

PRE-KINDERGARTEN AND KINDERGARTEN COMBINED EVALUATION MODULE

A. Introductory Statement

This evaluation self-study module is a component of the full school evaluation self study and intended for use by Seventh-day Adventist schools that offer a pre-kindergarten program in the same classroom with kindergarten. As a combined program, information about unique components of both programs must be provided in this module to ensure that they are both aligned with best practices and qualify 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 and kindergarten offers five-year-old children opportunity to extend their learning experience from home into a developmentally age-appropriate classroom. These programs are founded on the Adventist educational philosophy of whole child development—spiritual, physical, social and intellectual development.

B. Pre-Kindergarten Profile Data *(Kindergarten is already included in the whole school profile.)*

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					
Kindergarten					
TOTAL:					

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

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

6. 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 at least 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 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 at least yearly 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.

Standard	Criteria Statement	Indicators
10. Facilities and Resources	<p>A. The Pre-K program occupies a room appropriate for the student’s age and types of activities, ensuring student safety in facilities and procedures.</p> <p>B. The Pre-K program has access to materials and equipment that are designed to support early childhood education and care programs.</p>	<p><input type="checkbox"/> Provide a copy of the Adventist Risk Mgmt facility inspection report.</p> <p><input type="checkbox"/> Complete the inventory of materials and resources.</p>

D. Instructional Goals

The combined pre-kindergarten and kindergarten curriculum will encourage students to develop a relationship with their Creator God in an instructional environment that stimulates exploration, discovery, observation, listening, speaking, manipulating materials, modeling and creating. As a transition to elementary education the kindergarten program will reflect the following goals:

1. Spiritual—The student will:
 - a. Accept the Bible as God’s Word to them.
 - b. Worship God with joy and reverence.
 - c. Know Jesus as a personal Friend.
 - d. Recognize their value as children of God.
 - e. Develop Christ like characters.
 - f. Have a knowledge and understanding of Adventist beliefs and lifestyles.

2. Social/Emotional—The student will:
 - a. Have realistic self-expectations, accepting success, disappointment and failure.
 - b. Participate regularly in activities and be willing to try new experiences.
 - c. Show responsibility by perform various classroom tasks.
 - d. Develop self-control and respond to the teacher and peers appropriately.
 - e. Demonstrate respect by being willing to share and demonstrating a sense of fair play.
 - f. Develop confidence and self-reliance.
 - g. Use effective communication skills.
 - h. Show respect for property.
 - i. Appreciate the value of friendship

3. Cognitive—The student will:
 - a. Attend to and complete tasks.
 - b. Develop problem-solving skills.
 - c. Exhibit appropriate communication skills.
 - d. Show an active interest in his/her surroundings.
 - e. Apply reasoning from cause to effect.

4. Physical—The student will:
 - a. Participate in various indoor and outdoor physical activities.
 - b. Demonstrate increasing ability in both gross and fine motor skills.
 - c. Demonstrate safe conduct in all situations.
 - d. Show an increasing awareness and practice of healthy habits.

E. Criteria and Instructional Assessment

1. What early childhood education curriculum resources are utilized in pre-kindergarten?
2. What curriculum resources are utilized to guide the kindergarten instructional program?
3. Give examples of ways in which the curriculum and instruction differ for the age and developmental differences in pre-kindergarten and kindergarten.
4. Describe how spiritual values are integrated throughout the combined program to effect whole-child character development.
5. How does the program provide for a variety of activities and exploratory experiences to meet the varying needs and interests of students?
6. What strategies are implemented through play and other developmentally appropriate activities to ensure a balanced learning environment?

F. Evaluation

1. List improvements implemented in the combined program during the past three years.
2. Identify strengths of the instructional program.
3. What changes are planned to further strengthen the combined pre-kindergarten and kindergarten program.