand their duties and responsibilities.	na 1 2 3 (4)	12. Participates in the selection of staff members.	na 1 2 3 (4)
4. Equalizes the working load of staff members as much as possible.	na 1 2 3 (4)	13. Provides direction and supervision for student activities.	na 1 2 3 (4)
5. Requires that materials and supplies are used efficiently and economically.	(na) 1 2 3 4	14. Provides educational leadership for his community.	na 1 2 (3) 4
6. Provides for administrative procedures, such as scheduling, attendance, and reports.	na 1 2 3 (4)	15. Directs and uses research to determine the effectiveness of various school programs and operational procedures.	na 1 2 (3) 4
7. Provides regular and accurate reports regarding the condition and progress of the school.	na 1 2 3 (4)	16. Communicates effectively with parents, students, faculty & other members of community.	na 1 2 3 (4)
8. Inspects plant facilities regularly to ensure efficient operation and healthful conditions.	na 1 2 3 (4)		

3. Principal and Administrative Assistants—Continued

3.2. DUTIES AND FUNCTIONS—Continued

Supplementary Data

1. What actions have been taken to prepare for, eliminate, or ease situations that might cause or add to social unrest?
 - A. Active figure in C.C.C.
 - B. Meeting with community church leaders

Evaluations

a) *How effectively do the principal and his assistants perform their duties?* na 1 2 3 (4)

Comments

3.3. EDUCATIONAL LEADERSHIP

The principal of the school has the major responsibility for educational leadership, but assistance may be furnished by supervisors, department heads, and other administrative assistants. The total contribution of all concerned with educational leadership should be considered in checking and evaluating the following items.

Checklist

The principal, assisted by other members of the staff having leadership responsibilities:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Is a major professional leader of the school. na 1 2 3 (4) 2. Assists staff members in improving the articulation and continuity of all aspects of the school program, both within grades and between grades. na 1 2 3 (4) 3. Affords appropriate opportunities for staff members to share in the administration of the school. (na) 1 2 3 4 4. Helps new teachers to begin their work with confidence and to become constructive members of the staff. na 1 2 3 (4) 5. Helps all staff members to attain a feeling of security and satisfaction in their work. na 1 2 3 (4) 6. Encourages the professional growth of his teachers and helps them to develop to their highest potential. na 1 2 (3) 4 7. Works with parent-teacher and other organizations to improve the service that the school renders to students and the community. na 1 2 3 (4) 8. Formulates plans, in cooperation with staff members, for the improvement of the educational program. na 1 2 (3) 4 9. Stimulates the staff to initiate and carry out curriculum studies. na 1 2 (3) 4 10. Aids teachers in obtaining and using a variety of up-to-date materials. na 1 2 3 (4) | <ol style="list-style-type: none"> 11. Uses classroom visits and interviews to help teachers increase their effectiveness. na 1 2 (3) 4 12. Arranges a variety of educational activities, such as workshops, conferences, and individual and group research projects. na 1 2 (3) 4 13. Aids in the development of a professional library. na 1 (2) 3 4 14. Provides opportunities for teachers to observe the work of other schools, clinics, or related services. na (1) 2 3 4 15. Recognizes, on personnel records, by letters of commendation, or other means, instances of unusual professional growth or educational achievement. na (1) 2 3 4 16. Uses a friendly and understanding approach in discussing the problems of teachers. na 1 2 3 (4) 17. Encourages staff members to seek ways of promoting moral and spiritual values through school activities. na 1 2 3 (4) 18. Knows the community and is aware of its changing needs. na 1 2 3 (4) 19. Provides or maintains an environment that is conducive to educational growth and development. na 1 2 3 (4) 20. na 1 2 3 4 |
|--|--|

Evaluations

a) *How effective is the professional leadership of the principal and his assistants?* na 1 2 3 (4)
 b) *How satisfactorily does the principal provide opportunities for staff members to participate in policy-making?* na 1 2 3 (4)

Comments

C. INSTRUCTIONAL STAFF

1. Selection of Staff Members

Checklist

- | | |
|--|---|
| <p>1. Teacher selection is a cooperative process involving the superintendent, principal, and department heads or supervisors. no 1 2 3 (4)</p> <p>2. Candidates are selected on the basis of their qualifications for the particular position they are to fill. no 1 2 3 (4)</p> <p>3. Both the amount and quality of each candidate's experience are examined. no 1 2 3 (4)</p> <p>4. The college transcript of each candidate is examined. no 1 2 3 (4)</p> | <p>5. Recommendations from reliable sources are carefully and confidentially examined. no 1 2 3 (4)</p> <p>6. Personal interviews are conducted with each candidate whose recommendations and credentials warrant further consideration. no 1 2 3 (4)</p> <p>7. Whenever possible, the candidate is observed at work. no 1 2 (3) 4</p> <p>8. no 1 2 3 4</p> |
|--|---|

Evaluations

- a) How satisfactory are the methods used in the selection of professional staff members? no 1 2 3 (4)
- b) How successful has the present administration been in selecting competent staff? no 1 2 3 (4)

Comments

2. Experience and Length of Service

Indicate below the experience of classroom teachers.

NUMBER OF YEARS OF EXPERIENCE	LENGTH OF SERVICE IN THIS SCHOOL			TOTAL SCHOOL EXPERIENCE		
	Number		Percent	Number		Percent
	Men	Women		Men	Women	
25 or more	2		7	5		17
20-24	2	1	10		2	6
15-19	3		10	2		6
10-14	2	2	13	3	2	17
5-9	5	5	34	5	4	31
1-4	3	4	24	2	4	20
Less than 1						
Total	17	12	98	17	12	97

Evaluations

- a) How satisfactory is the total amount of experience of teachers? no 1 2 3 4
- b) How satisfactory is the length of service of teachers in this school? no 1 2 3 4

Comments

3. Staff Improvement

Checklist

Members of the school staff:

- 1. Make and use studies of students and community. na 1 2 3 4
- 2. Demonstrate a concern with the study and solution of educational problems. na 1 2 3 4
- 3. Help to plan and are active in faculty meetings. na 1 2 3 4
- 4. Use professional assistance from outside sources when necessary and desirable. na 1 2 3 4
- 5. Use professional publications. na 1 2 3 4
- 6. Continue to increase their knowledge and understanding of their fields of specialization. na 1 2 3 4
- 7. Continue their formal education through organized courses or other approved means. na 1 2 3 4
- 8. Are adding to their cultural and educational growth by the following methods (check those which apply):
 ___Programed studies. na 1 2 3 4

- Educational television.
- Travel.
- In-service activities; curriculum studies.
- ___ Teacher exchange programs.
- Reading in their respective subject areas.
- Participation in local, state, and federal governmental functions.
- Joining and participating in professional organizations.
- Being aware of and using recent research in their subject areas.
- Becoming acquainted with high-speed data processing and student accounting as it applies to their subject areas and the management of the school.

9. na 1 2 3 4

Supplementary Data

- 1. List the studies or investigations that are currently being pursued.

A Gifted Program

- 2. List ways in which the staff members are adding to their cultural and educational growth.

Evaluations

- a) How extensive are the group study activities of the staff? na 1 2 3 4
- b) How satisfactory is the systematic study done by individuals? na 1 2 3 4
- c) How extensively are appropriate study materials available to staff members? na 1 2 3 4

Comments

4. Salaries and Salary Schedules

Include here only classroom teachers who give part or full time to the secondary school. Report those employed full time by the school system at the actual salary received, regardless of whether or not full time is given to the secondary school. Report those employed only part time by the school system at the equivalent full-time salary. Thus, a teacher employed for half time service at \$4,000 per year should be reported as receiving \$8,000. If room and board constitute part of the remuneration, include them at a fair monetary equivalent and give allowance made for this factor under "Comments."

Indicate in the following table the number and percent of teachers in each salary classification.

SALARY	MEN	WOMEN	TOTAL	
			Number	Percent
Over \$15,000	8		8	15
\$14,500-\$14,999				
\$14,000-\$14,499		3	3	6
\$13,500-\$13,999	1	2	3	6
\$13,000-\$13,499	4	2	6	12
\$12,500-\$12,999	1	1	2	4
\$12,000-\$12,499	5	1	6	12
\$11,500-\$11,999	1	1	2	4
\$11,000-\$11,499	1	4	5	10
\$10,500-\$10,999	1	7	8	15
\$10,000-\$10,499	1	1	2	4
\$ 9,500-\$ 9,999		5	5	10
\$ 9,000-\$ 9,499				
\$ 8,500-\$ 8,999		1	1	2
\$ 8,000-\$ 8,499				
\$ 7,500-\$ 7,999				
\$ 7,000-\$ 7,499				
\$ 6,500-\$ 6,999				
\$ 6,000-\$ 6,499	1		1	2
\$ 5,500-\$ 5,999				
\$ 5,000-\$ 5,499				
Below \$5,000				
Total			52	

Checklist

- | | |
|--|---|
| <p>1. The school has a definite salary schedule, including regular increments, for professional staff members. na 1 2 3 (4)</p> <p>2. Salaries provide for appropriate standards of living in terms of socioeconomic conditions in the community. na 1 2 (3) 4</p> <p>3. The initial salary is determined by the amount of education and experience of candidates. na 1 2 3 (4)</p> <p>4. Persons of the same type or rank of position receive equal salaries for equivalent education and experience (except as in 5 below). na 1 2 3 (4)</p> | <p>5. The salary schedule is sufficiently flexible to care for cases of unusual merit in order to recognize high qualifications, outstanding professional growth, or excellence of service rendered. na (1) 2 3 4</p> <p>6. The salary schedule provides incentive for staff members to continue professional advancement through additional education. na 1 2 (3) 4</p> <p>7. Provision is made for equitable remuneration for all sponsors of student activities. na 1 (2) 3 4</p> <p>8. na 1 2 3 4</p> |
|--|---|

Supplementary Data

1. Provide a copy of the salary schedule, including plan of increments or merit increases.

Evaluations

- a) How well does the salary schedule meet the provisions set forth above? na 1 2 (3) 4
- b) How well is the salary schedule being followed? na 1 2 3 (4)
- c) How adequate are the salaries paid teachers in terms of local socioeconomic conditions? na 1 2 (3) 4

Comments

5. Tenure, Leaves of Absence, Dismissals, and Retirement Provisions

Checklist

- | | | | |
|--|--------------|--|--------------|
| 1. Tenure is provided after a successful probationary period. | na 1 2 3 (4) | 7. Sick leave is allowed to accumulate. (Total accumulation may not exceed <u>100</u> days.) | na 1 2 3 (4) |
| 2. The dismissal of an employee is preceded by a warning and a written statement of reasons. | na 1 2 3 (4) | 8. Allowance is made for maternity leave without loss of status. | na 1 2 3 (4) |
| 3. Dismissal is made only after efforts to assist the employee have failed. | na 1 2 3 (4) | 9. Provision is made for sabbatical leave of absence on (check) full ____ or half ____ pay. | na (1) 2 3 4 |
| 4. Employees are permitted to leave their regular school duties to attend professional meetings and visit other schools. | na (1) 2 3 4 | 10. Extended leave of absence is granted teachers to continue their education. | na (1) 2 3 4 |
| 5. No deduction in pay is made for absences for professional purposes. | na (1) 2 3 4 | 11. A contributory or other retirement plan is available. | na 1 2 3 (4) |
| 6. Employees are allowed a number of days absence from school duties, without loss of pay, because of personal illness. (The number of days allowed per year is ____.) | na 1 2 3 (4) | 12. | na 1 2 3 4 |

Supplementary Data

1. Describe the retirement system, indicating extent of staff participation, staff segments included, and major provisions.

A. Mandatory Ill. Teacher's Retirement

Evaluations

- | | |
|---|--------------|
| a) How adequate are conditions of tenure for professional staff members? | na 1 2 3 (4) |
| b) How satisfactory are the provisions relating to leave of absence for professional staff members? | na 1 (2) 3 4 |
| c) How adequate is the retirement system for professional staff members? | na 1 2 (3) 4 |

Comments

D. NONINSTRUCTIONAL STAFF

1. Secretarial

The term "secretary" here refers only to members of the secretarial, clerical, and accounting segments of the staff.

Checklist

- | | |
|--|---|
| <p>1. Secretaries are selected by the superintendent and principal. na 1 2 3 (4)</p> <p>2. Secretaries are selected on the basis of their qualifications for the particular position they are to fill. na 1 2 3 (4)</p> <p>3. Recommendations from reliable sources are carefully and confidentially examined. na 1 2 3 (4)</p> <p>4. Salaries provide for appropriate standards of living in terms of the socioeconomic standards in the community. na 1 2 (3) 4</p> <p>5. The initial salary is determined by the amount of training and experience of candidates. na 1 2 3 (4)</p> <p>6. A definite salary schedule is in effect. na (1) 2 3 4</p> <p>7. The salary schedule is sufficiently flexible to allow for cases of unusual merit in order to recognize high qualifications or excellence of service rendered. na (1) 2 3 4</p> | <p>8. Tenure is provided after a successful probationary period. na (1) 2 3 4</p> <p>9. The dismissal of an employee is preceded by a warning and a written statement of reasons. na 1 2 3 (4)</p> <p>10. Employees are allowed a number of days absence from school duties, without loss of pay, because of personal illness. (The number of days per year is <u>10</u>.) na 1 2 3 (4)</p> <p>11. Sick leave is allowed to accumulate. (Total accumulation may not exceed <u>100</u> days.) na 1 2 3 (4)</p> <p>12. A contributory retirement plan is available. na 1 2 3 (4)</p> <p>13. In-service training programs are provided. na (1) 2 3 4</p> <p>14. na 1 2 3 4</p> |
|--|---|

Evaluations

- | |
|---|
| <p>a) <i>How satisfactory are the methods for selecting secretaries?</i> na 1 2 3 (4)</p> <p>b) <i>How adequate are salaries?</i> na 1 2 (3) 4</p> <p>c) <i>How satisfactory are the working conditions?</i> na 1 2 (3) 4</p> <p>d) <i>How satisfactorily do secretaries perform their duties?</i> na 1 2 3 (4)</p> |
|---|

Comments

Checklist

- | | | | |
|--|--------------|---|--------------|
| 1. Staff members are selected on the basis of their qualifications for the particular position they are to fill. | na 1 2 3 (4) | 10. Employees are allowed a number of days absence from school duties, without loss of pay, because of personal illness. (The number of days per year is <u>10</u> .) | na 1 2 3 (4) |
| 2. The principal has a part in the selection and assignment of custodial and maintenance staff. | na 1 (2) 3 4 | 11. Sick leave is allowed to accumulate. (Total accumulation may not exceed <u>100</u> days.) | na 1 2 3 (4) |
| 3. Recommendations from reliable sources are carefully and confidentially examined. | na 1 2 3 (4) | 12. A contributory retirement plan is available. | na 1 2 3 (4) |
| 4. Salaries provide for appropriate standards of living in terms of the socioeconomic standards of the community. | na 1 2 (3) 4 | 13. Custodians use equipment and supplies efficiently and economically. | na 1 2 (3) 4 |
| 5. The initial salary is determined by the amount of training and experience of candidates. | na (1) 2 3 4 | 14. Staff members try out and test various methods, materials, supplies, and equipment to improve the efficiency and effectiveness of their work. | na 1 2 (3) 4 |
| 6. A definite salary schedule, including regular increments, is in effect. | na (1) 2 3 4 | 15. Staff members give special attention to conditions affecting health and safety. | na 1 2 (3) 4 |
| 7. The salary schedule is sufficiently flexible to allow for cases of unusual merit in order to recognize high qualifications or excellence of service rendered. | na 1 2 (3) 4 | 16. Staff members understand their relationships and the nature of their contributions to the educational program. | na 1 2 (3) 4 |
| 8. Tenure is provided after a successful probationary period. | na (1) 2 3 4 | 17. In-service training programs are provided. | na 1 2 3 (4) |
| 9. The dismissal of an employee is preceded by a warning and a written statement of reasons. | na 1 2 (3) 4 | 18. Staff members are particularly alert to the prevention of accidents. | na 1 2 (3) 4 |
| | | 19. | na 1 2 3 4 |

Supplementary Data

1. Discuss the retirement plan.

A. Municipal Retirement System

Evaluations

- | | |
|--|--------------|
| a) How satisfactory are the methods used in selecting custodial and maintenance staff? | na 1 2 (3) 4 |
| b) How adequate are the salaries? | na 1 2 (3) 4 |
| c) How satisfactory are working conditions? | na 1 2 3 (4) |
| d) How well do members of the custodial and maintenance staff perform their duties? | na 1 2 (3) 4 |

Comments

#2 Custodial & Maintenance staff regulated by Superintendent

3. Health and Medical Staff

Checklist

- | | |
|---|---|
| <p>1. The health and medical staff members are selected on the basis of their qualifications for the position they are to fill. . . . na 1 2 3 (4)</p> <p>2. A registered nurse is on duty or is available when school is in session. . . . na 1 2 3 (4)</p> <p>3. A doctor is available (on call) when school is in session. . . . na 1 2 3 (4)</p> <p>4. At least one person qualified to administer first aid is always in the school building when school is in session. . . . na 1 2 3 (4)</p> | <p>5. Students are given dental and physical examinations periodically. . . . na 1 2 3 (4)</p> <p>6. The health and medical staff, upon request, assist parents in securing professional services to correct remediable defects of students. . . . na 1 2 3 (4)</p> <p>7. A written policy for dealing with emergencies is in effect. . . . na 1 2 (3) 4</p> <p>8. . . . na 1 2 3 4</p> |
|---|---|

Supplementary Data

1. Discuss the requirements for dental and physical examinations of students.
 - A. Required Physical/Dental - 9th grade
 - B. Yearly exam/participation in athletics

Evaluations

- a) *How adequate is the health and medical staff?* na 1 2 3 (4)

Comments

4. Food Services Staff

If a catering service or other contractual arrangement is used, describe and evaluate it under Supplementary Data rather than using the checklist and evaluation provided.

Checklist

The food service manager:

- | | |
|---|--|
| <p>1. Is a full-time employee whose primary staff concern and interest is food services and nutrition education. . . . na 1 2 3 (4)</p> <p>2. Has had previous experience in school food services. . . . na 1 2 3 4</p> <p>3. Has continued professional training. . . . na 1 2 3 (4)</p> <p>4. Meets the requirements that have been established for this position. . . . na 1 2 (3) 4</p> | <p>7. Employees give evidence of training and interest in the food services program through their personal appearance and manner. . . . na 1 2 (3) 4</p> <p>8. A definite salary schedule is in effect, including benefits, regular increments, and opportunities for promotion. . . . na (1) 2 3 4</p> <p>9. Health examinations, including tests for tuberculosis and venereal diseases, are required annually. . . . na (1) 2 3 4</p> |
|---|--|
- In regard to other food service personnel:
- | | |
|---|-----------------------------|
| <p>5. Competent personnel are provided for operation of the food services program. . . . na 1 2 (3) 4</p> <p>6. In-service education is encouraged and provided for food services employees. . . . na 1 (2) 3 4</p> | <p>10. . . . na 1 2 3 4</p> |
|---|-----------------------------|

Supplementary Data

1. Annual turnover among the food services staff is 10 percent of personnel employed. (Compute average over the last five years.)
2. Include an exhibit of the salary schedule and employee benefits. 3.35 per hr. - 10 day sick leave - & IMR - Retirement

Evaluations

- a) *How adequate is the training of the food services manager?* na 1 2 3 4
- b) *How adequate is the preparation of members of the school food services staff?* na 1 2 3 4
- c) *How satisfactory are the personal qualifications of the school food services staff?* na 1 2 3 4

Comments

SENIOR COLLEGE AND VOCATIONAL PLANSCOLLEGE PLANS

Name _____

Address _____

Do you plan to go to college? _____ What college? _____

If your choice is indefinite, what colleges or types of colleges are you considering _____

What course are you considering? _____

Do you need financial assistance to attend college? _____

Are you interested in applying for financial aid? _____

Do you plan to work for any part of your expenses? _____ What Part? _____

VOCATIONAL PLANS

What vocations are you considering? _____

PERSONAL DATA

Hobbies? _____

School subjects liked best _____

School subjects liked least _____

What musical instruments do you play? _____

Special recognition, such as honors, prizes, scholarships, etc., have you received in or out of school? _____

List your high school activities (clubs, sports, offices you have held, etc)

Freshman Year _____

Sophomore Year _____

Junior Year _____

Senior Year _____

Church Preference _____

Father's Name _____ Mother's name _____

Father's Occupation _____ Mother's Occupation _____

List the names and ages of your brothers and sisters _____

Do you live with your parents? _____ If not with whom do you live? (Please
indicate Relationship) _____

Indicate all work experience for pay here _____

Remarks:

As many, if not most, of you know, my job here at Villa Grove High School involves helping you "get to wherever it is you want to be" at the end of your secondary education. Sometimes this means helping find jobs, helping to determine what additional training or schooling you need. (Trade school or College or Junior College.)

More frequently, of late, I have helped some individuals enroll in correspondence courses to enable them to either make up needed courses or to graduate early. Even in these cases, those individuals wanting correspondence courses have been real fine about listening to me spout my philosophy on early graduation. (Early graduation should be a part of some comprehensive planning which includes getting out to earn money for additional schooling or training or early entry into that school or training. My reasons: To merely get out early places you in a very precarious situation--that of being too young to readily fit into the adult world (or world of work) and "too old" to fit well in the existing high school group once again.)

It seems to be "in" to merely say "school is boring" or "I just want out!" Now, supposing this IS the case, you are grooming yourselves as a responsible citizen and planning your life after high school--(As a Responsible Citizen how would YOU change school to make it less boring? And what is most boring about school??)

Please take a few minutes to respond to the above. You need not sign your name, but please give a serious response to these two questions.

Thank you!!
Mr. Lawson

Lined area for student response.

QUESTIONNAIRE

1. Name _____
(Last) (First) (Middle)
2. Address _____
(Street and number or R.F.D. No.)
3. Date of birth _____
(month, day, year)
4. Age _____ Phone _____
(As of August 15th - this year)
5. Place of birth _____
6. Name of Father _____
7. His occupation _____
8. His place of employment _____
9. Name of Mother _____
10. Her occupation (if other than housewife) _____
11. Her place of employment _____
12. Is any language other than English spoken in your home? _____
What? _____
13. Can you speak any language other than English? _____
What? _____
14. Names and ages of brothers and sisters _____

15. Are your facilities for home study good, fair or poor? _____
16. Do you come to school by bus? _____
17. Are you employed regularly after school, or on Saturdays? _____
During what hours? _____ What type of work? _____
Place of employment _____
18. Name of employer _____
19. Did you work during summer vacation? _____
What type of work did you do? _____
Name and address of employer _____
20. What occupational field would you like to enter? _____
What are your reasons for that choice? _____
21. Do you have a second choice? _____
22. Do you plan to continue your education (after high school)? _____
23. Name of your school chosen, or type of institution _____

- 24. Have you any favorite school subjects? _____ What? _____
 - 25. What magazines do you read regularly? _____
 - 26. Do you read a newspaper regularly? _____
 - 27. Do you take books from the public library, other than those required for your school work? _____ What type of books do you prefer? _____
 - 28. What are your hobbies? _____
 - 29. Mention any awards you have won in connection with school or your community? _____
 - 30. To what clubs, outside of school, do you belong? _____
 - 31. To what school clubs or activities have you belonged? _____
 - 32. In what school activities are you now participating or plan to be participating during this school year? _____
 - 33. Who is your family doctor? _____

	Name	Address		Phone No.
 - 34. Have you any physical disabilities that would be likely to interfere in any way with your class work or school attendance? _____
- | | | | |
|--------------------|----------|----------|----------|
| Student name _____ | Schedule | 3. _____ | 5. _____ |
| Locker No. _____ | 1. _____ | 4. _____ | 6. _____ |
| | 2. _____ | | 7. _____ |

JUNIOR CLASS PRELIMINARY COLLEGE AND VOCATIONAL PLANS BLANK

Name _____ Date _____
Homeroom _____
Dean _____

When do you expect to Graduate? _____

Which of the following graduation requirements have not been satisfied? Do not check courses you are now taking.

English: (8 semesters)

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

Science: (4 Semesters)

- Biology 1. _____
- 2. _____
- _____ 1. _____
- 2. _____

Math: (2 Semesters)

- _____ 1. _____
- 2. _____

History: (6 Semesters)

- World 1. _____
- 2. _____
- American 1. _____
- 2. _____
- Am.Gov't. _____
- 6th Semester _____

Fine and/or Pracitcal Arts: (2 Semesters)

- _____ 1. _____
- _____ 2. _____

Do you plan to go to college? _____ Which colleges are you considering?

Which vocations are you considering? _____

With whom have you discussed your plans? _____

Name 3 adults (not relatives) who know you well. _____

Name 3 students who know you well. _____

List your high school activities.

YEAR	Class office, Athletics Letter, Student Gov;t., Music, Dramatics, Etc.		Name of Club	Offices Held
FRESHMAN				
SOPHOMORE				
JUNIOR				

What are the activities in which you participate regularly outside of school?

PART-TIME JOBS HELD.

EMPLOYER	KIND OF WORK	HOURLY PAY	DATE WORK		
			Began	and	Ended

345
PUPIL PERSONNEL QUESTIONNAIRE

Name _____ Date _____

Home address _____ Telephone _____

Date of birth _____ Place of birth _____

Instructions: Please write or print your answers as clearly and neatly as possible. Complete all of the blanks. Where no answer can be given, use the word "none." If you are in doubt as to the meaning of any question, consult your homeroom teacher or guidance counselor.

SECTION I. FAMILY BACKGROUND

1. With whom do you live? (check one)
father and mother _____ father only _____ mother only _____ guardian _____
2. Status of parents (check those applying)
married _____ divorced _____ separated _____ father dead _____ mother dead _____
3. Name of parents (or guardian) _____
4. Address _____ Telephone _____
5. Occupation of father _____
6. Occupation of mother _____
7. Education of father: grade school _____ high school _____ college _____
Education of mother: grade school _____ high school _____ college _____
8. Brothers (names and ages): _____ Sisters (names and ages): _____

9. Language spoken in the home _____
10. Religious preference _____

SECTION II. PERSONAL BACKGROUND

1. Special interests or hobbies: _____

2. What do you do with most of your leisure time? _____

3. What kinds of books do you enjoy? _____

4. What magazines do you read regularly? _____

5. Do you read a daily paper? _____ How many? _____
What parts do you read? (check)
front page _____ sports section _____
Other general news _____ women's section _____
editorials _____ comics _____
entertainment news _____ advertisements _____
other _____

- 6. What kinds of motion pictures do you like best? _____
- 7. Health condition (good, fair, poor) _____
Any physical defects? _____
- Have you ever had a serious illness? _____ If so, what? _____
- Have you ever been in a serious accident? _____ If so, what? _____

SECTION III. EDUCATIONAL BACKGROUND AND PLANS

- 1. Do you enjoy school? (check one)
always _____ usually _____ sometimes _____ seldom _____ never _____
- 2. What subjects do you enjoy the most? (a) _____
(b) _____ (c) _____
- 3. What subjects do you enjoy the least? (a) _____
(b) _____ (c) _____
- 4. What are your favorite school activities? (a) _____
(b) _____ (c) _____
- 5. What courses of study are you planning to take in this school? _____
- 6. Do you plan to continue your education after high school? _____
At what kind of institution? _____

SECTION IV. OCCUPATIONAL BACKGROUND AND PLANS

- 1. What occupations are you interested in? (a) _____
(b) _____ (c) _____
- 2. Past occupational experience:

Type of work	Employer	Dates
(a) _____	_____	_____
(b) _____	_____	_____
(c) _____	_____	_____
- 3. Are you working part time now? _____
If so, what kind of work? _____
Employer _____
If not, are you interested in part-time employment? _____
What kind of work? _____

Name _____

STUDENT OPINION QUESTIONNAIRE

	Yes	No	Not Sure
1. Do you enjoy school for the most part?	_____	_____	_____
2. Are you proud of your school?	_____	_____	_____
3. Do you feel that student opinion counts for something in the life of your school?	_____	_____	_____
4. Could you tell a new student the important things he should know to get off to a good start?	_____	_____	_____
5. Could you tell a new student what guidance services and activities are carried on in this school?	_____	_____	_____
6. Do you know what faculty member is responsible for student guidance and counseling?	_____	_____	_____
7. In your opinion, does the guidance program add anything of value to your school?	_____	_____	_____
8. So far as you can determine, do your school guidance program and its activities have faculty support and approval?	_____	_____	_____
9. Has the school guidance program, as you understand it, assisted you personally in any way?	_____	_____	_____
10. Has the guidance program of this school ever been described, explained, or outlined to you?	_____	_____	_____
11. Have you taken any guidance tests?	_____	_____	_____
12. If you have taken any guidance tests, have you usually been informed of the results?	_____	_____	_____
13. If you were informed of your test results, are you satisfied that you understand what they mean?	_____	_____	_____
14. Would you have liked further interpretations of your test scores?	_____	_____	_____
15. Do you feel reasonably sure that you could, at this time, identify any special abilities or aptitudes you may have?	_____	_____	_____
16. Do you feel reasonably sure that you can identify your special interests?	_____	_____	_____
17. Do you feel that you know most of the strong and weak points of your personality?	_____	_____	_____
18. Do you understand yourself to your own satisfaction?	_____	_____	_____
19. Have you written your autobiography at any time during your school years?	_____	_____	_____
20. If you did write your autobiography, do you feel that this experience was helpful to you in any way?	_____	_____	_____
21. Do most of your teachers seem to understand you?	_____	_____	_____
22. Do you feel that there is at least one teacher in this school who knows you well enough to be of genuine help in working with you on your problems?	_____	_____	_____
23. If your answer to the preceding question is yes, do you feel that this teacher has sufficient time to talk to you?	_____	_____	_____
24. Have you ever had a serious problem that you would have liked to discuss immediately with some faculty member (either a teacher or a counselor)?	_____	_____	_____
25. If your answer to the preceding question was yes, was it or would it have been possible, regardless of the hour of the school day, to discuss this problem with a faculty member?	_____	_____	_____
26. In your opinion, do most of the faculty members of your school respect student confidences?	_____	_____	_____

- | | Yes | No | Not
Sure |
|--|-------|-------|-------------|
| 27. Have you ever had a problem that you would have liked to talk over with a particular faculty member but didn't because you were afraid--or just couldn't figure out a way to approach this person with your problem? | ----- | ----- | ----- |
| 28. Do you usually prefer to talk over your personal problems with a student friend instead of a faculty member of this school? | ----- | ----- | ----- |
| 29. Do you usually prefer to talk over your personal problems with a student friend rather than your parents? | ----- | ----- | ----- |
| 32. Do you usually prefer to talk over your personal problems with your parents rather than any teacher or counselor in this school? | ----- | ----- | ----- |
| 33. Have you ever discussed your occupational plans with a faculty member? | ----- | ----- | ----- |
| 34. Have you ever gone to a faculty member for information about a particular field of work? | ----- | ----- | ----- |
| 35. Do you have any doubts or indecision about your probable choice of occupation? | ----- | ----- | ----- |
| 36. Does your school have information about occupations on file anywhere for your use? | ----- | ----- | ----- |
| 37. Have you eliminated any occupations from consideration as a result of some activity or activities of your school guidance program? | ----- | ----- | ----- |
| 38. Have you participated in any field trips to businesses or industries? | ----- | ----- | ----- |
| 39. Have you had opportunities through a school activity to discuss job opportunities or training programs that interest you with people engaged in the field? | ----- | ----- | ----- |
| 40. Could you secure assistance from your school in getting a part-time job? | ----- | ----- | ----- |
| 41. Have you participated as much as you would like in your school activity program? | ----- | ----- | ----- |
| 42. Do you feel that you have profited from participating in school activities? | ----- | ----- | ----- |
| 43. Do you find that participation in extracurricular activities has adversely affected your classwork or grades in any way? | ----- | ----- | ----- |
| 44. In your opinion, do most of the students who want to participate in the extracurricular activities of your school have the opportunity to do so? | ----- | ----- | ----- |
| 45. Are there some group activities you wish your school offered but does not do so? | ----- | ----- | ----- |
| 46. If your answer to the preceding question was yes, give examples. | ----- | ----- | ----- |
| 47. Do you feel that faculty advisers are helpful to student groups and activities? | ----- | ----- | ----- |
| 48. Do most of the teachers of your school seem to encourage or favor extracurricular activities? | ----- | ----- | ----- |
| 49. Is your student council an active and worthwhile organization? | ----- | ----- | ----- |
| 50. In voting for a student leader, would you vote for the student you personally liked best over other students you knew to be better qualified for leadership? | ----- | ----- | ----- |

Yes No Not
Sure

51. Have you ever joined a student group because of friends, faculty encouragement, or other reasons, although you weren't really interested in it?

What three or four problems, related either to school or to other areas of your life, are of greatest concern to you at this time? List them in order of importance, if possible, and check the appropriate blank to the right for each.

A serious problem to me Of some concern to me Concerns me once in a while

-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----

Comments:

Please note: It is a policy of the High School Guidance Department that all confidential talks go no further than the Guidance Office itself. So, please, feel assured that you may come in and discuss any subject and be free from worry--that it is being reported to anyone.

Freshmen are especially encouraged to come in and talk about problems, make vocational plans, or merely to get acquainted.

Mr. Lawson

7) Excluding yourself list from oldest to ³⁵¹youngest all children in your family.

Name Age Sex Status Occupation Ed'n City

8) Does anyone - beside your immediate family - live at your house with you?
Who?

9) What major difficulties or changes have occurred to your family recently?
(Examples - Births, deaths, divorces, addicents, etc.)

SECTION III -- My personal background.

List in order all other schools you have attended. (if you've always attended)
(V.G.Schools check here _____)

1) Name of School City State Grades attended Year

2) Grades I have skipped or repeated. (Skip _____ Rep _____ in 19____)
(Skip _____ Rep _____ in 19____)

3) My special interests or hobbies are:

4) During my leisure time I like to :

5) The kinds of books I like to read are:

6) The kinds of magazines I like to read are:

7) I like to read a daily paper. Yes No (circle one)
(check here _____ if you read more than one daily)

8) The parts of the paper which I read are: (check)

Front page _____ Other general news _____ Editorials _____
Sports page _____ Women's section _____ Comics _____
Horoscope _____ Entertainment _____ Advertisements _____
Other _____

9) The kinds of movies I enjoy best are:

10) My study habits are: Excellent ___ Good ___ Fair ___ Poor ___

11) I study _____ hours at home and _____ hours at school each day.

SECTION IV -- MY Educational Background and Plans ³⁵²

1) I enjoy school ___always___ usually ___sometimes___ seldom ___never

2) The subjects I enjoy MOST are a) _____
b) _____
c) _____

3) The subjects I enjoy LEAST are a) _____
b) _____
c) _____

4) My favorite school activities are a) _____
b) _____
c) _____

- 5) While in High School, I'd like to follow:
- _____ a General Course
 - _____ a College Preparatory Course (I have a C or better average)
 - _____ a Business Course
 - _____ a Home Economics Course
 - _____ an Agriculture Course
 - _____ a Shop Course

6a) I ___do___ ___do not___ plan to finish high school. (why?)

6b) I ___do___ ___do not___ plan to continue my education after high school.

(If you DO, what kind of education will it be? (circle)
(4 year college 2 year college trade school)
(apprenticeship other _____)

7) About school, I would like to say that _____

SECTION V -- My Vocational plans

1) My greatest achievements in school are: _____

2) Three occupations in which I am interested for a life's work are:
(start with most important first)

- A) _____
- B) _____
- C) _____

3) Ten years from now, I would like to be a/an _____

4) The jobs I have already had (and enjoyed) are: _____

5) The jobs I have already had (and DIDN'T enjoy) are: _____

- 353
- 9) What career has been suggested for you? _____
 b) Why was this career suggested to you? _____
 c) Who suggested it to you? _____

- 10 a) Are you working part time now? _____ If yes, what kind of work and for whom? _____
 b) If not, are you interested in part-time work? _____ If yes, what kind of work? _____

SECTION VI -- My Health

- 1) My height: _____ feet _____ inches My weight is _____ pounds.
 2) I sometimes stutter when I get excited or nervous. _____ yes _____ no
 3) I am absent from school: _____ often _____ occasionally _____ seldom _____ never
 4) On school nights I usually go to bed around _____ and get up at _____
 5) I have been to the Doctor _____ time in the last two years.
 6) I wear _____ contacts _____ glasses _____ dental braces _____ other(explain)
 7) I often have _____ colds _____ sore throats _____ sinus trouble _____ other
 8) What worries me most about my health is _____

 9) What worries me most about the health of another member of my family is _____

 10) Please explain any long illness or injury that required hospitalization or bedrest. (When did it occur? _____) I was absent _____ days from school.
 11) My health condition could be described as _____ Good _____ Fair _____ Poor
 12) I am allergic to the following medication _____
 13) The most serious accident I have had is _____

SECTION VII -- My Interests, Self concept, etc.

- 1) My hobbies are _____
 2) Special talents I possess are _____ singing _____ painting _____ drawing
 _____ writing _____ playing an instrument(which _____)
 _____ none of these _____ other _____
 3) My favorite sports are: _____
 4) I spend approximately the following number of hours each week:
 _____ Dating _____ Reading _____ Hobbies _____ Religious activities
 _____ Chores at home _____ Socializing
 5) I sometimes have a feeling of failure Yes _____ No _____ (If yes, why?)

 6) I sometimes lack confidence in myself. Yes _____ No _____ (IF yes, why?)

How do you rate yourself???

NAME - I:	Poorly or Never	Fairly or Seldom	Average or Average	Well or Often	Excellent or Always
Follow directions					
Am ambitious					
Choose companions wisely					
Display honesty					
Respect elders					
Use time efficiently					
Get lessons in on time					
Concentrate well					
do my work neatly					
Make my own decisions					
Am considerate of others					
Am cheerful and friendly					
Use money wisely					
Am able to control emotions					
Obey Parents					
Am dependable					
Am liked by others					
Participate in class					
Take correction well					
Feel inferior to others					
Willing to compromise					
Seek help when needed					

	Yes	No	Not Sure
1. Do you enjoy school for the most part?	_____	_____	_____
2. Are you proud of your school? Why?	_____	_____	_____
3. Do you feel that student opinion counts for something in the life of your school?	_____	_____	_____
4. Could you tell a new student the important things he should know to get off to a good start?	_____	_____	_____
5. Could you tell a new student what guidance services and activities are carried on in this school?	_____	_____	_____
6. Do you know what faculty member is responsible for student guidance and counseling?	_____	_____	_____
7. In your opinion does a guidance program add anything of value to a school?	_____	_____	_____
8. So far as you can tell, does your school guidance program and its activities have faculty support and approval?	_____	_____	_____
9. Has the school guidance program of this school ever been explained or outlined to you?	_____	_____	_____
10. Do you feel that the guidance counselor maintains confidentiality of the students' visits?	_____	_____	_____
11. Do you feel reasonably sure that you could, at this time, identify any special abilities or aptitudes you may have?	_____	_____	_____
12. Do you feel reasonably sure that you can identify your special interests?	_____	_____	_____
13. Do you feel that you know most of the strong and weak points of your personality?	_____	_____	_____
14. Do you understand yourself to your own satisfaction??	_____	_____	_____
15. Do most of your teachers seem to understand you?	_____	_____	_____
16. A) Do you feel that there is at least one teacher in this school who knows you well enough to be of genuine help in working with your problems??	_____	_____	_____
B) If no, is there one you'd like to help you? (Name _____)	_____	_____	_____
17. If there is a teacher who knows you well enough to help, do you feel that this teacher has sufficient time to talk to you?	_____	_____	_____

	Yes	No	Not Sure
21. Have you ever had a problem that you would have liked to talk over with a particular faculty member but didn't because you were afraid--or just couldn't figure out a way to approach this person with your problem??	_____	_____	_____
22A) Do you usually prefer to talk over your personal problems with your parents rather than any teacher or counselor in this school?	_____	_____	_____
B) If you <u>do</u> prefer your parents rather than a teacher or counselor, <u>do</u> you talk these problems over with your parents?	_____	_____	_____
23. Do you usually prefer to talk over your personal problems with a student friend rather than your parents?	_____	_____	_____
24. Do you usually prefer to talk with a teacher or counselor rather than friends or parents?	_____	_____	_____
25. Have you ever discussed your occupational plans with a faculty member?	_____	_____	_____
26. Have you ever gone to a faculty member for information about a particular field of work?	_____	_____	_____
27. Do you have any doubts or indecision about your probable choice of occupation?	_____	_____	_____
28. Does your school have information about occupations on file anywhere for your use?	_____	_____	_____
29. Have you eliminated any occupations from consideration as a result of some activity or activities of your school guidance program?	_____	_____	_____
30. Have you participated in any field trips to businesses or industries?	_____	_____	_____
31. Could you secure assistance from your school in getting a part time job?	_____	_____	_____
32. Have you participated as much as you would like in your school's activities?	_____	_____	_____
33. Do you feel or have you found that participation in extracurricular activities adversely affects (or does harm to) your classwork or grades in any way??	_____	_____	_____
34A) Are there some activities you wish your school offered but does not do so?	_____	_____	_____
B) If yes -- what? _____			
35. In your opinion, do most of the students who want to participate in the extra curricular activities of your school have the opportunity to do so?	_____	_____	_____
36. Do you feel that faculty advisers are helpful to student groups and activities?	_____	_____	_____

What three or four problems, related either to school or to other areas of your life, are of greatest concern to you at this time?? List them in the order of importance, if possible, and check the appropriate blank at the right for each.

	A serious problem to me	Of some concern to me	Concerns me once in a while
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Please note: It is the policy of the High School Guidance Counselor that all confidential talks go no further than the Guidance Office itself -- unless the student so desires. So, please, feel assured that you may come in and discuss any subject and be free from worry that this is reported to anyone.

Freshmen are reminded that they must have a freshman interview. Also, be encouraged to drop in and discuss problems, get vocational assistance or merely to get acquainted.

Mr. Lawson

Name, please

Dear Graduating Senior:

To date, I have seen most of you in the office, and have worked with several of you in regard to your plans for next year--schools, jobs, further education, training, etc.. Will you please help keep me up-to-date on your progress, changes in plans, thinking, etc., by filling out the following questionnaire? Many thanks.

As of right now, I plan to _____ after graduation.

Circle one) NON-COLLEGE BOUND ONLY

es. no I will probably look for a full-time job after graduation.

es no I already have a job with _____ for sure.

es no I plan to attend a trade school. (If yes, which one?)

es no I need additional help of information about _____

es no I would be interested in hearing some additional alternatives on what I could do next year, so would like a conference with you on _____

_____ day

_____ hour

Circle one) COLLEGE-BOUND ONLY

es no I have decided on attending _____ College/Univ. which is located in _____.

es no I have submitted an application on (date) _____.

es no I have been (conditionally/fully) accepted at: _____

es no I have sent my application to Ill. State Scholarship Commission. (date sent was: _____)

es no I have received an answer from ISSC.

es no I have applied for financial aid at the college where I will attend

es no I have established a College File at home-with all correspondence pertaining to college kept there.

es no I have read the college primer carefully.

es no I am all set for next year.

es no I still need your help with _____.

Would like to talk with you _____

_____ day

_____ hour

**- response is optional on this)

Please return to Mr. L. by this Friday. Thank you.

Name

Class of

4 3 2 1 0 B C D E F	1st Sem GPA	5 4 3 2 1 0 A B C D E F	Overall GPA Credits & Deficiencies
	C.R. /	Eng _____ Math _____ Sci _____ Credits _____	Total Credits
	Defic.		Deficiencies
4 3 2 1 0 B C D E F	3rd Sem GPA	5 4 3 2 1 0 A B C D E F	_____ previous yr _____ this year Total
	CR /	Eng _____ Credits _____	Deficiencies
	Defic.		Overall GPA
4 3 2 1 0 B C D E F	5th Sem GPA	5 4 3 2 1 0 A B C D E F	_____ prev. year _____ this year Total
	CR /	Eng _____ U.S.Hist. _____ Credits _____	Deficiencies
	Defic.		Overall GPA
4 3 2 1 0 B C D E F	7th Sem GPA	5 4 3 2 1 0 A B C D E F	_____ prev. year _____ this year Total
	CR /	Cons. Ed. _____ Credits _____	
	Defic.		

Requirements:

- English _____
- Math _____
- Sci _____
- U.S. Hist. _____
- Cons. Ed. _____

PASS OR TRANSFER

DATE _____

STUDENT _____

TO _____

REASON _____

TIME LEFT _____ TEACHER _____

TIME ARRIVED _____ TIME RETURNED _____ TEACHER _____

Form 150

PERIOD ABSENTEES

DATE _____ PERIOD _____

	A	T

PERMIT TO LEAVE BUILDING

No.

Date, 19.....

Name has permission

to go

Reason

Time left school..... Time arrived at destination.....

Time left destination..... Time returned to school.....

Principal — Sup't — Teacher.....

Form 472P—Hammond & Stephens Co., Fremont, Nebr.

Teacher

INSTRUCTOR _____ ROOM _____
Form 100

H. R.	Date.....	ADMIT SLIP	No.....	
1	Admit.....			Monday
2	Absent	Periods	1 2 3 4 5 6 7 8 9	Tuesday
3	or Tardy A.M.....	P.M.....	All Day.....	Wednesday
4	Reason.....			Thursday
5	Parents Knew Yes <input type="checkbox"/> No <input type="checkbox"/>			Friday
6	Excused.....(Unavoidable absence)			
7	An Avoidable absence.....			
8	Unexcused.....			
9			Person Issuing Slip	

Aug. Sept. Oct. Nov. Dec. Jan. Absent or Tardy—Check Day
 Feb. Mar. Apr. May June 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
 18 19 20 21 22 23 24 25 26 27 28 29 30 31

* Form 880—Hammond & Stephens Co., Fremont, Nebr.

OFFICE DAILY ATTENDANCE SUMMARY

DATE.....19.....

MARK A FOR ABSENT AND T FOR TARDY IN PERIOD COLUMNS. SUMMARY IS MADE FROM TEACHERS' REPORTS OF ABSENCES. CHECK ANY IRREGULARITIES. IF SO DESIRED ARRANGE NAMES ALPHABETICALLY.

NAMES OF PUPILS	PERIODS										REMARKS	
	Home Room	1	2	3	4	5	6	7	8	9		
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
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26												
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28												
29												
30												

SIGNATURE PERSON MAKING SUMMARY

VILLA GROVE JUNIOR AND SENIOR HIGH SCHOOLS

Individual Attendance Record

School Year 1978-79

Students Name _____ Telephone _____
 Address _____ Birthdate _____
 Parents Name _____ Grade Level _____

FIRST SEMESTER

First Quarter								Second Quarter									
Date	1	2	3	4	5	6	7	8	Date	1	2	3	4	5	6	7	8
8-23									10-23								
8-24									10-24								
8-25									10-25								
8-28									10-26								
8-29									10-27								
8-30									10-30								
8-31									10-31								
9-1									11-1								
9-5									11-2								
9-6									11-3								
9-7									11-6								
9-8									11-7								
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9-29									11-30								
10-2									12-1								
10-3									12-4								
10-4									12-5								
10-5									12-6								
10-6									12-7								
10-10									12-8								
10-11									12-11								
10-12									12-12								
10-13									12-13								
10-16									12-14								
10-17									12-15								
10-18									12-18								
10-19									12-19								
10-20									12-20								
									12-21								
									12-22								

41 days

43 days

84 days

John Huber
Pres. Board of Education
Alan Bender
Pres. Board of Education
Glen F. Mayhall
Sec'y Board of Education

Harold V. Edwards 363
Unit Superintendent
William J. Rees
Elementary Principal
Gary Glosser
Junior High Principal
Danny Powell
High School Principal

Attendance Units
High School — Villa Grove
Jr. High (7-8) — Villa Grove
Grade School (1-6) — Villa Grove

Villa Grove Community Unit District

No. 302
Villa Grove, Illinois 61956

PLEASE RELEASE THE INFORMATION CHECKED BELOW:

For _____
Name of Student Birthdate

School Last Attended

Grade Level

To: Villa Grove Community Unit #302
North Sycamore St.
Villa Grove, Illinois 61956

- _____ Official Transcript (Name, address, birthdate, grade level completed, grades, class rank, attendance.)
- _____ Standardized Achievement Test Scores.
- _____ Aptitude Test Scores.
- _____ Health Record
- _____ Other (specify) _____

Date _____

X _____
Signature of Parent or Guardian

Address

City, State, Zip

Principals Signature

Name of Parent _____
 Address _____
 Date and Source of Entrance _____

VILLA GROVE COMMUNITY UNIT HIGH SCHOOL

OFFICIAL TRANSCRIPT

Student's Name _____
 Soc. Sec. No. _____
 Date of Birth _____

Place of Birth _____

SUBJECTS	Number of Weeks	Recitations Per Week	Length of Recitations	GRADES EARNED								CREDIT RECEIVED	Date of Graduation _____		
				First Semester				Second Semester					ACTIVITIES PARTICIPATED IN HONORS WON	ATTENDANCE AND CLASS RANK	
				Subj. Matter		Semester	SEMESTER AVERAGE	Subj. Matter		Semester	SEMESTER AVERAGE				
				1st 9 Wks.	2nd 9 Wks.	3rd 9 Wks.		4th 9 Wks.							
English I												Days Taught			
												Days Present			
												Days Absent			
												Times Tardy			
												No. in Class			
												Rank-Class			
P.E. and Health															
English II												Days Taught			
												Days Present			
												Days Absent			
												Times Tardy			
												No. in Class			
												Rank-Class			
P.E. and Health															
English III												Days Taught			
												Days Present			
												Days Absent			
												Times Tardy			
												No. in Class			
												Rank-Class			
P.E. and Health															
Consumer Ed.												Days Taught			
												Days Present			
												Days Absent			
												Times Tardy			
												No. in Class			
												Rank			

364

Principal

Key to Grading
 A 94-100 Superior
 B 87-93 Above Average
 C 76-86 Average
 D 70-75 Below Average
 E Passed because of good citizenship
 F Failure

Subject Matter Grade — Indicates the quality and quantity of work done in subject matter field.

CERTIFICATE OF SCHOOL HEALTH EXAMINATION

THIS SECTION TO BE FILLED OUT BY A PHYSICIAN
PERMANENT RECORD

PUPIL'S NAME: _____
LAST FIRST MIDDLE

DATE OF BIRTH: _____
MONTH DAY YEAR HEIGHT _____ WEIGHT _____

HEMOGLOBIN OR HEMATOCRIT _____ %gms. DATE: _____ BLOOD PRESSURE _____ mmHg
MO DAY YR

HEAD CIRCUMFERENCE (ENTRANCE ONLY) _____ TUBERCULIN TEST (DATE IF PERFORMED) _____
MO DAY YR

SICKLE CELL TEST: (DATE IF PERFORMED) _____
MO DAY YR

SYSTEMS EXAMINATION

EXAMINED	EXAMINED
SKIN	CARDIOVASCULAR
EYES	GASTROINTESTINAL
EARS, NOSE, THROAT	GENITO URINARY
MOUTH & DENTAL ASSESS.	NEUROLOGICAL
MUSCULAR	DEVELOPMENTAL SCREEN
SKELETAL	NUTRITIONAL ASSESS.
RESPIRATORY	URINE
OTHER	OTHER

IMMUNIZATIONS* (PLEASE PROVIDE DATES - MONTH AND YEAR)

		1	2	3	4	5
RED MEASLES (10-DAY OR RUBEOLA)						
RUBELLA (3-DAY OR GERMAN)						
COMBINED RED MEASLES & RUBELLA						
MUMPS						
COMBINED M/M/R						

*REQUIRED FOR ENTRANT UNDER SIX YEARS: MEASLES, RUBELLA, DIPHTHERIA, PERTUSSIS, TETANUS, POLIO
SIX YEARS OR OVER: AS ABOVE, PERTUSSIS EXCEPTED.

SIGNED: _____ DATE OF EXAMINATION: _____
EXAMINING PHYSICIAN MONTH DAY YEAR

ADDRESS: _____ PHONE: _____

VISION AND HEARING SCREENING DATA

(TO BE RECORDED BY CERTIFIED VISION AND HEARING OR SCHOOL HEALTH PERSONNEL PRIOR TO HEALTH EXAMINATION, IF POSSIBLE)

DATE	GRADE	RESULTS	DATE	GRADE	RESULTS	CODE V - VISION H - HEARING P - PASS F - FAIL R - REFERRED

RECORD LOCATION OF DIAGNOSTIC AND FOLLOW-UP INFORMATION RELATIVE TO IDENTIFIED VISION AND/OR HEARING PROBLEM:

TEMPORARY RECORD

PHYSICIAN'S SUMMARY OF HEALTH PROBLEMS, CONDITIONS OR DEVELOPMENTAL DISCREPANCIES WHICH MAY AFFECT THE CHILD'S EDUCATIONAL PROGRAM

NEED FOR ENVIRONMENTAL ADJUSTMENT OR ACTIVITIES TO BE LIMITED

PARTICIPATION IN COMPETITIVE SPORTS FOR A PERIOD OF 6 MONTHS
 1 YEAR IS APPROVED WITH THE FOLLOWING TYPES OF ACTIVITY TO BE EXCLUDED (IF ANY):

FURTHER DIAGNOSTIC OR TREATMENT SERVICE TO BE CARRIED OUT BY UNDERSIGNED WHICH MAY AFFECT SCHOOL ACTIVITIES OR EDUCATION

RECOMMENDED FOLLOW-UP BY HEALTH OR SOCIAL SERVICES OTHER THAN UNDERSIGNED (E.G., LOCAL HEALTH DEPARTMENT, CHILDREN AND FAMILY SERVICES, DIVISION OF SERVICES FOR CRIPPLED CHILDREN.

PRESCRIPTION MEDICINES TAKEN REGULARLY, TO BE ADMINISTERED AT SCHOOL

Name _____	Mo.-Day-Year _____
Address _____	Height Ft. _____ In. _____
Yr. in school (next year) _____	Weight _____ lbs.
Social Security Number _____-_____-_____-	Phone _____

What are your hobbies or outside interests?

What kind of job would you like? _____

Have you had any sort of training in this type of work? _____ If so, when? With whom?

Would transportation be a problem? _____

WORK EXPERIENCE:

List below any jobs you have had...for pay. (Give employer's name, dates during which you worked)

If you've had no work experience-for pay- please list jobs (below) that you have done around the house, in the neighborhood, etc.

If you've had none of the please indicate the kind(s) of work you think you could do well.

Why do you want a job?

Dear _____

According to a survey last September, you indicated that you planned to

The following information may be of interest to you:

Remember:

College-Bound-
(College entry tests)

You must take the ACT or SAT test for entering college. (You can determine which of these is appropriate if you will check admission requirements for the college in which you are most interested. (This is given at the University of Illinois on April 22.)
ACT is accepted at most of the 'State' schools in Illinois.
SAT is required for most private schools, although even some of the private schools will accept ACT results.

Private schools will cost \$1000+ more than the regular state schools and Junior Colleges. Check to see if funds have been set aside for your education. There is financial aid information available. As you know the money situation in the state is having its effect on State scholarships and grants. More up-to-date info will be coming to you later. Start now to determine how you and your parents will come up with the \$2400+ per year to send you to college. I have materials in the office which will help you to approximate the amount you will need for college.

000000000000

*COSTLY ???
LOANS GRANTS
TUTORING
TUTORING
TUTORING*

GRADES

The grades (semester only) will be averaged at the end of this, your junior year, to determine class rank. This is the average which will be sent out on your transcript with your college application next October. So, although you should already be doing so, bear down on the books!!!

PLANNING AHEAD---

This may sound like I'm pushing you to make a decision regarding college. I hope it does not turn out that way---UNLESS--- it will help you get to where you want to be, schoolwise, come the fall of '73.

Please don't hesitate to come in if I can help you find the answers you need.

Mr. L.

Name _____ Birthdate ³⁶⁸ / / Class rank / /
 Phone _____ Entered V.G.H.S. / /
 Parents _____ and _____ Transferred from / /
 Address _____ H.S. / /
 Student's Soc. Sec. No. - - Date: _____

Yes	No	Student enjoys school:
<input type="checkbox"/>	<input type="checkbox"/>	Always
<input type="checkbox"/>	<input type="checkbox"/>	Usually
<input type="checkbox"/>	<input type="checkbox"/>	Sometimes
<input type="checkbox"/>	<input type="checkbox"/>	Seldom
<input type="checkbox"/>	<input type="checkbox"/>	Never
		year 1st 2nd 3rd 4th

H.S. Curriculum plan: AG. BUSI. COLLEGE PREP. Leisure time _____
 GEN. HOME EC. SHOP _____

Future vocational plans _____
 Vocational interest area _____
 Interests, hobbies _____

Subject liked	Most	Least	Subject	Units	Problems:	Favorite activities
			English I			
			Citizenship			
			Biology/Phys. Science			
			Algebra/Gen. Math.		Gripes:	Special Recognition
			P.E. I			
<hr/>						
			English II			
			Dr. Education			
			P.E. II			
<hr/>						
			English III			
			U.S. History			
			Constitution P F			
			P.E. III			
<hr/>						
			Economic S.P.			
			P.E. IV			

Anecdotes: _____ Total H.S. Units _____ Graduated / /
 After graduation

Application for Work

Name	Age	Sex
Address	Birthdate	Height
	Phone number	

Have you had any work experience? _____ If so, Describe what kind of work you have done, what kind of pay you received, and who you have worked for.

What kind of work would you prefer?

What kind of work would you prefer NOT to do?

Why do you want to work?

Subject: Group meetings
From: Mr. Lawson

Dear _____

Beginning _____ You will report to the
regular class for which you are scheduled during the _____ period.

It has been decided to discontinue the group meeting which normally met
during that time.

You are encouraged to come in for further discussion of this matter (or of
other problems which may come up. However, this should be done by making
individual appointments during your study hall, before or after school.
Your classroom teachers will be informed of the discontinuation of this
group _____ hour.

Failure to report to your regularly assigned class will now bring on
unexcused absence.

Mr. L.

NAME _____

TODAY'S DATE _____

1. As of today's date I _____ have
_____ have not written for my college application,
catalog information on housing and finance.
2. So far I
_____ haven't received the above information
_____ have received it, but haven't done anything about it.
_____ have it and need to see you for processing
_____ have it, had it processed on _____ and it has been sent in
_____ date
3. _____ I have not done ANY of the above, but plan to by _____
_____ date
_____ I have not done ANY of the above, but am having difficulty with

_____ I have not done any of the above and have changed my mind. I will not
be attending college, and I do not want to order the materials now even
if I change my mind later.
4. _____ I need to talk with you further. May I have an appointment _____
_____ (day)
during _____.
_____ (hour)
5. _____ I have not read the "College Pack."
_____ I have read the "College Pack" and have the following questions:
6. _____ I have been in with my college materials on _____ . They have
_____ (day)
been filled in and sent to _____ as of _____
_____ (college) _____ (date)

Please return this survey at the end of this hour.

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VILLA GROVE SCHOOLS

Villa Grove, Illinois

PLEMENTARY DATA

REPORT TO PARENTS SPECIAL REPORT TO PUPILS AND PARENTS

Student's Name..... Course.....
Period..... Grade Level..... Date..... Teacher's Name.....
Average Grade to Date.....

The strengths and/or weaknesses checked below seem to characterize your son's or daughter's performance in the course named. Any suggestions or comments you think informative and helpful will be appreciated.

- | | |
|--|--|
|Needs more effort on assignments |Makes good use of time and abilities |
|Seems to have too many demands on time |Apparently wastes study time |
|Seeks additional help |Has missed work which has not yet been made up |
|Fails to assume responsibility |Has genuine desire to learn |
|Does poorly on examinations and tests |Is inattentive in class |
|Is conscientious and cooperative |Relies heavily on teachers and class |
|Fails to accept opportunities for additional help |Makes worthwhile contributions to class discussions |
|Experiences difficulty in expressing ideas |Does not retain fundamentals |
|Accepts responsibility for making up work missed |Approaches new ideas with an open mind |
|Experiences difficulty in drawing logical conclusions |Is absent too often |
|Is a disturbing influence in class |Strives consistently for self-improvement |
|Does well on tests and examinations |Takes pride in doing neat, accurate work |
|Is capable of better work |Has shown considerable improvement |
|Has difficulty in reading, spelling, and vocabulary |Possible low grade for nine weeks |
|Possible failure for nine weeks |Possible failure for semester |
|Aims just to get by |Is inconsiderate of others |
|Gives up too easily |Does not hand in assignments |

ADDITIONAL COMMENTS

Parents: If you desire a conference with the teacher or principal, call 832-2311 and arrangements will be made.

II. ORGANIZATION AND MANAGEMENT

A. STUDENT ACCOUNTING

For detailed information regarding cumulative record and other guidance data, see Section 7, "Guidance Services."

Checklist

- | | |
|--|---|
| <p>1. An up-to-date record of all students is available. na 1 2 3 (4)</p> <p>2. Records of former students are available. (Records are available for <u>75</u> years.) na 1 2 3 (4)</p> <p>3. Records give date and reason for withdrawal of students. (Records are available for <u>75</u> years.) na 1 2 3 (4)</p> <p>4. Records give information about accidents, including injuries. na 1 2 3 (4)</p> <p>5. Anticipated enrollments are secured in order to plan for future educational needs. na 1 2 3 (4)</p> <p>6. An accurate daily attendance record is maintained. na 1 2 3 (4)</p> <p>7. Forms are provided for teachers to report absence or tardiness. na 1 2 3 (4)</p> | <p>8. Absentee reports are provided to all teachers early in the school day. na (1) 2 3 4</p> <p>9. Attendance is checked during each class period. na 1 2 3 (4)</p> <p>10. Excused absence forms are used. na 1 2 3 (4)</p> <p>11. Admission slips are used when students return to class after absence or tardiness. na 1 2 3 (4)</p> <p>12. Schedule cards show where each student should be at all times. na 1 2 3 (4)</p> <p>13. Follow-up records are maintained on students who have withdrawn or graduated. na (1) 2 3 4</p> <p>14. Permanent records are kept in fireproof storage. na 1 2 3 (4)</p> <p>15. na 1 2 3 4</p> |
|--|---|

Supplementary Data

1. Attach copies of all forms used in student accounting.

Evaluations

- a) *How adequate are the forms used in student accounting?* na 1 2 3 (4)
- b) *How effective are the student accounting methods?* na 1 2 3 (4)

Comments

B. REPORTS TO PARENTS

Checklist

- | | |
|--|---|
| <p>1. Parents receive periodic reports from the school concerning student progress. (The number of reports per year is <u>4</u>.) na 1 2 3 (4)</p> <p>2. Parents receive additional reports concerning needs or progress of students when appropriate. na 1 2 3 (4)</p> <p>3. Parents are encouraged to comment on reports. na 1 2 3 (4)</p> | <p>4. Parents, teachers, and counselors confer on problems indicated by the reports. na 1 2 3 (4)</p> <p>5. Parents and staff members are consulted in the development of report forms and systems. na (1) 2 3 4</p> <p>6. na 1 2 3 4</p> |
|--|---|

Supplementary Data

1. Attach copies of all report forms used in reporting student progress to parents.

Evaluations

- a) *How satisfactory are the forms for reporting student progress?* na 1 2 3 (4)
- b) *How satisfactory is the system for reporting student progress to parents?* na 1 2 3 (4)

Comments

C. SCHOOL FINANCE

This section refers only to the financial provisions and accounting systems of the school being evaluated, including student activities funds.

Checklist

- | | |
|---|--|
| <p>1. Secondary school finance is a unit in the school system's centralized business administration. na 1 2 3 (4)</p> <p>2. The accounting system gives a complete record of all funds received and expended and the amount of each transaction. na 1 2 3 (4)</p> <p>3. Forms and procedures have been devised for all financial transactions, including transactions for the student activities program. na 1 2 3 (4)</p> <p>4. Accurate financial reports are made periodically to the proper administrative authority. na 1 2 3 (4)</p> <p>5. All budgetary requests are supported by a statement of the needs of the educational program na 1 2 3 (4)</p> | <p>6. Members of the school staff participate in the preparation of budgetary requests. na (1) 2 3 4</p> <p>7. Budget estimates are made after careful study of previous expenditures, changes in costs, and future educational and enrollment needs. na 1 2 3 (4)</p> <p>8. Inventories made at least annually include adequate data concerning each item and the person, room, or department to which the item is charged. na 1 2 3 (4)</p> <p>9. Careful audits are made of all funds. na 1 2 3 (4)</p> <p>10. Employees responsible for handling funds and accounts are bonded. na 1 2 3 (4)</p> <p>11. na 1 2 3 4</p> |
|---|--|

Supplementary Data

1. Describe the accounting system.
 - A. Illinois Program Accounting for Local Educational Agencies

Evaluations

- | | |
|--|---|
| <p>a) How efficient are the accounting procedures in the school?</p> <p>b) How extensively do professional and nonprofessional members of the staff participate in planning budgetary requests?</p> <p>c) How satisfactory are the forms which are used?</p> | <p>na 1 2 3 (4)</p> <p>na (1) 2 3 4</p> <p>na 1 2 3 (4)</p> |
|--|---|

Comments

D. SCHOOL SCHEDULE AND CLASS LOAD

Checklist

- | | |
|--|---|
| <p>1. The schedule is designed to bring together teachers, students, materials, and facilities in the most effective manner. na 1 2 3 (4)</p> <p>2. The schedule provides for the most effective use of teachers' abilities and time. na 1 2 3 4</p> <p>3. Teachers participate in decisions about class size and frequency of meetings. na 1 2 (3) 4</p> <p>4. The schedule provides for sufficient time for teacher preparation, planning, and student conferences. na 1 2 3 (4)</p> <p>5. Computer assistance is utilized when available. na 1 2 3 (4)</p> <p>6. The schedule provides maximum opportunity for students to accept responsibility for their own learning. na 1 2 3 (4)</p> | <p>7. The master schedule includes teacher, student, and room assignments and information about classes and the times they meet. na 1 2 3 (4)</p> <p>8. The master schedule is designed to keep conflicts to a minimum. na 1 2 3 (4)</p> <p>9. The various assignments of teachers and the assistance they are provided are considered when determining teacher load. na 1 2 3 (4)</p> <p>10. The schedule provides for opportunity to engage in new instructional designs and methods (such as team teaching, large- and small-group instruction, independent study, and ungraded classes). na 1 2 (3) 4</p> <p>11. na 1 2 3 4</p> |
|--|---|

Supplementary Data

1. What kinds of assistants (such as clerical or teacher aides) are provided to teachers?

- A. Office Secretaries
- B. Office Pages
- C. Office Practice Class

2. Describe the features of the school schedule, its construction and operation.

- A. Student request priority system
(Student requests are manipulated to a minimum of conflicts.)
- B. A master schedule is developed assigning teachers to each class.

Evaluations

- a) How adequately does the schedule provide for efficient teaching-learning relationships? na 1 2 3 (4)
- b) How satisfactory are teacher loads? na 1 2 3 (4)

Comments

E. MAINTENANCE AND OPERATION OF FACILITIES

Checklist

- | | |
|---|---|
| <p>1. Regular inspections of buildings and grounds provide checks on conditions affecting safety of school personnel. . . . na 1 2 3 (4)</p> <p>2. Regular inspections of buildings and grounds provide checks on conditions affecting health. . . . na 1 2 3 (4)</p> <p>3. Regular inspections provide checks on the economic efficiency of the facilities operation. . . . na 1 2 3 (4)</p> <p>4. Repairs and improvements, except in emergencies, are made during vacation periods. . . . na 1 2 3 (4)</p> <p>5. Emergencies are reported to the principal immediately. . . . na 1 2 3 (4)</p> <p>6. Emergency repairs are made promptly. . . . na 1 2 3 (4)</p> <p>7. Regular maintenance procedures do not interfere with the school program. . . . na 1 2 3 (4)</p> <p>8. Fire regulations are observed at all times. . . . na 1 2 (3) 4</p> <p>9. Fire drills for all school personnel are held and evaluated periodically. . . . na 1 2 (3) 4</p> | <p>10. Civil defense or security drills for all school personnel are held periodically. . . . na 1 2 (3) 4</p> <p>11. Student traffic throughout the building is planned to avoid congestion and to ensure safety. . . . na 1 2 (3) 4</p> <p>12. Regulations provide for the orderly parking of staff and student automobiles. . . . na 1 2 3 (4)</p> <p>13. Hazardous conditions and practices observed by students and staff members are reported to the principal. . . . na 1 2 3 (4)</p> <p>14. Reports regarding unsafe conditions are acted upon. . . . na 1 2 3 (4)</p> <p>15. Procedures are clearly established for prompt reports of vandalism, trespass, and organized interference with school personnel, programs, or facilities. . . . na 1 2 3 (4)</p> <p>16. All buildings meet local or state public safety requirements. . . . na 1 2 3 (4)</p> <p>17. . . . na 1 2 3 4</p> |
|---|---|

Supplementary Data

1. Discuss the frequency of inspections and procedures.

- A. 3 - Fire Drills
- B. 1 - Tornado Drill

Evaluations

- | | |
|---|---|
| <p>a) How adequate are the inspection procedures?</p> <p>b) How satisfactory are the provisions for emergency repairs?</p> <p>c) How adequate are the provisions for efficient passage of students throughout the building?</p> | <p>na 1 2 3 (4)</p> <p>na 1 2 3 (4)</p> <p>na 1 2 (3) 4</p> |
|---|---|

Comments

FIRE DRILL EXIT PROCEDURES

The fire drill signal for exit will be announced by a long continuous sound of the buzzer. All students, for their own safety as well as the safety of fellow students must realize that fire drills must and should be conducted in a orderly and speedy manner.

These important procedures MUST be followed:

- 1) The students nearest the windows will close them.
- 2) The student nearest the light switches will turn off the lights.
- 3) The last person to leave the room will CLOSE the door to the classroom.
- 4) If using the stairway, use BOTH sides of the steps.
- 5) When reaching the school yard proceed immediately to the designated outside assembly point.
- 6) When the signal for re-entering the building is sounded the students are to return to their classrooms.
- 7) In the event of an actual fire it would be imperative that once the students were outside attendance be taken and a report of this be given to the principal.
- 8) In case of an actual fire no student is to be permitted to re-enter the building under any circumstances.

Teachers should acquaint themselves and their students with the proper exit procedure from each room they will be using in the high school. Listed are the rooms and their respective exits:

Room 306 Business Office	-----Rear Door (Near Cafeteria)
Room 311 - Math - Physics	-----" " "
Room 308 - Business	-----" " "
Room 304 - Typing	-----Rear Door (south)
Room 313 - Biology	-----" " "
Room 315 - Chemistry Lab.	-----" " "
Room 215 - English	-----Main Front Exit of High School
Room 204 - Social Studies	-----" " "
Room 211 - English	-----" " "
Room 208 - Math	-----" " "
Guidance Office	-----" " "
Auditorium (Room 217)	-----Front Door (south)
Room 117 - Home Economics	-----" " "
Room 115 - Spanish - World History	-----" " "
Room 104 - Special Education	-----Rear Door (Near Cafeteria)
Room 113 - Special Education	-----" " "
Room 100 - Art room	-----Art Exit
Visual Aids room	-----Front Exit near office
Library	-----" " "
Cafeteria	-----" " "
Band	-----Band Exit Door
Gymnasium	-----Exit through West Doors Exit to Front Exit near office
Ind. Arts Classroom	-----Rear Exit Door
Ind. Arts Shop	-----" " "
Agriculture Shop	-----" " "
High School Boys Dressing Room	-----South Junior High Door
High School Girls Dressing Room	-----Rear Exit Door
Stage	-----Stage Fire Escape Stairs

PLEASE POST

To: All High School Faculty
From: Mr. Powell
Re: Storm Drill Procedures
Date: February 26, 1976

We are approaching the tornado season again, so I feel a quick review of storm drill procedures may be appropriate. Please review with each class and study halls the following steps that must be taken.

In case of a disaster you will be warned by a series of short blasts from the fire alarm bell. Upon this warning you will:

- 1) Open all class windows and doors.
- 2) Move to the corridor, sit facing the wall, and cover your head with your arms and hands. Remain quiet for instruction.
- 3) Groups in the gymnasium should assemble in the halls.
- 4) Students who are outside should enter the building as quickly as possible through the closest entrance and assume the proper position in a corridor.
- 5) Groups in the lunchroom should, under the direction of lunch room personnel or teachers, assemble in the halls leading to the lunchroom.
- 6) No students will be dismissed from these areas by anyone except the principal, or, in the case of his absence, the person acting in his place.

We hope to be having a drill sometime in the near future.

Student safety is a major concern of all persons responsible for student transportation. Because improper behavior on a school bus can contribute to accidents, State and Local regulations relative to student conduct must be obeyed. Recent State law specifically authorizes denial of riding to those students guilty of violation.

While the law requires the school district to furnish transportation, it does not relieve parents of students from the responsibility of supervision until such time as the child boards the bus in the morning and after the child leaves the bus at the end of the school day.

Once a child boards the bus--and only at that time--does he or she become the responsibility of the school district. Such responsibility shall end when the child is delivered to the regular bus stop at the close of the school day.

In cases when a child does not conduct himself properly on a bus, such instances are to be brought to the attention of the building principal by the driver. The building principal may inform the parents of the misconduct and request their cooperation in checking the child's behavior.

Children who become a serious disciplinary problem on the school bus may have their riding privileges suspended. In such cases, the parents of the children involved become responsible for seeing that their children get to and from school safely.

State of Illinois School Bus Transportation Bulletins list the following instructions to school bus riders. They are to be enforced by drivers and obeyed by students:

1. Be on time at the designated school bus stop--help keep the bus on schedule.
2. Stay off the road at all times while waiting for the bus.
3. Wait until the bus comes to a complete stop before attempting to enter bus.
4. Be careful in approaching the place where the bus stops.
5. Do not move toward the bus at the school loading zone until the bus has been brought to a complete stop.
6. Keep hands and head inside the bus at all times after entering and until leaving the bus.
7. Assist in keeping the bus safe and sanitary at all times.
8. Remember that loud talking and laughing or unnecessary confusion diverts the driver's attention and may result in a serious accident.
9. Never tamper with the bus or any of its equipment.
10. Treat bus equipment as you would valuable furniture in your own home.
11. Leave no books, lunches, or other articles on the bus.
12. Keep books, packages, coats and all other objects out of the aisles.
13. Help look after the safety and comfort of smaller children.
14. Do not throw anything out of the bus window.
15. Do not leave your seat while the bus is in motion.
16. Be courteous to fellow pupils and the bus driver.
17. Be absolutely quiet when approaching a railroad crossing stop.
18. In case of a road emergency, remain in the bus until instructions are given by the driver.
19. At a discharge point, where it is necessary to cross the highway, proceed to a point at least 10 feet in front of the bus on the right shoulder of the highway and remain there until a signal is given by the bus driver to cross.
20. After leaving the bus, help look after the safety and comfort of smaller children.
21. Be alert to a danger signal from the driver.
22. Do not ask the driver to stop at places other than the regular bus stop; he is not permitted to do this except by proper authorization from a school official.
23. Observe the same rules and regulations on other trips under school sponsorship as you observe between home and school.
24. On other trips, respect the wishes of the chaperone appointed by the school.
25. No eating allowed on the bus.

SOURCE: Villa Grove Community Unit 302, Villa Grove Illinois

DATE: October 1973

F. FOOD SERVICES

Although the responsibility for such provisions as are listed below may be delegated to qualified personnel, the school administration keeps in close touch with food services activities.

Checklist

- | | | | |
|---|--------------|--|--------------|
| 1. Policies, procedures, regulations, and instructions of the school food services are in written form. | na 1 2 3 (4) | 7. A good quality of food is served. | na 1 2 (3) 4 |
| 2. There are written procedures for emergency feeding and care. | na 1 2 3 (4) | 8. Food is adequate in quantity. | na 1 (2) 3 4 |
| 3. An accounting system safeguards money and supplies. | na 1 2 3 (4) | 9. Food is provided at moderate cost. | na 1 2 3 (4) |
| 4. Employees responsible for handling funds and accounts are bonded. | na 1 2 3 (4) | 10. A varied menu permits a nutritionally balanced diet. | na 1 2 3 (4) |
| 5. Funds are insured. | na 1 2 3 (4) | 11. Food is served in an attractive manner. | na 1 2 (3) 4 |
| 6. Provision is made for food services for students and faculty. | na 1 2 3 (4) | 12. Provision is made for education of students in food selection and eating habits. | na 1 2 (3) 4 |
| | | 13. | na 1 2 3 4 |

Supplementary Data

- Average number of meals served daily to: Students 475; Adults 15.
- Describe the method of accounting and budgeting for food services.

Illinois Program of Accounting

Evaluations

- How nutritionally adequate are the meals served? na 1 2 3 (4)
- How adequate is the supervision of the dining area and services? na 1 2 3 (4)
- To what extent are the meals attractively served? na 1 2 (3) 4

Comments

C. CONTINUING EDUCATION

Checklist

- 1. The educational needs of the out-of-school members of the community are met through:
 - a) Provision for informal group meetings. na 1 2 ③ 4
 - b) Apprentice training and trade extension. na 1 2 3 ④
 - c) School community activities such as PTA. na 1 2 ③ 4
- 2. Formal classes for adults and out-of-school youth are offered in the following areas (check those offered):
 - ___ Elementary subjects. na 1 ② 3 4
 - ___ Secondary subjects.
 - X Vocational courses.
 - ___ Noncredit courses.
- 3. The budget provides for expenditures for maintenance, administrative costs, salaries of instructors, and instructional materials. na ① 2 3 4

- 4. Educational programs for adults and out-of-school youth are supported by the following (check those which apply): . . . na ① 2 3 4
 - ___ Federal aid.
 - ___ State aid.
 - ___ Local tax.
 - X Tuition fees.
 - ___ Service fees.
 - X Registration or enrollment fees.
 - ___ Contributions.
 - ___ Other. _____
- 5. The program offers credit toward a high school diploma. na ① 2 3 4
- 6. na 1 2 3 4

Supplementary Data

- 1. Describe briefly the plan for education for adults and out-of-school youth, emphasizing any elements not included above.
 - A. CPR Program
 - B. Ag Economics
 - C. Parkland Jr. College Extension classes
- 2. Give any readily available facts about enrollment, growth, and interest in the program.

Evaluations

- a) How extensive are the provisions made by the school for education for adult and out-of-school youth? . . . na 1 2 ③ 4
- b) How adequate are the provisions as suggested by enrollment or attendance? na 1 2 ③ 4
- c) How satisfactory is the financing of the program? na ① 2 3 4

Comments

III. COMMUNITY RELATIONS

A. PROVIDING INFORMATION

Checklist

The school furnishes the community with information concerning the:

- | | | | |
|---|--------------|--|--------------|
| 1. Purposes and objectives of the school. | na 1 2 3 (4) | 12. Rules and regulations regarding school attendance and transportation service. | na 1 2 3 (4) |
| 2. Program of studies. | na 1 2 3 (4) | 13. Rules and regulations regarding student conduct while students are under school supervision. | na 1 2 3 (4) |
| 3. Student activities program and its objectives. | na 1 2 3 (4) | 14. Achievement of individual students and student groups. | na 1 2 3 (4) |
| 4. Instructional materials center and its services. | na 1 2 3 (4) | 15. School events. | na 1 2 3 (4) |
| 5. School staff—its personnel and organization. | na 1 2 3 (4) | 16. Career and college opportunities open to graduates. | na 1 2 3 (4) |
| 6. School facilities and equipment. | na 1 2 3 (4) | 17. Procedures for arranging parent conferences. | na 1 2 3 (4) |
| 7. Financial needs of the educational program. | na 1 2 3 (4) | 18. Established codes of student conduct and dress. | na 1 2 3 (4) |
| 8. Business management of the school. | na 1 2 3 (4) | 19. | na 1 2 3 4 |
| 9. School guidance program. | na 1 2 (3) 4 | | |
| 10. School program of safety and safety education. | na 1 2 (3) 4 | | |
| 11. Community organizations having relationships with the school. | na 1 2 3 (4) | | |

Evaluations

- a) *How adequately is the community informed about the school?* na 1 2 3 (4)

Comments

B. COMMUNITY SERVICES

Checklist

- | | | | |
|---|--------------|---|--------------|
| 1. The school administration encourages community use of school facilities and services. | na 1 2 3 (4) | <input checked="" type="checkbox"/> Auditorium. | |
| 2. Members of the school staff are active in community organizations, such as churches, service clubs, youth organizations, and safety organizations. | na 1 2 3 (4) | <input checked="" type="checkbox"/> Classrooms. | |
| 3. The school administration encourages organized recreational activities on school premises during vacation periods. | na 1 2 3 (4) | <input checked="" type="checkbox"/> Library. | |
| 4. The school encourages the community to use school facilities for public forums to discuss educational, social, economic, or other problems. | na 1 2 3 (4) | <input checked="" type="checkbox"/> Lunchrooms. | |
| 5. School facilities and services are made available to the public at such times and under such conditions as will not interfere with the school program. | na 1 2 3 (4) | <input type="checkbox"/> Counseling facilities. | |
| 6. The following plant facilities are available for community use (check those available): | na 1 2 3 (4) | <input checked="" type="checkbox"/> Gymnasium and play areas. | |
| | | <input type="checkbox"/> Music rooms. | |
| | | <input checked="" type="checkbox"/> Shop and laboratory rooms. | |
| | | <input type="checkbox"/> Others. _____ | |
| | | _____ | |
| | | _____ | |
| | | 7. Counseling services are available to parents. | (na) 1 2 3 4 |
| | | 8. Educational exhibits are provided for the community by the school. | na 1 2 3 (4) |
| | | 9. | na 1 2 3 4 |

Evaluations

- a) *How extensively are school facilities being used in relation to the needs of the community for such facilities?* na 1 2 3 (4)
- b) *How active are school personnel as participants in community organizations and endeavors?* na 1 2 3 (4)

Comments

H. HEALTH SERVICES

School health services will vary according to state legislation, the size of the school, available resources in personnel and equipment, and administrative provisions.

Checklist

- | | |
|---|---|
| <p>1. Parents are encouraged during individual conferences to seek help for children's remediable defects. na 1 2 3 ④</p> <p>2. School health services offer assistance in the identification and education of handicapped students, including those who are mentally retarded or emotionally disturbed. na 1 2 ③ 4</p> <p>3. Health procedures include the use of cumulative health appraisal records, which accompany students from grade to grade and from school to school. na 1 2 3 ④</p> <p>4. Screening tests for hearing impairment are conducted annually by qualified personnel. na ① 2 3 4</p> <p>5. Screening tests for vision impairment are conducted annually by qualified personnel. na ① 2 3 4</p> <p>6. Medical examinations are required periodically during the secondary school years. Such medical examinations may be given by the family physician or by the school medical adviser. na 1 2 3 ④</p> | <p>7. Medical examinations are required before students are admitted to participation in strenuous athletics. na 1 2 3 ④</p> <p>8. The school nurse initiates follow-up steps to ensure needed care for all students, taking into account all available treatment facilities. na 1 2 3 ④</p> <p>9. The school has written health policies including disease-control measures, such as quarantine, vaccination, and inoculation. These policies incorporate public health department rules or regulations. na 1 2 ③ 4</p> <p>10. First aid supplies are available. na 1 2 3 ④</p> <p>11. Reports on all serious accidents are filed with the principal for liability purposes and are analyzed for instructional purposes and the prevention of accidents. na 1 2 ③ 4</p> <p>12. Parents are informed immediately when a student is injured or becomes ill. na 1 2 3 ④</p> <p>13. The school health service cooperates with local health and sanitation agencies. na 1 2 3 ④</p> <p>14. na 1 2 3 4</p> |
|---|---|

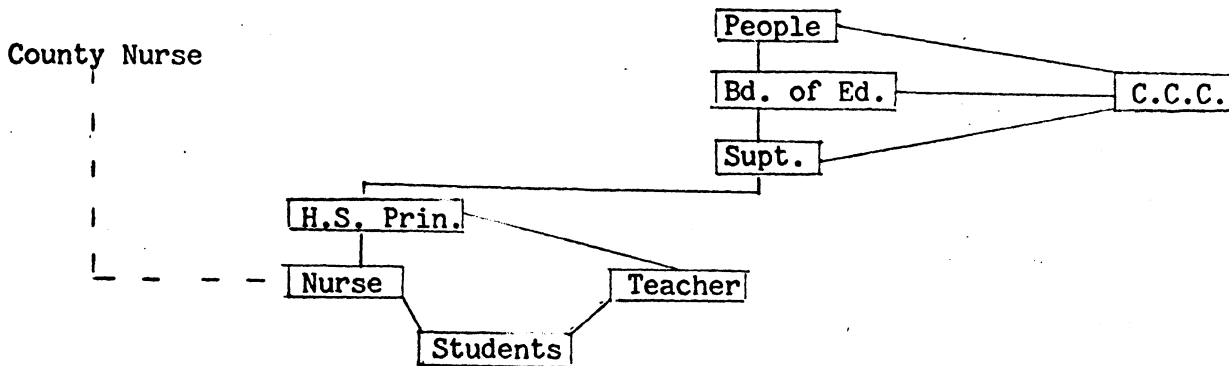
Supplementary Data

1. Indicate the organization of school health services with a chart and a description on a separate sheet, showing administrative responsibilities and interrelationships with the instructional staff and community groups.

Evaluations

- | | |
|--|---|
| <p>a) How effectively do teachers and counselors cooperate in appropriate phases of the school health services program?</p> <p>b) How satisfactory are the health appraisal procedures?</p> <p>c) How effective are the procedures for the prevention and control of communicable diseases?</p> <p>d) How well are emergencies involving illness or injury met?</p> <p>e) To what extent do the school health services meet the needs of students as indicated in Section 2, "School and Community"?</p> | <p>na 1 2 3 ④</p> <p>na 1 2 ③ 4</p> <p>na 1 2 3 ④</p> <p>na 1 2 3 ④</p> <p>na 1 2 3 ④</p> |
|--|---|

Comments



G. TRANSPORTATION OF STUDENTS

The following characteristics of transportation service should be checked regardless of who provides the service.

Checklist

- | | | | |
|--|---------------------|--|---------------------|
| <p>1. Bus schedules are planned to permit transported students to participate in the entire educational program.</p> | <p>na 1 2 3 (4)</p> | <p>12. Salaries of bus drivers are related to appropriate standards of living in the community.</p> | <p>na 1 (2) 3 4</p> |
| <p>2. All school bus routes, regulations for bus drivers, and other aspects of the transportation service are analyzed each year in the light of past experience and present needs, to ensure that the school bus service is safe.</p> | <p>na 1 2 3 (4)</p> | <p>13. A definite traffic pattern has been established for school bus drivers to use in approaching, loading and unloading, and parking on and leaving the school grounds.</p> | <p>na 1 2 3 (4)</p> |
| <p>3. Bus schedules and routes are planned to provide efficient and economical transportation services.</p> | <p>na 1 2 3 (4)</p> | <p>14. The traffic pattern eliminates the need for backing the bus on the school grounds.</p> | <p>na 1 2 3 (4)</p> |
| <p>4. Drills are held regularly in which riders evacuate the bus by way of the emergency door.</p> | <p>na 1 2 3 (4)</p> | <p>15. Whenever a school bus is used for trips, definite and well-understood safety procedures and regulations are followed.</p> | <p>na 1 2 3 (4)</p> |
| <p>5. Bus drivers are selected on the basis of adequate standards of character, emotional stability, driving experience, physical condition, and knowledge of driving.</p> | <p>na 1 2 3 (4)</p> | <p>16. Each accident involving a school bus is reported promptly and investigated carefully, so that effective steps may be taken to prevent further accidents of the same type.</p> | <p>na 1 2 3 (4)</p> |
| <p>6. Bus drivers are required to pass a complete physical examination before employment and periodically thereafter.</p> | <p>na 1 2 3 (4)</p> | <p>17. Buses are provided for the transportation of students needing such service in accordance with state and local policies and standards.</p> | <p>na 1 2 3 (4)</p> |
| <p>7. School bus drivers receive instruction and assistance in promoting safe habits among student passengers.</p> | <p>na 1 2 3 (4)</p> | <p>18. All buses meet legal standards for the transportation of students.</p> | <p>na 1 2 3 (4)</p> |
| <p>8. Instruction in driving and in traffic regulations is given to all bus drivers.</p> | <p>na 1 2 3 (4)</p> | <p>19. Buses are maintained in effective and safe operating condition.</p> | <p>na 1 2 3 (4)</p> |
| <p>9. Bus drivers are courteous and cooperative in their relationship with school personnel.</p> | <p>na 1 2 3 (4)</p> | <p>20. Buses are inspected daily and maintained in sanitary condition.</p> | <p>na 1 2 3 (4)</p> |
| <p>10. Bus drivers are careful about their personal appearance and habits.</p> | <p>na 1 2 3 (4)</p> | <p>21. Equipment is provided for drivers to make minor repairs.</p> | <p>na (1) 2 3 4</p> |
| <p>11. Bus drivers are qualified to render emergency first aid.</p> | <p>na 1 2 3 (4)</p> | <p>22. Buses are available for transporting students on educational trips.</p> | <p>na 1 (2) 3 4</p> |
| | | <p>23.</p> | <p>na 1 2 3 4</p> |

Supplementary Data

- | | |
|--|-------------------|
| <p>1. Number of students transported at school expense.</p> | <p><u>285</u></p> |
| <p>2. Percent of total enrollment transported at school expense</p> | <p><u>30%</u></p> |
| <p>3. Percent of enrollment eligible for transportation</p> | <p><u>30%</u></p> |
| <p>4. Submit a copy of the bus schedule.</p> | |
| <p>5. Describe the provisions for developing appropriate attitudes and habits related to conduct on buses.</p> | |

Evaluations

- | | |
|---|---------------------|
| <p>a) How satisfactory is the organization of the transportation service?</p> | <p>na 1 2 3 (4)</p> |
| <p>b) How satisfactory are the qualifications of bus drivers?</p> | <p>na 1 2 3 (4)</p> |
| <p>c) How carefully do drivers carry out their responsibilities for the safety and conduct of students?</p> | <p>na 1 2 3 (4)</p> |
| <p>d) How adequate are the facilities for transportation of students?</p> | <p>na 1 2 3 (4)</p> |
| <p>e) To what degree are transportation facilities maintained in effective and safe condition?</p> | <p>na 1 2 3 (4)</p> |

Comments

#21 - 2 way radio on each bus.

D. SCHOOL-COMMUNITY RELATIONS

Checklist

- | | | | |
|---|-------------------|---|-------------------|
| <p>1. The principal endeavors to establish and maintain cordial relations with local editors and reporters.</p> | <p>na 1 2 3 ④</p> | <p>7. The school has special occasions for interpreting the school—its needs, activities, policies, and the like—to the community.</p> | <p>na 1 2 3 ④</p> |
| <p>2. Staff members and students report promptly items that have news value to the person in charge of publicity for the school.</p> | <p>na 1 2 3 ④</p> | <p>8. The school has one or more special sessions when all parents of students are invited to observe the regular classwork and activities.</p> | <p>na 1 2 3 ④</p> |
| <p>3. The school cooperates with other social and educational agencies to promote the welfare of the community and its youth.</p> | <p>na 1 2 3 ④</p> | <p>9. The school uses various types of exhibits and demonstrations to interpret its work.</p> | <p>na 1 2 3 ④</p> |
| <p>4. Parents and other citizens in the community are aided in gaining understanding of the needs of the school.</p> | <p>na 1 2 ③ 4</p> | <p>10. Commencement exercises assist in interpreting the school to the community.</p> | <p>na 1 2 3 ④</p> |
| <p>5. An organization of parents and teachers is an important means of securing better cooperation between school and community.</p> | <p>na 1 2 ③ 4</p> | <p>11.</p> | <p>na 1 2 3 4</p> |
| <p>6. School assembly programs, school publications, athletic contests, and special events are used to promote better understanding between school and community.</p> | <p>na 1 2 3 ④</p> | | |

Supplementary Data

1. Describe any special aspects of school-community relations.
- A. Open-House
 - B. Art Fair
 - C. Conference Day
 - D. Music Events
 - E. Athletic Contests
 - F. Alumni Banquet

Evaluations

- a) *How well does the school use the public and school press to promote better school-community relations?* na 1 2 3 ④
- b) *How effectively are school activities used to promote desirable school-community relations?* na 1 2 3 ④
- c) *How well does the community support school activities?* na 1 2 3 ④

Comments

V. SPECIAL CHARACTERISTICS OF SCHOOL STAFF AND ADMINISTRATION

1. In what respects are the school staff and administration most satisfactory and commendable?
 - A. Good channels of communications - Administration/Faculty
 - B. Knowledge of Board Policies
 - C. Teachers working personal skill areas
 - D. Good control of budget by administration
 - E. Good building maintenance
 - F. Qualified health personnel
 - G. Diversified curriculum

2. In what respects are the school staff and administration most in need of improvement?
 - A. Teacher more aware of minimum/maximum Dept. budgets
 - V. More incentives & opportunities for professional growth
 - C. Insufficient time for vocal music
 - D. Field trips
 - E. Feasibility of periods shortened to 45 min. with double lab periods of 90 minutes.

3. Recommend, in order of priority, steps for the improvement of existing weaknesses in the school's staffing and administration?
 - A. More incentives & opportunities for professional growth - workshops, visitations clinics, etc.
 - B. Shortening of periods
 - C. Vocal music

VI. GENERAL EVALUATION OF SCHOOL STAFF AND ADMINISTRATION

Evaluations

- a) *To what extent do the school staff and administration meet the needs of students as indicated in Section 2, "School and Community"?* na 1 2 3 4
- b) *To what extent are the policies and procedures of the school staff and administration consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* na 1 2 3 4
- c) *To what extent is the school identifying problems related to school staff and administration and seeking their solution?* na 1 2 3 4

Summary of the Self-Evaluation

NAME OF SCHOOL Villa Grove High SchoolDATE October 1, 1978

Prepared by Self-Evaluation Steering Committee

Harold Edwards

Ruth Conn

Danny Powell

Lance Herrmann

Gary Glosser

Pat Carr

GUIDING PRINCIPLES

In any evaluative undertaking, it is desirable to summarize the findings, and a school evaluation is no exception. A summary provides many benefits, as well as marks the conclusion of the study. It constitutes one form of record of the major findings and adds emphasis to those major findings.

The order of summary statements should follow the same order as the sections listed below:

- 2 School and Community
- 3 Philosophy and Objectives
- 4 Curriculum
 - 4-1 Agriculture
 - 4-2 Art (Including Crafts)
 - 4-3 Business Education
 - 4-4 Distributive Education
 - 4-5 Driver and Traffic Safety Education
 - 4-6 English
 - 4-7 Foreign Languages
 - 4-8 Health Education
 - 4-9 Home Economics
 - 4-10 Industrial Arts
 - 4-11 Mathematics
 - 4-12 Music
 - 4-13 Physical Education
 - 4-14 Religion
 - 4-15 Science
 - 4-16 Social Studies
 - 4-17 Special Education
 - 4-18 Trade, Technical, and Industrial Education
- 5 Student Activities Program
- 6 Educational Media Services—Library and Audio-Visual
- 7 Guidance Services
- 8 School Facilities
- 9 School Staff and Administration
- 10 Individual Staff Member

EVALUATIVE CRITERIA
Fourth Edition

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Major Strength of the School

Cited in Section 2, Section Title - SCHOOL AND COMMUNITY, Pages 17-28

Description of Strength: The strength of our school and community lies in a rather stable community. The community is free from racial conflicts due to the makeup of the community. The school offers a commendable program and curriculum for a school our size. The school seeks to take advantage of opportunities to improve curriculum and meet the needs of all students.

Provisions that contribute to this success: Provisions contributing to this success consist of able and efficient administrators, improvement in guidance services, a strong and cooperative faculty, and an increase in the number of persons desiring to live in Villa Grove

Major Weakness of the School

Description of Weakness: Basis weaknesses include the lack of adequate laboratory and exploratory facilities to meet present day needs, the need for added space for storage and the showing of films to large groups, lack of adequate employment within the community, and the lack of sufficient funding power for present and future needs.

Recommendations for Improvement: Recommendations for improvement consist of provisions for bringing more employment to the area, continued emphasis on the vocational arts for those young people finding it difficult to make satisfactory progress in school, more space to meet present needs, and improvement in our present taxing power.

Major Strength of the School

Cited in Section 3, Section title - PHILOSOPHY AND OBJECTIVES, Pages 29-32

Description of Strength: The strength of our philosophy and objectives lies in the fact that our philosophy is subject to change and reflects the wants and needs of the community. Each student is to be provided with educational experiences enabling him to develop a value system, opportunity for responsible and ethical behavior, and learning situations geared to his needs.

Provisions that Contribute to This Success: Provisions contributing to this success consist of a desire to make our philosophy and objectives realistic and yet far reaching. The sincere concern and cooperation of the faculty in setting forth this philosophy has done much to strengthen and embody our hopes and dreams for learning and participation.

Major Weakness of the School

Description of Weakness: The basic weakness includes the inability to implement what we set forth as basic and major in the whole educational process.

Recommendations for Improvement: Recommendations for improvement consist of gearing all plans, methods, and programs to what we set forth in our philosophy and objectives.

Major Strength of the School

Cited in Section 4-1, Section Title - AGRICULTURE, Page 56

Description of Strength: The course offerings tend to reflect the desires and needs of the students enrolled based on their individual goals, occupational opportunities, and advanced educational opportunities.

Provisions That Contribute to This Success: Articulation with Parkland Community College in Agriculture courses offered as well as with requirements for entry into the U. or I. and other universities tend to contribute to this success.

Major Weakness of the School

Description of Weakness: An additional instructor would permit additional course offerings to be made.

Recommendations for Improvement: Continued evaluation by the Advisory Committee, with recommendations of the committee being presented to the administration.

Major Strength of the School

Cited in Section 4-2, Section Title - ART (Including Crafts), Page 64

Description of Strength: 1) Students may select from a great variety of materials and processes for exploration at advanced levels. 2) Adequate equipment is provided.

Provisions that Contribute to This Success: Provisions contributing to this success consist of adequate materials and equipment for the present program, a capable art teacher and provisions for students to work in different medias.

Major Weakness of the School

Description of Weakness:

1. There is a need for a written curriculum based upon sequential learning experiences.
2. An Art History and appreciation course should be available for students who are not interested in studio experiences.
3. Mini-courses in specialized areas should be available to supplement general art.
4. Advanced students need a longer class - perhaps a double period.
5. Art students need field trips to museums to see original works of art.

Recommendations for Improvement:

1. Additional staff member should be hired.
2. Summer grant could be offered for curriculum development.
3. Schedule advanced art for double periods.
4. Offer mini courses in jewelry, ceramics, drawing and painting etc.
5. Allot money and time for at least two trips to Krannart (U. of I) Art Museum per year.
6. Enlarge and improve facility.

Major Strength of the School

Cited in Section 4-3, Section Title - BUSINESS EDUCATION, Page 75a

Description of Strength:

1. Curriculum includes sequence of courses that prepare youth for initial employment in business.
2. Vocational business subjects placed in the curriculum so that students will achieve maximum vocational competency closest to the time of graduation.
3. The basic purpose of secretarial practice is the integration and development of a higher level of previously acquired skills. Course includes the teaching of some new and personal skills and knowledges. We did conduct a survey through the Business Advisory Committee of the surrounding area and we are trying to concentrate on those skills and knowledge that they indicated should be stressed.

Provisions that Contribute to this Success:

1. Through the use of an advisory committee, the public is informed about the work of the department, types of preparation being offered, and the manner in which the business department serves the community.
2. Both instructors have had some practical office work experience. Improvements in teaching are continuously sought. They try to acquaint their students with the many opportunities in business and the requirements for entering the various fields.
3. Semester classes in typing are offered to those students who do not have vocational intentions but desire these skills to benefit themselves. It is not a required course and since the advent of eighth grade typing, the enrollment has fallen. During the past year we are making progress in counseling students as we feel that all students can benefit from at least one semester of typing beyond the eighth grade level of 12 weeks.

Major Weakness of the School

Description of Weakness: An additional instructor would permit additional course offerings to be made.

Recommendations for Improvement: Continued evaluation by the Advisory Committee, with recommendations of the committee being presented to the administration.

Major Strength of the School

Cited in Section 4-2, Section Title - ART (Including Crafts), Page 64

Description of Strength: 1) Students may select from a great variety of materials and processes for exploration at advanced levels. 2) Adequate equipment is provided.

Provisions that Contribute to This Success: Provisions contributing to this success consist of adequate materials and equipment for the present program, a capable art teacher and provisions for students to work in different medias.

Major Weakness of the School

Description of Weakness:

1. There is a need for a written curriculum based upon sequential learning experiences.
2. An Art History and appreciation course should be available for students who are not interested in studio experiences.
3. Mini-courses in specialized areas should be available to supplement general art.
4. Advanced students need a longer class - perhaps a double period.
5. Art students need field trips to museums to see original works of art.

Recommendations for Improvement:

1. Additional staff member should be hired.
2. Summer grant could be offered for curriculum development.
3. Schedule advanced art for double periods.
4. Offer mini courses in jewelry, ceramics, drawing and painting etc.
5. Allot money and time for at least two trips to Krannart (U. of I) Art Museum per year.
6. Enlarge and improve facility.

Major Strength of the School

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Description of Strength:

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Provisions that Contribute to this Success:

1. Through the use of an advisory committee, the public is informed about the work of the department, types of preparation being offered, and the manner in which the business department serves the community.
2. Both instructors have had some practical office work experience. Improvements in teaching are continuously sought. They try to acquaint their students with the many opportunities in business and the requirements for entering the various fields.
3. Semester classes in typing are offered to those students who do not have vocational intentions but desire these skills to benefit themselves. It is not a required course and since the advent of eighth grade typing, the enrollment has fallen. During the past year we are making progress in counseling students as we feel that all students can benefit from at least one semester of typing beyond the eighth grade level of 12 weeks.

Major Weakness of The SchoolDescription of Weakness:

1. Manual and electric machines are in the same room and it become rather confusing to beginning typing students.
2. Space is a major problem. Different teachers use the rooms at different times so we are not always free to get into a classroom without interrupting another class. Machines must be carried from room to room. Some of the programs which we would like to use are not possible, as we do not have enough space to send the students to different work stations. Reproduction work must be done in the office (which is three floors down) and when you have students scattered all over the building, supervision is difficult.
3. Storage space is also a major problem in organization. Materials are piled in all of the rooms and the rooms certainly do not present a neat appearance. We have made great advances in comparison to seven years ago, however.
4. It is sometimes difficult to have privacy when a parent comes for a conference as so many teachers use the same rooms. It is also difficult to have privacy in counseling students.
5. We need to coordinate more with the English Department
6. Field trips would be a definite advantage.
7. In the past we have felt that students entering the business field needed more guidance. We have conferred with the administration and guidance offices and feel that we have better communication but we would still like to have more time for individualized counseling with the students themselves.
8. We feel that more in the area of data processing should be done but it is hard to make it relevant without machines. An office simulation set-up would greatly help the secretarial office practice class.
9. Advisory committee should take a more active role.
10. Need more transcribing equipment.

Recommendations for Improvement:

1. Many of the weaknesses do not have easy solutions because of lack of funds, space, and communication. A referendum is planned.
2. We plan to be present during eighth grade pre-registration next year to meet with students and explain any questions they might have about the business field before they enter high school. This might help our problem with communication.
3. We have made plans to meet with the English Department at the beginning of the year to coordinate plans.
4. Whenever we agree to do work for some person or department, we stress the responsibility of working pleasantly, accepting full responsibility for the work and seeing every project through to its completion. However, all departments need to coordinate work better as some things are not planned far enough in advance to follow through. This applies mostly to office practice.
5. Data Processing is touched on in accounting and office practice but we feel that without hands-on equipment it is not our first priority and if interested the student should seek further post-graduate training.
6. We need field trips to familiarize the student with the machines and skills they may actually face when employed. We are not placing this last because we consider it least important but simply because field trips are not permitted. We do visit local businesses during our regular class periods.

Major Strength of the School

Cited in Section 4-4, Section Title - COOPERATIVE WORK TRAINING, Page 88

Description of Strength: Educational experience for students in an on-the-job situation. In this training situation students learn job related behavior and responsibilities related to their vocationally training.

Provisions that contribute to this success: Approval of program by school board and administrators contribute to this success.

Major Weakness of the School

Description of Weakness: A larger variety of job training stations or the expanded or expansion of existing job stations is the greatest weakness. Small towns do not offer a wide variety of training stations.

Recommendations for Improvement:

1. Expansion of job placement sites.
2. Establishment of the budgeting of time with students, academic and vocationally.

Major Strength of the School

Cited in Section 4-5, Section Title - DRIVER AND TRAFFIC SAFETY EDUCATION, Page 99

Description of Strength:

1. Cars are well equipped.
2. Provisions for in school and after school training.
3. Many supplementary materials used, resource people, filmstrip, current events, etc.
4. All sophomores scheduled to take Driver Education.

Provisions that contribute to this success: The Board and administration provide adequately for the above needs.

Major Weakness of the School

Description of Weakness:

1. More storage space is needed for the testing equipment.
2. Designated place to park driver education car.

Recommendations for Improvement:

1. Designated place to park car.

Major Strength of the School

Cited in Section 4-6, Section Title - ENGLISH, page 115

Description of Strength:

1. Strong grammar program allowing for individualization.
2. Literature program that exposes students to a wide range of literary styles.

Provisions That Contribute to This Success: Materials are almost always available upon request by the teacher. All English teachers try to keep informed about contemporary issues and texts that relate to the English Curriculum.

Major Weakness of the School

Description of Weakness:

1. Sequential writing program.
2. More electives (Speech and related courses, journalism, comparative literature).

Recommendations for Improvement:

1. Hold meeting and write composition objectives in a sequential pattern.
2. Identify objectives which should be emphasized at specific grade levels.
3. Hire an assistant to help with grading; decrease class size.

Major Strength of the School

Cited in Section 4-7, Section Title - FOREIGN LANGUAGE, Page 128

Description of Strength:

1. Classes generally are small making for a good teacher-student ratio.
2. Considerable audio-visual equipment is readily available.
3. A modern textbook series is used which is a middle of the road approach in the traditional - audio lingual controversy.

Provisions that Contribute to this Success:

Willingness of the administration and school board to purchase materials and equipment as needed.

Major Weakness of the School**Description of Weakness:**

1. Need to develop within students the ability to communicate orally in the foreign language.
2. Being a small school district and in a rural area, there is not much opportunity to exchange ideas with colleagues in the same subject matter area.
3. Need to develop a four year sequence of foreign language classes for those who are particularly talented in Foreign Languages or who have a particular interest in pursuing such a course.

Recommendations for Improvement:

Develop a four year sequence of foreign language classes for those talented in Foreign Language.

Major Strength of the School

Cited in Section 4-8, Section Title - HEALTH EDUCATION, Page 136

Description of Strengths: Offer a wide variety of instruction, touching on almost all aspects of health; including community health, safety, nutrition, personal hygiene, mental health, disease, drugs, tobacco, alcohol and consumer health. This is done over a total of 4 years, so by the time a student graduated he has received instruction in all areas. Courses aim to give student knowledge and positive attitudes in all areas, so they can make mature decisions concerning their health and health practices.

Provisions that Contribute to this Success: A qualified staff given enough time to teach what is needed.

Major Weakness of the School**Description of Weakness:**

1. Instruction needs to be presented in one course, instead of students being released from P.E. to take health.
2. One room should be designated as the "Health Room" and all materials stored there instead of all over the building.
3. Group students according to grade level and develop co-ed program.

Recommendations for Improvement:

1. Instruction needs to be presented in one course.
2. Students need to be grouped co-educationally and according to grade level.
3. A health room should be designated

Major Strength of the School

Cited in Section 4-9, Section Title - HOME ECONOMICS, Page 147

Description of Strength: The variety of subjects offered and the sequential programming provide maximum opportunity for student preparation toward future needs.

Provisions That Contribute to This Success: The teachers have a good background in the subject area and has succeeded in diversifying the program.

Major Weakness of the School

Description of the Weakness: We need more space, equipment and resource materials.

Recommendations for Improvement:

1. Space
2. Equipment
3. Resource materials

Major Strength of the School

Cited in Section 4-10, Section title - INDUSTRIAL ARTS, Page 160

Description of Strength: The Industrial Arts program is most satisfactory in that it gives our students an opportunity to experience "work-oriented" activities. The Villa Grove program is progressive and no doubt will increase as demands for technical training increases.

Provisions That Contribute to This Success: Our board, administrators, and staff are aware of and sympathetic to our problems and are constructively working for the best possible training for the students.

Major Weakness of the School

Description of Weakness:

1. Up date equipment
2. Shifting of enrollment in woods to more in drawing, electricity and electronics.
3. Inclusion of more girls in the program.

Recommendations for Improvement: Students should be guided into courses that better meet their abilities and needs. The facilities in the areas of graphic arts and power mechanics should be expanded. Students should be vocationally oriented sooner in their schooling.

Major Strength of the School

Cited in Section 4-11, Section title - MATHEMATICS, Page 171

Description of Strength:

1. The strength of the Mathematics Program is in the number and variety of courses offered.
2. Math teachers have their primary training in mathematics with secondary training in fields related to mathematics applications.
3. Teaching responsibilities are concentrated in the mathematics curriculum.

Provisions That Contribute to This Success: Provisions contributing to this success consist of the number and variety of courses offered for a school our size, well qualified teachers, and up-to-date texts.

Major Weakness of the School

Description of Weakness:

1. More communication between different grade levels (grade, junior high, and high school) as to what they are doing and what changes each would like to see made.
2. Need for reduction of some class sizes to enable more individual work with students.

Recommendation for Improvement: Meetings with high school, junior high, and intermediate teachers to talk about what each is presently doing and what changes each would like to see made in order to improve the math program.

Major Strength of the School

Cited in Section 4-12, Section Title - MUSIC, Page 183

Description of Strength; 1. Students have fine potentials in performing. 2. School policies and procedures allow for trips, etc. 3. Band and chorus have academic credit.

Provisions That Contribute to This Success: Qualified teacher

Major Weakness of the School

Description of Weakness: Vocal program is more than a full time job and needs additional personnel. More time is needed with choral students. Present schedule of having the band and chorus meet on the same time period presents conflicts. Equipment needs updating and rehearsal facilities need upgrading (too small). There exists no true performance area.

Recommendations for improvement: It is felt that community and administrative support is needed to recognize the need of additional financial resources to upgrade rehearsal and performance areas; to hire additional personnel; and to better equip the music areas (new piano for the chorus room; P.A. equipment.)

Major Strength of the School

Cited in Section 4-13, Section Title - PHYSICAL EDUCATION, Page 196

Description of Strength: 1. Carry over and leisure time activities. 2. Variety. 3. Gymnastics

Provisions That Contribute to This Success: The members of the staff are cooperative and plan activities geared to the student's needs and interests.

Major Weakness of the School

Description of Weakness:

- I. Facilities- a) indoor space b) locker room improvement
- II. Small classes
- III. Additional instructors
- IV. More equipment- a) swimming pool b) tennis courts
- V. Curriculum improvement- a) dance-coed b) more coeducational activities

Recommendation for Improvement:

1. Facilities - a) gym space, b) locker room, c) tennis courts, d) swimming pool
2. Classes - a) small enrollment, b) group ability and/or grade level, c) adapted.
3. More qualified instructors on all levels.

Major Strength of the School

Cited in Section 4-15 - Section Title - SCIENCE, Page 219

Description of Strength: a. There is a wide range of course offerings. b. Instructors are well-qualified for their courses. c. A very harmonious relationship exists among the members of the science department. d. Instructors show initiative and ingenuity in supplying materials for their classes. e. Class size is kept to optimum levels.

Provisions That Contribute to This Success: Provisions contributing to this success consist of a wide range of course offerings, correlation of classes to discourage unnecessary duplication of material, and a very harmonious relationship between all members of the department.

Major Weakness of the School

Description of Weakness: a. Lack of sufficient lab equipment for individual students use. b. Lack of sufficient and adequate space. c. Some departments lack storage space. d. Greenhouse and animal housing space is non-existent. e. Rearrangement of physical facilities for better usage.

Recommendations for Improvement: a. Biology program needs room for expansion for project and laboratory work. b. Lab facilities are in need of improvement. c. The establishment of an identifiable budget for major purchases in the science department would provide long term improvement in the department.

Major Strength of the School

Cited in Section 4-16, Section Title - SOCIAL STUDIES, Page 232

Description of Strength: 1. The Social Studies curriculum is varied and has been changed and expanded. 2. Audio Visual materials and equipment are adequate and satisfy our department needs. 3. The administration has generally been favorable to virtually all classroom activities planned by the social studies teachers. 4. Supplementary material and community resources have been used successfully.

Provisions That Contribute to This Success: A varied curriculum and competent teacher willing to develop programs and use innovative ideas.

Major Weakness of the School

Description of Weakness: 1. More preparation time would be greatly appreciated in order to more adequately prepare, grade papers, use the library etc. 2. Professional meeting leave and/or in-service days would be helpful in updating our methods and our curriculum. 3. Encouraging and allowing field trips at least on a limited basis would be an important contribution to our social studies curriculum.

Recommendations for Improvement: 1. Shorter class periods, not just for the social studies, are a priority item. 2. More preparation time is badly needed for social studies teachers. 3. Professional meeting time is strongly recommended. 4. In-service training.

Major Strength of the School

Cited in Section 4-17, Section Title - SPECIAL EDUCATION, Page 244

Description of Strength: The curriculum is based on everyday life situations and practical applications to problems students will face after they have graduated. The curriculum is vocationally oriented as this is the secondary students greatest need. We have a very good work experience program where all students work at least 2 hours a day or more depending on their year in school and their job.

Provisions That Contribute to This Success: The teacher consciously strives to provide relevant practical materials and to make the most of each students potential.

Major Weakness of the School

Description of Weakness: Larger room to allow for more group work.

Recommendations for Improvement: Larger room.

Major Strength of the School

Cited in Section 4-18, Section title - TRADE, TECHNICAL, AND INDUSTRIAL EDUCATION, Page 256

Description of Strength: 1. Good community acceptance - strong administrative and school board support. 2. Personnel interested and trained well in vocational fields.

Provisions That Contribute to This Success: Good rapport with administration, school board, and community.

Major Weakness of School

Description of Weakness: More teachers and subjects of vocational nature.

Recommendations for Improvement: 1. More and better facilities. 2. Funneling of student to vocational areas where demand is.

Major Strength of the School

Cited in Section 5, Section Title, STUDENT ACTIVITIES PROGRAM, Page 272

Description of Strength: The student council which initiates many new ideas and the photo club are our two most commendable organizations. The finance of student activities are handled well.

Provisions That Contribute to This Success: The activities are well organized, well managed and well supervised by administrators, teachers, and students. All participants are very cooperative.

Major Weakness of the School

Description of Weakness: The variety of our programs has improved during the last 5 years. However, more time during the school day in which to meet, more faculty involvement and a means of alleviating the financial strain would be desirable.

Recommendations for Improvement: Time during the school day is needed for organization meeting. More faculty involvement would help improve the student activities program. Increase the scope of student involvement to include the un-involved students.

Major Strength of the School

Cited in Section 6, Section Title, EDUCATIONAL MEDIA SERVICES, Page 288

Description of Strength: The school has a large number of overhead projectors, record players, and movie projectors. Likewise, a goodly number of cassette players and filmstrip machines. We have a high speed cassette duplicator which is the greatest tool of all for manufacturing material. All teachers have access to all materials. The school is very much for AV in education.

Provisions That Contribute to This Success: The personnel in charge have been most resourceful in supplying the needs of the district.

Major Weakness of the School

Description of Weakness: We need a number of cassette players as this tool has unlimited possibilities in the classroom as well as several additional filmstrip machines. Our video equipment was ruined through vandalism.

Recommendations for Improvement: 1. Secure cassette players so each teacher that would make use of one would have it available. 2. Repair or improve video tape facilities. 3. Secure additional filmstrip machines for use in media center.

Major Strength of the School

Cited in Section 7, Section title, GUIDANCE SERVICES, Page 300

Description of Strength: There is one full-time counselor who devotes his time totally to counseling and guidance activities. Guidance does not follow the 8 a.m. to 4 p.m. plan. Students are free to call the counselor at home or at school. The "open door" policy seems to be successful. The counselor relates very well to the students. He is sincere and knows how to protect the confidentiality of the counseling cases. He does coordinate cases so that students, teachers and parents are given an opportunity to work problems out together. He also assists students in finding information about future employment and education and in making choices involving placement as students, at the point of dropping out of school and upon graduation. He also interviews every freshman coming into the high school in order to best handle their needs.

The high school Guidance Office is centrally located. There is "abundant" resource material for students to use in an outer office.

Provisions That Contribute to This Success: The counselor relates well to the students.

Major Weakness of the School

Description of Weakness: Resource materials are in constant need of updating. This may be an expensive project, but a necessary one if accurate and current information is to be given students in regard to jobs, training programs, salaries, job outlook, etc.

It was felt by some members of the committee that more counseling help is needed. (Examples here could include: a female counselor to whom girls might relate easier, or perhaps one who does the testing and research and could see to areas of curriculum development based on community needs, liaison to business and work community, apprenticeship programs, etc. Or, simply, one who could provide additional help with the counseling cases, perhaps a social worker.)

A more defined list of counselor's responsibilities between guidance and administration is needed. Also, part-time support personnel would be helpful (secretary).

Recommendations for Improvement: 1. Create a Guidance Committee to work with the counselor and administrators to form a definite policy and guidelines to fit with the school's statement of Philosophy and Objectives. 2. All teachers should be oriented to the guidance facilities available. 3. Continue updating of resource materials and facilities in high school guidance department by allocating funds. 4. Consideration should be given to the acquisition of part-time support personnel.

Major Strength of the School

Cited in Section 8, Section title, SCHOOL FACILITIES, Page 315

Description of Strength: The site has a lovely looking campus appearance. The overall aesthetics are pleasing to the eye. The growth potential is great with amount of school property owned. Maintenance of the building.

Provisions That Contribute to This Success: A forward looking administration and school board and an excellent staff are the major contributing factors to this success.

Major Weakness of the School

Description of Weakness: 1. Storage facilities. 2. Handicapped facilities. 3. Restroom and lounge for certified and non-certified staff. 4. Teacher work areas.

Recommendations for Improvement: 1. Storage. 2. Teacher work areas. 3. Handicapped. 4. Restroom improvement. (Because of financial limitations, doubt remains about too much improvement however.)

Major Strength of the School

Cited in Section 9, Section Title, SCHOOL STAFF AND ADMINISTRATION, Page 343

Description of Strength: Good channels of communications - Administration/Faculty. Knowledge of Board Policies. Teachers working personal skill areas. Good control of budget by administration. Good building maintenance. Qualified health personnel. Diversified curriculum.

Provisions that Contribute to This Success: A harmonious relationship exists among the school staff, administration and school board.

Major Weakness of School

Description of Weakness: Teacher more aware of minimum/maximum department budgets. More incentives and opportunities for professional growth. Insufficient time for vocal music. Field trips. Feasibility of periods shortened to 45 min. with double lab periods of 90 minutes.

Recommendations for Improvement: More incentives and opportunities for professional growth - workshops, visitations, clinics, etc. Shortening of periods. Vocal music.

APPENDIX C

NORTH CENTRAL ASSOCIATION
VISITATION TEAM REPORT

ACKNOWLEDGEMENTS

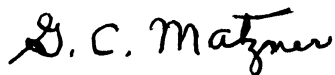
The Visiting Team for the Villa Grove High School would like to express its sincere appreciation and thanks for the very fine hospitality shown the members during its visit and the friendly manner in which the members of the Team were received by both faculty and students. Team members came away with the feeling that they had made new friends and that those friends were more than appreciative of the efforts which the Team had put forth.

The real value of a study of this kind lies in the work of the faculty in its self-study. Members of the Team invariably profit from the experience of observing and studying another school system at first hand. The contributions of the Team should be a minor portion of the total process involved in such an evaluation. The greatest impact on the program of any school evaluation should come from the self-evaluation which the faculty has undergone prior to the coming of the visiting team.

A further valuable experience for the Villa Grove faculty would be a follow-up study with a view of discussing the recommendations made. It would be advisable to have each committee, which worked on a report for a particular department, to summarize its original findings and then consider the recommendations with this report as a background. If the entire faculty were involved in this study so that every member would hear all reports and consider all recommendations, the result would be a significant in-service experience for the entire staff.

The implementation of recommendations in various parts of the report need to be undertaken by the Board of Education in cooperation with administration and staff. All of the recommendations can obviously not be implemented immediately. Some of them should be implemented some years in the future. Establishing priorities by which recommendations will be put into effect should be a cooperative endeavor involving the Board, the administration, and the staff. Again, appreciation is expressed for the courtesies and cooperation extended the Team while at Villa Grove High School.

For the visiting team:



G. C. Matzner
Chairman

Limitations on the Distribution, Use, and Scope of This Document

It is the official intent of the Administrative Committee of the North Central Association Commission on Secondary Schools that this report on the evaluation of the school be considered a privileged document, to be submitted by the State Chairman or the chairman of the evaluation team directly to the administration of the school. The distribution of the report and its availability for public consideration beyond that point rest solely in the hands of those administrators. Neither the chairman nor the other members of the evaluation team are authorized to release any of the information contained in this report without the express approval of the administration of the school.

The prime concern of the evaluation team has been to determine the actual situation as it exists in the school and not to pass judgment on the professional personnel involved. Hence, neither the total report nor any of its subsections is to be considered an appraisal of any individual staff member, but rather an objective description of existing circumstances as they appear to trained and experienced schoolmen.

Moreover, the use of this report as an official assessment of any staff person's professional personnel competency would be in violation of the professional ethics under which a school evaluation is to be conducted. A fortiori such a use would be inherently invalid since at no time during the evaluation process has the evaluation team been concerned with the appraisal of individual school personnel.

The members of the evaluation team have voluntarily placed their professional judgment in balance in arriving at the conclusions reported in this document. They are willing to support the thoughtful evaluations they have made, provided the report is used appropriately. They are not to be held accountable for any injudicious or unauthorized use of this document.

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SCHOOL AND COMMUNITY

Villa Grove may be said to be a basically rural community. The town has a population of somewhat over 2,000 and is surrounded by a farming area whose population the school serves. The community was founded basically as a "railroad town," and the railroads still employ some residents of the community though the service facilities of the railroads have been removed, and the need for manpower has been significantly reduced.

Much of the business of the community is geared to service for the surrounding agricultural activities, and a sizable commuter population is employed in the general area. Though outside of the local school district, a coal mine in the area employs a significant number of local residents.

Farm land is fertile, farms are large, and the farm families are generally quite well-to-do. A general characterization of the population would have to be that of blue collar workers with a modicum of professional and white collar employees. The income average for the entire area would have to be classified as at the lower middle level.

The population of the area is English-speaking and of European origins. No minority pupils are resident in the district. The result is a fairly uniform student body with a consequent decrease in problems which might be present if minority groups were represented in the student body.

The wealth per pupil is slightly under \$33,000. This means that there is a healthy basis for school support, but the wealth is limited enough to make the district eligible for significant funds from state sources. However, the increase in wealth due to inflation, especially in farm land, and the decline in population will make the District eligible for decreasing amounts of funds from outside of the district. Looming financial problems will become serious, and possibly disastrous, if more funds cannot be provided from local sources. As costs continue to rise, more funds will be required to maintain the present offerings. Failure to find such additional funds will inevitably result in a retrenchment in what the school currently provides for its pupils.

The school population may be said to be an average one with the average I. Q. at approximately 100. Nearly 16 percent of the high school enrollment has a ranking at or above the 85th percentile as determined by national norms. It can, thus, be assumed that the performance of the students would roughly correspond to a normal distribution.

The school population is extremely stable with 92 percent of the graduating class' having been in the high school all four years. The resulting outcome is that the student body gives strong support to the activities of the school and makes

a strong program possible. There was some increase in mobility of the school population several years ago, but that trend seems now to have become stabilized. This stability could be affected if sizable cuts in the current offerings should be made.

The number of withdrawals is, of course, low. During the past 12-month period, that group has represented less than 4 percent of the total enrollment, and approximately one-third of the withdrawals has been due to a change of residence by either the parents or the pupil. Lack of interest in school work has been the largest single reason for withdrawals. All of the cases were boys; a fairly common occurrence.

The majority of the graduates enters the labor market immediately upon graduation. A survey of expectations of the current senior class shows approximately one out of three graduates' having any intentions of continued schooling. It is likely that the actual number continuing will be lower since the plans of about one out of four seniors who indicate an interest in going on to school do not have any definite plans. It thus becomes apparent that the program of the school should be pointed basically to graduates' goals of gainful employment after completion of their high school program.

An analysis of their occupational intentions, as expressed by members of the senior class, gives further credence to the above observation. A total of 11 seniors has expressed an interest in following a career which might be considered as being at the professional level. Of this group, seven are boys and four are girls. It would seem that the occupation of homemaker is still most widely accepted as a career by most graduating senior girls.

A follow-up study of last year's graduates tends to verify and support the intentions of this year's graduating class. This survey shows that 36.5 percent of that class was actually enrolled in some kind of continuing education with the non-degree-granting schools enrolling slightly more than half of the total. Marriage had already claimed more than 7 percent of that group.

In summation, it might be said that Villa Grove is fairly typical of small communities in downstate Illinois. Its population, its problems, and its advantages are fairly representative of similar communities outside of metropolitan Chicago.

PHILOSOPHY AND OBJECTIVES

The philosophy for the Villa Grove Schools is stated as goals for the organization. It is current and the result of updating of an earlier statement. Its development was effected through the cooperative effort of teachers, administration, and citizens of the community. This is commendable since it makes for input by the various groups who have a concern for what the school attempts to do. A session with the entire faculty after the document had been developed served to inform the entire faculty of its nature, content, and purpose. This is an essential step if the statement is to be accepted and implemented by the teacher in the classroom on whom falls the eventual responsibility of bringing the stated goals to reality.

The objectives for the school are well stated and are formulated in behavioral terms in a format which leads to easy interpretation and understanding. The community served and the needs of the youth of that community serve as the center around which both philosophy and objectives are organized. This serves to place emphasis on the function of the school as an agency of the community served. This emphasis is commendable. It is, likewise, functional so long as the needs of the community are defined in terms not only of what is needed in the community, but also what is needed by those graduates who leave the community. Conversations with numerous persons connected with the schools lead to the conclusion that both considerations are well understood by the leadership and by the staff of the unit schools.

The study, recently completed, has made the current staff familiar with the goals and objectives of the school as stated in the survey report. It is a reasonable expectation that the participants in the study, and their opportunity for approval of the statement, will lead to their planning with it in mind. Faculty members joining the staff next and in subsequent years will not be familiar with the stated goals of the school in the same way as are the current faculty members. It is suggested that a program of introducing new staff members to the philosophy and objectives of the Villa Grove Schools be a part of their new-teacher orientation program.

THE CURRICULUM

The curriculum at Villa Grove High School is broad in character and offers an above-average variety of courses for a school its size. This has been made possible because teachers have assumed the responsibility for offering many courses and making numerous preparations for each days' activities. It might truthfully be said that the quality of the program is the direct result of their willingness to assume the additional teaching load for the benefit of the youth of the community.

The number of offerings is offset, in part, by the relatively small classes which mean that less time is required in the reading and evaluation of class written work and examinations. Possible exceptions to the low class load might be cited in the case of the required courses in Mathematics, Social Studies, English, and in Biological Science, the latter an elective. The problem of larger classes would seem to be most acute in English, which courses ought to include a significant emphasis on writing by students which then needs to be read carefully by the teacher if maximum outcomes are to be achieved.

Course descriptions are quite complete and made available to students. Such availability does reduce the need for program counseling of individual pupils and makes more time of the counselor available for other necessary and helpful kinds of counseling for students. Whether the latter actually takes place will depend upon the attitude of the personnel involved and how the job of the counselor is actually defined.

One common observation of teachers has been that they actually do not know how much money they might be able to expend for their work. They did admit that they have always been able to acquire any supply or equipment for which they might justify a need, so the problem would not seem to be an acute one. However, the observation does seem to suggest that a bit more information on available funding for various areas in the program might be a help in maintaining morale among the staff.

Related to the problem of the curriculum is always the one of available funds. In that connection, the District does have difficult problems at the moment with the failure of a referendum for a tax increase. The Team understands that another attempt at increasing the tax rate will be made later in the academic year, and it is to be hoped that such an undertaking will be successful. Should the further effort fail, then the District will face hard realities, and a retrenchment of the present program will probably be a necessity.

Should such a step be necessary, it should be approached with thoughtful caution. It should be an undertaking which involves not only the Board of Education and the administration; it should be an enterprise involving teachers, pupils, and community as well. It should be undertaken in the perspective of the entire school system

rather than in the context of any one segment of the system.

Reductions in offerings should be made with a view of depriving the fewest numbers of the student body. Exceptions to this rule should be courses which are required for some clearly stated and formulated objectives for either programs or individual pupils. In the long run, service to the greatest number of pupils must be the criterion for the retention or elimination of any single course offering.

It might be appropriate to note that membership in the North Central Association of Colleges and Secondary Schools entails certain requirements with respect to offerings. Cuts could result in the District's losing eligibility for membership in that organization. It is suggested, therefore, that if retrenchment should become a necessity, the requirements for membership should be given consideration before final decisions are reached.

The lack of adequate course outlines was a common observation. Such outlines are a must if proper coordination and articulation of the curriculum is to be achieved. This is especially important in an area where faculty turnover is frequent; e.g., Vocal Music. It would seem, therefore, that a next urgent project for the entire faculty would be the development of comprehensive course outlines for each offering. Outlines for related areas should be done cooperatively so as to eliminate overlapping and gaps in the contents of courses. This step would be especially important should a significant retrenchment become necessary. Such action would necessitate restructuring of existing offerings with a view of retaining as much as possible of significant current offerings.

Problems in the various subject areas are apparent, and the reader is requested to consult the area of interest for specifics. To repeat all of them here would be redundant, so they are not included at this point.

On the whole, the present program is an above-average one for a school its size. The Board, administration, and faculty are encouraged to make every effort toward maintaining and improving the current offerings. Constant evaluation of current practice is crucial here, and it is urged that such be an on-going process at all times.

ART

THE SITUATION

The art teacher is a K-12 teacher. Three elective art courses are offered at the high school level. Through independent study, a student may take a fourth year of art. Although the art courses are available to all students, scheduling makes it difficult or impossible for some students to take the classes.

Space appears to be adequate for the size of the classes. Storage space is available; however, it needs to be structured and organized through specialized trays, cabinets, storage slots, and shelves for more effective and efficient use and to prevent damage to projects in progress.

Although the course offerings are somewhat limited (no specialized course), students have the opportunity to explore and work in a variety of mediums. For this the teacher is to be commended. The teacher is gradually developing course outlines, but she has not had preparation time to complete this work.

The teacher has an Art Education Certificate. She is knowledgeable and articulate about art and art education. She is enthusiastic and works to help students understand and use art elements and principles as an expression of his/her own uniqueness. She has taken students on field trips and has used her own money to enrich the program and improve the classroom. Rapport between students and teacher is excellent.

A wide variety of instructional strategies is being utilized. Provisions are made for individual interest and abilities of the students. A contract arrangement is being used with one advanced class. Although there are some problems with the contract, the concept is sound and can be strengthened by having students state behaviorally what they will be doing.

STRENGTHS

1. The teacher is enthusiastic, knowledgeable, and genuinely concerned about students.
2. Opportunities for students to work with and explore a variety of materials are provided.
3. An individualized approach is used for students' activities.
4. The concept approach to art education is incorporated into the program.
5. Emphasis is placed on creative problem solving.

6. Support from the administration is evident.
7. Adequate supplies and equipment for the size of the school and the department are available.

LIMITATIONS

1. The art curriculum has not existed; thus the teacher is having to develop it on the job.
2. One-period classes limit opportunities to more fully develop ideas and promote creativity.
3. Provisions are not made by the school district to take students on field trips to view nearby museums, exhibits, and works of art.
4. Teacher does not have a planning period.
5. An art course is not available for students who are interested in art appreciation or art history.
6. Storage space for supplies and pupil projects is not adequate.

RECOMMENDATIONS

1. Develop the curriculum in writing, based upon sequential learning experience.
2. Consider scheduling a double period for advanced art classes.
3. Provide opportunities for students to use local art resources (Krannert Art Museum, for example).
4. Provide a planning period for the teacher which would provide some time for her to develop the curriculum.
5. Consider providing Art History or Art Appreciation as funds are available.
6. Consider ways to make the storage space more functional. Purchase or construct specialized trays, storage slots, shelves, and boxes.

DRIVER EDUCATION

THE SITUATION

The driving program is dedicated to helping young drivers enter a life of driving with emphasis upon effective driving knowledge, good driving skills, and a safe attitude. The culmination of the program is brought about through the interrelated experience found in the classroom and the "behind the wheel" laboratory.

During the evaluation of the drivers education program, it was found that the staff members are sincere, dedicated individuals whose instruction assists the young men and women to become safe and courteous drivers.

The driver education program meets all the requirements prescribed by the state of Illinois and the Illinois Office of Education. Not all students are able to receive "behind the wheel" training during the regular day, so it is offered after school and on Saturdays.

STRENGTHS

1. The instructors are well qualified with many years tenure in the field who cover all phases of driver education well.
2. There is a fine cooperation between the administration and staff in reporting, scheduling, obtaining driver education cars, and procuring insurance.
3. The program meets all state requirements for reimbursement.
4. Students receive "behind the wheel" at the correct age-group readiness.
5. There is a strong use of audio-visual aids.
6. Driver education cars are well maintained by a mechanic.

LIMITATIONS

1. There is need for storage in the classroom.
2. Testing equipment to study visual functions and student reaction time is needed.
3. Communication systems to parents are needed.
4. Follow-up studies for evaluation purposes are necessary.

RECOMMENDATIONS

1. Consider using a pre-driver education letter of communication to be sent to the parents of students who will soon begin their driver education training. This letter will serve to explain the basic facets of the program, offer suggestions to the parents in aiding their child, and especially describe the differences among Permit, Blue Slip, and License.
2. Send a communication letter to the parents upon completion of the total driver education program. This is to help public relations and parent supervision and understanding.
3. Consider some provision for follow-up studies.
4. Consider the need for more storage areas for classroom materials.
5. Investigate the possibility of acquiring testing equipment to study visual functions and student reaction time.

ENGLISH

THE SITUATION

The members of the English department seem to work together amiably. There are varied personalities which seem to reach the students in their own individual manner. The classrooms in which they teach work well for learning. The teaching and scheduling is very traditional. There seems to be a real concern for the students and a relaxed atmosphere in the classrooms.

The instruction of the students seems to be consistent. The teachers have full loads and large classes. Even under these circumstances the quality of education appears high.

STRENGTHS

1. The instruction in grammar is very thorough and consistent. It is being incorporated into the daily literature work.
2. There appears to be a sufficient number of textbooks available. There are many choices in anthologies. Their vocabulary series seems to be very useful. The faculty uses the vocabulary book methodically.
3. The faculty members are allowed a deal of academic freedom in their planning.

LIMITATIONS

1. The supplementary paperbacks could be used to a greater extent.
2. There needs to be a more cohesive plan for a sequential program throughout the four years of English.
3. They have very limited offerings for the students. There are no speech or journalism classes available. Not even a Business English class is offered.
4. There are no Theater Arts courses of any type.
5. The library is not adequate for the writing of term papers. The students must go to the University of Illinois.
6. The class load is very heavy for English. It is especially bad for the people who are in Junior High and High School classes. This cuts back on the writing program. There is not enough time to grade all of the papers.
7. The teachers have no means of attending professional meetings. This makes the acquisition of new ideas difficult.

8. They are not encouraged to join professional organizations to receive I. A. T. E. Bulletins with ideas and suggestions included.

RECOMMENDATIONS

1. Encourage the teachers to join professional organizations and attend workshops. This will support them in the endeavor to keep abreast of the changes within this field.
2. Lighten the class load or add an aid or secretary for departmental support. This could help in their typing and grading.
3. Provide more storage and board space in many of the rooms.
4. Consider semester course offerings especially at the senior level. This could encourage enrollment in a variety of English courses. It would allow for more students to work the courses into their schedule.
5. Organize the department more formally with a better organized program for writing. The present practice seems to make this part of the offering a matter of personal preference by each teacher.
6. Consider offering a course in Business English.
7. Consider including offerings in the Speech areas either within the present course structure or in separate courses.

HEALTH

THE SITUATION

Health education at Villa Grove High School consists of two 3-week sessions in each of the four years. Students are taught health during this time by being taken from their scheduled physical education period. Classes are not co-educational but do meet state requirements. Career information in the field of health is taught in a class in vocational education to Juniors and Seniors as an elective. The classes are the same size as their physical education class counterpart, and the classroom is made up of all high school-age students as well as special education students.

STRENGTHS

1. All health requirements mandated by the state are being met.
2. Course content is relevant, contemporary, and varied.

LIMITATIONS

1. Class size is too large in some cases.
2. Health education is too segmented and is taught during physical education classes.
3. There is no designated health room.
4. Students are not grouped according to grade level nor is the class co-educational.
5. There is a lack of coordination with grade school health.

RECOMMENDATIONS

1. Consider coordinating the high school and grade school health programs.
2. Consider getting teachers qualified in CPR. This would allow students to be certified in an area that needs to be taught.
3. Update the teacher's library in health education.
4. Consider establishing a separate co-educational health class at the freshman level for one semester and eliminating the existing program.
5. Consider a permanent, separate health room and storage space for materials.

MATHEMATICS

Villa Grove High School has an excellent mathematics program. The classes are being taught by two dedicated teachers. Many students are enrolled in two mathematics classes. Several students take three years of mathematics.

The mathematics classes are taught by two well-qualified teachers. One year of mathematics is required. There is an excellent selection of mathematics courses.

For Freshman students the courses are:

- a. Practical Mathematics
- b. Introductory Algebra I
- c. Algebra II

Other mathematics courses are:

- a. Geometry
- b. Introductory Algebra II
- c. Algebra II
- d. Technical Mathematics
- e. Senior Mathematics -- Trigonometry and related topics

One mathematics teacher also uses his room for Physics. Ordinarily, this might not be a good arrangement, but in this instance it works very well. One mathematics teacher has five different preparations daily and the other teacher has four preparations daily.

STRENGTHS

1. A good atmosphere for learning is evident in both classrooms.
2. There is excellent rapport between teachers and students.
3. Students are very responsive and seemed interested in learning.
4. There is considerable evidence of good discovery thinking in both classrooms.
5. The mathematics texts are very good and, with the exception of Practical Mathematics, are recent editions.

6. The rooms are well equipped. There is a demonstration slide rule, overhead projector, models of solids, and many supplementary texts.
7. Excellent teaching methods are used to try to realize the full potential of the students.
8. Calculators are being used but not to the extent that the fundamental operations are being neglected.
9. There is a good balance between the teaching of traditional mathematics and modern mathematics.

LIMITATIONS

1. Teachers have too many preparations.
2. Visual aids (overhead projector, film strips, and slides) are not being used to the best advantage.
3. One class is too crowded. There is not sufficient time for individual help.
4. There is no planned method for selection of new textbooks.
5. There is a need for closer discussion of subject matter taught between the junior high school and the senior high school.
6. Teachers do not have time to attend mathematics conferences and workshops.

RECOMMENDATIONS

1. Consider reorganizing teachers' assignments to reduce the number of daily preparations.
2. Make use of the overhead projector and slides for geometry and trigonometry.
3. Encourage teachers to attend mathematics conferences and workshops.
4. Plan meetings between junior high teachers and senior high teachers to closer coordinate the subject matter being taught.
5. Provide a supplemental testing program to determine the placement of students in mathematics at the ninth grade level.
6. Make greater use of the metric system in mathematics classes.

MUSIC

THE SITUATION

The music program at Villa Grove High School consists basically of two performance groups, the band and chorus, plus a very small theory class. The band is quite active, having a full schedule of marching, concerts, contests, jazz band, sectional rehearsals, and solo and ensemble appearances. The chorus program is more limited, consisting of a small mixed chorus directed by a part-time staff member. Even under these limited conditions, the vocal program shows considerable vitality and merits expansion. The theory course is an excellent addition to the music program, although class enrollment is small.

STRENGTHS

1. The band program is well established and active. The director is competent, experienced, and hard working. Although the band has a limited rehearsal schedule, the results rival that of larger schools with more and better facilities.
2. The existence of a theory class is a distinct strength. Many schools have only performance groups.
3. The attempt, even on a small scale, to integrate music into other classes is to be commended and deserves expansion.
4. The choral program is coming along under a new instructor. Improvement is evident under enthusiastic and competent though inexperienced leadership.

LIMITATIONS

1. The quality of the physical facilities, particularly in the band room, is a handicap.
2. The choral program is understaffed and suffers from lack of continuity of teaching personnel.
3. The percentage of students participating in music is low.
4. The variety of classes is severely limited, especially classes for students not enrolled in performance groups. This is typical of most Illinois high schools.

RECOMMENDATIONS

1. Consider means for upgrading the vocal program as a first priority. Typically, vocal music has less support than the band program but should not be considered less musically valuable.
2. Give some consideration to the larger group of students not in music. Exactly what form this should take would depend on the community, student needs, and school resources. The fact that over 70 percent of students are not in music cannot be considered a strength. One possibility in extending the music program would be the addition of listening facilities and a record collection to the school library. This could be under the supervision of the library staff with aid and support from the music staff.
3. The band room is not the best in either size or shape but probably cannot be altered without extensive changes in the existing school plant. Consider providing storage facilities for band needs, especially the kind that can be locked. The addition of practice rooms would add to the instrumental instructional quality but might be difficult to incorporate into existing facilities.
4. Consider developing a comprehensive music program for grades K-12. Such a program usually results in more extensive participation in music programs at the high school level.

PHYSICAL EDUCATION

THE SITUATION

The personnel within the department consists of conscientious and competent teachers. The staff appears to work cooperatively and demonstrates a positive approach to the program. The physical education staff consists of two men and two women. The teachers demonstrate a genuine interest and concern for the students and the program they administer. Class enrollment is coeducational in make-up and will reach a total of 75 students in a particular class. Students are mixed, freshmen through seniors, in all classes. Special mention is made relative to the successful integration of the special education students into the physical education program. Four years of physical education are required of all students, although 24 weeks over a four-year period are taken from physical education to teach health. It should be noted that no credit is given for physical education or health, therefore causing a lack of incentive for students to do well. Classes meet five days a week, fifty-five minutes each period. Uniform dress is not required in all classes. Where this is not done there is a definite lack in attitude and discipline in the program.

The physical education program offers a wide range of activities, such as team, individual, and some leisure-time activities. The staff is doing well in its efforts in the area of co-educational activities with plans for expansion. At this point, the students' response to co-educational classes has been very positive.

Inside facilities are adequate if the space is scheduled properly. Locker rooms are somewhat cramped, and there is a great need for better ventilation here and in the girls coaches' office. Also, the girls' showers do not have permanent stalls. There are good facilities outside and space for more if needed. The program is compatible with the seventh and eighth grade.

STRENGTHS

1. Students are required to participate daily in physical education.
2. Good use is made by staff of facilities and equipment.
3. The program is co-educational to a great extent and the facilities are equally accessible to both boys and girls.
4. The teachers are well qualified in physical education.
5. The classes appear to be well organized.
6. There are materials available in the library for use by the physical education department.

7. A good variety of activities is provided for students in physical education.
8. There is good coordination with the grade school program.
9. Inside facilities appear to be adequate if well organized. Outside facilities are good.

LIMITATIONS

1. Physical education grades have no meaning. Although this is the only state requirement, the school can make recommendations above and beyond that basic requirement.
2. There is a definite need for better ventilation in the locker rooms as well as the girls coaches' office.
3. Classes are unequal in size and too large in some cases.
4. Students are mixed in classes from all age levels.
5. More safety mats are needed.
6. An evaluation program is needed.
7. Supervision of locker rooms was found to be weak in some cases.

RECOMMENDATIONS

1. Place some value on physical education grades.
2. Consider improvement of the locker room ventilation system and ventilating the girls coaches' office.
3. Consider, when scheduling, reducing the size of some classes or making them more the same size.
4. Attempt to schedule students at their age level if possible.
5. Budget money for safety mats.
6. Set up an evaluation program. This will give you direction for future direction.
7. Provide careful supervision of the locker and shower rooms by a teacher at all times when students are in those facilities.

SCIENCE

THE SITUATION

The science department is located on the third floor of the high school building. The three instructors are well qualified, have developed excellent student-teacher relationships, and work together in coordinating the science program. The science curriculum is comprehensive and has been designed to meet the needs of the slow learner as well as the gifted students.

Two sections of Biology, Physical Science, and General Science are offered. Environmental Studies, Chemistry, and Physics each have one section. The classes range from twenty to thirty students per section in the first three courses. Fifteen students are enrolled in the Environmental Studies class. Chemistry has ten students and Physics has four.

The physical science facilities are adequate; however, the biological science room is very small, crowded, and lacks sufficient laboratory equipment and storage space. The students and the instructor are to be commended on their decoration of the room and the development of the Environmental Studies program into a worthwhile learning experience.

STRENGTHS

1. A wide range of courses is offered.
2. Courses have been designed for both slow learners and gifted students.
3. Instructors are well qualified and work together to coordinate the program.
4. The school has an excellent outdoor biological science site for observation and field work.
5. Students are taught to be innovative and to make do with what they have.
6. Students are encouraged to collect and prepare their own biological specimens under the supervision of the instructor.
7. The Environmental Studies program is a definite strength in the science curriculum.
8. The science section in the media center has a wide variety of books, tapes, and film strips.

LIMITATIONS

1. The Biology room is very small, has few electrical outlets, one sink, and little work space for student laboratory or project work.
2. There is a need for more microscopes in the Biology laboratory. Nine microscopes for twenty-seven students is inadequate.
3. The exhaust fan in the hood of the Chemistry lab does not work.
4. Fire extinguishers are missing in the Biology and the Physics laboratories.
5. Some textbooks are in need of revision. The age of the texts range from one to nine years old.
6. The Physics lab is used for science only one period a day. The rest of the time the laboratory facilities are not in use.
7. Instructors are not given released time to attend professional meetings.
8. The low enrollments in Physics and Chemistry could lead to questioning whether they should be continued.

RECOMMENDATIONS

1. Make more effective use of the existing physical facilities by using the chemistry laboratory for Biology and Chemistry.
2. Use the present Biology room for a lecture room.
3. Replace or repair the exhaust fan in the hood of the Chemistry room.
4. Place fire extinguishers in all science laboratories.
5. Consider a five-year plan for textbook replacement.
6. Allow released time for instructors to attend professional meetings.
7. Consider offering Chemistry and Physics on an alternate year basis due to the small enrollment in these two courses. This might result in larger classes when offered.
8. Purchase a few microscopes each year until an adequate ratio between students and microscopes exist.

SOCIAL STUDIES

THE SITUATION

The scope of the Social Studies program is reflected in five elective courses and one required course. Two of the electives are $\frac{1}{2}$ unit while the remainder are one unit in length. U.S. History is the only required course at this time.

Although three faculty members teach within the area, only one has full-time responsibility exclusively for Social Studies at the high school. The other two individuals teach one and two courses each in Social Studies.

STRENGTHS

1. There is a well prepared and enthusiastic teaching staff who enjoy a good rapport with students.
2. For the size of school, curricular offerings give the student a wide variety of experiences in social sciences.
3. There is a Government course offered on an elective basis.
4. Due to good articulation between the junior high social studies and high school, a unique approach to teaching U.S. History enables the teacher to make maximum use of instructional materials.

LIMITATIONS

1. The textbook in U.S. History is not in line with the teaching method of the instructors who teach history chronologically.
2. Teachers are not encouraged to take an active part in or attend professional meetings in Social Studies.
3. There is no adequate collection of professional publications (both books and current periodicals) for Social Studies.
4. Teaching the Illinois and federal constitutions and flag code is included in the U.S. History course.
5. There is no in-servicing of the Social Studies faculty.

RECOMMENDATIONS

1. Consider changing the U.S. History text to reflect a chronological presentation of information.

2. Consider making the Government course required and dealing with federal and state constitutions in this course.
3. Encourage the staff to attend and take part in professional organizations dealing with Social Studies.
4. Consider establishing a collection of professional publications in Social Studies.

SPANISH

THE SITUATION

The teacher is enthusiastic and sincere. The size of the program has suffered from the current lack of interest in academics. The number of classes has declined in the last few years. The current class size is very conducive to learning a foreign language. The students are exposed to a number of methods of teaching.

STRENGTHS

1. The class size is small and makes individual attention possible.
2. Each student has an opportunity to recite orally in the language.
3. A variety of teaching methods are worked with.
4. The textbook is a commonly used series and does provide sufficient cultural information.

LIMITATIONS

1. Scheduling for higher level classes is difficult. There are only a few students interested in upper level Spanish. This makes independent study on two levels of the language meeting the same place at the same time as the choices available. Neither one is the best situation. The teacher's load and number of preparations makes scheduling difficult also.
2. The language room is located in the noisiest section of the building.
3. The instructor is not encouraged to attend professional meetings. Since he is the only foreign language teacher on the staff, he has no avenue for exchanging ideas and techniques with anyone in his area.

RECOMMENDATIONS

1. Encourage the teacher to attend meeting for his area.
2. Encourage the guidance department to recommend Spanish to students.
3. Investigate the opportunities for teachers of other college prep classes to encourage students to enroll in Spanish.
4. Consider semester courses in upper levels of the Spanish program as a possible means of encouraging more extensive participation in the program.

SPECIAL EDUCATION

THE SITUATION

The special education services consist of a secondary EMH Program, a CWT (Cooperative Work Training) program for EMH students, and a CWT program for socially maladjusted students. There also are speech and language services and learning disabilities services available for secondary students.

Villa Grove High School is a member of the East Central Illinois Special Education Cooperative; therefore, Villa Grove High School has access to programs involving all areas of special education and receives related services.

The programs at Villa Grove High School serve the following number of students:

Learning Disabilities.....1 student
 Speech and Language.....1 student (EMH is the primary handicap)
 Educable Mentally Handicapped.....14 students
 Cooperative Work Training/Socially Maladjusted.....13 students

STRENGTHS

1. Every attempt is made to involve parents in the referral process, placement procedures, and continued efforts are made to keep them informed of their progress within each program.
2. Parents are informed of their rights and the rights of the handicapped.
3. Every attempt is made to place students in the least restrictive environment.
4. The teachers display great flexibility in adapting to meet the needs of each student.
5. The teacher/student ratio is adequate.
6. The teachers display a great deal of concern for the welfare of the students and have excellent rapport with the students.
7. A good atmosphere for learning is evident in all programs.
8. The materials used with each student are appropriate.
9. Adequate provisions are made to keep teaching materials updated and in ample quantity.

10. The records for the program are in good order. All teachers have access to cumulative folders, and IEP's (Individualized Education Programs) are on file with the teacher and updated when needed.
11. The faculty, administration, and students at Villa Grove High School are very supportive of the special education programs.

LIMITATIONS

1. There is no evidence of in-service programs being provided for the special education teachers.
2. There is no encouragement given for professional leave or travel relating to special education.
3. There is little opportunity for special educators to meet with other special educators in similar programs.
4. The regular teachers are in need of in-service programs regarding awareness of all of the special programs offered at the secondary level.
5. A written outline of general program objectives has not been developed for all of the programs offered.
6. Physical facilities are not adequate for the learning disabilities program.
7. Storage areas are lacking for materials in all special education programs.
8. Special education teachers are not evaluated by administrators with expertise in their area.
9. School Psychological services are less than adequate in that the cooperative is understaffed in the area of psychological services, and this is reflected in quality of service to Villa Grove.
10. There is a great need for supervision in all areas of special education. This supervisor should provide guidance and cooperation of programs throughout the East Central Illinois Special Education Cooperative.
11. There is inadequate school social work service.

RECOMMENDATIONS

1. Encourage the Special Education Cooperative to hire supervisors to facilitate in-service, guidance, cooperation, and evaluation in all of the special education programs.

2. Encourage the Special Education Cooperative to increase the quality and quantity of psychological services if at all possible.
3. Develop general curriculum guidelines for the Learning Disabilities and EMH programs.
4. Encourage special education teachers to attend professional meetings in their areas as well as meet with other teachers within the cooperative working in similar areas.
5. Expand the Learning Disabilities program.
6. Encourage special education teachers to provide in-service to regular teachers in order to facilitate cooperation and awareness of ongoing programs.
7. Provide social work services to all students.
8. Provide better storage areas for special education materials.

VOCATIONAL EDUCATION OVERVIEW

The district should be commended for offering Occupational Programs in agriculture, business, industrial occupations, health occupations, and home economics. The superintendent has been responsible for the planning and coordination of the total program. With responsibilities such as financial affairs, special education, and the gifted program, in addition to the usual responsibilities of a superintendent, he does not have the time to adequately plan and coordinate vocational programs. Each program seems to operate independently of the other. Vocational program planning appears to be on a piece-meal basis as opposed to a comprehensive planning and management basis. It appears that there is limited staff understanding of important basic occupational program needs such as development of student performance objectives, sequencing of courses, and program evaluation.

Although course descriptions and content outlines exist for most programs and individual courses, course objectives need to be stated in behavioral terms and developed for each course. The Locally Directed Evaluation activity on identification of job competencies would be a starting point. The IOE-AVTE conducts half-day workshops on writing measurable objectives for vocational education.

Course offerings are not sequentially structured in most programs as recognized by AVTE. Ninth grade orientation level courses do not exist in business, agriculture, home business, introduction to home economics and related occupations, and etc. should be developed. Contact Occupational Consultants from IOE-AVTE for assistance in curriculum development. Review the Five Cluster Approach to Occupational Orientation and the Planning of Sequential Career Education Programs the committee findings were that many junior and senior courses were not providing occupational training for entry level employment.

Evaluation of the total program is currently being conducted on an informal basis. Since formal evaluation is not utilized, changes in course content, curriculum are based on incomplete information. Student and Employee follow-up studies should be planned and conducted on a regular basis. Data from these surveys should be used to plan and improve occupational programs. Manpower needs for the surrounding area should be included in program planning. Investigate what has been completed by Champaign and Charleston in this area. The Locally Directed Education Handbooks have evaluation activity booklets on student and employer follow-up. Involve guidance, administration, and staff in the development of this locally directed evaluation plan for the district.

Low class enrollments in some course offerings necessitate investigating and planning of joint agreements with neighboring schools. Occupational programs costs such as equipment and lower enrollments make these programs more expensive for the district to operate.

Again, the district is to be commended for moving toward an expanded vocational education program. Utilization of AVTE Occupational Consultant services and the Locally Directed Evaluation Activities would be a significant step in further developing the program into a quality vocational education program.

AGRICULTURE

THE SITUATION

The Villa Grove School Board and administration should be commended for providing excellent classroom and shop facilities sufficient in size to meet the instructional needs of the Vocational Agriculture program. The classroom and shop have been separated by glass windows making it possible for the instructor to observe in either area when students are present. A large overhead door has been provided, making it possible to bring large farm equipment and cars into the shop for students to work on. The classroom is equipped with an excellent library, visual aid equipment, and film strip supply. Approximately 54 students are presently enrolled in the program which includes power mechanics, soil and plant science, agriculture business management, and animal science.

STRENGTHS

1. An excellent teacher/student atmosphere exists in classes offered.
2. A student helper (senior) assists in the welding course of eighth grade industrial arts class taught by the agriculture instructor which appeared to be an excellent arrangement for both students in the class and the assistant student.

LIMITATIONS

1. Wooden sides are installed on welding booths.
2. No safety lines are painted on floors around table saw or mark danger zones.
3. No sign exists warning students of the danger involved in welding when wearing soft contact lenses. This sign should be placed in welding areas.
4. Project engines are placed on the shop floor presenting a space problem and safety problem.

RECOMMENDATIONS

1. Consider replacing the present wooden welding booth sides with sheet metal.
2. Consider painting safety lines around the table saw and other power tools where possible, thus preventing students from offering tool operations too closely when the tool is in operation.
3. Consider painting a sign and hanging it in the welding area warning students of the danger involved in welding when wearing soft contact lenses.

4. Consider either building a series of strong tables for placing engines on motor mounts. This would make it possible to make more available floor space during shop classes.
5. Consider making tables for engines projects in the advanced welding classes.

BUILDING TRADES

THE SITUATION

The Villa Grove community, school board, administration and teaching staff should be commended for an outstanding building and trades program. This program is so organized that the complete planning, building, and finishing of the trade house is done by the students under the supervision of a very competent and devoted instructor and assistant instructor. All construction, with the exception of brick laying, carpet laying, septic tanks, and leach field installation, is done by the students.

STRENGTHS

1. The trades (phases of construction) these students complete are:
 - a. Architectural drafting (they draw their own plans)
 - b. Foundation
 - c. Concrete finishing
 - d. Structural framing
 - e. Insulation
 - f. Siding
 - g. Heating
 - h. Air conditioning installation
 - i. Electrical wiring
 - j. Guttering
 - k. Dry walling
 - l. Paper hanging
 - m. Cabinet installation
 - n. Painting interior and exterior
 - o. Landscaping
 - p. All interior and exterior finish
2. The purchasing of modern and quality tools for all areas of this program, since this program has been in the school system, makes it possible for the students to get experience working with this equipment in all trades. The purchasing and equipping of a tool bus makes it possible to teach students to care for tools and store them in their proper place.
3. Thirty-two students are presently enrolled in this program. The students are divided into two groups: one morning group and one afternoon group. Each group works three periods each day.
4. The program is considered one of the strongest programs in preparing graduates for entry into the job market offered by the district.

LIMITATIONS

1. The distance from the schools means instructional time is lost. It is recognized that this is brought on by the limited availability of suitable building lots.
2. Available facilities may limit participation.

RECOMMENDATIONS

1. Retain this program indefinitely as part of the educational program in the high school for as long as there is interest in it.
2. Retain an assistant in the program for reasons of safety and value since there are so many trade areas involved in order that assistance to individual students can be given.

BUSINESS EDUCATION

THE SITUATION

The business education program is under the direction of two enthusiastic instructors who devote their full time to teaching Personal Typing I, Typing II (vocationally oriented--one year), Typing III (advanced--one semester), Shorthand, Office Practice, Recordkeeping, Bookkeeping, and Consumer Education (a required senior semester course).

The size of the facilities for the business department is exceptional for the size of the district. There are two large classrooms separated by a smaller machines classroom. The electrical outlets in the typing and machines classrooms are not designed for a flexible arrangement suitable for the purpose of the instructional programs.

The availability of electrically operated machines is limited. Only one-third of the typewriters is electric. One transcription machine and two electronic printing calculators are provided. This situation is critical since offices are increasingly using the automated type of machines, and it would seem that an effective program of preparation would take this development into account in the learning experiences provided for business students.

STRENGTHS

1. Both instructors seem well prepared and have established good rapport with students, faculty, and administration.
2. Both instructors did a commendable job in the preparation of the North Central Self-Evaluation materials.
3. Student interest in business courses was evident. There were no discipline problems.
4. There are adequate facilities including space, lighting, storage, and work stations.
5. Class size is small enough for the instructors to give individual attention to student problems.
6. Bulletin boards are being used effectively in the classroom to create interest in business courses.
7. Both instructors belong to professional teachers organizations in the field of business education and attend regional meetings at their own expense.

8. Both instructors have at least 2,000 hours work experience related to the skill-building courses they are teaching.
9. The department should be commended for coordinating the curriculum with the English department. Employers hire office occupational students that can spell, proofread, and write grammatically correct sentences. A Business English course might be incorporated into the curriculum (see English report).

LIMITATIONS

1. An orientation level course does not exist for ninth grade students interested in business careers.
2. A work experience program is not being adequately provided for students preparing for employment in offices. Employment opportunities for a work-experience program, however, are limited within the community.
3. The availability of electrically operated business machines is very limited within the program.
4. Although course objectives are in existence and for the most part measurable, they are not stated in terms relevant to either job-entry level competence or preparation for further study.
5. Although follow-up studies of former business graduates and employees were recently completed, the evaluation of the business program is primarily based on an informed basis by instructors and administration. Since formal evaluation is not utilized, changes in course content and curriculum would be based on incomplete information. However, from data collected, there appears to be a need for courses in Business English, Data Processing (without providing hands-on experiences), and Office Simulation. Shorthand enrollments are such that a cost benefit analysis should be completed to determine if the course should remain in the curriculum. Recordkeeping is not an integral part of the clerk-typist program and is not providing occupational training.
6. The department is not utilizing community and external resources as effectively as they should be for enrichment of career education learning experiences. This problem stems from present board policy.
7. The district does not provide released time for teachers and reimbursement for expenses for professional meetings and conferences held by the IVA and IBEA.
8. Electrical outlets in the typing and machine rooms are inadequate.

RECOMMENDATIONS

1. Include Introduction to Business in the curriculum for ninth grade students as a beginning orientation level course. Review the document Sequential Planning of Courses for Business, Marketing, and Management available from IOE-AVTE. Purchase Orientation to Business, Marketing, and Management published by IOE-AVTE on a cost recovery basis. Seek assistance from IOE-AVTE business education consultants in planning curriculum changes.
2. Implement an office simulations class in the curriculum since a work experience program is not being adequately provided for office occupations.
3. Give consideration to the purchase of at least two additional transcription machines and four electronic printing calculators. Estimated cost would be \$1,000. These machines could be bought on a lease-purchase plan.
4. Implement long-range plans for equipment replacement.
5. Restate and clarify course and program objectives so they will be relevant to job-entry level competencies. The resulting objectives should be published and distributed to students, faculty, and businessmen within the area. Contact IOE-AVTE for assistance in conducting an in-service workshop.
6. Implement curriculum changes based on formal evaluation activities. Locally Directed Evaluation activities are located in the superintendent's office.
7. Increase the involvement of the Business Advisory Council to aid in developing a community resource guide for field trips and guest speakers. Increase efforts to change present board policy to permit field trips.
8. Modify district policy to allow for released time and reimbursement for expenses so that teachers can attend professional meetings and conferences.
9. Consider dropping the course in Bookkeeping and use resulting available staff time in implementing the above recommendations.
10. Consider modifying the outlets in the typing and machine rooms.

INDUSTRIAL ARTS

THE SITUATION

The Industrial Arts program is considered as basically an introductory program, and it does not have as its primary goal the preparation of graduating youth for entry into the job market. Rather, it is considered as preliminary to further work and has a strong exploratory function for students enrolled. The building trades class is considered a next step and is geared to be vocational in character. In that sense, the woodworking classes are a preparation for the final vocational program in Building Trades.

Other programs are planned so that they will be preparatory to those in the same areas offered by Parkland College where the vocational phase of their preparation can be completed. The Industrial Arts program, therefore, serves the dual function of providing an opportunity for students to discover requirements of certain vocations with some insight into their own aptitudes and interests for a vocation and to provide for basic preparation which can serve as the foundation for further programs at the post-high school level.

Two instructors serve in the area. One teaches the courses in Vocational Agriculture and one course in Power Mechanics; his duties also include the teaching of Industrial Arts to junior high school pupils. No attempt has been made to evaluate the latter courses. The second instructor teaches full time in the area which includes the three courses in Drafting, three in Woods, and one each in Metals and Electricity. Classes range in size from nine to twenty-three. The class size is reasonable and does provide opportunity for working with individuals, a necessary part of the instructional setting for courses in this area. The program is carried on in a small drafting room and a large shop area. Equipment is arranged within the room according to activity; i. e., Woods equipment in one area, Metals equipment in another, and Welding in another. There is room for storage of materials, and the room has an exhaust system.

STRENGTHS

1. The full-time Industrial Arts teacher has adequate preparation for the position he holds and is fairly recent.
2. Equipment for the programs offered is quite adequate.
3. Teacher/pupil rapport appears to be good.
4. The floor space of the room devoted to the program is adequate for the size of the enrollment.

5. Students seem to be genuinely interested in their work.

LIMITATIONS

1. Dust from woodworking was quite evident when the class was in session. That would suggest that the exhaust system was either not operable or had not been put into operation.
2. Significant movement of air suggests possible major heat losses and a significant energy loss.
3. The sill under the door in the northeast corner does not fit well.
4. The double doors on the west side of the building appear not to fit tightly.
5. The louvers on the exhaust fan in the northwest corner of the room were observed being blown open by the wind, again a significant heat loss.
6. Some woodworking machines seem to lack dust collectors near enough to remove excessive dust resulting from their use.

RECOMMENDATIONS

1. Investigate the dust collecting system with a view of determining whether it is inoperable or whether its non-use was due to a failure to put it into operation.
2. Have the room checked carefully with a view of determining possible sources of heat loss and determine possible steps to be taken in their remediation. Loss of heat and the rising costs of heat, both present and future, must become the concern of every school district in the country.
3. Take steps to correct the air leakage under the door in the northeast corner of the building. This might become a project for the Building Trades class.
4. Initiate steps to rectify the condition of the west doors as soon as possible. This might, perhaps, take the form of a double set of doors which could, perhaps, be removed during warm weather, being installed over the existing ones.
5. Take immediate steps to correct the louver situation in front of the exhaust fan.
6. Investigate the possibility of having the dust collecting system connected to all woodworking machinery. The present system is hazardous to the health of the persons working there and could become a fire and explosion hazard.

HEALTH OCCUPATIONS

THE SITUATION

The Health Occupations program is under the direction of the school nurse who is provisionally certified to teach a health occupations course. The district is to be commended for offering this program.

The size of the classroom is adequate, and work tables are sufficient for the course offered. Some hands-on equipment, such as a hospital bed and scales, is being utilized. Classroom aides, such as a Mr. Chase mannequin and a mannequin showing parts of the body (borrowed from the science lab) are being utilized.

STRENGTHS

1. The instructor seems well prepared and has good rapport with students, faculty, and administration.
2. Student interest in the health occupations class is evident.
3. Class size is small enough for the instructor to give individual attention to student problems.
4. The instructor is using the two volumes of the Health Career Planning Guide prepared by the University of Illinois.

LIMITATIONS

1. An orientation level course does not exist for ninth grade students interested in health occupations.
2. The district does not offer sequential programs for health occupations. Only the one course is offered.
3. Course objectives for the program do not exist.
4. A work experience program or the use of a health care facility as an extended classroom is not adequately provided for because of the limited opportunities within the community.
5. Biology classes are being used to provide occupational orientation for this program. Articulation and coordination of efforts between the instructor and the biology program is not being provided.

6. Orientation into foods and orientation into child development are listed as occupational orientations courses for this program on state reimbursement claims. These are Home Economics orientation courses rather than Health.

RECOMMENDATIONS

1. Consider including an Introduction to Health Occupations in the curriculum for ninth grade students as a beginning orientation level course or including the content in some other practical manner. Review the document Sequential Planning of Courses for Health Occupations.
2. Contact a consultant in the area of health occupations to provide assistance in planning a sequential program.
3. State course and program objectives in measurable terms so as to be relevant to job-entry level competence or preparation for further study.
4. Contact AVTE consultants for assistance for areas four, five, and six listed under "Limitations" above.

HOME ECONOMICS

THE SITUATION

The Home Economics department is a one and one-half teacher department. The full-time teacher has six separate preparations. The half-time teacher manages the cafeteria and has three classes. Four reimbursable programs are offered and one non-reimbursable course is offered. The reimbursable sequential programs are Occupational Child Care, Occupational Sewing, Occupational Housing, and Occupational Foods.

The Home Economics curriculum was changed two years ago from a traditional Home Ec I, II, III program to an emphasis on Occupational Preparation. The staff and administration are to be commended for initiating this change. Two alternatives are available for reimbursable home economics programs:

1. Those which prepare students for entry-level jobs in home economics related occupations.
2. The program which prepares students for the occupation of homemaking.

Considering the size of the school, limited equipment and space, and limited student laboratory training opportunities, it might be worthwhile to consider an Occupational Homemaking Program instead of the home economics related occupational programs. With few modifications, the existing program could become an Occupational Homemaking Program.

It appears that the existing program does not meet AVTE guidelines. A consultant from IOE could make the assessment and provide assistance in making any desired modifications.

It appears that a formalized needs analysis and a follow-up of graduates was not the basis for determining current offerings. Again, however, the staff should be commended for moving in a direction that brings the home economics program into line with new development and trends and IOE emphasis.

Although content outlines exist for most individual courses, course objectives stated in behavioral terms need to be developed for each course and for each program. With the current schedule, time is not available for this needed curriculum work.

Although the space appears to be desirable for a home economics program, a closer examination reveals some serious limitations. Seating space is limited in both classrooms. Bulletin boards and blackboards are inadequate for instructional needs. At present, all students can not see the blackboards.

Supplies and materials seem to be adequate and satisfy teacher needs. There is

not a replacement plan for large equipment and sewing machines thus the department is becoming dated, and students are not working with the most recent equipment. This is important in home economics related occupations programs to make students competitive in the job market.

The department is clean and attractive; however, kitchen stoves and refrigerators need cleaning.

STRENGTHS

1. Rapport between home economics teachers and rapport between students and teachers is good.
2. It is evident that both teachers are concerned and care about their students and the quality of their program.
3. Both teachers are receptive to constructive program suggestions.
4. Students appear to be genuinely interested in their classes.
5. Relatively small classroom enrollments increase opportunities for teacher-student contact and the individualizing of instruction.
6. Teacher openness to making curriculum changes and use of recent concepts, ideas, and techniques in the instructional program help to keep the program current.

LIMITATIONS

(These are laid out in detail in "The Situation")

1. Space is limited.
2. No equipment replacement plan is in use.
3. The program does not meet IOE guidelines.
4. One teacher has six preparations.
5. Teachers are not professionally active.
6. Course outlines with behavioral objectives are not available.

RECOMMENDATIONS

1. Consider providing another classroom if classes are to be larger than those that can be properly accommodated in present space.

2. Consider a replacement plan for equipment.
3. Consider calling on an IOE Home Economics Consultant to look at the program offerings to see if they are consistent with guidelines.
4. Consider offering one or more courses on an alternating year basis to reduce the six preparations per day.
5. Encourage teachers to consider the professional benefits of becoming active in professional associations (IVHEA and IHEA).
6. Provide released time for teachers to attend professional meetings.
7. Develop course outlines and behavioral objectives for each course.
8. Consider the development of a reimbursable Occupational Homemaking Program since the opportunities for employment in the currently offered occupational program seem to be limited.

STUDENT ACTIVITIES

THE SITUATION

Student government under the leadership of a student body president elected at an at-large election provides the direction and leadership for the student activities program. A faculty advisor and the principal work with the student government. A fairly broad program of activities is offered.

STRENGTHS

1. The student council has a good standing with the students and administration.
2. The dedication and commitment of the faculty advisor are evident.
3. School assemblies are varied and of a good quality considering the number of dollars spent.
4. A major social activity is held each month.
5. Intramurals for men and women are provided through an innovative Intra-murals Players Association.
6. School clubs and organizations are organized or discontinued in response to student interest and need.
7. The photo club is providing service and an exceptional avocational learning experience.

LIMITATIONS

1. No activity period is regularly provided for student government, class, and organizational meetings.
2. Student activities are self-supporting and receive no funds from the school.
3. Faculty and students have little or no time to devote to sponsoring and developing co-curricular and extra-curricular activities during the regular school day.
4. Policies and guidelines for student activities are not compiled and written.
5. Student activities orientation or an activities handbook are not provided.
6. Little or no opportunity is available to develop literary and creative writing ability.

7. Emphasis on fund raising to support student activities may aggravate the community and faculty while limiting and detracting from the activities program.

RECOMMENDATIONS

1. Provide for a regularly scheduled time for student government, class, and organizational meetings.
2. Consider providing some funds to support the student activities program if such funds are available.
3. Compile and distribute policies and guidelines for student activities.
4. Encourage the student government to conduct an orientation program for the freshmen and to prepare and distribute an activities handbook.
5. Consider providing for a literary publication composed through the English department of student and faculty work.
6. Print and distribute an annual directory of clubs, their officers, sponsors, and meeting times to encourage broader interest and participation.

LIBRARY AND MEDIA SERVICES

THE SITUATION

Villa Grove Unit District has a Comprehensive Unit Library Concept K-12. Library skills instruction and story-reading programs exist throughout the elementary level.

Within the budgetary constraints experienced by the district, a very good job has been done to procure materials and equipment for the use of faculty and students. However, by the media person's own admission, the program is weighted toward the elementary side of the school program.

STRENGTHS

1. A unit librarian, who expands of himself far beyond what is normally expected to provide a media program for a K-12 situation, heads the facility.
2. The librarian provides a strong communicative link between students and faculty about what is available through subject guiders, etc.
3. There is plenty of AV equipment, and it is in good repair.
4. The expansion of facilities for listening in the room adjacent to the old library area is good.

LIMITATIONS

1. The media center lacks a written selection policy that reflects the school philosophy as it relates to what is included in overall collection.
2. There is a lack of funds to expand in areas related to high school programs (i. e., Reference/English).
3. Reference books seem to be somewhat dated; e. g., the atlas on the stand was over ten years old.
4. The clerical person for the center lacks skills and knowledge of the program necessary to be of greatest assistance to the librarian.

RECOMMENDATIONS

1. Consider, in conjunction with faculty, administration, and students, writing a material selection policy for the K-12 media program.

2. Continue to provide adequate clerical assistance to enable the librarian to inform school people of what exists within the collection.
3. Consider through use of Title IV-B funds or other funds increasing the reference collection particularly as it relates to high school course offering.
4. Consider strongly replacing the atlas and several other reference materials housed in the library with more current ones when such replacing seems advisable.
5. Consider engaging clerical assistance with some knowledge of learning center skills and techniques when a vacancy in the position occurs.

GUIDANCE SERVICES

THE SITUATION

Guidance services are currently being provided to high school students by a full-time certified guidance person with assistance from the principal and the assistant principal. The principals assume primary responsibility for the academic advisement, course selection, and class registration of the freshmen and sophomores. Both principals indicated that they also provided personal and social counseling.

STRENGTHS

1. The guidance person has very few administrative responsibilities and none that are incompatible with the guidance role.
2. Information for educational and vocational planning is readily available, abundant, current, and attractively displayed.
3. An excellent location and attractive furnishings have been provided.
4. All students who have received low grades at midterm meet with the guidance staff.
5. The "open door" policy of the guidance person and the principals allow immediate access and assistance.

LIMITATIONS

1. The certified guidance person, through the division of responsibilities, is generally restricted to providing educational and vocational counseling to junior and senior students.
2. Provision is not made for formal and regular communication between the teachers and the guidance person.
3. There seems to be no adequate job description for the position of guidance counselor.
4. Small groups are not generally being used for counseling and information dissemination.
5. Tests currently being used to assist students with vocational and educational decision making are not always current.
6. A comprehensive guidance program for the school system has not been developed and adapted.

7. Students experience difficulty in finding a job.
8. Secretarial and filing assistance is needed.

RECOMMENDATIONS

1. Develop and adopt a comprehensive K-12 guidance program with the assistance of the faculty and the principals.
2. Develop and adopt a job description for the guidance person involving the faculty and principals in its preparation.
3. Develop K-12 career education and vocational materials with the assistance of the teachers and principals.
4. Coordinate and expand follow-up studies and job placement with the vocational programs.
5. Establish a guidance advisory committee including students, faculty, and principals.
6. Utilize small group processes.
7. Review and consider the purchase of some current tests to use in career selection.

SCHOOL FACILITIES

THE SITUATION

The facilities of the district are located on one large site on the north edge of the city of Villa Grove. The site is readily accessible to the students and public.

The buildings consist of the original high school with additions made to accommodate the junior high school and elementary enrollments. All athletic facilities are located on the site along with garage and storage to facilitate the transportation program.

The building is attractive and well maintained considering the financial constraints of the district. Some maintenance and remodeling work has been completed through the use of funding under the Health and Life Safety Provisions of the school code. The grounds are attractive in appearance. The interior of the building is clean, neat, and orderly. The age of the facilities vary; consequently, one receives different viewpoints on architectural designs. The halls and open areas provide for excellent flow of student traffic.

STRENGTHS

1. Considering the size of the facility and the number of maintenance-custodial personnel, the staff is to be highly commended for the cleanliness of the total building for the apparent concern for a quality maintenance program.
2. A number of life safety improvements has been made to the building.
3. Having the total school enrollment in one building allows the district to maintain an extremely low per pupil cost. Cost efficiency comes as a result of common services; i. e., common heating plant, food service facilities, gymnasium, library, etc.
4. The site contains many trees, shrubs, a river, etc. These combine to provide resources for the curriculum.
5. All staff members have a classroom. It is not apparent that staff is required to share classrooms.
6. There are excellent athletic facilities.
7. The location of the library, the study hall, and the counseling office show evidence of planning.

LIMITATIONS

1. The facilities are not designed to provide for accessibility for the physically

handicapped. This includes ramps for entry into the building, accessibility to various parts of the buildings and restrooms.

2. The expanse of the building creates problems in receiving and storage of shipments of large quantities of merchandise.
3. Ventilation appears to be a problem in some areas; i. e., restrooms, locker rooms, etc.
4. Storage is lacking in some areas. This fact was cited by several staff members.
5. It appears there is no organized, mutually understood program of energy conservation. While it is felt the heating system is functioning well and the thermostats are reasonably well calibrated, a check of room temperatures at 16°-19° outside temperature indicated classroom temperatures ranged from 72°-76°. The gymnasium temperature was 66°.

RECOMMENDATIONS

1. Consider the need to remodel certain areas of the building to make the facility accessible to the handicapped. The code requires that all facilities be made accessible. Note that this does not mean all parts of the building, each restroom, or each entryway. The interpretation is one of reasonableness.
2. Give consideration to providing a loading dock and central storage. The high cost of workmen's compensation insurance and the general storage problem which exists may be lessened. Also, cooperative purchasing and storage might provide additional savings to the district. If this consideration is undertaken, the cost would seem justifiable under Health and Life Safety code provisions.
3. Consider correcting the minor ventilation problems which exist.
4. Consider correcting storage problems which now exist in reported areas of the building. The visitation team must note that this problem could be solved in some areas if the staff would take some time to clean house, discard that which is not needed, inventory what is to be kept, and be a little more orderly in reshelving or refiling.
5. Consider the implementation of an organized, mutually understood energy conservation program. Utility costs are constantly increasing and, whether we really want to recognize it or not, the nation's energy supplies are dwindling. It is surprising what one degree less setting on the thermostat will do to the gas bill.

The program must be understood and underwritten by the total community. A policy must be developed by the administration in cooperation with the

staff and student body. It must be approved by the Board of Education and understood by the community.

Not only the existing environmental sciences program but all curricular areas could well speak to this subject.

SCHOOL STAFF AND ADMINISTRATION

THE SITUATION

To adequately assess the program at Villa Grove High School it is necessary to comprehend the total K-12 offerings. The district's total curriculum offering is housed in one unit. As such, the staffing and administration organization program provide for staffing across grade levels.

While the unit staff consists of a superintendent, three principals, and 55 (52-25 FTE) certified staff members, the high school staffing consists of a principal, an assistant principal at one-third time, and a roster of 30 certified staff members who also carry teaching loads or other ancillary duties within the district.

Staffing of service personnel such as secretaries, custodians, maintenance mechanics, and food service all seem adequate to meet the needs of the district organization.

All administrative personnel carry the proper credentials for their positions. All certified personnel appear to be assigned to teaching in their major and/or minor fields of preparation.

All food service personnel apparently meet the state food service qualifications. The food service coordinator is a state-qualified instructor.

All other non-certified personnel have received their expertise from good, solid experience and effort.

Discussions with students and staff indicate the district is served by a Board of Education which is dedicated to providing the best it possibly can for the children of this community.

From all indications, the Board has established an excellent working relationship with the administration. The Board is the policy-determining group--the administration and staff understand and carry through in the day-to-day operations. The Board and superintendent have established policy manuals which are available for review.

STRENGTHS

1. There is apparent unity within and between the staff, the administration, and the student body.
2. There is apparent concern on the part of the Board of Education to provide the best it can and as fairly as possible within the financial constraints of the district.

3. The apparent philosophy of the administration and the Board is one of doing "what's best for Villa Grove."
4. The evidence of new or relatively new equipment is evidence of planning.
5. The principals are both very energetic, conscientious individuals who "know what's happening" within the school. They, along with the staff, project an excellent image of the district's educational offerings.
6. Financial and student records appear to be well kept.
7. The mix of staff is good. There is a fairly equal balance of men-to-women. The range of experience is balanced. The preparation of the staff and the individual involvement of staff in "extra" educational and/or community activities is very healthy and is to be commended.
8. The district has initiated the new Illinois Accounting Program. The district is far ahead of the majority of the districts in this state.
9. The administration is accessible to staff and student body.
10. There is evidence that the school plays an important part in the community and in the individual homes.

LIMITATIONS

1. There is no evidence of a formal evaluation procedure for certified and non-certified staff.
2. It appears there is no formal organized attempt to provide in-service education for staff for the purpose of improvement of instruction.
3. Several staff members have not recently taken course work or been involved in workshops related to their fields.
4. While the community expresses active interest in school athletics, it fails to be actively involved on the academic side of education.
5. Staff members apparently are not involved in discussions and decisions related to budget preparation.

RECOMMENDATIONS

1. Provide for a formal evaluation procedure for all staff members (administrative, certified, and non-certified). While it is recognized that the principal(s) spend a great deal of time in the classrooms, with teachers and with students, a formal evaluation aimed toward the improvement of instruction will not only

provide for open communication but will also assist in providing for orderly planning for curriculum improvement, improvement of the delivery of curriculum, and "straight talk" between teacher/administrator and administrator/teacher.

In order to affect a good evaluation procedure for staff, it is almost imperative that the Board of Education evaluate itself. This is to be done to guarantee continuity and consistency of operations.

2. Consider the implementation of in-house in-service programs designed to improve teaching techniques, self-assessment of teachers, etc. There is a well-trained staff who know their fields of study and are interested in their school--use their expertise to help each other.
3. Consider through the evaluation process, salesmanship, or other means a program to meet the lack of recent updating of some staff members.
4. Punt! It appears you are doing that which any prudent body would or could do. Keep it up! They'll eventually come around.
5. Consider the possibility of involving staff members in discussions and decisions on matters pertaining to budgeting. While it is recognized the administration and the Board must make the ultimate decisions, it is felt you have an excellent core of teachers who could provide some valued input into this terrible chore.

CONCLUSION

Villa Grove High School has now completed its second self-study and has had its second North Central Evaluation. Progress in program development is evident when the findings of the former visit are compared with those of the current one. The really significant outcomes of the study will result from the work which the faculty has done in the process of its self-examination, and the implementation of the findings of the self-study will come largely from the insights which the faculty has gained in the process. The function of a visiting team is to call attention to situations which may have been overlooked, to reinforce the findings of the faculty in the process of its self-study, and to encourage continued effort on the part of the faculty in providing meaningful programs for the pupils in the school being considered. Hopefully, these goals have been achieved.

Some of the recommendations which have been made can be put into practice at once; it is hoped that such an effort will be made. Some of the recommendations will take years to put into operation, and their becoming effective will require years of careful planning. It is suggested that the Board and the Administration begin this process as soon as practicable so that desirable progress will not be unnecessarily delayed. The intention of a report such as this is to provide guidelines for action rather than more accurate blueprints for the same. The details of implementing any recommendation must be the prerogative and the responsibility of the local educational authorities.

It should be emphasized that the need for self-evaluation is constant and should be a regular part of the operations of a school. It is suggested that a policy of ongoing self-evaluation of the curriculum be made operational in the Villa Grove High School.

APPENDICES

VISITATION SCHEDULE

VILLA GROVE HIGH SCHOOL

December 6-8, 1978

December 6	5:00 p. m.	Meeting in the principal's office.
	6:30 p. m.	Dinner, high school cafeteria.
	8:00 p. m.	Orientation of the visiting team.
December 7	8:30 a. m.	Visitation of classes, interview with students, teachers, and administration.
	12:00 noon	Lunch.
	3:30 p. m.	Team members free to work on individual basis.
	6:00 p. m.	Dinner.
	7:00 p. m.	Team meeting, hear preliminary reports from all committees. Adjourn when reports are completed.
December 8	8:30 a. m.	Complete visitations.
	10:30 a. m.	Continue writing reports.
	12:00 noon	Lunch.
	1:00 p. m.	Complete writing reports. Plan oral reports.
	3:45 p. m.	Presentation of oral reports.

NORTH CENTRAL VISITATION TEAM
VILLA GROVE, ILLINOIS
December 6-8, 1978

Ralph Ambler, Superintendent
St. Joseph-Ogden High
St. Joseph, IL 61873

Jerry Hoffman, Assistant Superintendent
Champaign Public Schools
Champaign, IL 61820

Charles Humphry, Principal
Kansas High School
Kansas, IL 61933

Larry Jahn, Director of Vocational Education
Hoopeston High School
Hoopeston, IL 60942

Margaret Jobe, Assistant to the Director of Special Education
Champaign Public Schools
Champaign, IL 61820

Harold Jones, Teacher (retired)
Sullivan High School
Sullivan, IL 61951

Marguerite Lucas, Graduate Assistant
Eastern Illinois University
Charleston, IL 61920

G. C. Matzner, Professor--Chairman
Eastern Illinois University
Charleston, IL 61920

Clyde McKinney, Teacher
ABL Community Unit
Broadlands, IL 61816

Bob Reynolds, Teacher
Monticello High School
Monticello, IL 61856

James Robertson, Professor
Eastern Illinois University
Charleston, IL 61920

Becky Sexson, Teacher
Mattoon High School
Mattoon, IL 61938

Coby Simerly, Assistant Professor
Eastern Illinois University
Charleston, IL 61920

Charles Thompson
Danville Junior College
Danville, IL 61832

NORTH CENTRAL COMMITTEE ASSIGNMENTS
 VILLA GROVE HIGH SCHOOL
 December 6-8, 1978

Administration and Staff, School Facilities

Jerry Hoffman
 Charles Thompson

Pupil Personnel Services and Guidance

Charles Thompson
 Jerry Hoffman

Science

Charles Humphry
 Harold Jones

Mathematics

Harold Jones
 Charles Humphry

Social Studies, Instructional Media Center

Bob Reynolds
 Ralph Ambler

Physical Education, Health, and Driver Education

Ralph Ambler
 Bob Reynolds

Music

James Robertson
 Becky Sexson

English and Foreign Language

Becky Sexson
 James Robertson

Vocational Education

Business Education and Health Occupations
 Home Economics and Art
 Agriculture and Building Trades

Larry Jahn
 Coby Simerly
 Clyde McKinney

Special Education

Margaret Jobe
 Marguerite Lucas

APPENDIX D

VILLA GROVE NORTH CENTRAL
EVALUATION COST INDEX

VILLA GROVE NORTH CENTRAL EVALUATION
COST INDEX

North Central Association Workshop

G. Glosser.....	\$17.66
D. Powell.....	8.95
Transportation.....	12.64
Registration.....	80.00
Reservation.....	43.79
	sub-total \$163.04

Materials

Quill Corp.....	\$53.90
National Study of School Evaluation.....	88.30
	sub-total \$142.20

Xerox & Postage

Xerox Corp.....	\$316.68
Petty Cash Postage.....	1.02
V.G. Postmaster.....	12.24
	sub-total \$329.94

Visitation Personnel

Ralph Ambler.....	\$12.00
Jerry Hoffman.....	25.56
Charles Humphrey.....	28.80
Larry Jahn.....	49.39
Harold Jones.....	30.24
Clyde McKinney.....	4.32
Bob Reynolds.....	14.40
James Robertson.....	13.20
Becky Sexson.....	16.80
Coby Simerly.....	12.00
Charles Thompson.....	38.04
Gerhard Metzner (including reports).....	117.23
	sub-total \$361.07

Visitation Team meal expenses (Friday night)
Faculty Board Of Education, Visitation Team Dinner

V.G. Community Unit-Lunch Program.....	\$43.30
Bonnie Romine.....	18.80
Betty Blackford.....	17.90
Bernadine Fruit.....	5.40
Tenney Sales.....	18.25
V.G. Eisner (Donuts).....	5.96
	sub-total \$112.70

Thursday Evening meal

Railway Inn.....	\$65.00
Transportation.....	.72
	sub-total \$65.72

Total Cost \$1175.57

Cost per Student Approx. \$3.50

BIBLIOGRAPHY

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Criteria, Fourth Edition, Washington, D. C., 1969.