

PRE-KINDERGARTEN EVALUATION MODULE

A. Introductory Statement

This evaluation module is a component of the full school evaluation self study report and is intended for use by pre-kindergarten programs offered at Seventh-day Adventist schools. This provides accountability for the early childhood education program in these schools, ensuring that it is aligned with best practices and qualified for accreditation.

Early educational experiences are foundational to character development and future learning success for young children. Pre-kindergarten programs offer four-year-old children a unique opportunity to extend their learning in a developmentally age-appropriate classroom. These are founded on the Adventist educational philosophy of whole child development —spiritual, physical, social and intellectual development. Pre-kindergarten programs encourage children to develop a relationship with their Creator God in an environment that stimulates exploration, discovery, observation, listening, speaking, manipulating materials, modeling and creating.

B. Pre-Kindergarten Profile Data

1. How long has pre-kindergarten existed/operated at this school? _____
2. Which of the following early childhood education and care programs are also operated on campus?
 - _____ child/infant day care
 - _____ pre-school program
 - _____ before- and after-school care programs (ages permitted? _____)
3. Is any type of government funding available for the pre-kindergarten program? **YES NO**
 - a) If yes, describe the accessibility to funds either by the school or by parents.
 - b) If yes, what is the average amount available per eligible child? _____
4. Please provide the following financial information for the pre-kindergarten classroom(s).

	Annual	Per Student
Pre-K Tuition and Fees Budgeted This Year		
Pre-K Other Income Anticipated This Year		
Pre-K Classroom Non-personnel Budgeted Expenses		
Pre-K Classroom Non-personnel Expense Actual YTD:		To Month of:

B. Pre-Kindergarten Profile Data (Continued)

5. Enrollment:

	Five-Year Opening Enrollment History and Projection				
	2 Years Ago	1 Year Ago	Current Year	Next Year	In 2 Years
Pre-Kindergarten					

a) Current Pre-Kindergarten students from non-Adventist homes: _____%

b) Pre-K students from 1 year ago in your current Kindergarten class: _____%

6. Personnel: Include pre-kindergarten personnel information with all School Profile staff data.

C. Criteria for the Pre-Kindergarten Program

Each of the following evaluative criteria is to be met by the pre-kindergarten program. Evidence of satisfactory fulfillment will be incorporated in narrative responses to assessment questions that follow, or by the assembly of documents for presentation to the on-campus evaluation visiting committee for their review.

Standard	Criteria Statement	Indicators
1. Regulatory Requirements	The Pre-K program is legally operating in compliance with governmental regulations, holding appropriate licensing or holding evidence of exemption for licensing.	<input type="checkbox"/> Display prominently a government issued license <input type="checkbox"/> Provide a copy of licensure exemption code, if applicable.
2. Group Size and Staff-Child Ratio	The Pre-K program enrollment is in compliance with governmental regulations.	<input type="checkbox"/> Provide a copy of governmental regulatory code. <input type="checkbox"/> Provide daily or weekly enrollment census reports.
3. Staff Age Requirements	All Pre-K staff are at least 21 years of age or older.	<input type="checkbox"/> Provide file copies of government issued IDs for all staff.
4. Teacher Qualifications	A. Pre-K teachers are members of the Seventh-day Adventist Church. B. Pre-K teachers have a minimum of a CDA or equivalent and working toward a baccalaureate degree. C. Assistant Pre-K teachers have a high school diploma or GED and are working toward a CDA or an associate degree.	<input type="checkbox"/> Provide file copies of valid certificates and diplomas for each staff.

Standard	Criteria Statement	Indicators
5. Staff Pre-Service Orientation	<p>A. All staff in the Pre-K program received orientation in the mission, purpose, and philosophy of Adventist Early Childhood Education and Care programs.</p> <p>B. All staff in the Pre-K program received orientation in applicable governmental regulations.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide a copy of the orientation checklist. <input type="checkbox"/> Provide evidence that staff have received training about governmental rules and regulations.
6. Staff Development In-service	In-service training for Pre-K staff is conducted annually and includes a broad range of early childhood related issues.	<ul style="list-style-type: none"> <input type="checkbox"/> Provide a calendar or list of annual training dates and topics for early childhood education and care. <input type="checkbox"/> Provide a list of staff memberships in professional organizations.
7. Assessment of Children	The Pre-K program uses appropriate and varied assessments to identify children's interests and needs, and to describe the student's developmental progress.	<ul style="list-style-type: none"> <input type="checkbox"/> Provide samples of formal and informal assessments used. <input type="checkbox"/> Provide samples of developmentally appropriate reporting forms used.
8. Curriculum	<p>A. The instructional Pre-K program is aligned with the faith and values of the Seventh-day Adventist Church and supports the development of the whole child—spiritual, social, emotional, physical and intellectual development.</p> <p>B. The Pre-K program acknowledges differences in children's abilities and experiences, and includes a balance and variety of developmentally appropriate strategies.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide a daily and/or weekly schedule that shows balance in activities and experiences. <input type="checkbox"/> Utilize the NAD ECEC curriculum (<i>available after 2012</i>).
9. Family Involvement	The Pre-K program establishes and maintains a partnership with each family to foster effective communication and support of each child's development.	<ul style="list-style-type: none"> <input type="checkbox"/> Provide samples of communication with home. <input type="checkbox"/> Provide a calendar that shows Pre-K school programs, parent meetings, special days, etc. <input type="checkbox"/> Report the Parent Survey results.

5. How are emerging communication skills fostered?

6. Give examples of multi-sensory and fine-motor skill activities implemented in the program.

7. Explain what is done to ensure that students experience a variety of appropriate learning activities and/or learning centers?

8. Give examples that demonstrate the teacher's and the children's awareness of, and respect for individual differences—cultural, developmental ability levels and learning styles.

9. Describe strategies that encourage children to strengthen their ability to form and sustain positive relationships.

10. How are formal and/or informal classroom assessments used?

11. Describe ways in which parental involvement is encouraged.

12. What types of community resources are utilized to enhance the learning experience?

13. Describe how children are engaged in community service.

14. What equipment and resource materials have been purchased in the last two years to improve the pre-kindergarten program?

15. Complete the material resources inventory on the last page. Then list here new resources (equipment and materials) that would support improvement of the developmentally appropriate pre-kindergarten program.

D. Evaluation

1. List improvements implemented in the pre-kindergarten program during the past three years.

2. Identify strengths of the pre-kindergarten program.

3. What changes are planned to further strengthen the pre-kindergarten program.