

# Agency Approval Application

October 1, 2013



Submitted  
by  
E. A. Sutherland Educational Association  
P.O. Box 495  
Collegedale, TN 37315



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# Section I

## Demographics

Tennessee Department of Education



E. A. Sutherland Educational Association  
P.O. Box 495  
Collegedale, TN 37315



# SECTION I

## Demographics

Initial \_\_\_\_\_

Renewal   X  

- Name of agency: E. A. Sutherland Educational Association
- Address of agency: P.O. Box 495
- City: Collegedale State: Tennessee Zip: 37315
- Phone: 423-643-0001
- Fax: 423-775-3330
- Chief Operating Officer: Wanda R. Sarr, M.Ed.
- Names of affiliations: North American Division SDA  
Southern Union Conference of SDA  
Adventist Services Industries International  
American Association of Training & Development  
American Association of Christian Counselors  
Tennessee Association of Child Care  
Crisis Prevention Institute  
William Glasser Institute of Reality Therapy  
Association for Supervision and Curriculum Development  
About Learning, Inc.  
National Council of Private Schools Accreditation





# Section II

## Member Schools

Member Schools at the Time of this Application



E. A. Sutherland Educational Association  
P.O. Box 495  
Collegedale, TN 37315



## SECTION II

### Member Schools

- Number of member schools at the time of this application: 5
- Please provide names, addresses, and telephone numbers of member schools which have at least 10 full-time students:
  1. Name Advent Home Youth Services  
Address 900 County Rd. 950, Calhoun, TN 37309  
Phone 423-336-5052  
Number of full-time students: 21
  2. Name Harbert Hills Academy & Elementary  
Address 3575 Lonesome Pine Rd., Savannah, TN 38372  
Phone 731-925-3098  
Number of full-time students: 59
  3. Name Heritage Academy  
Address 23100 Clarkrange Highway, Monterey, TN 38574  
Phone 931-839-6675  
Number of full-time students: 62
  4. Name Laurelbrook School  
Address 114 Campus Drive, Dayton, TN 37321  
Phone 423-775-3339  
Number of full-time students: 30
  5. Name Laurelbrook Elementary School  
Address 214 Falls Road, Dayton, TN 37321  
Phone 423-775-0563  
Number of full-time students: 10
  6. Name Nashville Christian Advancement Academy  
Address 3551 Dickerson Pike, Nashville, TN 37207  
Phone 615-860-3740  
Number of full-time students: 32
  7. Name Wildwood Adventist School  
Address 800 Ethel Lane, Chattanooga, TN 37405  
Phone 423-468-9145  
Number of full-time students: 11



# Section III

## Objectives & Philosophy

Administrative Objectives & Educational Philosophy



E. A. Sutherland Educational Association  
P.O. Box 495  
Collegedale, TN 37315



## SECTION III

### Objectives and Philosophy

#### A. Purpose and administrative objectives

The E. A. Sutherland Education Association (EASEA) was formed to provide an agency whereby member schools could obtain Christian guidance and educational services which would enhance the academic, work education, vocational, and spiritual credibility of member schools. A further purpose was to facilitate EASEA schools, who subscribe to EASEA's Statement of Faith, in maintaining high standards of physical, intellectual, and spiritual development.

Since the primary purpose of a school is conforming young lives to the image of God through educational excellence, EASEA was organized accordingly and is committed to complementing, through professional services, the educational goals set forth by each school.

EASEA offers member schools the opportunity to meet an established set of educational standards. It provides materials, activities, and assistance for each school to develop the educational and spiritual growth of each student. The purpose of the association is not to limit or restrict the educational practices of individual schools, but rather to establish basic standards which all schools must meet in order to be considered a member school.

EASEA's objectives are to:

1. Establish educational integrity and excellence.
2. Establish standards and services which are Biblical, creationist, and consistent with the writings of Ellen G. White in both philosophy and methodology.
3. To provide professional services and programs to help the member schools maintain and improve the quality of their education.
4. Provide counsel and onsite assistance in establishing and developing Christian schools patterned after the principles of education as found in the scriptures and demonstrated in the Madison Model.
5. Promote the development of guidelines for all courses, curriculum, and other educational programs from a Biblical framework and perspective.
6. Promote high standards of behavior consistent with the moral and spiritual standards of Biblical Christianity as set forth in the Scripture. (Isaiah 8:20)
7. Promote and assist schools in maintaining financial accountability and integrity.
8. Preserve the freedom of Christian schools to exist as an alternative to public and non-Christian private schools.
9. Assist in periodic monitoring of legislation as it relates to education in our member schools.
10. Liaison with governmental Departments of Education and/or legislatures, and regional and national education associations as appropriate.
11. Establish and maintain relationships with the Seventh-day Adventist Education Departments within whose territories members operate.

## **B. Educational Philosophy**

Member schools have been called into existence to follow God's plan of education, enhancing the educational experience and assisting parents in the physical, spiritual, and intellectual training their children. Member schools are an integral component of EASEA, and adhere in philosophy and practices to the beliefs and inspired teachings and counsels given to the SDA church. Consequently, the compatibility of EASEA and its member school's philosophy is the cooperative sharing of the same basic doctrinal truths set forth in the Word of God – truths which are based on a God-centered view of life and man as presented in the Bible, the infallible Word of God.

The philosophy of EASEA is built upon the following **Statement of Faith**:

### **Statement of Faith of the E. A. Sutherland Education Association**

We believe in the inspiration of the Bible (scripture), both the New and the Old Testaments. We believe that scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness. We believe there is one God: Father, Son, and Holy Spirit, a unity of three co-eternal Persons. God is immortal, all-powerful, all-knowing, above all, and ever present. We believe God the eternal Son became incarnate in Jesus Christ, being truly God and truly man. Through Him all things were created ("by the word of the Lord were the Heavens made" Psalm 33:6), the character of God is revealed, the salvation of humanity is accomplished, and the world is judged. We believe that Jesus died on the cross in our place, was raised from the dead, and ascended to minister in the heavenly sanctuary in our behalf. We believe He will come again in glory for the final deliverance of His people and the restoration of all things. We believe that salvation is by grace, through faith in the atoning blood of Jesus Christ. We believe in the necessity of the new birth, and that this new birth is through the regeneration provided in the work of the Holy Spirit. We believe in the gifts of the Holy Spirit and that these gifts are given for the purpose of vindicating the character of God. We believe that the gift of the Spirit of Prophecy, as manifest in the counsels of Ellen G. White, is given to provide direction and guidance in learning and in living a life that reflects the love of God.

We accept the Gospel of Jesus Christ and respond to: "If you love me, keep my commandments." Created in the image of God, we are God's stewards, entrusted by Him with time and opportunities, abilities and possessions, and the blessings of the earth and its resources. We are called to be a godly people who think, feel, and act in harmony with the principles of heaven. Marriage was divinely established in Eden and affirmed by Jesus to be a lifelong union between a man and a woman in loving companionship.

We believe that all disciples of Jesus are interested in the whole person: mental, spiritual, physical and social. We believe that the educational principles and direction as given by Ellen G. White provide a well balanced educational program which ministers to the whole person, preparing students to be a blessing within the present community and preparation for eternity. We believe that a balanced education program promotes the development of a Christ-like character by incorporating Spiritual instruction, Academic excellence, work education (i.e. vocational experience & development of work ethic) and Self-Sacrificing service. Such a balanced program would include the understanding of scripture, educational textbooks, care and use of natural resources, and health and wellness services.

The official statement of beliefs of the Seventh-day Adventist Church can be referenced at <http://www.adventist.org/beliefs/fundamental/index.html>.



**The E. A. Sutherland Education Association**  
**Holds that:**  
*Education is a ministry of high calling*  
*For the purpose of restoring the image of God in man.*

EASEA exists as a service organization for the member schools who serve to assist parents in educating their children to live a Christ-like life while functioning within society. The Word of God is the center of all activities and programs established and made available to member schools. The integration of Bible truths into all EASEA functions is a prerequisite for such services. Since the fear of the Lord is the beginning of all knowledge and He (Jesus Christ) is to receive preeminence in all things, it is the convictional belief of EASEA that member schools' philosophies must be built upon these pre-suppositional truths as outlined in the Bible and the writings of Ellen G. White.

Standards\* have been set up by which schools seeking approval will be examined. By definition the term "standard" is the level or degree of quality that is proper and adequate in regards to a specific purpose. Ideally, the approval standards should be met in every area of the school operation. The failure of a school to meet one or more of the standards does not necessarily preclude approval. These standards serve the E. A. Sutherland Education Association as points of references and comparison in appraising the overall acceptability of the school. When an approved school fails to maintain high standards, Agency-Approval status will be withdrawn until such time as the school comes back into compliance.

Attention is called to the fact that EASEA has not looked to the world or to world standards in regards to approval. Rather, the questions are asked: What are God's standards? What is it in God's sight that makes a school acceptable?

We of the EASEA want to know: Are we getting the job done in such a manner as to bring honor and glory to our Lord and Savior, Jesus Christ? Are we producing the desired results? Will our youngsters be thoroughly prepared to go forth as capable, honest, upright contributing members of society? Are we achieving our goals and objectives? Are students academically prepared to meet the demands of a society which require a high level of competence? Are students prepared to display Christian character in their daily walk? Will they be dedicated Christians, citizens of heaven, confessing that they are but "strangers and pilgrims on the earth" (Heb. 11:13-16)?

God has commanded that all things be done decently and in order (I Cor. 14:40). To achieve this end, God has endowed believers with spiritual gifts for the oversight and carrying out of the work of the church (Rom. 12:6-8).

To facilitate an orderly and maturing ministry, sound organizational and administrative procedures must be developed, as well as provision for personal and ministerial growth and development of the faculty and staff.

There are four criteria involved in any successful learning environment:

1. a capable teacher;
2. a motivated student;
3. information or subject matter to be taught and learned;
4. a suitable place in which teacher, student, and subject matter are brought together for the teaching-learning experience.

With these in mind, the Evaluative Criteria\*, Agency-Approval Standards\* and Teacher Certification Requirements\* have been developed.

\* Under separate cover.



# Section IV

## Agency Employment Standards

Professional Personnel Educational & Experience  
Qualifications



E. A. Sutherland Educational Association  
P.O. Box 495  
Collegedale, TN 37315



## SECTION IV

### Agency Employment Standards

- How many teachers left at the end of last school year? No employees left the agency (EASEA).
- How many teachers joined staff at the beginning of the present year? No employees hired by the agency (EASEA).
- List educational and experience qualifications for the professional personnel employed by the agency.

<b>Position</b>	<b>Educational Qualifications</b>
President	<ol style="list-style-type: none"><li>1. Bachelor of Art in Sociology &amp; Communication (1964) Pepperdine University Los Angeles, California</li><li>2. Master of Sociology &amp; Communication (1968) Pepperdine University Los Angeles, California</li><li>3. Ph.D. of Sociology &amp; Criminology (1971) University of Georgia Athens, Georgia</li></ol>
Vice-President	<ol style="list-style-type: none"><li>1. Bachelor of Science in Engineering (1980) Walla Walla College Walla Walla, Washington</li></ol>
Treasurer	<ol style="list-style-type: none"><li>1. Bachelor of Arts in Home Economics (1969) Southwestern Adventist College Keene, Texas</li><li>2. Master of Science in Foods and Nutrition (1971) University of Nebraska Lincoln, Nebraska</li></ol>

Director of Education/  
Corporate Secretary

1. Associate of Science in Accounting Mgmt (1980)  
Southern Missionary College  
Collegedale, Tennessee
2. Bachelor of Science in Radiological Sciences (1985)  
University of Central Florida
3. Master of Curriculum & Instruction (2006)  
Southern Adventist University  
Collegedale, Tennessee

**Position**

**Experience Qualifications**

President

1. Professor of Sociology (1969-1970)
2. Professor of Sociology  
University of South Florida  
Tampa-St. Petersburg, Florida
3. Management Consultant (1972-1984)
4. Organizational Development Specialist (1981-1989)  
Honeywell International  
Space and Strategic Avionics  
Clearwater, Florida
5. Executive Director (1983- Present)  
Advent Home Youth Services, Inc.  
Calhoun, Tennessee
6. President (2002- Present)  
E. A. Sutherland Education Association  
Collegedale, Tennessee

Vice-President

1. Engineer (1980-1986)  
U.S. Army Corp of Engineers  
Walla Walla, Washington
2. Engineer (1986-1988)  
Watts Bar Nuclear Plant  
Tennessee Valley Authority  
Tennessee
3. Engineer (1988-1991)  
Fossil & Hydro Division  
Tennessee Valley Authority  
Tennessee
4. Principal, Teacher, Business Manager, President  
(1991-Present)  
Harbert Hills Academy  
Savannah, Tennessee
5. Consultant in Leadership, Board Training, Fundraising,  
Strategic Planning (1991-Present)  
Various Non-Profit Organizations  
U.S.A.

Treasurer

1. Assistantship (1969-1971)  
University of Nebraska  
Lincoln, Nebraska
2. Director of Food Services (1971)  
Mennonite Deaconess Hospital  
Beatrice, Nebraska
3. Chief Administrative Dietitian, Clinical Instructor  
(1971-1975)  
Loma Linda University Medical Center  
L.L.U. School of Allied Health  
Loma Linda, California
4. Treasurer (1973-1977)  
Seventh-day Adventist Dietetic Association
5. Chief Administrative Dietitian, Associate Professor  
(1975-1976)  
Loma Linda University Medical Center  
L.L.U. School of Allied Health  
Loma Linda, California
6. Teacher (1977-1982)  
Home School, SDA Church School  
Amity, Arkansas
7. Officer Manager (1977-1988)  
Amity Dental Office  
Amity, Arkansas
8. Principal, Teacher (1988-Present)  
Ouachita Hills College  
Amity, Arkansas
9. Instructor, Academic Affairs (2003-Present)  
Ouachita Hills College  
Amity, Arkansas



Director of Education/  
Corporate Secretary

1. Financial Aid Accounts Clerk (1978-1980)  
Southern Missionary College  
Collegedale, Tennessee
2. Inventory Accounts Clerk (1980-1981)  
Cone Mills Corp.
3. Patient Accounts Manager (1981-1982)  
Cardiovascular & Thorasic Surgeons, P.A.
4. Accounts Receivable Supervisor (1982-1983)  
Kirchman Corporation, Inc.
5. Medical Dosimetrist (1985-1990)  
Florida Hospital  
Orlando, Florida
6. Dean of Girls (1990-1996)  
Registrar (1996-1997)  
Vice-Principal (1997-1999)  
Principal (1999-2004)  
Laurelbrook Academy  
Dayton, Tennessee
7. Chair of Education Department (2004-2010)  
College Registrar  
Ouachita Hills College  
Amity, Arkansas
8. Principal (2010-2012)  
Laurelbrook Academy  
Dayton, TN 37321
9. Director of Education (2012-Present)  
Corporate Secretary  
E. A. Sutherland Education Association  
Collegedale, TN



# Section V

## Agency Professional Employees

Name, Position/Title & Job Descriptions



E. A. Sutherland Educational Association  
P.O. Box 495  
Collegedale, TN 37315



## SECTION V

### Agency Professional Employees

- List names of full-time professional employees, position title, and brief job description.

**Name** Blondel E. Senior, Ph.D.  
**Position/Title** President  
**Job Description** The President shall be the Chairman of the Board and 1) preside at all meetings of the Board of Directors and Administrative Committee; 2) have general and active management of the affairs of EASEA; 3) see that all orders and resolutions of the Board of Directors and Administrative Committee are carried into effect. These powers are subject, however, to the right of the members of the Board of Directors to delegate any specific powers, except as may be by statute exclusively conferred on the President, to any other officer or officers of EASEA. He shall be EX-OFFICIO a member of all committees and shall have the general powers and duties of supervision and management usually vested in the office of President.

**Name** Steve Dickman, BS.  
**Position/Title** Vice-President  
**Job Description** The Vice-President shall assume the responsibilities of the President in the absence of the President. He shall assume roles and responsibilities as assigned by the President.

**Name** Harriet Clark, MS.  
**Position/Title** Treasurer  
**Job Description** The Treasurer shall have custody of EASEA funds and securities and shall keep full and accurate accounts of receipts and disbursements in books belonging to the EASEA. He shall keep the money of EASEA in a separate account at the corporate office of The Layman Foundation to the credit of the EASEA. He shall disburse the funds of the EASEA as may be ordered by the Board of Directors, taking proper vouchers for such disbursements. He shall render to the Chairperson and Members, at the regular meeting of the Governing council, or whenever they may require it, an account of all his or her transactions as Treasurer and of the financial condition of EASEA.

**Name** Wanda R. Sarr, MS. Ed.  
**Position/Title** Director of Education/Corporate Secretary  
**Job Description** Director of Education: Director of all teacher-and-student related activities sponsored by the EASEA. Such activities include accreditation, agency approval, teacher certification, educators' convention, oversight of student activities, publications, etc. Corporate Secretary: The Secretary or designated appointee shall attend all sessions of the Board of Directors and Administrative committee and act as clerk thereof and record all the votes of EASEA. He or she shall record and keep the minutes of all its transactions in a book to be kept for that purpose; and shall perform like duties for all committees of the Board of Directors when required. He or she shall give, or cause to be given, notice of all meetings of the Board of Directors and shall perform such other duties as may be prescribed by the Board of Directors or Chairperson, under whose supervision he or she shall be.



# Section VI

## Types of Membership

Levels or Types of Membership Granted to Schools



E. A. Sutherland Educational Association  
P.O. Box 495  
Collegedale, TN 37315





# SECTION VI

## Types of Membership

- Does your agency include or plan to include satellite home schools as defined in T.C.A. 49-6-3050(a)(2) as an affiliate of your organization?  
Yes \_\_\_\_ No X
- Describe the levels or types of membership granted to schools in your agency.

### Types of Membership

### Description

- |  |  |
|--|--|
| 1. Agency-Approved Member<br>(Category II) | An Agency-Approved School shall be located in the state of Tennessee; shall meet the requirements of a member school; meet or exceed the requirements established for agency-approved schools, and meet or exceed the requirements established for accredited schools.                           |
| 2. Accredited Member                       | An Accredited School shall meet the requirements of a member school, and in addition, meet or exceed the requirements for Accreditation. Such requirements and procedures are listed in the Accreditation instructional and self-study manuals.  |
| 3. Member School                           | A Member School shall subscribe to the Statement of Faith (Supplement-B), meet or exceed promulgated educational guidelines (Supplement-A), and pay designated membership dues.  |
| 4. Affiliate Member                        | An Affiliate Member is any Christian or Christian organization whose interest and support are in harmony with the purposes and practices of EASEA and who agrees with the Statement of Faith (Supplement-B). Affiliate Members shall not operate a school and will be assessed a membership fee. |



# Section VII

## General Policy for Accepting Member Schools

Description of Policy for Accepting Member Schools



E. A. Sutherland Educational Association  
P.O. Box 495  
Collegedale, TN 37315



## SECTION VII

### General Policy for Member School Acceptance

- Describe the general policy of the agency for accepting member schools. (Examples: funding source, denomination ties, meeting agency standards, etc.)
  - A. Membership in EASEA is based upon established guidelines (Supplement-A) promulgated by the EASEA Board of Directors.
  - B. Member schools and schools applying for renewal membership must meet the following criteria:
    1. Complete a membership application (Form-1) which includes:
      - a. Name and address of school.
      - b. Name, address, and telephone numbers of Board Chairman.
      - c. The grades taught and the enrollment in each grade.
      - d. Additional information as contained on the membership application.
    2. Sign the Statement of Faith. (Supplement-B)
    3. An onsite visit or phone interview by the Director of Education or an appointed agent of EASEA. If a letter of recommendation is submitted in behalf of an applying school, the Director of Education can, if in his opinion an onsite visit is merited, visit the applicant's school.
    4. Submit the application fee (\$350) with the membership application.
    5. Meet the educational guidelines for EASEA members schools.
  - C. Each application for membership will be reviewed and approved by the Director of Education in accordance with the membership guidelines established by the EASEA Board of Directors.



# Section VIII

## Agency's Member School Approval Process

Explanation of Agency's School Approval Process



E. A. Sutherland Educational Association  
P.O. Box 495  
Collegedale, TN 37315





## SECTION VIII

### Agency's Member School Approval Process

- Explain the agency's school approval procedure by listing the steps in these processes.
  1. Initial approval process for a member school;
  2. Annual re-evaluation process for a member school;
  3. Revocation of approval/appeals procedures;
  4. Technical assistance provided to address a member school's deficiencies;
  5. Internal agency review process for school approval procedure;
  6. Other process as appropriate.
- Attach all documents which directly affect this item, including an application form and a current copy of your approval procedure.

#### School Approval Procedure

##### A. Initial approval process for a member school

1. Submit a letter of request, an application, and application fee of \$350. The Chairman of the Board must sign the application. Mail the application (Form-2) to the office of the Director of Education of the E. A. Sutherland Education Association.
  - a. All questions on the application must be answered before an application can be processed.
  - b. One-half of the application fee (\$175) is refundable if the membership process is not completed.
2. Upon receipt of an Application for Agency Status/Accreditation (Form-2) the Director of Education will:
  - a. Validate the application and mail the following materials to the applying school:
    - 1) Annual Evaluation of Agency-Approved Schools Checklist (Form-7). This checklist will be used by the initial onsite visit by the Director of Education to determine if the requirements for Agency-Approval/Accreditation status have been satisfied.
    - 2) Agency Approval Standards (separate document).
    - 3) The appropriate Evaluative Criteria (Includes Introduction & Instruction, Self-Study Instrument and Visiting Committee Handbook) \*.

The Evaluative Criteria are published in the following versions:

Evaluative Criteria for EASEA Schools, Grades 9-12

Evaluative Criteria for EASEA Schools, Grades K-8

Evaluative Criteria for EASEA Schools, Grades K-12

- 4) School Manuals (separate document).
- b. A date will be scheduled for the initial onsite evaluation visit. The Director of Education will select the members of the Evaluation Visiting Team.

- c. The Visiting Team will be composed of experienced educators ranging from four to eight members, depending on the applicant school's enrollment and lead by the EASEA Director of Education. The length of the onsite visit will range from one to three days, contingent upon school enrollment and scope of program.
  - 1) The school will bear the expense of the Visiting Team members. Expenses shall include transportation to & from the campus and meals & lodging during the visit.
- d. Written responses to the Self-Study Instrument, a requirement for Accreditation that is also included as a part of the Agency-Approval process, must be typed and mailed by the applicant school to the EASEA office and each member of the onsite evaluation team three weeks prior to the initial onsite Agency-Approval and Accreditation visit.
  - 1) The onsite Visiting Team will by observations, interviews, surveys and school documents determine how well the Self-Study reflects the school's programs in addressing the EASEA Standards.
- e. Areas evaluated by the evaluation team will include:
  - 1) Observing and evaluating teaching and administrative staff members.
  - 2) Evaluating the curriculum and corresponding standards and procedures.
  - 3) Evaluating teaching credentials and assignments.
  - 4) Evaluating office procedures and practices, student and teacher policies, and plant facilities.
  - 5) Completing the Annual Evaluation of Agency-Approved Schools Checklist (Form-7).
  - 6) Identify strengths and accomplishments and make commendations in the Visiting Committee report.
  - 7) Identify deficiencies and make recommendations in the Visiting Committee Report. The school will be responsible for determining how and when those recommendations will be addressed and provide a written report to the EASEA Director of Education in a specified time frame.
  - 8) An initial meeting with the principal: The principal will brief the committee in areas relating to the evaluation process.
  - 9) Identifying the philosophical mission and purpose for existence.
- f. Membership must be renewed every year via an Annual Evaluation Checklist (Form-7) visit.
- g. EASEA reserves the right to request a review of the school's Agency-Approval or Accreditation status at any time there is sufficient reason to believe that the school has changed its course of direction operating in opposition to the EASEA Agency Approval Standards. If, in the opinion of the Director of Education, a re-evaluation visit is needed for Accreditation and/or Agency Approval the school will be responsible for the cost of the evaluation team's visit.
- h. Experimental Programs: The Director of Education in cooperation with an agency-approved or accredited school shall have the authority to initiate experimental projects to determine the effectiveness of innovations in content or in the administration of instructional programs, and to report the findings of these experimental projects to the EASEA Commission on Accreditation on an annual basis. A written detailed proposal of the experimental project must be submitted to the Director of Education prior to the beginning of the school year and approved on a yearly basis.

- i. Advertising Policy: Agency-approved schools desiring to advertise their approval status to the general public will use the following phrase: “Approved by the State Department of Education and accredited by the E. A. Sutherland Education Association” or Approved by the National Counsel of Private Schools Accreditation and accredited by the E. A. Sutherland Education Association.”

## **B. Annual re-evaluation process for an Agency Approved school**

1. A school desiring to renew their approval status must complete the annual renewal process, which consists of, but is not limited to, the following:
  - a. Complete the Annual Progress Report and submit to the office of the Director of Education. The Annual Progress Report requires the school to report on progress toward completion of the recommendations and action plans from the last accreditation evaluation.
  - b. Complete and submit to the EASEA office the following forms annually: Opening Report (Form-4), Accountability for 190 Days (Form-5), Plan for In-Service Training (Form-6), Summary of Employment Data (Form-8).
  - c. After receiving the above forms, a renewal visit will be conducted by the Director of Education or an appointed agent for the purpose of verifying the school’s satisfaction of the minimum requirements listed on the Annual Evaluation of Agency-Approved Schools Checklist.
2. Re-evaluation information required for the renewal of Agency-Approval status shall include:
  - a. Satisfaction of items contained on the Annual Evaluation of Agency-Approved Schools Checklist (Form-7).
  - b. Documentation that all items requested on the check list (in-service days, number of school days, attendance, etc.) have been satisfied.
  - c. Evaluation of the teaching staff’s transcripts and teaching certificates.
  - d. Evaluation of progress on all deficiencies that were identified during the previous approval evaluation. Such deficiencies must be corrected in accordance with the recommendations described by EASEA. If such deficiencies have not been corrected, the school will be given a specific amount of time, not to exceed 120 days, to correct such deficiencies, at which time, if such deficiencies have not been corrected, the school will lose its approval status. Additional time (up to 12 months) may be granted in situations, which cannot be corrected within 120 days.

### **C. Revocation of approval/appeals procedure**

1. A member school which has been granted approval status shall lose such status if:
  - a. The school does not complete the Annual Progress Report.
  - b. Deficiencies are not corrected within the specified time frame.
2. A termination notice will be mailed to the school, EASEA Commission on Accreditation, and Executive Officers within ten (10) days of the expiration date noted on the approval certificate. The Director of Education of EASEA will notify the State Board of Education if an approved Tennessee school's approval status has been revoked.
3. A school with identified deficiencies (from the annual Evaluation of Agency-Approved Schools Check List) must present a plan of action for correcting such deficiencies to the EASEA office within 30 days of the date of the initial onsite or renewal visit, the applicable of the two.
4. The school may appeal the findings of the onsite accreditation committee or renewal agent to the EASEA Commission on Accreditation, a commission comprised of three to five experienced Christian school educators appointed by the EASEA Board of Directors. If the EASEA Commission on Accreditation upholds the recommendations of the EASEA onsite Accreditation committee or renewal agent the school must correct all deficiencies or forfeit the right to continue as an approved school.
5. The appeal's procedure will include the following:
  - a. The school will submit an appeal letter to the Director of Education of EASEA within 30 days of the date of the initial onsite or renewal evaluation visit. A copy of the letter will be forwarded to the chairman of the Commission on Accreditation and the president of EASEA.
  - b. The Director of Education of EASEA will coordinate a site, date, and time for the appeal's hearing.
  - c. The chairman of the initial onsite evaluation or the renewal agent, the applicable of the two, and an appointed official from the school must be present at the appeal's hearing.
  - d. The Commission on Accreditation will review the written evaluation report of the EASEA onsite Accreditation Committee or renewal agent and open the floor for comments from the appealing school. The appealing school will state its grievances to the Commission. The EASEA school approval representative must be available to answer questions from the Commission on Accreditation and the school representative.

- e. The decision of the Commission on Accreditation shall be final. Unless otherwise determined by the Commission on Accreditation, the school must correct the deficiencies within the time frame originally established by the EASEA evaluation team or renewal agent.
- f. The decision of the Commission on Accreditation will be submitted to the Executive Officers and Director of Education within five days of the date of the appeal's hearing.
- g. The Director of Education will forward the Commission on Accreditation report to the appealing school within five days. The failure of a school to satisfy deficiencies will result in the revocation of approval status and the notice of such revocation to the State Board of Education.

**D. Technical assistance provided to address a member school's deficiencies**

1. The EASEA office, under the direction of the Director of Education, shall assist approved schools with deficiencies.
2. A list of professional consultants in Christian education, finances, curriculum development, facilities, transportation, certification, etc. relevant to the approval process, shall be maintained in the EASEA office.
3. Upon the request for assistance from an Agency-Approved school, the Executive Director will submit a list of qualified professionals to the school requesting assistance. The school shall make the necessary arrangements and assume the expenses for acquiring assistance from technical personnel.
4. A report from the school explaining the technical assistance received from such persons shall be submitted to the EASEA office. The purpose of maintaining a technical assistance program for Agency-Approved schools is to eliminate deficiencies and improve the quality of education. Better schools mean better students, and producing better students, academically and spiritually, is the primary purpose for the existence of EASEA.
5. Technical assistance will be made available to all member schools. Realizing that an Agency-Approved school may have few or no deficiencies, but desires technical assistance, the EASEA office will assist such schools in locating professional individuals to meet specified needs. For example, the development of the teacher in-service program would be enhanced through the speaker resource list maintained by EASEA. A school desiring input into a new facility, upgrading the library, or modifying the curriculum could receive such assistance from the EASEA office.

**E. Internal agency review process for school approval procedure**

1. Recognizing the need to upgrade and improve the agency's procedures, the EASEA Commission on Accreditation will meet no less than once during the course of a calendar year for the purpose of reevaluating the approval agency instrument. The intent will be to improve the instrument, not to change the instrument for the sake of change.
2. Input into the Agency-Approval instrument and the benefits of the Agency-Approval process will be periodically sought from approved schools. Such input will be made available to the EASEA Commission on Accreditation at the annual meeting. Proposed changes which would alter the intent of any aspect of the school agency process will be submitted to the EASEA Executive Officers and the State Department of Education for their approval before such changes are implemented.

Note: The initial Agency-Approval application was developed in the autumn of 1999 under the direction of the Executive Director of EASEA and in cooperation with a seven-member EASEA Education Task Force. Upon the completion of the Agency-Approval application and accompanying materials, the application and materials were presented for approval to the EASEA Executive Officers on February 8, 2002. The EASEA Education Task Force met on May 7, 2002, to finalize the wording of the Agency-Approval Application for submission to the State Department of Education.

**F. Other processes**

1. Professional onsite personnel are available, when a request is made to the EASEA office, to assist school leadership in understanding and implementing Agency-Approval requirements.
2. Regular visits are made to schools throughout the school year.
3. Development of a five-year School-Improvement Program.
  1. 4. EASEA convention clinics are conducted annually.

# Section IX

## Course Titles Approved By the Agency

List of Agency Approved Subject and/or Course Titles



E. A. Sutherland Educational Association  
P.O. Box 495  
Collegedale, TN 37315





## SECTION IX

### Course Titles Approved by the Agency

- List or attach a list of all subject and/or course titles which the agency approves for grades K-12 and the grade level(s) at which each course is taught.

#### GRADE LEVELS AND SUBJECTS

<u>Kindergarten</u> Spiritual Development Personal Development Social Development Physical Development Fine Motor Control Fine Arts Language Arts Dev. Math Development Science/Health Concept Social Studies Concept Computer	<u>1<sup>st</sup></u> Bible Reading Language Arts Spelling Handwriting Mathematics Social Studies Science/Health Physical Education Computer Art Music	<u>2<sup>nd</sup></u> Bible Reading Language Arts Spelling handwriting Mathematics Social Studies Science/Health Physical Education Computer Art Music
<u>3<sup>rd</sup></u> Bible Reading Language Arts Spelling Handwriting Mathematics Social Studies Science/Health Physical Education Computer Art Music	<u>4<sup>th</sup></u> Bible Reading Language Arts Spelling Handwriting Mathematics Social Studies Science/Health Physical Education Computer Art Music Practical Arts	<u>5<sup>th</sup></u> Bible Reading Language Arts Spelling Handwriting Mathematics Social Studies Science/Health Physical Education Computer Art Music Practical Arts
<u>6<sup>th</sup></u> Bible Reading Language Arts Spelling Handwriting Mathematics Social Studies Science/Health Physical Education Computer Art Music Practical Arts	<u>7<sup>th</sup></u> Bible Reading Language Arts Spelling Handwriting Mathematics Social Studies Science/Health Physical Education Computer Art Music Practical Arts	<u>8<sup>th</sup></u> Bible Reading Language Arts Spelling Handwriting Mathematics Social Studies Science/Health Physical Education Computer Art Music Practical Arts

Course Titles	Grade Level Taught
<b>A. Bible</b>	
Bible I	9
Bible II	10
Bible II	11
Bible IV	12
<b>B. Mathematics</b>	
Pre-Algebra	9
Algebra I, IA, IB	9, 10
Algebra II	10, 11, 12
Consumer Math	9, 10, 11, 12
Geometry	11, 12
Pre-Calculus	11,12
Calculus	11,12
<b>C. Business</b>	
Keyboarding	9
Computer Literacy	9, 10
Computer Applications	9, 10, 11
Accounting I, II	10, 11, 12
Introduction to Business	10, 11, 12
<b>D. Language Arts</b>	
English I, II, III, IV	9, 10, 11, 12
Speech Communications	10, 11, 12
Journalism	11,12
Spanish I, II	9, 10, 11, 12
French I, II	9, 10, 11, 12
ESL I, II	9, 10, 11
<b>E. Science</b>	
General Science	9
Earth Science	9, 10
Physical Science	9, 10, 11
Biology	9, 10
Chemistry	10, 11,12
Physics	11, 12
Anatomy & Physiology	10, 11, 12
<b>F. Social Studies</b>	
World History	9, 10
World Geography	9, 10
Tennessee History	9, 10
United States History	11, 12
United States Government	11, 12
Economics	11, 12

<b>G. Fine Arts</b>	
Music Appreciation	9, 10, 11, 12
Choir	9, 10, 11, 12
Select Choir	9, 10, 11, 12
Hand Bells	9, 10, 11, 12
Band	9, 10, 11, 12
Private Lessons (Vocal / Instrumental)	9, 10, 11, 12
Art I, II	9, 10, 11, 12
Creative Drawing	9, 10, 11, 12
<b>H. Health &amp; Physical Education</b>	
Physical Education	9, 10, 11, 12
Health & Wellness	9, 10, 11, 12
Certified Nursing Asst.	11, 12
First Aid/CPR	9, 10, 11, 12
Medical Ministry	9, 10, 11, 12
<b>I. Personal Finance</b>	
	9, 10, 11, 12
<b>J. Vocational</b>	
Agriculture I, II (Gardening)	9, 10, 11, 12
Appropriate Technology	9, 10, 11, 12
Auto Body	9, 10, 11, 12
Auto Mechanics I, II	9, 10, 11, 12
Building Restoration	9, 10, 11, 12
Certified Nursing Asst.	9, 10, 11, 12
Child Guidance	9, 10, 11, 12
Canvassing	9, 10, 11, 12
Construction I, II	9, 10, 11, 12
Digital Photography	9, 10, 11, 12
Electrical Wiring	9, 10, 11, 12
Graphic Arts	9, 10, 11, 12
Home Economics	9, 10, 11, 12
Home Maintenance	9, 10, 11, 12
Home Management	9, 10, 11, 12
Leadership	9, 10, 11, 12
Office Procedures	9, 10, 11, 12
Intro to Plumbing	9, 10, 11, 12
Radio Broadcasting	9, 10, 11, 12
Record Keeping	9, 10, 11, 12
Refrigeration	9, 10, 11, 12
Small Engine Repair	9, 10, 11, 12
Technical Drawing	9, 10, 11, 12
Intro to Welding	9, 10, 11, 12
Woodworking I, II	9, 10, 11, 12

# General Diploma

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The following pattern of courses shall be required for all students enrolled in grades 9 – 12. The general diploma will be awarded to students who (1) earn at least 22 units of credits, (2) demonstrate proficiency in all required coursework, and (3) have satisfactory records of attendance and conduct.

Courses	Units
Bible I, II, III, and IV* .....	1-4
Language I, II, III, and IV .....	4
Science** .....	3
Math*** .....	4
Social Studies**** .....	2 ½
Personal Finance .....	½
Wellness Education***** .....	1 ½
Fine Arts.....	1
Computer Education .....	1
Work Education* .....	1-4
Practical Arts* (must include Agriculture).....	1-4
Electives.....	0-1 ½
Required.....	22-29 ½ Units

- \* 1 year of Bible & Work Education for each year enrolled in a Member School.
- \*\* Must include Biology, Biology for Technology, or the equivalent to an integrated curriculum.
- \*\*\* Must include 1) Algebra I, Math for Technology II, or Integrated Mathematics I, and 2) Geometry or Technical Geometry or Integrated Mathematics III, or 3) Algebra II or Integrated Mathematics II.
- \*\*\*\* Must include United States History, World History/World Geography, Economics or Government.
- \*\*\*\*\* Health Education and Physical Education satisfy the wellness requirement.

# College Prep Diploma

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The following pattern of courses may be adopted as an alternative to the general diploma for college-prep students. If adopted as an alternative to the general diploma, the college-prep diploma must include the following required units for graduation. The college-prep diploma will be awarded to students who (1) earn a minimum of 22 ½ credits, (2) demonstrate proficiency in all required coursework (3) have satisfactory records of attendance and conduct.

<b>Courses</b>	<b>Units</b>
Bible I, II, III, and IV* .....	1-4
Language I, II, III, and IV .....	4
General Physical Science .....	1
Biology.....	1
Chemistry or Physics .....	1
Math**** .....	4
Foreign Language** .....	2
American History.....	1
World History or World Geography.....	1
Government or Economics .....	½
Personal Finance .....	½
Wellness Education*** .....	1 ½
Fine Arts.....	1
Computer Education .....	1
Work Education* .....	1-4
Practical Arts* (must include Agriculture).....	1-4
Electives.....	0-1 ½
Required.....	22 ½ - 31 ½ Units

\* 1 year of Bible & Work Education for each year enrolled in a Member School.

\*\* Must be in the same language.

\*\*\* Health Education and Physical Education satisfy the wellness requirement.

\*\*\*\* Must include 1) Algebra I, Math for Technology II, or Integrated Mathematics I, and 2) Geometry or Technical Geometry or Integrated Mathematics III, and 3) Algebra II or Integrated Mathematics II, and 4) one additional mathematics course beyond Algebra I.

# Vocational Diploma

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The following pattern of courses may be adopted as an alternative to or in addition to the General Diploma and the College-Prep Diploma for non-college-bound students or students seeking enrichment. The vocation diploma will be awarded to students who (1) earn 22 units of credit, eight of which may be vocational units, (2) fulfill all of the requirements in any one vocational area, (3) have satisfactory records of attendance and conduct.

Courses	Units
Bible I, II, III, and IV* .....	2-4
Language I, II .....	2
Science** .....	1
Math*** .....	1
American History .....	1
Personal Finance .....	½
Wellness Education**** .....	1
Computer Education .....	½
Fine Arts.....	½
Work Education* .....	2-4
Practical Arts* (must include Agriculture).....	2-4
Vocational Lab.....	8
Required.....	21 ½ -27 ½ Units
Electives.....	0 - ½ Unit
<b>Total .....</b>	<b>22 – 27 ½ Units</b>

\* 1 year of Bible for each year enrolled in a Member School.

\*\* May be a General Physical Science.

\*\*\* May be a Consumer Math or Pre-Algebra.

\*\*\*\* Health Education and Physical Education satisfy the wellness requirement.



# Approved Textbooks

## Subject Area Standards (Grades 9-12)

Academic Content Standards provide clarity for teachers concerning what all students should know and be able to do at each grade level, allowing teachers the latitude to decide how the content will be delivered. Student performance is measured against achievement standards rather than relative performance. With a standards-based education, the standards help to ensure that students learn what is important, rather than allowing textbooks to dictate classroom practice.

Student learning becomes the focus of education rather than a textbook agenda. Student performance is evaluated against common, manageable learning standards. Teachers are freed to tailor their instruction to student needs and interests while meeting common objectives. Teachers use student data to direct their plan of instruction.

EASEA supports a student centric approach in which the teacher uses a variety of teaching techniques, as well as a variety of information sources to mold instructional experiences. Educational research shows hands-on instruction to be more effective than traditional methods for teaching. Textbooks should be used as a resource for students, but not the only resource; and a textbook is a guide to instruction, but not a mandate for it.

## Computer Education

### Course Focus (Apply the following for each content standard)

#### COMP.1 Identify SDA Christian principles and values in correlation with computer technology.

COMP.1.1 Recognize God's purpose in the dynamics of computer technology.

COMP.1.2 Explore God's role in the social, economic, and spiritual areas of a technological society.

COMP.1.3 Apply biblical principles of SDA Christian morality, integrity, and ethical behavior to all aspects of life.

COMP.1.4 Develop an SDA Christian approach toward technological issues.

### Course Abilities (Apply the following to each content standard)

#### COMP.2 Develop abilities in computer technology.

COMP.2.1 Develop critical and creative thinking skills (research, analysis, evaluation).

COMP.2.2 Utilize cooperative learning (project-based activities).

COMP.2.3 Practice self-management skills (individual responsibility, self-worth, sociability, etc.).

COMP.2.4 Develop effective communication skills (speaking, writing, listening, using technology, etc.).

COMP.2.5 Learn and utilize discernment skills (personal, recreational, time management, etc.).

#### COMP.3 Be able to apply ethically the knowledge and skills of computer technology.

COMP.3.1 Read, research, analyze, write, and present using technological resources.

COMP.3.2 Identify concepts, capabilities, and limitations of technology.

COMP.3.3 Demonstrate ability to apply technological concepts with integrity.

COMP.3.4 Assess personal applications and potential career opportunities.

COMP.3.5 Evaluate and apply media discernment skills (websites, games, music, etc.).

### Course Content: Literacy, Applications, Communication, Ethics

#### COMP.4 Be able to understand history, common terms, and concepts and to utilize technological reasoning.

COMP.4.1 Recognize the historical influence of technological ideas.

COMP.4.2 Identify key terms (gigabyte, RAM, CPU, ROM, monitor, etc.).

COMP.4.3 Demonstrate understanding of basic concepts (trouble-shooting, file manipulation, virus protection, etc.).

COMP.4.4 Compare and contrast different operating systems.

COMP.4.5 Transfer current knowledge to the learning of new technologies.

#### COMP.5 Be able to manipulate data using appropriate software applications and technologies.

COMP.5.1 Select, validate, and effectively utilize appropriate technologies for the completion of specific tasks (email, FTP, Listserv, etc.).

COMP.5.2 Use a variety of equipment and software to enter, process, display, and communicate information (word processing, spreadsheets, databases, presentations).

COMP.5.3 Retrieve information from electronic research tools (CDs, DVDs, Internet, etc.).

#### COMP.6 Be able to communicate and work collaboratively utilizing computer technology.

COMP.6.1 Communicate ideas effectively to diverse audiences (presentations, letters, spreadsheets, etc.).

COMP.6.2 Interact, collaborate, and publish with a variety of audiences (peers, experts, others).

COMP.6.3 Develop cultural understanding and global awareness by engaging with learners of other cultures.

COMP.6.4 Communicate information logically using acceptable language arts skills.

#### COMP.7 Be able to practice legal and ethical behavior in relation to technology.

COMP.7.1 Understand and practice safe, legal, and responsible use of information and technology.

COMP.7.2 Demonstrate understanding of and compliance with the school's acceptable use policy.

COMP.7.3 Comply with legal and SDA biblically-based ethical guidelines (privacy, plagiarism, piracy, spam, hacking, file sharing, etc.).



## Foreign Languages

### Course Focus (Apply the following for each content standard)

#### FL.1 Identify SDA Christian principles and values in correlation with foreign languages.

- FL.1.1 Acknowledge God as the designer and creator of all languages.
- FL.1.2 Utilize biblical principles as the basis for understanding and appreciating cultural diversity.
- FL.1.3 Recognize the role foreign language learning plays in the fulfillment of the gospel commission.
- FL.1.4 Develop a personal SDA Christian perspective of service and responsibility in a global society.

### Course Abilities (Apply the following to each content standard)

#### FL.2 Develop abilities in foreign languages.

- FL.2.1 Learn vocabulary (understanding, acquisition, contextual usage, etc.).
- FL.2.2 Understand linguistic concepts (grammar, syntax, usage, phonetics, phonology, etc.).
- FL.2.3 Build effective verbal and nonverbal communication skills (reading, writing, speaking, listening, etc.).
- FL.2.4 Develop cultural awareness (traditions, perspectives, history, geography, etc.).
- FL.2.5 Utilize critical and creative thinking skills (perceive, compare, compose, assess, refine, etc.).

#### FL.3 Be able to apply foreign language knowledge and skills.

- FL.3.1 Utilize a variety of strategies and technology to learn and communicate in the target language.
- FL.3.2 Demonstrate knowledge and understanding of culture and the nature of language.
- FL.3.3 Connect foreign language to other subject areas, various careers, and life experiences.
- FL.3.4 Participate in multilingual communities locally and around the world.

### Course Content: Communication, Cultures, Comparisons and Connections, Communities (Understand, explore, analyze, apply)

#### FL.4 Be able to communicate in the target language.

- FL.4.1 Understand and apply the target-language pronunciation, intonation, stress patterns, and writing conventions in a variety of contexts.
- FL.4.2 Engage in conversations, exchange information and opinions, and express feelings and emotions.
- FL.4.3 Understand and interpret written and spoken language on a variety of topics.
- FL.4.4 Present information, concepts, and ideas to an audience of listeners or readers.

#### FL.5 Be able to gain knowledge and understanding of other cultures.

- FL.5.1 Identify the correlation between the values and perspectives of the culture studied and its practices.
- FL.5.2 Describe the relationship between the perspectives of the culture and its products (food, art, literature, media, manufactured goods, etc.).
- FL.5.3 Demonstrate an understanding of the concept of culture through comparisons of the student's culture and the one being studied.
- FL.5.4 Develop a cultural perspective within the context of an SDA Christian world view.

#### FL.6 Be able to make comparisons and develop connections with the foreign language.

- FL.6.1 Acquire information and recognize the distinctive viewpoints available through resources in the foreign language.
- FL.6.2 Reinforce and enhance knowledge of other disciplines and the Bible through the foreign language.
- FL.6.3 Demonstrate an understanding of the nature of language through comparisons of the student's primary language and the one being studied.
- FL.6.4 Connect the importance of learning a foreign language with career opportunities and life experiences.

#### FL.7 Be able to use the language to participate in multilingual communities.

- FL.7.1 Utilize the foreign language both within and beyond the school setting.
- FL.7.2 Recognize the potential to use foreign language for personal enjoyment, enrichment, and spiritual growth.

## Health Education

### Course Focus (Apply the following for each content standard)

#### HTH.1 Identify SDA Christian principles and values in correlation with health.

HTH.1.1 Recognize God's power as Designer, Creator, Sustainer, and Redeemer.

HTH.1.2 Acknowledge God as the Author of all health principles and the body as His temple.

HTH.1.3 Develop stewardship and service attitudes towards health, life, and environment.

HTH.1.4 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.

HTH.1.5 Equip students with SDA Christian perspectives on health issues.

### Course Abilities (Apply the following to each content standard)

#### HTH.2 Develop abilities in health.

HTH.2.1 Develop critical and creative thinking skills (analysis, evaluation, divergent questioning, modeling).

HTH.2.2 Understand and utilize problem solving skills.

HTH.2.3 Utilize the principles and methodologies of cooperative learning.

#### HTH.3 Be able to apply health knowledge and skills to a variety of purposes.

HTH.3.1 Recognize health principles and laws as tools to improve everyday life.

HTH.3.2 Read, write, and interpret health documents.

HTH.3.3 Conduct research in the content area.

### Course Content: Health Literacy, Responsible Behavior, Promotion of Health Practices

#### HTH.4 Be able to understand principles of health.

HTH.4.1 Recognize that a positive relationship with God is essential to wellness.

HTH.4.2 Define and properly use terminology regarding health practices.

HTH.4.3 Utilize a variety of technological resources to analyze and appraise health information.

HTH.4.4 Identify and analyze positive and negative consequences of health choices.

HTH.4.5 Comprehend SDA Christian principles of healthy living (nutrition, exercise, water, sunlight, temperance, air, rest, trust in God, service).

#### HTH.5 Be able to demonstrate responsible behavior.

HTH.5.1 Understand proper safety and first aid procedures.

HTH.5.2 Analyze the influence family, peers, culture, media, technology, and other factors have on health behaviors.

HTH.5.3 Develop decision-making and goal-setting skills to enhance health.

HTH.5.4 Demonstrate the ability to practice health-enhancing behaviors and avoid/reduce health risks.

HTH.5.5 Implement SDA Christian principles in the pursuit of wellness (spiritual, mental, physical, social).

#### HTH.6 Be able to develop methods for the promotion of health.

HTH.6.1 Utilize a variety of approaches to promote wellness (writing, speaking, demonstration, etc.).

HTH.6.2 Demonstrate the ability to advocate for the reduction and avoidance of health risks among peers, family, and community in a global society.

## Language Arts - Grade 9

### Course Focus (Apply the following for each content standard)

#### LA.9.1 Identify SDA Christian principles and values in correlation with language arts.

- LA.9.1.1 Broaden intellectual abilities through the study of God's Word.
- LA.9.1.2 Discover personal meaning that leads to enjoyment in the study of God's Word.
- LA.9.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
- LA.9.1.4 Value God's inspired writings and created works as sources of His revelation.
- LA.9.1.5 Make Biblically-based choices when encountering all forms of media communication.
- LA.9.1.6 Employ Christian principles as a basis for appreciation and expression.

### Course Abilities (Apply the following to each content standard)

#### LA.9.2 Develop abilities in language arts.

- LA.9.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify)
- LA.9.2.2 Utilize appropriate communications (present, demonstrate, persuade, collaborate, explain, defend, recommend)
- LA.9.2.3 Develop goal setting/attainment skills (brainstorm, envision, research, plan, organize, persist)
- LA.9.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise)
- LA.9.2.5 Develop vocabulary (root, prefix, suffix, etymology, usage)
- LA.9.2.6 Evaluate media (accuracy, validity, reliability, manipulation)

#### LA.9.3 Be able to read, write, speak, and listen for a variety of purposes.

- LA.9.3.1 Use multiple sources of literature, including mass media.
- LA.9.3.2 Conduct research (locate, observe/gather, analyze, conclude).
- LA.9.3.3 Read/write/present technical material (charts, graphs, bids, etc.) using technology.

### Course Content: (Read, write, speak, and listen skillfully)

#### LA.9.4 Be able to analyze/interpret elements in various forms of literature.

- LA.9.4.1 Analyze literary elements (characters and their motivation, setting, plot, conflict, etc.).
- LA.9.4.2 Define, recognize, and analyze theme.
- LA.9.4.3 Define and identify literary devices.
- LA.9.4.4 Identify supporting evidence for author's purpose, tone, and point of view.
- LA.9.4.5 Show understanding by summarizing, asking questions, and recalling information.

#### LA.9.5 Be able to compose a variety of quality multi-part written forms (poems, essays, technical writings, etc.).

- LA.9.5.1 Use correct grammar, mechanics, word choice, usage, format, and varied sentences.
- LA.9.5.2 Compose subordinate parts (paragraphs, stanzas, scenes, etc.).
- LA.9.5.3 Write with appropriate creativity, style, tone, and point of view while avoiding plagiarism.
- LA.9.5.4 Fit the topic, language, organization, content, and use of visuals to specific audiences and purposes.
- LA.9.5.5 Write a three-part essay of at least five paragraphs.

#### LA.9.6 Be able to make oral presentations for a variety of purposes (narratives, explanations, descriptions, summaries, etc.).

- LA.9.6.1 Fit the topic, language, details, tone, and interest factors to a specific audience.
- LA.9.6.2 Use correct voice, body language, notes, and a variety of visual aids to speak extemporaneously.
- LA.9.6.3 Use a variety of appropriate techniques to begin and end a presentation.
- LA.9.6.4 Participate actively in group presentations.

#### L.A.9.7 Be able to develop active listening skills (note taking, etc.) in order to analyze and discuss media and oral presentations.

- LA.9.7.1 Evaluate the basic presentational skills (posture, gesture, eye contact, use of notes).
- LA.9.7.2 Exemplify a responsive, polite listener/audience.
- LA.9.7.3 Identify and evaluate/analyze topic, organization, language, opinion, supports, tone, and strength of arguments.
- LA.9.7.4 Paraphrase and summarize various types of messages, and give oral and written feedback.

## Language Arts - Grade 10

### Course Focus (Apply the following for each content standard)

#### LA.10.1 Identify SDA Christian principles and values in correlation with language arts.

- LA.10.1.1 Broaden intellectual abilities through the study of God's Word.
- LA.10.1.2 Discover personal meaning that leads to enjoyment in the study of God's Word.
- LA.10.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
- LA.10.1.4 Value God's inspired writings and created works as sources of His revelation.
- LA.10.1.5 Make Biblically-based choices when encountering all forms of media communication.
- LA.10.1.6 Employ Christian principles as a basis for appreciation and expression.

### Course Abilities (Apply the following to each content standard)

#### LA.10.2 Develop abilities in language arts.

- LA.10.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify)
- LA.10.2.2 Utilize appropriate communications (present, demonstrate, persuade, collaborate, explain, defend, recommend)
- LA.10.2.3 Develop goal setting/attainment skills (brainstorm, envision, research, plan, organize, persist)
- LA.10.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise)
- LA.10.2.5 Develop vocabulary (root, prefix, suffix, etymology, usage)
- LA.10.2.6 Evaluate media (accuracy, validity, reliability, manipulation)

#### LA.10.3 Be able to read, write, speak, and listen for a variety of purposes.

- LA.10.3.1 Use multiple sources of literature, including mass media.
- LA.10.3.2 Conduct research (locate, observe/gather, analyze, conclude).
- LA.10.3.3 Read/write/present technical material (charts, graphs, bids, etc.) using technology.

### Course Content: (Read, write, speak, and listen skillfully)

#### LA.10.4 Be able to read/write/view various forms of literature to develop a better understanding of self and others and be able to analyze, interpret, and draw conclusions.

- LA.10.4.1 Identify and use literary devices (flashback, simile, metaphor, foreshadowing, symbolism, personification, alliteration).
- LA.10.4.2 Explain/analyze, with specific references, how these devices contribute to the impact of literature.
- LA.10.4.3 Compare and contrast personal life experiences to literature.
- LA.10.4.4 Identify and discuss values in literature (spiritual, global, cultural, etc.).
- LA.10.4.5 Show understanding by summarizing, asking questions, and recalling information.

#### LA.10.5 Be able to compose research-supported essays and technical forms.

- LA.10.5.1 Locate materials from different sources and evaluate for relevance, bias, and timeliness.
- LA.10.5.2 Organize material by a variety of methods.
- LA.10.5.3 Write a three-part essay using specified documentation (MLA, APA, etc.).
- LA.10.5.4 Include introduction with a clear and concise thesis, body with supported major points, transitions, and an effective conclusion.
- LA.10.5.5 Use coherent and logical order.
- LA.10.5.6 Use grammatically and mechanically correct sentences.
- LA.10.5.7 Use word processing for final product.

#### LA.10.6 Be able to make a variety of presentations using appropriate language and technical information for particular audiences and purposes.

- LA.10.6.1 Prepare and deliver organized and concise presentations.
- LA.10.6.2 State and defend an opinion or recommendation in a logical, respectful manner justified with facts, research, and examples.
- LA.10.6.3 Use appropriate tone, body language, notes, and visual aids to speak extemporaneously.
- LA.10.6.4 Involve audience in a variety of ways.

#### LA.10.7 Be able to listen/view actively and critically to reach a conclusion or form an opinion.

- LA.10.7.1 Listen/view presentations with an open mind to evaluate information and sources.
- LA.10.7.2 Take clear and concise notes about a presentation.
- LA.10.7.3 Politely question, disagree, ask for clarification, make recommendations, or persuade.

## Language Arts - Grade 11

### Course Focus (Apply the following for each content standard)

#### LA.11.1 Identify SDA Christian principles and values in correlation with language arts.

- LA.11.1.1 Broaden intellectual abilities through the study of God's Word.
- LA.11.1.2 Discover personal meaning that leads to enjoyment in the study of God's Word.
- LA.11.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
- LA.11.1.4 Value God's inspired writings and created works as sources of His revelation.
- LA.11.1.5 Make Biblically-based choices when encountering all forms of media communication.
- LA.11.1.6 Employ Christian principles as a basis for appreciation and expression.

### Course Abilities (Apply the following to each content standard)

#### LA.11.2 Develop abilities in language arts.

- LA.11.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify)
- LA.11.2.2 Utilize appropriate communications (present, demonstrate, persuade, collaborate, explain, defend, recommend)
- LA.11.2.3 Develop goal setting/attainment skills (brainstorm, envision, research, plan, organize, persist)
- LA.11.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise)
- LA.11.2.5 Develop vocabulary (root, prefix, suffix, etymology, usage)
- LA.11.2.6 Evaluate media (accuracy, validity, reliability, manipulation)

#### LA.11.3 Be able to read, write, speak, and listen for a variety of purposes.

- LA.11.3.1 Use multiple sources of literature, including mass media.
- LA.11.3.2 Conduct research (locate, observe/gather, analyze, conclude).
- LA.11.3.3 Read/write/present technical material (charts, graphs, bids, etc.) using technology.

### Course Content: (Read, write, speak, and listen skillfully)

#### LA.11.4 Be able to understand literature and analyze, critique, and relate themes, story elements, and literary devices.

- LA.11.4.1 Understand how literature reflects and affects social, historical, and cultural influences.
- LA.11.4.2 Critique story elements and literary devices to determine how they impact literature.
- LA.11.4.3 Identify the theme(s) of literary selections with specific textual references.

#### LA.11.5 Be able to relate specific literature to self, historical context, the author's life, current events, and other significant literature.

- LA.11.5.1 Research and evaluate the author's purpose for writing.
- LA.11.5.2 Compare and contrast specific works of literature.
- LA.11.5.3 Determine the value of literature by critically examining its relevance, insights, and messages.

#### LA.11.6 Be able to write a variety of quality forms, including a research paper.

- LA.11.6.1 Research for concrete, relevant support.
- LA.11.6.2 Select or design graphics (charts, tables, pictures, etc.).
- LA.11.6.3 Use correct grammar, mechanics, word choice, usage, format, and varied sentences.
- LA.11.6.4 Avoid plagiarism.
- LA.11.6.5 Write themes with introduction, clear and concise thesis, body with supported major points, transitions, figurative language, and an effective conclusion.
- LA.11.6.6 Evaluate and revise writing to focus on purpose, organization, development, and style.
- LA.11.6.7 Answer essay questions with appropriate format and textual references or other support.

#### LA.11.7 Be able to speak effectively for a variety of purposes.

- LA.11.7.1 Research and select appropriate content.
- LA.11.7.2 Use correct voice, body language, notes, and personal style to speak extemporaneously.
- LA.11.7.3 Include a precise and concrete thesis statement.
- LA.11.7.4 Select a variety of relevant visuals.
- LA.11.7.5 Answer questions appropriately.

#### LA.11.8 Be able to read/view/listen to form beliefs and goals.

- LA.11.8.1 Refine personal views, beliefs, and motivations through reading/viewing/listening.
- LA.11.8.2 Analyze/evaluate views, beliefs, and motivations of others with respect.
- LA.11.8.3 Evaluate media resources and information for accuracy, validity, and reliability.

## Language Arts - Grade 12

### Course Focus (Apply the following for each content standard)

#### LA.12.1 Identify SDA Christian principles and values in correlation with language arts.

- LA.12.1.1 Broaden intellectual abilities through the study of God's Word.
- LA.12.1.2 Discover personal meaning that leads to enjoyment in the study of God's Word.
- LA.12.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
- LA.12.1.4 Value God's inspired writings and created works as sources of His revelation.
- LA.12.1.5 Make Biblically-based choices when encountering all forms of media communication.
- LA.12.1.6 Employ Christian principles as a basis for appreciation and expression.

### Course Abilities (Apply the following to each content standard)

#### LA.12.2 Develop abilities in language arts.

- LA.12.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify)
- LA.12.2.2 Utilize appropriate communications (present, demonstrate, persuade, collaborate, explain, defend, recommend)
- LA.12.2.3 Develop goal setting/attainment skills(brainstorm, envision, research, plan, organize, persist)
- LA.12.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise)
- LA.12.2.5 Develop vocabulary (root, prefix, suffix, etymology, usage)
- LA.12.2.6 Evaluate media (accuracy, validity, reliability, manipulation)

#### LA.12.3 Be able to read, write, speak, and listen for a variety of purposes.

- LA.12.3.1 Use multiple sources of literature, including mass media.
- LA.12.3.2 Conduct research (locate, observe/gather, analyze, conclude).
- LA.12.3.3 Read/write/present technical material (charts, graphs, bids, etc.) using technology.

### Course Content: (Read, write, speak, and listen skillfully)

#### LA.12.4 Be able to interpret literature and relate it to personal identity, ideas, events, emotions, and attitudes.

- LA.12.4.1 Explain with justification the author's intended meaning.
- LA.12.4.2 Use textual evidence to justify an interpretation of literary works.
- LA.12.4.3 Justify how literary works relate to life.
- LA.12.4.4 Summarize intellectual and emotional responses to literature.
- LA.12.4.5 Identify with justification how literary works reflect the values/attitudes of another place/time/culture.
- LA.12.4.6 Demonstrate understanding by summarizing, asking questions, and recalling information.

#### LA.12.5 Be able to produce a variety of written forms for multiple purposes and audiences.

- LA.12.5.1 Produce quality examples in several of the following forms: personal and expository essays, research papers, position papers, want ads, journals, summaries, reports, and forms of technical writing.
- LA.12.5.2 Answer essay questions with appropriate format and textual references or other support.
- LA.12.5.3 Gather background information from primary and secondary sources.
- LA.12.5.4 Choose and write in appropriate styles and formats for specific audiences and purposes (to persuade, inform, entertain, inspire, etc.).
- LA.12.5.5 Use correct grammar and mechanics.
- LA.12.5.6 Understand copyright laws and plagiarism.

#### LA.12.6 Be able to use communication skills for transitioning to college, vocation, or career.

- LA.12.6.1 Complete job, college, and other applications neatly, clearly, honestly, and correctly.
- LA.12.6.2 Select and apply for scholarships.
- LA.12.6.3 Develop and maintain a resume.
- LA.12.6.4 Prepare for an interview by doing background research and anticipating questions.
- LA.12.6.5 Reflect Christian principles through decorum, language, dress, and courtesy.
- LA.12.6.6 Answer questions honestly using clear, positive, and standard English.
- LA.12.6.7 Develop a strong Christian work ethic which respects the dignity of labor.

## Mathematics: Consumer Math

### Course Focus (Apply the following for each content standard)

#### CM.1 Identify SDA Christian principles and values in correlation with mathematics.

- CM.1.1 Recognize God as Creator and Sustainer of an ordered universe.
- CM.1.2 Value God's inspired writings and created works as a revelation of His precision, accuracy, and exactness.
- CM.1.3 Develop accountability as expressed in God's word and laws.
- CM.1.4 Employ Christian principles as a basis for learning and growth.
- CM.1.5 Broaden intellectual abilities through the study of mathematics.
- CM.1.6 Make biblically-based choices when dealing with mathematical data.
- CM.1.7 Apply biblical principles of Christian morality, integrity, and ethical behavior to mathematical processes.

### Course Abilities (Apply the following to each content standard)

#### CM.2 Develop abilities in mathematics.

- CM.2.1 Understand mathematical concepts (number sense, algebraic and geometric thinking, measurement, data analysis, and probability).
- CM.2.2 Utilize the problem-solving process (explore, plan, solve, verify).
- CM.2.3 Develop higher thinking skills (analyze, evaluate, reason, classify, predict, generalize, solve, decide, relate, interpret, simplify, model, synthesize).

#### CM.3 Be able to apply math knowledge and skills to a variety of purposes.

- CM.3.1 Use a variety of strategies in the problem-solving process (patterns, tables, diagrams, etc.).
- CM.3.2 Conduct research (locate, observe/gather, analyze, conclude).
- CM.3.3 Perform calculations with and without technology in life situations.
- CM.3.4 Read critically and communicate proficiently with mathematical vocabulary.

### Course Content (understand, represent, apply, analyze)

#### CM.4 Be able to understand concepts of personal finance and business mathematics.

- CM.4.1 Identify various aspects of stewardship (cost/benefits, needs/wants, tithes and offerings).
- CM.4.2 Demonstrate knowledge of the time value of money and basic financial management.
- CM.5 Be able to represent mathematical situations in personal and business life using graphs, tables, and charts.

#### CM.6 Be able to apply appropriate techniques, tools, and formulas to interpret and solve problems.

- CM.6.1 Demonstrate proficiency in basic math skills used by consumers (decimals, fractions, percentages, proportions).
- CM.6.2 Exhibit money management skills (budgets, checking and savings accounts, risk management, debt management, investments, mortgages, income taxes, and deductions).
- CM.6.3 Solve consumer-related problems involving time value of money (simple and compound interest, inflation, present and future values of sums).
- CM.6.4 Use both mental estimation and technology to make optimal consumer choices.

#### CM.7 Be able to analyze results and draw appropriate conclusions.

- CM.7.1 Find and interpret information from graphs, charts, and financial statements.
- CM.7.2 Predict patterns and generalize trends.
- CM.7.3 Judge meaning, utility, and reasonableness of findings in a variety of situations, including those carried out by technology.

## Mathematics: Pre-Algebra

### Course Focus (Apply the following for each content standard)

#### PA.1 Identify SDA Christian principles and values in correlation with mathematics.

- PA.1.1 Recognize God as Creator and Sustainer of an ordered universe.
- PA.1.2 Value God's inspired writings and created works as a revelation of His precision, accuracy, and exactness.
- PA.1.3 Develop accountability as expressed in God's word and laws.
- PA.1.4 Employ Christian principles as a basis for learning and growth.
- PA.1.5 Broaden intellectual abilities through the study of mathematics.
- PA.1.6 Make biblically-based choices when dealing with mathematical data.
- PA.1.7 Apply biblical principles of Christian morality, integrity, and ethical behavior to mathematical processes.

### Course Abilities (Apply the following to each content standard)

#### PA.2 Develop abilities in mathematics.

- PA.2.1 Understand mathematical concepts (number sense, algebraic and geometric thinking, measurement, data analysis, and probability).
- PA.2.2 Utilize the problem-solving process (explore, plan, solve, verify).
- PA.2.3 Develop higher thinking skills (analyze, evaluate, reason, classify, predict, generalize, solve, decide, relate, interpret, simplify, model, synthesize).

#### PA.3 Be able to apply math knowledge and skills to a variety of purposes.

- PA.3.1 Use a variety of strategies in the problem-solving process (patterns, tables, diagrams, etc.).
- PA.3.2 Conduct research (locate, observe/gather, analyze, conclude).
- PA.3.3 Perform calculations with and without technology in life situations.
- PA.3.4 Read critically and communicate proficiently with mathematical vocabulary.

### Course Content (understand, represent, apply, analyze)

#### PA.4 Be able to understand concepts involving real numbers.

- PA.4.1 Simplify expressions using the order of operations.
- PA.4.2 Identify numbers and relationships among numbers (equations, inequalities, ratios, proportions, conversions, scientific notation, etc.).

#### PA.5 Be able to represent mathematical situations using algebraic symbols and models.

- PA.5.1 Use and evaluate expressions involving variables.
- PA.5.2 Write and solve equations and inequalities from written and oral expression.
- PA.5.3 Identify, graph, and interpret functions.
- PA.5.4 Apply basic concepts of statistics and probability (mean, median, mode, range).

#### PA.6 Be able to apply appropriate techniques, tools, and formulas to interpret and solve problems.

- PA.6.1 Calculate measurable attributes of figures (degrees of angles, lengths, perimeter, area, volume).
- PA.6.2 Use and manipulate given formulas to solve a variety of problems (slope, distance, area, volume, perimeter, midpoint, etc.).
- PA.6.3 Solve consumer-related problems (profit, loss, sales tax, discount, interest, etc.).

#### PA.7 Be able to analyze results and draw appropriate conclusions.

- PA.7.1 Find and interpret information from graphs, charts, and numerical data.
- PA.7.2 Predict patterns and generalize trends.
- PA.7.3 Judge meaning, utility, and reasonableness of findings in a variety of situations, including those carried out by technology.



## Mathematics: Algebra I

### Course Focus (Apply the following for each content standard)

#### AI.1 Identify SDA Christian principles and values in correlation with mathematics.

- AI.1.1 Recognize God as Creator and Sustainer of an ordered universe.
- AI.1.2 Value God's inspired writings and created works as a revelation of His precision, accuracy, and exactness.
- AI.1.3 Develop accountability as expressed in God's word and laws.
- AI.1.4 Employ Christian principles as a basis for learning and growth.
- AI.1.5 Broaden intellectual abilities through the study of mathematics.
- AI.1.6 Make biblically-based choices when dealing with mathematical data.
- AI.1.7 Apply biblical principles of Christian morality, integrity, and ethical behavior to mathematical processes.

### Course Abilities (Apply the following to each content standard)

#### AI.2 Develop abilities in mathematics.

- AI.2.1 Understand mathematical concepts (number sense, algebraic and geometric thinking, measurement, data analysis, and probability).
- AI.2.2 Utilize the problem-solving process (explore, plan, solve, verify).
- AI.2.3 Develop higher thinking skills (analyze, evaluate, reason, classify, predict, generalize, solve, decide, relate, interpret, simplify, model, synthesize).

#### AI.3 Be able to apply math knowledge and skills to a variety of purposes.

- AI.3.1 Use a variety of strategies in the problem-solving process (patterns, tables, diagrams, etc.).
- AI.3.2 Conduct research (locate, observe/gather, analyze, conclude).
- AI.3.3 Perform calculations with and without technology in life situations.
- AI.3.4 Read critically and communicate proficiently with mathematical vocabulary.

### Course Content (understand, represent, apply, analyze)

#### AI.4 Be able to understand concepts involving real numbers.

- AI.4.1 Simplify expressions using the order of operations, including properties of exponents, square roots, and absolute value.
- AI.4.2 Identify numbers and relationships among numbers (properties, equations, inequalities, ratios, proportions, unit analysis, etc.).

#### AI.5 Be able to represent mathematical situations using algebraic symbols and models.

- AI.5.1 Use and evaluate expressions involving variables.
- AI.5.2 Write and solve equations, systems of equations, and inequalities from written and oral expression, recognizing equivalent forms.
- AI.5.3 Identify, graph, solve, and interpret linear and quadratic functions, including the concept of variation.
- AI.5.4 Apply basic concepts of statistics and probability (mean, median, mode, range).

#### AI.6 Be able to apply appropriate techniques, tools, and formulas to interpret and solve problems.

- AI.6.1 Calculate measurable attributes of figures (degrees of angles, lengths, perimeter, area, volume).
- AI.6.2 Demonstrate mathematical proficiency using technology when appropriate.
- AI.6.3 Use and manipulate given formulas to solve a variety of problems (slope, distance, area, volume, perimeter, midpoint, etc.)
- AI.6.4 Perform operations involving polynomials.
- AI.6.5 Solve consumer-related problems (profit, loss, sales tax, discount, interest, etc.)

#### AI.7 Be able to analyze results and draw appropriate conclusions.

- AI.7.1 Find and interpret information from graphs, charts, and numerical data.
- AI.7.2 Predict patterns and generalize trends.
- AI.7.3 Judge meaning, utility, and reasonableness of findings in a variety of situations, including those carried out by technology.

## Mathematics: Algebra II

### Course Focus (Apply the following for each content standard)

#### All.1 Identify SDA Christian principles and values in correlation with mathematics.

- All.1.1 Recognize God as Creator and Sustainer of an ordered universe.
- All.1.2 Value God's inspired writings and created works as a revelation of His precision, accuracy, and exactness.
- All.1.3 Develop accountability as expressed in God's word and laws.
- All.1.4 Employ Christian principles as a basis for learning and growth.
- All.1.5 Broaden intellectual abilities through the study of mathematics.
- All.1.6 Make biblically-based choices when dealing with mathematical data.
- All.1.7 Apply biblical principles of Christian morality, integrity, and ethical behavior to mathematical processes.

### Course Abilities (Apply the following to each content standard)

#### All.2 Develop abilities in mathematics.

- All.2.1 Understand mathematical concepts (number sense, algebraic and geometric thinking, measurement, data analysis, and probability).
- All.2.2 Utilize the problem-solving process (explore, plan, solve, verify).
- All.2.3 Develop higher thinking skills (analyze, evaluate, reason, classify, predict, generalize, solve, decide, relate, interpret, simplify, model, synthesize).

#### All.3 Be able to apply math knowledge and skills to a variety of purposes.

- All.3.1 Use a variety of strategies in the problem-solving process (patterns, tables, diagrams, etc.).
- All.3.2 Conduct research (locate, observe/gather, analyze, conclude).
- All.3.3 Perform calculations with and without technology in life situations.
- All.3.4 Read critically and communicate proficiently with mathematical vocabulary.

### Course Content (understand, represent, apply, analyze)

#### All.4 Be able to understand concepts involving complex numbers.

- All.4.1 Simplify expressions using the order of operations, including radicals and absolute value.
- All.4.2 Identify numbers and relationships among numbers (properties, equations, inequalities, etc.).
- All.4.3 Determine trigonometric values using the unit circle.

#### All.5 Be able to represent mathematical situations using algebraic symbols and models.

- All.5.1 Use and evaluate expressions involving variables.
- All.5.2 Write and solve higher order equations and inequalities from written and oral expression, recognizing equivalent forms.
- All.5.3 Identify, graph, and interpret various functions (quadratic, inverse, trigonometric, conic, logarithmic, exponential, etc.).
- All.5.4 Present data using statistics and probability (linear regressions, counting techniques)

#### All.6 Be able to apply appropriate techniques, tools, and formulas to interpret and solve problems.

- All.6.1 Solve systems of equations and inequalities using graphs, algebraic methods, and matrices.
- All.6.2 Solve consumer-related problems involving linear programming.
- All.6.3 Solve exponential and logarithmic equations.
- All.6.4 Perform operations involving polynomials and rational expressions.
- All.6.5 Demonstrate mathematical proficiency using a graphing utility.

#### All.7 Be able to analyze results and draw appropriate conclusions.

- All.7.1 Find and interpret information from graphs, charts, and numerical data.
- All.7.2 Predict patterns and generalize trends.
- All.7.3 Judge meaning, utility, and reasonableness of findings in a variety of situations, including those carried out by technology.

## Mathematics: Pre-Calculus

### Course Focus (Apply the following for each content standard)

#### PC.1 Identify SDA Christian principles and values in correlation with mathematics.

- PC.1.1 Recognize God as Creator and Sustainer of an ordered universe.
- PC.1.2 Value God's inspired writings and created works as a revelation of His precision, accuracy, and exactness.
- PC.1.3 Develop accountability as expressed in God's word and laws.
- PC.1.4 Employ Christian principles as a basis for learning and growth.
- PC.1.5 Broaden intellectual abilities through the study of mathematics.
- PC.1.6 Make biblically-based choices when dealing with mathematical data.
- PC.1.7 Apply biblical principles of Christian morality, integrity, and ethical behavior to mathematical processes.

### Course Abilities (Apply the following to each content standard)

#### PC.2 Develop abilities in mathematics.

- PC.2.1 Understand mathematical concepts (number sense, algebraic and geometric thinking, measurement, data analysis, and probability).
- PC.2.2 Utilize the problem-solving process (explore, plan, solve, verify).
- PC.2.3 Develop higher thinking skills (analyze, evaluate, reason, classify, predict, generalize, solve, decide, relate, interpret, simplify, model, synthesize).

#### PC.3 Be able to apply math knowledge and skills to a variety of purposes.

- PC.3.1 Use a variety of strategies in the problem-solving process (patterns, tables, diagrams, etc.).
- PC.3.2 Conduct research (locate, observe/gather, analyze, conclude).
- PC.3.3 Perform calculations with and without technology in life situations.
- PC.3.4 Read critically and communicate proficiently with mathematical vocabulary.

### Course Content (understand, represent, apply, analyze)

#### PC.4 Be able to understand concepts of functions.

- PC.4.1 Characterize, classify, and transform functions (even, odd, periodic, piece-wise, continuous, translations, stretches, and compressions).
- PC.4.2 Demonstrate knowledge of limits (definition, properties, finite, infinite).

#### PC.5 Be able to represent mathematical relationships and situations.

- PC.5.1 Verify trigonometric identities.
- PC.5.2 Write and graph rectangular and parametric equations.
- PC.5.3 Identify, graph, and interpret various functions (polynomial, inverse, trigonometric, logarithmic, exponential, etc.).
- PC.5.4 Present data using statistics and probability (regressions, counting techniques).
- PC.5.5 Illustrate and explore characteristics and operations connecting sequences and series.

#### PC.6 Be able to apply appropriate techniques, tools, and formulas to interpret and solve problems.

- PC.6.1 Solve systems of equations and inequalities using graphs, algebraic methods, and matrices.
- PC.6.2 Solve higher order equations and inequalities from written and oral expression, recognizing equivalent forms.
- PC.6.3 Solve exponential and logarithmic equations.
- PC.6.4 Perform operations involving polynomials, functions, rational expressions, vectors, and matrices.
- PC.6.5 Decompose fractions into parts.
- PC.6.6 Demonstrate mathematical proficiency using a graphing utility.

#### PC.7 Be able to analyze results and draw appropriate conclusions.

- PC.7.1 Find and interpret information from graphs, charts, and numerical data.
- PC.7.2 Predict patterns and generalize trends.
- PC.7.3 Analyze and write equations for conic sections.
- PC.7.4 Judge meaning, utility, and reasonableness of findings in a variety of situations, including those carried out by technology.

## Mathematics: Calculus

### Course Focus (Apply the following for each content standard)

#### CA.1 Identify SDA Christian principles and values in correlation with mathematics.

- CA.1.1 Recognize God as Creator and Sustainer of an ordered universe.
- CA.1.2 Value God's inspired writings and created works as a revelation of His precision, accuracy, and exactness.
- CA.1.3 Develop accountability as expressed in God's word and laws.
- CA.1.4 Employ Christian principles as a basis for learning and growth.
- CA.1.5 Broaden intellectual abilities through the study of mathematics.
- CA.1.6 Make biblically-based choices when dealing with mathematical data.
- CA.1.7 Apply biblical principles of Christian morality, integrity, and ethical behavior to mathematical processes.

### Course Abilities (Apply the following to each content standard)

#### CA.2 Develop abilities in mathematics.

- CA.2.1 Understand mathematical concepts (number sense, algebraic and geometric thinking, measurement, data analysis, and probability).
- CA.2.2 Utilize the problem-solving process (explore, plan, solve, verify).
- CA.2.3 Develop higher thinking skills (analyze, evaluate, reason, classify, predict, generalize, solve, relate, interpret, simplify, model, synthesize).

#### CA.3 Be able to apply math knowledge and skills to a variety of purposes.

- CA.3.1 Use a variety of strategies in the problem-solving process (patterns, tables, diagrams, etc.).
- CA.3.2 Conduct research (locate, observe/gather, analyze, conclude).
- CA.3.3 Perform calculations with and without technology in life situations.
- CA.3.4 Read critically and communicate proficiently with mathematical vocabulary.

### Course Content (understand, represent, apply, analyze)

#### CA.4 Be able to understand concepts of differentiation and anti-differentiation.

- CA.4.1 Understand limits of functions (definition, from graphs, calculating of, properties and behaviors, finite, infinite, one-sided).
- CA.4.2 Identify continuity of functions (intuitively, definition in terms of limits, and graphically).
- CA.4.3 Demonstrate knowledge of the derivative (concept, definition, at a point, as a function, applications, linearization and second derivatives).
- CA.4.4 Demonstrate knowledge of the integral (concept, definition anti-derivatives, techniques, fundamental theorem of calculus, and numerical approximations).

#### CA.5 Be able to represent mathematical relationships and situations using calculus.

- CA.5.1 Interpret applications of the derivative in various situations (optimization, velocity, speed, acceleration, increasing/decreasing, concave up/down and points of inflection).
- CA.5.2 Solve a variety of situations (physical, biological, or economic) by setting up a Riemann sum and representing its limit as a definite integral.
- CA.5.3 Identify, graph, and interpret various derivatives and integrals in applied contexts.
- CA.5.4 Present solutions resulting from applications of derivatives and integrals in conjunction with substitution techniques in finding anti-derivatives.

#### CA.6 Be able to apply appropriate techniques, tools, and formulas to interpret and solve problems,

- CA.6.1 Compute the derivatives of functions using the sum, product, quotient, and chain rules.
- CA.6.2 Use the integral in specific applications to give accumulated change, find the area of a region, the volume of a solid with known cross sections, the average value of a function, and the distance traveled by a particle along a line.
- CA.6.3 Demonstrate mathematical proficiency using a graphing utility.

#### CA.7 Be able to analyze results and draw appropriate conclusions.

- CA.7.1 Find and interpret information from graphs, charts, and numerical data.
- CA.7.2 Predict patterns and generalize trends.
- CA.7.3 Judge meaning, utility, and reasonableness of findings in a variety of situations, including those carried out by technology.

## Physical Education Standards

### Course Focus (Apply the following for each content standard)

#### PE.1 Identify SDA Christian principles and values in correlation with physical education.

PE.1.1 Understand the importance of the full restoration of God's image in mankind by the balancing of physical, mental, social, and spiritual aspects of life.

PE.1.2 Recognize the body as God's temple.

PE.1.3 Apply biblical principles of healthy living to lifestyle practices.

### Course Abilities (Apply the following to each content standard)

#### PE.2 Develop abilities in physical education.

PE.2.1 Utilize social skills (teamwork, collaboration).

PE.2.2 Build respect

PE.2.3 Develop a positive work ethic (practice, perseverance, setting and attaining personal goals).

#### PE.3 Be able to apply physical education knowledge and skills.

PE.3.1 Demonstrate competency in a variety of physical activities.

PE.3.2 Identify the impact that physical education has on health and learning.

PE.3.3 Exhibit personal improvement and understanding (skills tests, written exams, self-assessments, etc).

### Course Content: Cognitive Abilities, Movement Competency, Lifetime Fitness, SDA Christian Values and Behavior

#### PE.4 Be able to use cognitive abilities in a variety of physical activities.

PE.4.1 Comprehend effective movement concepts and biomechanical principles.

PE.4.2 Identify and apply effective safety practices and procedures.

#### PE.5 Be able to apply movement competency in various physical activities.

PE.5.1 Develop proper motor skills and movement patterns to perform a variety of physical activities.

PE.5.2 Utilize effective practice methods to improve performance.

PE.5.3 Demonstrate competency in many movement forms and proficiency in some.

#### PE.6 Be able to understand the importance and benefits of lifetime fitness.

PE.6.1 Utilize various tools, technologies, and methods to assess and track personal fitness levels.

PE.6.2 Develop and implement a personal fitness program.

PE.6.3 Acknowledge the values of physical activity (enjoyment, social interaction, self-expression, etc.).

PE.6.4 Improve personal health through regular physical activity.

#### PE.7 Be able to develop perspective and put into practice SDA Christian values and behaviors in physical activities.

PE.7.1 Understand the relationship between physical fitness and communication with God.

PE.7.2 Exhibit responsible personal and social behavior that respects others and self and maintains balance in all aspects of life.

PE.7.3 Demonstrate understanding and respect for differences among individuals.

PE.7.4 Represent Christ, school, and self in a positive manner.

## Personal Finance

### Course Focus (Apply the following for each content standard)

- PFIN.1** Identify SDA Christian principles and values in correlation with personal finance.
- PFIN.1.1 Recognize God's purpose in the dynamics of finance.
- PFIN.1.2 Explore God's ownership of all things and His role in the social, economic, and spiritual areas of finance.
- PFIN.1.3 Apply prayerfully biblical principles of SDA Christian morality, integrity, and ethical behavior to all aspects of life.
- PFIN.1.4 Develop an SDA Christian approach toward financial issues (stewardship, tithing, funding, etc.).

### Course Abilities (Apply the following to each content standard)

#### PFIN.2Develop abilities in personal finance.

- PFIN.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).
- PFIN.2.2 Utilize cooperative learning (project-based activities and manual/computerized simulations).
- PFIN.2.3 Develop self-management skills (individual responsibility, self-worth, sociability, time management, etc.).
- PFIN.2.4 Utilize effective communication skills (speaking, writing, listening, using technology, etc.).

#### PFIN.3Be able to apply financial knowledge and skills.

- PFIN.3.1 Read, research, analyze, write, and present using various sources (technology, financial reports, budgets, etc.).
- PFIN.3.2 Identify key concepts and themes.
- PFIN.3.3 Acknowledge the positive and negative implications of technological advances.
- PFIN.3.4 Demonstrate ability to apply financial concepts with integrity.
- PFIN.3.5 Assess personal applications and potential career opportunities.

### Course Content: Income, Money Management, Spending and Credit, Saving and Investing

#### PFIN.4Be able to identify components and sources of income.

- PFIN.4.1 Interpret factors affecting income (career choices, education, experience, etc.).
- PFIN.4.2 Analyze opportunity costs of financial decisions (retirement, insurance, benefits, etc.).
- PFIN.4.3 Demonstrate an understanding of the influences, causes, and effects of inflation.
- PFIN.4.4 Examine the components, costs, and benefits of returning tithe and paying taxes.

#### PFIN.5Be able to understand, apply, and evaluate money-management decisions.

- PFIN.5.1 Design an SDA biblically-based personal finance portfolio.
- PFIN.5.2 Create a realistic household budget.
- PFIN.5.3 Evaluate services provided by financial institutions (checking accounts, interest rates, loans, ATMs, online banking, etc.).
- PFIN.5.4 Analyze personal risk management (home, life, health insurances, etc.).

#### PFIN.6Be able to analyze factors affecting credit choices and costs.

- PFIN.6.1 Demonstrate knowledge of basic financial principles (credit worthiness, opportunity costs, etc.).
- PFIN.6.2 Investigate consumer debt management (credit costs, principles of loans, bankruptcy, etc.).
- PFIN.6.3 Analyze rights and responsibilities of buyers and sellers under consumer protection laws (contracts, fraud/scams, identity theft, etc.).
- PFIN.6.4 Utilize God-given resources responsibly (good stewardship, avoidance of unnecessary debt, etc.).

#### PFIN.7Be able to evaluate saving and investment options.

- PFIN.7.1 Identify reasons for saving and investing (education, emergencies, retirement, etc.).
- PFIN.7.2 Evaluate saving and investment options to meet short- and long-term goals.
- PFIN.7.3 Assess and prayerfully examine ethical investment decisions.

## Religion

### Course Focus (Apply the following for each content standard)

**BC.1 Identify the loving God and the plan of salvation by faith through Jesus Christ that form the center of Seventh-day Adventist beliefs.**

BC.1.1 Recognize Scripture as the revelation of God.

BC.1.2 Identify Seventh-day Adventist biblical doctrines.

BC.1.3 Acknowledge Ellen G. White as a prophet of God and utilize her writings.

BC.1.4 Apply Seventh-day Adventist beliefs in discipleship of Christ through relationships, lifestyle, and service.

### Course Abilities (Apply the following to each content standard)

**BC.2 Develop abilities in Bible Course Grade Nine.**

BC.2.1 Develop critical and creative thinking skills (research, analysis, synthesis, evaluation, etc.).

BC.2.2 Learn and utilize relationship-building skills (love God and others, service, etc.).

BC.2.3 Develop effective communication skills (witnessing, sharing biblical truth, using technology, etc.).

**BC.3 Be able to apply Bible Course Grade Nine knowledge and skills.**

BC.3.1 Respond to Scripture (reading, researching, creating, presenting, etc.).

BC.3.2 Identify key spiritual concepts and themes.

BC.3.3 Develop spiritual growth (prayer, meditation, Bible study, etc.).

BC.3.4 Build personal and outreach relationships (mission trips, friendships, witnessing, etc.).

BC.3.5 Incorporate relevancy of the Bible from past to present.

BC.3.6 Develop techniques for studying the Bible, Ellen White, and historical documents (narrative, linguistics, indexes, technology, etc.).

BC.3.6 Explore and employ relevance of subject matter to student life.

**Course Content:** (Designed to span a four year curriculum. Standards may be taught in any order and can be combined or omitted as selected by the school.)

**BC.4 Be able to understand the nature and elements of Scripture (incorporate into BC.9.5 and 6).**

BC.4.1 Explain the purpose, inspiration, and history of the Bible.

BC.4.2 Develop techniques for studying the Bible (narrative, linguistic, indexes, technology, etc.).

**BC.5 Be able to understand God through the Book of Genesis.**

BC.5.1 Study narratives of Genesis (setting, character, conflict, etc.).

BC.5.2 Investigate themes (God, creation, Sabbath, sin, salvation, providence, etc.).

BC.5.3 Discover principles (relationships, stewardship, character formation, etc.).

BC.5.4 Demonstrate understanding of relevant principles (projects, role playing, journaling, etc.).

**BC.6 Be able to understand Jesus Christ through the Gospels.**

BC.6.1 Study narratives of the Gospels (setting, character, conflict, etc.).

BC.6.2 Investigate themes (Christ's character, His nature, His teaching, His ministry, etc.).

BC.6.3 Comprehend and respond to Christ's first and second advent (projects, outreach, research, etc.).

BC.6.4 Develop a relationship with Christ (art and music, writing, worship, testimony, etc.).

BC.6.5 Participate in developing the kingdom of God (witnessing and service).

**BC.7 Be able to understand Old Testament history.**

BC.7.1 Study various narratives of the Old Testament (setting, character, conflict, etc.).

BC.7.2 Investigate themes (nature of divine history, salvation, worship, love and forgiveness, justice, etc.).

BC.7.3 Examine and express personal and corporate worship (research, debate, design, present, etc.).

BC.7.4 Trace the plan of salvation through the Old Testament (exodus, laws, sanctuary, covenant, etc.).

BC.7.5 Develop servant leadership skills (discern, classify, measure, analyze, emulate, etc.).

**BC.8 Be able to understand history of Christianity.**

BC.8.1 Study the development of the New Testament Church (Book of Acts).

BC.8.2 Delineate God's leading throughout church history in the perspective of the great controversy between Christ and Satan.

BC.8.3 Survey the history of Christianity from A.D. 70 through 1800s

(key people, events, concepts, timelines, conflicts, doctrines, etc.).

BC.8.4 Relate key influences and themes of the past to present and possible future events (projects, research, presentations, etc.).

BC.8.5 Define and develop spiritual gifts; contribute to church life (various ministries and outreach).

**BC.9 Be able to understand the Seventh-day Adventist movement.**

BC.9.1 Trace the development of the Seventh-day Adventist denomination

(key people, events, concepts time lines, conflicts, doctrines, etc.).

BC.9.2 Apply lessons from key influences, themes, and theological concepts (projects, research, presentations, etc.).

BC.9.3 Cultivate a passion for the Seventh-day Adventist movement and mission

(projects, contribute to church life, outreach, various ministries, etc.).

**BC.10 Be able to understand the Books of Daniel and Revelation.**

BC.10.1 Study various elements of Daniel and Revelation (narratives, linguistics, history, symbolism, etc.).

BC.10.2 Investigate prophetic themes (Jesus Christ, divine leading, time prophecies, sanctuary, etc.).

BC.10.3 Examine and express personal and corporate worship (research, debate, design, present, etc.).

BC.10.4 Trace the plan of salvation through Daniel and Revelation (great controversy, eschatology, etc.)

**BC.11 Be able to understand the Seventh-day Adventist beliefs as grounded in the Bible.**

BC.11.1 Analyze the 28 fundamental Seventh-day Adventist beliefs.

BC.11.2 Apply various principles from the 28 fundamental Seventh-day Adventist beliefs

(projects, research, presentations, etc.).

BC.11.3 Cultivate a passion for the Seventh-day Adventist movement and mission

(projects, contribute to church life, outreach, various ministries, etc.).

**BC.12 Be able to understand and actualize Christian service.**

BC.12.1 Understand, explore, and experience the Gospel Commission of Matthew 28.

BC.12.2 Study various methods of soul winning and witnessing (Bible, Ellen White, etc.).

BC.12.3 Train and participate in spreading the mission of the Seventh-day Adventist Church.

BC.12.4 Develop awareness and compassion for others, and develop various ministries by emulating Christ's example.

**BC.13 Be able to understand the Pauline Epistles.**

BC.13.1 Study the Epistles of Paul.

BC.13.2 Investigate salvation themes (grace, sin, law, faith, works, etc.).

BC.13.3 Relate key themes to past, present, and possible future issues of life

(projects, research, presentations, etc.).

**BC.14 Be able to understand the dynamics of relational and life skills.**

BC.14.1 Understand the different stages of relationships (single, friendships, dating, etc.)

BC.14.2 Discover biblical principles for relational and life skills (communicating, finances, parenting, careers, moral and ethical behavior, etc.).

BC.14.3 Develop relational and life skills (research, projects, presentations, etc.).

BC.14.4 Apply lessons learned from the study of the principles of relational and life skills.



## Science: Anatomy & Physiology

### Course Focus (Apply the following for each content standard)

#### A&P.1 Identify SDA Christian principles and values in correlation with science.

- A&P.1.1 Recognize God's power as Designer, Creator, Sustainer, and Redeemer in the universe.
- A&P.1.2 Acknowledge God as the Author of all scientific principles and laws regardless of man's interpretation.
- A&P.1.3 Develop stewardship and service attitudes toward health, life, and earth's environment.
- A&P.1.4 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
- A&P.1.5 Equip students with Christian perspectives on scientific issues.

### Course Abilities (Apply the following to each content standard)

#### A&P.2 Develop abilities in science.

- A&P.2.1 Develop critical and creative thinking skills (analysis, evaluation, divergent questioning, modeling).
- A&P.2.2 Understand and utilize the scientific method of problem solving.
- A&P.2.3 Utilize the principles and methodologies of cooperative learning.

#### A&P.3 Be able to apply science knowledge and skills to a variety of purposes.

- A&P.3.1 Recognize scientific principles and laws as tools to solve problems in everyday life.
- A&P.3.2 Apply the scientific method in analysis of controversial topics, e.g., cloning, global warming, stem cell research.
- A&P.3.3 Read, write, and interpret scientific documents (lab write-ups, journals, scientific publications).
- A&P.3.4 Conduct research in the content area.
- A&P.3.5 Engage in various uses of technology.

### Course Content: Anatomical Orientation, Cells and Tissues, Systems

(Understand, explore, analyze, apply)

#### A&P.4 Be able to understand principles of anatomy.

- A&P.4.1 Recognize God as the designer and creator of the human body.
- A&P.4.2 Define and properly use anatomical orientation terminology.
- A&P.4.3 Demonstrate an understanding of the structure of cell types and tissues.
- A&P.4.4 Identify the components within each system (skeletal, digestive, circulatory, etc.).

#### A&P.5 Be able to safely explore human anatomy and physiology.

- A&P.5.1 Examine anatomy of specimens.
- A&P.5.2 Explore human cells and tissues with microscopes.
- A&P.5.3 Investigate the function of components within each system.

#### A&P.6 Be able to analyze human physiology.

- A&P.6.1 Interpret the relationship between the structure and the function of cell types and tissues..
- A&P.6.2 Evaluate the relationship between the structure and the function of organs.
- A&P.6.3 Correlate the structure of each organ system with its function.
- A&P.6.4 Analyze the interdependence of organ systems in the body.

#### A&P.7 Be able to apply principles of anatomy and physiology to health and life.

- A&P.7.1 Strengthen belief in God as Designer and Creator from studying anatomy and physiology.
- A&P.7.2 Utilize the concepts of anatomy and physiology to improve lifestyle choices.

## Science: Biology

### Course Focus (Apply the following for each content standard)

#### BIO1.1 Identify SDA Christian principles and values in correlation with science.

- BIO1.1.1 Recognize God's power as Designer, Creator, Sustainer, and Redeemer in the universe.
- BIO1.1.2 Acknowledge God as the Author of all scientific principles and laws regardless of man's interpretation.
- BIO1.1.3 Develop stewardship and service attitudes toward health, life, and earth's environment.
- BIO1.1.4 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
- BIO1.1.5 Equip students with Christian perspectives on scientific issues.

### Course Abilities (Apply the following to each content standard)

#### BIO1.2 Develop abilities in science.

- BIO1.2.1 Develop critical and creative thinking skills (analysis, evaluation, divergent questioning, modeling).
- BIO1.2.2 Understand and utilize the scientific method of problem solving.
- BIO1.2.3 Utilize the principles and methodologies of cooperative learning.

#### BIO1.3 Be able to apply science knowledge and skills to a variety of purposes.

- BIO1.3.1 Recognize scientific principles and laws as tools to solve problems in everyday life.
- BIO1.3.2 Apply the scientific method in analysis of controversial topics, e.g., cloning, global warming, stem cell research.
- BIO1.3.3 Read, write, and interpret scientific documents (lab write-ups, journals, scientific publications).
- BIO1.3.4 Conduct research in the content area.
- BIO1.3.5 Engage in various uses of technology.

### Course Content: Cell Structure and Processes, Genetics, Taxonomy, Ecology (understand, explore, analyze, apply)

#### BIO1.4 Be able to understand basic biological concepts.

- BIO1.4.1 Acknowledge God as Creator of life while recognizing divergent theories.
- BIO1.4.2 Demonstrate understanding of cellular structures and processes.
- BIO1.4.3 Describe the dynamics of genetics and biotechnology.
- BIO1.4.4 Investigate taxonomy and the relationships among living organisms.
- BIO1.4.5 Comprehend the interdependence between organisms and their environment.

#### BIO1.5 Be able to safely explore biological concepts using the scientific method.

- BIO1.5.1 Manipulate cellular models and samples.
- BIO1.5.2 Test concepts of Mendelian inheritance and evaluate genetic manipulation.
- BIO1.5.3 Classify, compare, and examine organisms.
- BIO1.5.4 Investigate relationships between organisms within their niche.
- BIO1.5.5 Research the dynamics, organization, and problems in earth's biomes.

#### BIO1.6 Be able to analyze biological data.

- BIO1.6.1 Compare and contrast cell diagrams and processes.
- BIO1.6.2 Draw conclusions about genetic trends and the ethical ramifications of biotechnology.
- BIO1.6.3 Evaluate the rationale for the current system of taxonomy.
- BIO1.6.4 Determine how the relationships between organisms affect the balance of the ecosystem.
- BIO1.6.5 Assess the environmental issues facing local ecosystems and earth's biomes.
- BIO1.6.6 Validate God as the Author of life, while evaluating aspects of divergent theories of origin.

#### BIO1.7 Be able to apply the principles of biology to health, life, and earth's environment.

- BIO1.7.1 Develop a personal ethical value system regarding a world view of life.
- BIO1.7.2 Utilize biological concepts to influence lifestyle choices.
- BIO1.7.3 Minimize damage to the environment by practicing good stewardship.

## Science: Chemistry

### Course Focus (Apply the following for each content standard)

#### CHM.1 Identify SDA Christian principles and values in correlation with science.

- CHM.1.1 Recognize God's power as Designer, creator, Sustainer, and Redeemer in the universe.
- CHM.1.2 Acknowledge God as the Author of all scientific principles and laws regardless of man's interpretation.
- CHM.1.3 Develop stewardship and service attitudes toward health, life, and earth's environment.
- CHM.1.4 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
- CHM.1.5 Equip students with Christian perspectives on scientific issues.

### Course Abilities (Apply the following to each content standard)

#### CHM.2 Develop abilities in science.

- CHM.2.1 Develop critical and creative thinking skills (analysis, evaluation, divergent questioning, modeling).
- CHM.2.2 Understand and utilize the scientific method of problem solving.
- CHM.2.3 Utilize the principles and methodologies of cooperative learning.

#### CHM.3 Be able to apply science knowledge and skills to a variety of purposes.

- CHM.3.1 Recognize scientific principles and laws as tools to solve problems in everyday life.
- CHM.3.2 Apply the scientific method in analysis of controversial topics, e.g., cloning, global warming, stem cell research.
- CHM.3.3 Read, write, and interpret scientific documents (lab write-ups, journals, scientific publications).
- CHM.3.4 Conduct research in the content area.
- CHM.3.5 Engage in various uses of technology.

### Course Content: Structure and Properties of Matter, Chemical Interactions, Stoichiometry, Solutions (Understand, explore, analyze, apply)

#### CHM.4 Be able to understand basic chemistry concepts.

- CHM.4.1 Recognize God as the Designer and Creator of matter with inherent properties and laws.
- CHM.4.2 Demonstrate understanding of structure and properties of matter.
- CHM.4.3 Describe the interactions of matter and energy (bonding, chemical reactions, conservation).
- CHM.4.4 Integrate balanced equations, conversion factors, ratio and proportion, and dimensional analysis.
- CHM.4.5 Identify the types and properties of solutions.

#### CHM.5 Be able to safely explore chemistry concepts using the scientific method.

- CHM.5.1 Explore the design of the periodic table and structure of molecules.
- CHM.5.2 Examine the relationship between energy and chemical reactions (bond, activation, thermal).
- CHM.5.3 Solve stoichiometric problems with appropriate chemical and mathematical skills.
- CHM.5.4 Investigate factors that define and affect solutions (pH, concentration, temperature, pressure).

#### CHM.6 Be able to analyze chemical data.

- CHM.6.1 Correlate the relationship between periodicity and molecular structure in the periodic table.
- CHM.6.2 Interpret the relationship between energy and chemical reactions.
- CHM.6.3 Evaluate conditions and factors that affect stoichiometric results.
- CHM.6.4 Predict solution changes as factors are manipulated.

#### CHM.7 Be able to apply the principles of chemistry to health, life, and the physical environment.

- CHM.7.1 Develop an increased respect for the Designer of all matter in the universe.
- CHM.7.2 Utilize various chemical resources to influence lifestyle choices (warning labels, MSDS, nutritional labels, Internet resources).
- CHM.7.3 Implement chemical principles to chemistry-related issues in society.

## Science: Earth Science

### Course Focus (Apply the following for each content standard)

#### ESC.1 Identify SDA Christian principles and values in correlation with science.

- ESC.1.1 Recognize God's power as Designer, Creator, Sustainer, and Redeemer in the universe.
- ESC.1.2 Acknowledge God as the Author of all scientific principles and laws regardless of man's interpretation.
- ESC.1.3 Develop stewardship and service attitudes toward health, life, and earth's environment.
- ESC.1.4 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
- ESC.1.5 Equip students with Christian perspectives on scientific issues.

### Course Abilities (Apply the following to each content standard)

#### ESC.2 Develop abilities in science.

- ESC.2.1 Develop critical and creative thinking skills (analysis, evaluation, divergent questioning, modeling).
- ESC.2.2 Understand and utilize the scientific method of problem solving.
- ESC.2.3 Utilize the principles and methodologies of cooperative learning.

#### ESC.3 Be able to apply science knowledge and skills to a variety of purposes.

- ESC.3.1 Recognize scientific principles and laws as tools to solve problems in everyday life.
- ESC.3.2 Apply the scientific method in analysis of controversial topics, e.g., cloning, global warming, stem cell research.
- ESC.3.3 Read, write, and interpret scientific documents (lab write-ups, journals, scientific publications).
- ESC.3.4 Conduct research in the content area.
- ESC.3.5 Engage in various uses of technology.

### Course Content: Terminology, Geology, Geologic History, Weather, Water (Understand, explore, analyze, apply)

#### ESC.4 Be able to understand the basic laws, principles, and theories of Earth Science.

- ESC.4.1 Recognize God as the Designer and Creator of our earth within the universe.
- ESC.4.2 Introduce and relate terminology appropriate to Earth Science.
- ESC.4.3 Demonstrate understanding of the structure and composition of earth (geologic time table, plate tectonics, rocks and minerals).
- ESC.4.4 Become acquainted with the geologic history of the earth (fossil record, absolute vs. relative time).
- ESC.4.5 Familiarize students with the factors that affect earth's climate patterns.
- ESC.4.6 Present the basic concepts of earth's hydrologic cycle (oceans, glaciations, economic value).

#### ESC.5 Be able to safely explore Earth Science concepts.

- ESC.5.1 Observe the structure and composition of rocks and minerals.
- ESC.5.2 Explore the fossil record of earth's history from a creationist's paradigm.
- ESC.5.3 Investigate principles of climate and global weather patterns.
- ESC.5.4 Examine earth's water and factors affecting the hydrologic cycle.

#### ESC.6 Be able to analyze Earth Science concepts.

- ESC.6.1 Classify different types of rocks and minerals.
- ESC.6.2 Correlate the fossil record to earth's history from a creationist's paradigm.
- ESC.6.3 Analyze and predict the relationship between climate and global weather patterns.
- ESC.6.4 Interpret the relationship between earth's water and the factors affecting the hydrologic cycle.

#### ESC.7 Be able to apply fundamentals of Earth Science to life and the earth's environment.

- ESC.7.1 Strengthen belief in God as Designer and Creator by applying the fundamentals of Earth Science.
- ESC.7.2 Utilize the concepts of Earth Science to improve lifestyle choices.
- ESC.7.3 Apply the study of Earth Science to issues regarding the environment.

## Science: Physical Science

### Course Focus (Apply the following for each content standard)

#### PSC.1 Identify SDA Christian principles and values in correlation with science.

- PSC.1.1 Recognize God's power as Designer, Creator, Sustainer, and Redeemer in the universe.
- PSC.1.2 Acknowledge God as the Author of all scientific principles and laws regardless of man's interpretation.
- PSC.1.3 Develop stewardship and service attitudes toward health, life, and earth's environment.
- PSC.1.4 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
- PSC.1.5 Equip students with Christian perspectives on scientific issues.

### Course Abilities (Apply the following to each content standard)

#### PSC.2 Develop abilities in science.

- PSC.2.1 Develop critical and creative thinking skills (analysis, evaluation, divergent questioning, modeling).
- PSC.2.2 Understand and utilize the scientific method of problem solving.
- PSC.2.3 Utilize the principles and methodologies of cooperative learning.

#### PSC.3 Be able to apply science knowledge and skills to a variety of purposes.

- PSC.3.1 Recognize scientific principles and laws as tools to solve problems in everyday life.
- PSC.3.2 Apply the scientific method in analysis of controversial topics, e.g., cloning, global warming, stem cell research.
- PSC.3.3 Read, write, and interpret scientific documents (lab write-ups, journals, scientific publications).
- PSC.3.4 Conduct research in the content area.
- PSC.3.5 Engage in various uses of technology.

### Course Content: Structure and Properties of Matter, Measurement and Conversions, Interactions of Matter, Force and Motion, Energy (Understand, explore, analyze, apply)

#### PSC.4 Be able to understand the relationships between matter and energy and how they interact.

- PSC.4.1 Recognize God as the Designer and Creator of our physical world.
- PSC.4.2 Introduce the fundamental structure and properties of matter (physical, chemical, periodic table).
- PSC.4.3 Demonstrate understanding of scientific measurement and expression (conversions, scientific notation).
- PSC.4.4 Become acquainted with the interactions of matter (bonding, reaction types).
- PSC.4.5 Familiarize students with the fundamental properties of force and motion (Newton's laws, velocity, acceleration)
- PSC.4.6 Present the basic concepts of different energy forms (sound, light, kinetic, potential, heat, nuclear, etc.).

#### PSC.5 Be able to safely explore Physical Science concepts.

- PSC.5.1 Observe the structure and properties of matter.
- PSC.5.2 Explore the interactions of matter.
- PSC.5.3 Investigate the properties and interactions of force and motion.
- PSC.5.4 Examine the fundamental concepts of different energy forms.

#### PSC.6 Be able to analyze Physical Science concepts.

- PSC.6.1 Exhibit understanding of the basic structure and properties of matter.
- PSC.6.2 Interpret the results of the interactions of matter.
- PSC.6.3 Relate the concepts of force to motion.
- PSC.6.4 Compare and contrast the different forms of energy.

#### PSC.7 Be able to apply fundamentals of Physical Science to life and the physical environment.

- PSC.7.1 Strengthen belief in God as Designer and Creator by applying the fundamentals of Physical Science.
- PSC.7.2 Utilize the concepts of Physical Science to improve lifestyle choices.
- PSC.7.3 Apply the study of Physical Science to issues regarding the environment.

## Science: Physics

### Course Focus (Apply the following for each content standard)

#### PHY.1 Identify SDA Christian principles and values in correlation with science.

- PHY.1.1 Recognize God's power as Designer, Creator, Sustainer, and Redeemer in the universe.
- PHY.1.2 Acknowledge God as the Author of all scientific principles and laws regardless of man's interpretation.
- PHY.1.3 Develop stewardship and service attitudes toward health, life, and earth's environment.
- PHY.1.4 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
- PHY.1.5 Equip students with Christian perspectives on scientific issues.

### Course Abilities (Apply the following to each content standard)

#### PHY.2 Develop abilities in science.

- PHY.2.1 Develop critical and creative thinking skills (analysis, evaluation, divergent questioning, modeling).
- PHY.2.2 Understand and utilize the scientific method of problem solving.
- PHY.2.3 Utilize the principles and methodologies of cooperative learning.

#### PHY.3 Be able to apply science knowledge and skills to a variety of purposes.

- PHY.3.1 Recognize scientific principles and laws as tools to solve problems in everyday life.
- PHY.3.2 Apply the scientific method in analysis of controversial topics, e.g., cloning, global warming, stem cell research.
- PHY.3.3 Read, write, and interpret scientific documents (lab write-ups, journals, scientific publications).
- PHY.3.4 Conduct research in the content area.
- PHY.3.5 Engage in various uses of technology.

### Course Content: Mechanics, Thermodynamics, Sound and Light, Electricity and Magnetism, Nuclear Physics (Understand, explore, analyze, apply)

#### PHY.4 Be able to understand relationships between matter and energy and how they interact.

- PHY.4.1 Recognize God as the Designer and Creator of our physical world and its governing laws.
- PHY.4.2 Identify the fundamental properties and laws of mechanics.
- PHY.4.3 Define the properties and laws of thermodynamics.
- PHY.4.4 Demonstrate an understanding of the sound and light principles.
- PHY.4.5 Describe the fundamental properties of electricity and magnetism.
- PHY.4.6 Understand the basic concepts of nuclear physics.

#### PHY.5 Be able to safely explore physics concepts.

- PHY.5.1 Test the properties and laws of mechanics (Newton's laws, work, power, velocity, energy, etc.).
- PHY.5.2 Explore the properties and laws of thermodynamics (laws, heat energy).
- PHY.5.3 Investigate the properties of sound and light (waves, optics, etc.).
- PHY.5.4 Examine the principles of electricity and magnetism (circuits, Ohm's law, forces, charges, fields).
- PHY.5.5 Research the principles of nuclear physics (quantum theory, radioactivity, dating methods, etc.).

#### PHY.6 Be able to analyze physics data.

- PHY.6.1 Predict the outcome of motion and force problems using the principles of mechanics.
- PHY.6.2 Correlate changes in energy to the laws of thermodynamics.
- PHY.6.3 Evaluate the conditions and factors which affect sound and light.
- PHY.6.4 Analyze various electrical circuits.
- PHY.6.5 Interpret the results of nuclear research.

#### PHY.7 Be able to apply principles of physics to health, life, and the physical environment.

- PHY.7.1 Strengthen belief in God as Designer and Creator by applying the laws of physics.
- PHY.7.2 Utilize the concepts of physics to improve lifestyle choices.
- PHY.7.3 Apply the study of physics to issues regarding nuclear energy.

## Social Science: Economics

### Course Focus (Apply the following for each content standard)

#### ECN.1 Identify SDA Christian principles and values in correlation with social studies.

ECN.1.1 Recognize God's purpose in the dynamics of human history.

ECN.1.2 Explore God's role in the political, social, economic, and spiritual areas of societies.

ECN.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.

ECN.1.4 Equip students with a Christian approach toward social issues.

### Course Abilities (Apply the following to each content standard)

#### ECN.2 Develop abilities in social studies.

ECN.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).

ECN.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others' experiences).

ECN.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).

#### ECN.3 Be able to apply social studies knowledge and skills.

ECN.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.

ECN.3.2 Identify key concepts and themes.

ECN.3.3 Demonstrate an appreciation of life through diverse perspectives.

ECN.3.4 Correlate relevant concepts from past to present.

### Course Content: Key Elements and Concepts, Personal Application, Literacy, Impact of Themes (Understand, explore, analyze, apply)

#### ECN.4 Be able to understand common terms, concepts, and economic reasoning.

ECN.4.1 Identify key terms (scarcity, stewardship, inflation, recession, etc.).

ECN.4.2 Demonstrate understanding of basic concepts (supply and demand, free enterprise system, business cycle, etc.).

ECN.4.3 Examine how government organizations monitor and regulate the economy through fiscal policy.

ECN.4.4 Compare and contrast the different economic systems.

ECN.4.5 Recognize the origins and influence of ideas (social, religious, philosophical, political, etc.).

#### ECN.5 Be able to recognize the rights and responsibilities of individuals and businesses.

ECN.5.1 Evaluate the costs and benefits of using credit.

ECN.5.2 Apply rational decision making to personal spending and saving choices.

ECN.5.3 Understand the significance of tithing and biblical stewardship.

ECN.5.4 Analyze the role of businesses and their impact on the economy.

ECN.5.5 Assess the career options in today's economy and the skills necessary for employment.

#### ECN.6 Be able to utilize various literacy skills for interpreting economic data.

ECN.6.1 Exhibit appropriate skills for interpreting tables, charts, graphs, etc.

ECN.6.2 Select, validate, and effectively use a variety of sources to formulate a position or course of action on an issue.

ECN.6.3 Identify opinion and bias in written, oral, or visual material.

ECN.6.4 Communicate information logically using basic language arts skills.

#### ECN.7 Be able to analyze economic themes and their impact on society.

ECN.7.1 Trace the influence of historic events and scientific/technological innovations on economics (depression, terrorism, internet, etc.).

ECN.7.2 Evaluate changing issues in the labor market (EEOC, OSHA, labor unions, unequal pay, etc.).

ECN.7.3 Assess the interdependence of global economic systems (embargo, international trade, foreign exchange, etc.).

ECN.7.4 Examine the influence of the U.S. in its role as a world economic power.

ECN.7.5 Relate key influences and themes to past, present, and possible future events.

## Social Science: U. S. Government

### Course Focus (Apply the following for each content standard)

#### USG.1 Identify SDA Christian principles and values in correlation with social studies.

USG.1.1 Recognize God's purpose in the dynamics of human history.

USG.1.2 Explore God's role in the political, social, economic, and spiritual areas of societies.

USG.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.

USG.1.4 Equip students with a Christian approach toward social issues.

### Course Abilities (Apply the following to each content standard)

#### USG.2 Develop abilities in social studies.

USG.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).

USG.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others' experiences).

USG.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).

#### USG.3 Be able to apply social studies knowledge and skills.

USG.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.

USG.3.2 Identify key concepts and themes.

USG.3.3 Demonstrate an appreciation of life through diverse perspectives.

USG.3.4 Correlate relevant concepts from past to present.

### Course Content: Historical Inquiry and Analysis, Historical Literacy, Responsible Citizenship, Impact of Political Concepts (Understand, explore, analyze, apply)

#### USG.4 Be able to conduct historical inquiry and analysis to develop an understanding of government.

USG.4.1 Evaluate God's continuous role in the dynamics of United States government.

USG.4.2 Study the need for order in society and the forms of government that meet that need.

USG.4.3 Identify key people, events, and processes of government (electoral process, taxation, etc.).

USG.4.4 Examine the origins and influence of ideas (social, religious/SDA, philosophical, political, etc.).

USG.4.5 Trace the progression of historical events and their influence on government (political parties, Supreme Court decisions, civil rights, etc.).

USG.4.6 Distinguish key domestic and foreign policies and their causes/effects (military conflict, racial conflicts, economic issues, geographic impact, social unrest, etc.).

USG.4.7 Synthesize the influence of historic documents that impact the framework of the government.

#### USG.5 Be able to utilize various literacy skills for interpreting historical data.

USG.5.1 Examine how primary documents establish the three branches of government and define the powers of the federal, state, and local governments.

USG.5.2 Exhibit appropriate skills for interpreting maps, charts, graphs, etc.

USG.5.3 Select, validate, and effectively use a variety of sources to formulate a position or course of action on an issue.

USG.5.4 Identify bias in written, oral, or visual material (yellow journalism, TV and radio, cartoons, etc.).

USG.5.5 Communicate information logically using basic language arts skills.

#### USG.6 Be able to appreciate the rights and responsibilities of citizenship in a diverse society.

USG.6.1 Understand the individual's civic responsibilities (voting, military service, public service, etc.).

USG.6.2 Accept the reality of contrasting cultural and ideological viewpoints.

USG.6.3 Recognize the necessity of compromise in balancing the majority rule and an insistence upon minority rights.

#### USG.7 Be able to assess and integrate political concepts into practical applications.

USG.7.1 Evaluate issues and their influence (immigration/naturalization, environmentalism, etc.).

USG.7.2 Analyze and defend positions on the influence of the media and technology on public opinion.

USG.7.3 Examine the role and influence of the United States as a world power.

USG.7.4 Relate key influences and themes to past, present, and possible future events.



## Social Science: U. S. History

### Course Focus (Apply the following for each content standard)

#### USH.1 Identify SDA Christian principles and values in correlation with social studies.

USH.1.1 Recognize God's purpose in the dynamics of human history.

USH.1.2 Explore God's role in the political, social, economic, and spiritual areas of societies.

USH.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.

USH.1.4 Equip students with a Christian approach toward social issues.

### Course Abilities (Apply the following to each content standard)

#### USH.2 Develop abilities in social studies.

USH.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).

USH.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others' experiences).

USH.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).

#### USH.3 Be able to apply social studies knowledge and skills.

USH.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.

USH.3.2 Identify key concepts and themes.

USH.3.3 Demonstrate an appreciation of life through diverse perspectives.

USH.3.4 Correlate relevant concepts from past to present.

### Course Content: Historical Inquiry and Analysis, Flow of Time and Events, Historical Literacy, Diversity of Culture, Impact of Historical Themes (Understand, explore, analyze, apply)

#### USH.4 Be able to conduct historical inquiry and analysis to develop an understanding of past and current events.

USH.4.1 Evaluate God's continuous role in the dynamics of United States history.

USH.4.2 Study the factors that led to the founding of the United States.

USH.4.3 Identify key people and events.

USH.4.4 Examine the origins and influence of ideas (social, religious/SDA, philosophical, political, etc.).

USH.4.5 Distinguish key domestic and foreign conflicts/resolutions and their causes/effects

(wars, racial conflicts, economic turmoil, social unrest, etc.).

USH.4.6 Synthesize the influence of significant historic documents that impact the framework of the nation.

#### USH.5 Be able to understand the flow of time and events, including God's involvement and biblical prophecy.

USH.5.1 Trace the logical progression of historical events and the United States' role in prophecy.

USH.5.2 Form valid generalizations about various eras in United States history.

USH.5.3 Relate key influences and themes to past, present, and possible future events.

#### USH.6 Be able to utilize various literacy skills for interpreting historical data.

USH.6.1 Exhibit appropriate skills for interpreting maps, charts, graphs, etc.

USH.6.2 Select, validate, and effectively use a variety of sources to formulate a position or course of action on an issue.

USH.6.3 Identify bias in written, oral, or visual material.

USH.6.4 Communicate information logically using basic language arts skills.

#### USH.7 Be able to recognize the significant role and contributions of the nation's diverse cultures.

USH.7.1 Understand the influence of geography on regional culture.

USH.7.2 Examine the roots of cultural conflict and the nation's treatment of ethnic groups.

USH.7.3 Differentiate between myths and facts related to prejudicial notions.

USH.7.4 Develop an appreciation for diversity through an exposure to various cultures.

USH.7.5 Recognize an individual role in fostering the strength of cultural diversity.

#### USH.8 Be able to assess and integrate the impact of historical themes into practical applications.

USH.8.1 Evaluate trends and their influence on the United States (immigration, environmentalism, pop culture, etc.).

USH.8.2 Analyze examples of how the arts reflect the history of the nation's diverse cultures.

USH.8.3 Analyze the evolution of innovations in science, technology, industry, and economics.

USH.8.4 Trace the rise of the United States to its role as a world power.

USH.8.5 Reevaluate information in light of new insights and discoveries.

## Social Science: World Geography

### Course Focus (Apply the following for each content standard)

#### GEO.1 Identify SDA Christian principles and values in correlation with social studies.

GEO.1.1 Recognize God's purpose in the dynamics of human history.

GEO.1.2 Explore God's role in the political, social, economic, and spiritual areas of societies.

GEO.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.

GEO.1.4 Equip students with a Christian approach toward social issues.

### Course Abilities (Apply the following to each content standard)

#### GEO.2 Develop abilities in social studies.

GEO.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).

GEO.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others' experiences).

GEO.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).

#### GEO.3 Be able to apply social studies knowledge and skills.

GEO.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.

GEO.3.2 Identify key concepts and themes.

GEO.3.3 Demonstrate an appreciation of life through diverse perspectives.

GEO.3.4 Correlate relevant concepts from past to present.

### Course Content: Elements of Geography, Geographic Literacy, Impact of Physical Geography, Relationships Between Diverse Cultures, Impact of Themes (Understand, explore, analyze, apply)

#### GEO.4 Be able to identify and understand key elements of geography.

GEO.4.1 Acknowledge God as Creator and Sustainer of life and the natural world.

GEO.4.2 Identify key terms and locations.

GEO.4.3 Apply the themes of geography to various regions (location, movement, place, human-environment interaction, regions).

GEO.4.4 Form valid generalizations about physical and human characteristics of geographic regions.

#### GEO.5 Be able to utilize various literacy skills for interpreting geographical data.

GEO.5.1 Exhibit appropriate skills for interpreting maps, charts, graphs, etc.

GEO.5.2 Select, validate, and effectively use a variety of sources to formulate a position or course of action on an issue.

GEO.5.3 Identify bias in written, oral, or visual material.

GEO.5.4 Communicate information logically using basic language arts skills.

#### GEO.6 Be able to analyze the relationships between diverse cultures.

GEO.6.1 Recognize that culture transcends geographic barriers in a global society.

GEO.6.2 Analyze how forces of cooperation/conflict influence the division and control of the earth's surface.

GEO.6.3 Evaluate economic interdependence in a global society.

GEO.6.4 Differentiate between myths and facts related to prejudicial notions.

GEO.6.5 Recognize an individual role in fostering the strength of cultural diversity.

#### GEO.7 Be able to analyze the dynamics of human-environment interaction.

GEO.7.1 Understand the patterns and characteristics of major land forms, climates, and ecosystems of Earth and the interrelated processes that produced them.

GEO.7.2 Recognize how physical geography creates and influences culture and cultural diffusion.

GEO.7.3 Investigate the characteristics, distribution, and migration of human populations.

GEO.7.4 Assess the impact of social and political movements on a global society (civil rights, environmentalism, revolutions, etc.).

GEO.7.5 Analyze how innovations in science, technology, industry, and economy affect people and places.

GEO.7.6 Relate key influences and themes to past, present, and possible future events.

## Social Science: World History

### Course Focus (Apply the following for each content standard)

**WHS.1 Identify SDA Christian principles and values in correlation with social studies.**

WHS.1.1 Recognize God's purpose in the dynamics of human history.

WHS.1.2 Explore God's role in the political, social, economic, and spiritual areas of societies.

WHS.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.

WHS.1.4 Equip students with a Christian approach toward social issues.

### Course Abilities (Apply the following to each content standard)

**WHS.2 Develop abilities in social studies.**

WHS.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).

WHS.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others' experiences).

WHS.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).

**WHS.3 Be able to apply social studies knowledge and skills.**

WHS.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.

WHS.3.2 Identify key concepts and themes.

WHS.3.3 Demonstrate an appreciation of life through diverse perspectives.

WHS.3.4 Correlate relevant concepts from past to present.

### Course Content: Historical Inquiry and Analysis, Flow of Time and Events, Historical Literacy, Diversity of Culture, Impact of Historical Themes (Understand, explore, analyze, apply)

**WHS.4 Be able to conduct historical inquiry and analysis to develop an understanding of past and current events.**

WHS.4.1 Acknowledge God as Creator and Sustainer of life and the natural world.

WHS.4.2 Investigate the origin and formation of civilizations.

WHS.4.3 Identify key people and events.

WHS.4.4 Examine the origins and influence of ideas (social, religious, philosophical, political, etc.).

WHS.4.5 Distinguish key conflicts/resolutions and their causes/effects.

**WHS.5 Be able to understand the flow of time and events, including God's involvement and biblical prophecy.**

WHS.5.1 Trace the logical progression of historical events.

WHS.5.2 Form valid generalizations about various eras in time.

WHS.5.3 Relate key influences and themes to past, present, and possible future events.

WHS.5.4 Recognize that while change occurs over time, there is continuity to the basic structure of societies.

**WHS.6 Be able to utilize various literacy skills for interpreting historical data.**

WHS.6.1 Exhibit appropriate skills for interpreting maps, charts, graphs, etc.

WHS.6.2 Select, validate, and effectively use a variety of sources to formulate a position or course of action on an issue.

WHS.6.3 Identify bias in written, oral, or visual material.

WHS.6.4 Communicate information logically using basic language arts skills.

**WHS.7 Be able to recognize the significant roles and contributions of the world's diverse cultures.**

WHS.7.1 Develop an appreciation for diversity through an exposure to various cultures.

WHS.7.2 Differentiate between myths and facts related to prejudicial notions.

WHS.7.3 Understand the influence of geography in cultural development.

WHS.7.4 Recognize an individual role in fostering the strength of cultural diversity.

WHS.7.5 Analyze examples of how the arts and architecture reflect the history of diverse cultures.

**WHS.8 Be able to assess and integrate the impact of historical events into practical and spiritual applications.**

WHS.8.1 Identify global trends and evaluate their influence on world cultures.

WHS.8.2 Connect developments in science and technology with the growth of industrial economies.

WHS.8.3 Reevaluate information in light of new insights and discoveries.

WHS.8.4 Apply lessons of historical patterns through practical applications.



# Section X

## Licensure and Evaluation System

Explanation of Licensure Procedures and Evaluation System



E. A. Sutherland Educational Association  
P.O. Box 495  
Collegedale, TN 37315



## SECTION X

### Licensure and Evaluation System

- Explain the agency's professional licensure procedures. Include:
  1. The process for obtaining a license.
  2. The educational and/or experience requirements for obtaining a license.  
  
Attach all documents which directly affect this item, including pamphlets and other descriptive information.
  3. The system by which the agency maintains licensure records for all individuals licensed by the agency.
  4. Assurance that all professional personnel are properly licensed.
- Describe the teacher evaluation system.

#### A. **Teacher Certification**

Teachers in agency-approved schools must meet EASEA certification standards.

1. The process for obtaining a certificate;
  - a. The certification program is designed to be utilized by teachers and administrators who are employed by member EASEA schools. The certification process is initiated by a request for a Teacher Certification Application (Form-3) from the EASEA office. The application must be completed and signed by the applicant and accompanied by an official transcript(s) showing all the applicant's college credits.
  - b. The purpose of teaching certification program: The Bible states that the Holy Spirit has given certain gifts to individual Christians for the purpose of ministering to the saints. Among these gifts are the gifts of administration and teaching (Rom. 12:6-8; I Cor. 12:5-11, 28-31; Eph. 4:11-16).

Varying levels of professional academic training are required if a teacher is to do more than a menial job. The member school, if it is to maintain a reputation of superior academic excellence, must utilize the services of teachers who are academically qualified to assume the teaching or administrative responsibilities prescribed in their job description. Academic preparedness does not take the place of, nor can it be a substitute for, the spiritual requirements and responsibilities of Christian schoolteachers. A balance of spiritual insight, dedication and love, combined with the academic preparedness to meet the demands of the classroom, are necessary for the teacher to perform effectively in an EASEA school.

The E. A. Sutherland Education Association willingly and enthusiastically assists member schools in evaluating the teaching credentials of teachers. In order to help member schools to continually upgrade the academic quality of those engaged in the teaching ministry, EASEA offers four types of teaching certificates, as well as recognition for non-graduates and individualized instruction teachers. Teacher certification is a voluntary program (mandatory for teachers in EASEA agency-approved schools) designed for teachers who serve in the teaching ministry of a member EASEA school.

- c. The guidelines governing the application and regulatory process of teacher licensure are under separate cover titled Teacher Certification Requirements.
2. The guidelines governing the application and regulatory process of teacher certification (including the educational and/or experience requirements for obtaining a certificate) are under separate cover titled Teacher Certification Requirements.
3. System by which the agency maintains certification records for all individuals certified.
  - a. The system used by EASEA to maintain certification records is an alphabetized file system by last name and expiration date of certificate. For example, a Para Professional Teaching Certificate (one-year certificate) granted in June of 2007 would be filed under Para Professional Teaching Certificate – 2008; a Standard Teaching Certificate (five-year certificate) issued in June of 2007 would be filed under Standard Teaching Certificate – 2012.
  - b. The EAEA office will notify the principal and teacher when a Professional, Standard, Basic, Designated or Vocational certificate is approaching the expiration date. EASEA will not notify Para Professional, Semi-Professional, or Conditional certificate holders since these certificates are one year in length. It will be the responsibility of the individual and/or school to annually renew these certificates. The principal will also be notified when a teacher is granted or denied a teaching certificate.
  - c. A certificate is effective beginning with the date on which the request with official documents is approved by the EASEA office. A certificate expires on September 31 of the final year for which it is issued.
4. Assurance that all professional personnel are properly certified.

Fulfillment of the certification requirements for member schools seeking approval status must be substantiated by:



- a. Completion of the Summary of Employee Data (Form-8). Submission dates and penalties are as follows:
  - 1) October 1: Summary of Employee Data due in the EASEA Office. All requested information (columns 1-17) must be completed for each teacher listed on the Summary of Employee Data.
 

Columns 3-5 can be left blank for uncertified teachers making application for certification when the Summary of Employee Data is submitted. For these teachers, an application for certification, an official updated transcript, and the appropriate certification fee must accompany the Summary of Employee Data.
  - 2) October 2 – November 1: Summary of Employee Data received after October 1 but prior to November 2 will place the school on probationary status. A \$200.00 deficiency fee will be assessed the school.
  - 3) November 2: Agency-Approval status will be terminated.
- b. Personnel file on each teacher in the principal's office that includes:
  - 1) Copy of college transcript(s).
  - 2) A copy of the applicant's certificate issued by EASEA.

**A. Teacher evaluation system**

1. The evaluation process is designed for the purpose of improving the teaching-learning process.
2. The Evaluation Process is not a one-day event. It will be completed using the following available data:
  - a. Drop-in forms (Form-11 & Form-12)
  - b. Self-Evaluation Form (Form-9)
  - c. Professional Growth Action Plan (Form-10)
  - d. Student/Parent surveys – if available
  - e. Observation plan and notes
3. Copies of the Professional Growth Action Plan and the Teacher Self-Evaluation Form are due in the EASEA office by October 1 of each new school year.
4. Each teacher will receive drop-in visits throughout the school year. Written feedback will be provided immediately following the visits.

5. Prior to January 31, the Director of Education or local school administrator or his/her qualified designee will schedule a planned observation and conferencing visit.
  - a. The Director of Education, school administrator or designee will review all components of the Teacher Evaluation Process including: Professional Growth Action Plan goals, self-assessment, drop-ins, planned observation visit, and student and parent surveys if available.
  - b. The Director of Education will answer questions relative to the process.
  - c. The Director of Education, school administrator or designee will work with the teacher to schedule the observation visit.
  - d. The teacher will provide a detailed lesson plan to the observer. Email it to the observer prior to the scheduled observation.
6. The day of the evaluation visit:
  - a. The observation will include one entire class period including a transition period between classes.
  - b. Complete the Comprehensive Evaluation Report (Form-13) following the classroom observation.
  - c. Arrange time for a private conference immediately following the observation. Supervision of students must be provided so the teacher and the evaluator have time to meet.
7. A Comprehensive Evaluation Report will be developed utilizing all available materials.
8. When a teacher problem is identified, a written Intervention Plan will be developed and put in place to correct any observed or identified Areas of Improvement that emerged from the Comprehensive Evaluation Report. This step assures continued Professional Growth for all classroom teachers (see Supplement-D).
9. All Teacher Evaluation Data will be filed at the EASEA office.

**B. Describe the principal/supervisor evaluation system**

1. Evaluative procedures

Each school shall develop evaluative procedures for all principals and supervisors. The evaluative procedures shall be designed for the purpose of improving the educational and non-educational processes.

2. Evaluation instrument

The school may develop their own instrument or use the EASEA objective, performance-based instrument for the evaluation of principals and supervisors—Principal/Supervisor Evaluation Form (Form-14). If a school designs its own instrument, it must equal or exceed the principal/supervisor criteria developed by EASEA.

3. Evaluation sources

The school may use a variety of data sources which includes but are not limited to:

- a. A personal conference with the principal.
- b. Review of Agency Approval Committee's past evaluations.
- c. Examination of in-service and professional development activities.
- d. Observation and assessment of principals and supervisors' on-the-job performance.
- e. Review of student progress.
- f. Review of staff interpersonal relationships.

4. Evaluation plan and instrument

The school shall submit a description of the principal/supervisors' evaluation plan and instrument to the EASEA office.

5. Principal- and supervision-improvement program

The school shall develop an individual principal and supervision improvement program. The improvement program shall be developed cooperatively between the principal/supervisor and their immediate authority. The plan shall include but not be limited to:

- a. Assessed needs.
- b. A plan of action for addressing said needs.
- c. A progress reporting procedures.
- d. A monitoring program.



# Section XI

## Administration

Documentation of Rules, Regulations and Minimum  
Standards



E. A. Sutherland Educational Association  
P.O. Box 495  
Collegedale, TN 37315



# SECTION XI

## Administration

- Attach documentation that each member school meets the following minimum standards as stated in Rule 0520-7-2-.03 of the Rules, Regulations, and Minimum Standards.
  - a. Curriculum
  - b. In-Service (guidelines and procedures)
  - c. Administrative rules
  - d. Testing

## Curriculum

### A. Curriculum framework for schools

1. EASEA schools are in compliance with the Seventh-day Adventist School Systems curriculum framework, which meets or exceeds the requirements for the State of Tennessee public schools.

EASEA schools shall meet or exceed the minimum requirement in the state of Tennessee's curriculum framework or the curriculum framework of the state in which the school is located.

2. Each school shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain goals and objectives, which identify the minimum content required at each grade level.

Each curriculum framework must include instructional objectives designed to reach each goal. A time frame and performance level will be included within the framework of the objective.

3. Beginning with the school year 2003-2004 a 5-year cycle was established to determine the order of implementation of the curriculum frameworks, grades K-12.

Each new school system shall begin the 5-year cycle for curriculum framework implementation according to the following schedule:

2014-15 – Reading, Music, Art, Vocational  
2015-16 – Social Studies  
2016-17 – Math, Computers, Bible  
2017-18 – Language Arts, Foreign Languages  
2018-19 – Science, health, Physical and Safety Education

4. Grades K-3 – In kindergarten the curriculum shall draw from all instructional areas and present these as integrated foundational learning experiences that teach concepts and foster the development of skills. In grades 1-3, instruction shall

concentrate on Bible, oral language, phonics, reading, handwriting (penmanship), composition, spelling, listening skills, and mathematics in order to develop an adequate proficiency to ensure success in other curriculum areas.

5. Grades K-12 – Instruction in issues of current concerns such as substance use and abuse, environmental education, consumer education, abuse prevention, character education, and career education shall be incorporated in appropriate subject areas at the school's direction.
6. Any school that wants to install a remedial program shall do so as long as the credit is not counted within the credits required for graduation.
7. Bible integration procedures will be established for assisting teachers to relate the truth of God to academic truths.

#### B. Curriculum for individual schools

1. Each school shall develop its instructional program within the system and agency frameworks.
2. Teachers in a school shall participate in the development of the instructional program.
3. Each school shall develop and carry out a program of in-service education designed to improve the school curriculum and to promote the continuous professional growth of all personnel. A minimum of thirty (30) hours per year must be provided.

#### C. Pre-kindergarten/Kindergarten programs

The goal of early childhood programs shall be to provide experiences, which will promote continuous growth in the domains of psycho motor, affective, and cognitive development. Early childhood programs shall be developed around the needs of the young child, taking into consideration the principles related to human growth and spiritual development.

1. Pre-kindergarten – The pre-kindergarten (daycare) program will be operated through the EASEA daycare approval agency.
2. Kindergarten – The curriculum shall be developed around the unique needs of the child. The curriculum shall include various exploratory, tactile discrimination, and sensory experiences in conjunction with the school's educational philosophy, Bible and storytelling time will be an integral part of the curriculum.
  - a. Curriculum – The curriculum for kindergarten children shall be structured so that children:



- 1) Develop concepts and apply them in problem-solving and decision-making situations.
- 2) Develop skills in gaining and organizing information.
- 3) Experience success and satisfaction in learning.
- 4) Extend intellectual, spiritual, emotional, physical, and social development.
- 5) Develop language ability and listening skills.
- 6) Develop positive feelings and attitudes about themselves and others.
- 7) Develop creativity and self-expression.
- 8) Accept increasing personal responsibility and develop independence.
- 9) Develop concepts of God's creation and His love for mankind.

b. Daily Program

- 1) The daily program shall offer a variety of learning opportunities, including but not limited to Bible training, academic development, social and physical development.
- 2) There shall be a balance between stimulating and quiet activities.

c. Curricular Material and Equipment – A wide variety of curricular material and equipment of good quality, appropriate to the needs and abilities of students within the group, shall be provided in sufficient quantities.

D. Areas of Instruction

The philosophy of EASEA is to integrate learning across academic, service learning, and work education/vocational areas to achieve real-world context for the learning experience. Recognizing this integration of curricula, EASEA schools may comprise the 200 minutes of instruction from time spent across the learning spectrum.

1. Language arts – The language arts program shall be developed and conducted to help each student meet the communicative needs of daily living. This area of instruction includes reading, listening, thinking, and oral and written communication. Instruction shall focus on the development of skills in the areas of grammar, literature, spelling, handwriting, creative writing, listening, and thinking. The weekly schedule shall include a specified time for instruction in language arts appropriate to the needs of each student. Appropriate correlation of language arts with other subject areas shall be implemented.

a. English language arts

- 1) Grades K-3 – In kindergarten, the time requirement shall be flexible, and instruction shall focus on receptive and expressive language skills. In grades 1-3, a minimum of twelve (12) hours per five-day week shall be devoted to this area of instruction.

- 2) Grades 4-6 – A minimum of five (5) hours per five-day week shall be devoted to this areas of instruction. This requirement does not include time allotted to the teaching of the language arts objectives in other subject areas.
- 3) Grades 7-8 – A minimum of 200 minutes per week shall be devoted to this area of instruction. This requirement does not include time allotted to the teaching of the language arts objectives in other subject areas.
- 4) Grades 9-12 – Four units of credit in English language arts shall be required for graduation. The time requirement must be a minimum of 200 minutes per week.

Courses in journalism, competency English, and creative writing may be taken for elective credit but will not satisfy the four units of English language arts required for graduation.

Students whose first language is not English and who are identified as limited English proficient shall be provided with English instruction especially designed for speakers of other languages. These courses may be used to satisfy the English language requirement for graduation, not to exceed two units.

b. Foreign languages

- 1) Grades K-8 – Foreign language experiences may be incorporated into the curriculum.
- 2) Grades 9-12 – Students graduating with a college preparatory diploma shall complete two units in any one foreign language.

Schools may allow students who are native speakers of languages other than English to complete the graduation requirements for the college preparatory diploma without taking foreign language courses provided oral and written proficiency in the native language can be documented. Such documented native language proficiency will be noted on the school transcript.

The study of a foreign language should develop the skills of listening, speaking, reading, and writing. The time requirement must be a minimum of 200 minutes per week.

2. Mathematics – The mathematics program shall be designed to provide a balance between the development of mathematical concepts and skills. Mathematics provides the student with the ability to transform and to communicate quantitative, logical, and spatial information necessary for literacy in a technological society.

- a. Grades K-5 – In kindergarten, the time requirement shall be flexible, and instruction shall be based on the use of tactile discrimination to teach mathematical language skills and concepts. In grades 1-3, mathematics shall be taught daily, with a minimum of four hours required each five-day week.
  - b. Grades 4-8 – Mathematics shall be taught daily in each of these grades with a minimum of 200 minutes required each five-day week.
  - c. Grades 9-12 – Four units of credit in mathematics shall be required for graduation with a general diploma and college-prep diploma (see Diploma Requirements). The time requirement must be a minimum 200 minutes per week.
3. Science – Science education is the development of the orderly processes of investigation and problem solving and the study of facts and theories in the areas of the life, physical, earth-space and environmental sciences. Science education provides the individual with knowledge, attitudes, and skills to function in a technological society and to be scientifically literate. Science will be taught from a biblical creationist view in accordance with the Genesis account of creation.
- a. Grades K-12 – Student participation in laboratory experiences shall be required for all science courses taught in grades K-12.
  - b. Grades K-6 – Science shall be included in each grade K-6. The time requirement must be sufficient to teach the objectives for each grade.
  - c. Grades 7-8 – A planned program of science instruction shall be provided each of the four semesters in grades 7-8. The time requirement must be sufficient to teach the objectives for each grade.
  - d. Grades 9-12 – Three units of credit shall be required for graduation for a general and college-prep diploma. Content shall be drawn from both the physical and the life sciences. The time requirement must be a minimum of 200 minutes per week.

One of the three science courses must be Biology I, Biology for Technology, or the equivalent in an integrated curriculum.

4. Social studies – The social studies program is a combination of knowledge, attitudes, and skills designed to help students participate as effective citizens in society. The content is derived from the Bible, history, political science, geography, economics, and the behavioral sciences. The social studies emphasize rights and responsibilities and the basic dignity of each individual as expressed in the Bible and the Constitution of the United States of America.
- a. Grades K-3 – Emphasis shall be given to developing understanding in living at home, at school, at church, and in the community. Students shall be

provided experiences which enable them to learn about themselves and others as people living together in the state, nation, and the world.

- b. Grades 4-8 – Content shall include Tennessee history and geography, the United States and Tennessee Constitutions, government in the local community, our country as a developing democracy, and various cultures throughout the world.
  - c. Grades 9-12
    - 1) Three units of social studies shall be required for graduation for the general and college-prep diplomas. The time requirement must be a minimum of 200 minutes per week.
    - 2) The social studies curriculum shall include United States History, World History/World Geography, Economics and Government. The requirement may be met either by combining these subjects or by separate courses.
  - d. Grades K-12 – The course of instruction should include at some appropriate grade level or levels content designed to educate children in ethnic history and culture and the contributions of minority people in the history and development of this country and of the world.
5. Bible – The Bible program shall be designed and conducted to help each student understand and appreciate the relationship of Christianity to daily living. Bible instruction shall include but not be limited to reading, listening, thinking, oral and written communication, and chapel. The daily schedule shall include time for bible reading, prayer, and instruction in the development of Christian living.
- a. Grades K-3 – In kindergarten, the time requirement shall be flexible, and instruction will focus upon receptive and expressive skills. In grades 1-3, a minimum of 3 hours per five-day week shall be devoted to instruction and chapel services with no less than 2 hours and 15 minutes for Bible instruction.
  - b. Grades 4-8 – A minimum of 3 hours per five-day week shall be devoted to the area of instruction of which 30 minutes can be an organized chapel service.
  - c. Grades 9-12 – A minimum of 200 minutes per week shall be devoted to the area of instruction, of which a forty-five-minute chapel once or twice per week can be considered as Bible instruction in grades 9-12.
6. Health, Physical Education, and Wellness – An activity-oriented program, which promotes growth, healthy development, and maintenance of the individual, shall be provided.
- a. Health and Physical Education, Grades K-8. The health education and physical education programs, provided annually, shall be developmentally

appropriate with instruction focusing on activities which will promote good health habits and enhance physical fitness.

- b. Wellness Grades 9-12. Students shall complete one and one-half units of wellness. The program shall integrate concepts from the areas of health and physical fitness. A unit in Wellness may be earned in one year if taken for one period daily, in two years if taken on an alternate day basis; or in four years if taken once a week.
  - c. For students who have physical education disabilities, the physical education program shall be modified provided it is recommended annually in a written statement by a physician. The statement of the physical exam shall indicate the type of disability and include a recommended activity program.
  - d. The school's organized recreation program shall not take up any part of the required school day.
7. Safety education – Grades K-12 – A minimum of 15 minutes of instruction per week shall be given in the art of safety. (T.C.A. 49-6-1003)
- a. Traffic safety – Grades K-12 – Instruction in the following areas shall be included:
    - 1) Bicycle safety
    - 2) Motorcycle safety
    - 3) Pedestrian safety
    - 4) School bus safety
  - b. Personal safety
8. Automobile driver education – Grades 9-12
- a. Driver education, when offered, shall be an elective one-half unit course which shall include not fewer than 30 class hours of instruction and 6 hours of behind-the-wheel experience.
    - 1) Simulation instruction may substitute for not more than two of the six hours of behind-the-wheel experience at a ratio of four hours of simulation to one hour of behind-the-wheel. Eight hours of simulation equals four hours behind the wheel.
    - 2) Multiple car range instruction may substitute for not more than two of the six hours of behind-the-wheel experience at a ratio of two hours of range experience to one hour of behind the wheel experience. Four hours multiple car range equals two hours behind the wheel. Students shall be permitted to enroll in the program when they have reached the age of 15 years.

- b. Students enrolled in an approved driver education program are exempt from having a learner's permit provided that the instructor is in the motor vehicle with the student while doing on-the-street (behind-the-wheel) instruction. (State Code).
  - c. Each vehicle used for driver education shall be appropriately marked to identify it as such. The markings shall be displayed on each side and the rear of the vehicle. Markings shall be of such design as to be legible from a distance of 150 feet. In addition, each vehicle used for the purpose of on-the-street instruction shall be equipped with an outside rear view mirror for the instructor and with appropriate dual controls to include a device for making emergency stops.
9. The fine arts – Students who elect the college-prep diploma shall complete 1 unit of fine arts. The contents of a comprehensive program of arts education derive from the areas of visual art and music. Programs will be designed to encourage students to express, explore, and develop their unique God-given creativity through the attainment of related skills, knowledge and understanding, and an awareness of the biblical heritage from which the satisfactory art forms have emerged.
- a. Visual art – Instruction in art shall provide experiences in a variety of media, tools, and processes.
  - b. Music – The program in music shall provide learning experiences through singing, listening, rhythmic expression, reading musical notation, playing instruments, and creative expression.
  - c. Other acceptable Fine Arts: Art history, general music, instrumental music, theory and harmony, and music history. Yearbook and public speaking (Speech) are not considered fine arts courses.
10. Business Education – The business education program shall provide experience and information, which will help individuals utilize computers in the work place and in business applications.
- a. Grades K-6 – A planned program of computer instruction shall be provided for each grade level.
  - b. Grades 7-8 – A planned program of computer instruction shall be provided.
  - c. Grades 9-12 – One unit in computer shall be required for graduation. The time requirement shall be 200 minutes per week.
11. Vocational Education Courses – Grades 5-12. The objective of the vocational education courses is to develop knowledge in the various vocational areas that

will be applied in the vocational training lab. In the Vocational Training Program students learn basic work habits and skills in the various vocational areas offered.

- a. Grades 5-8 – The time requirement shall be flexible. Instruction shall focus on introducing various skills and trades which an individual may pursue.
- b. Grades 9-12 – A minimum of one unit of credit in vocational arts shall be required for graduation. A unit in vocational arts may be earned over a 4-year period through mini-courses meeting once per week for a minimum of 50 minutes/week, or in one year, provided the time requirement of 200 minutes per week is met.

## 12. Vocational Education Experiences – Grades 9-12.

True education is the harmonious development of physical, mental and spiritual powers. Therefore, with the academic and religious training there should be training in manual arts, which are referred to here as a Vocational Education Program. The EASEA schools are dedicated to promoting and upholding this three-fold concept.

- 1) Every enrolled student, grades 9-12, shall participate in the vocational education experience a minimum of three hours per day and a maximum of four hours per day.
- 2) Students shall receive close, on-site supervision and individualized instruction throughout the learning experience in order to meet established education requirements.
- 3) The student's vocational education will follow a plan of rotation within a cluster of disciplines.
- 4) There shall be instruction periods, lab, and authentic experience each week.
- 5) Transcript credit will be given for vocational training. Skill certificates and vocational Diplomas may be awarded upon completion of education requirements.
- 6) The student may be given a vocational scholarship based upon vocational achievement, with the understanding that vocational scholarship is secondary to the student's training.
- 7) Vocational areas in which credit may be earned are: Agriculture Arts, Building Arts, Business and Clerical Arts, Dietary and Food Service Arts, Home Making Arts, Leadership, Maintenance and Mechanical Arts, Institutional Services, Communication Arts, Practice Teach and Trade Arts.

- 8) Guidelines and standards for the Vocational Education Program are under separate cover title Vocational Education Standards.

### 13. Units of Credit

- a. One unit of credit shall be based upon 180 class periods of a minimum of 40 minutes net or the equivalent.
- b. Courses in the existing curriculum – in special cases fractional units of credit may be earned in the courses included in the curriculum provided by the school if they are recommended by the teacher of the subject and principal of the school, and approved by the agency. Maximum allowable credits earned by this method will be two (2).
- c. Testing for credit
  - 1) Schools may adopt policies permitting students who are enrolled in grades 9-12 and who have taken the equivalent of high school level courses in elementary grades to earn high school credit(s) for these courses. Students will earn credits toward graduation upon passing a comprehensive written examination.
  - 2) Examinations must provide evidence that the student has mastered all of the terminal objectives in the applicable curriculum framework (s).
  - 3) Examinations shall be scored and graded on the same scale as for students who enroll in the course for which credit is being given.
  - 4) Students must pass the examination with a grade of “B” or better.
  - 5) High school credit may not be given by examination in American History.

### 14. Graduation Requirements

- a. To meet the requirements for graduation, a student shall have attained an approved attendance, conduct, and subject matter record that covers a planned program of education, and this record shall be kept on file in the principal’s office.
- b. In order to receive a general academy diploma, a student must demonstrate proficiency in all required coursework. Any student, however, who is certified as a special education student at the beginning of the school year, who has successfully completed the individualized educational program, and for whom, in the judgment of the agency, the test would be an unreasonable burden for reason of the student’s psychological or mental disability, will be awarded a special education diploma noting his or her specific accomplishments at the end of the 12<sup>th</sup> grade whether or not the student so certified has earned the required units of credit.



## 15. Graduation Requirements Plan of Transition

- a. Changes in Graduation Requirements. Requirements in the following areas have been changed as follows:
  - 1) Work Education. One unit of credit of Work Education is required for each year in attendance in an EASEA member school.
  - 2) Personal Finance. One half unit of credit in Personal Finance is required for all diploma types.
  - 3) Practical Arts. One unit of credit in Agriculture is required for all diploma types.
  - 4) Wellness Education. One and one half units of credit are required for General and College Preparatory diploma types.
  - 5) Mathematics. Four units of credit are required for General and College Preparatory diploma types.
- b. Transition Timetable. Compliance with these new requirements will be staged as follows:
  - 1) Effective with the 9<sup>th</sup> grade class of 2011-2012, updated requirements must be met in the areas of Work Education, Personal Finance and Practical Arts
  - 2) Effective with the 9<sup>th</sup> grade class of 2012-2013, updated requirements must be met in the areas of Work Education, Personal Finance, Practical Arts, and Wellness Education
  - 1) Effective with the 9<sup>th</sup> grade class of 2013-2014, all updated requirements must be met.

## **In-Service Training**

In-service education is defined as a program of planned activities designed to increase the competencies needed by teachers in the performance of their professional responsibilities. In this context, “competencies” are defined as the knowledge, skills, and attitudes which enable teachers to carry out their teaching responsibilities with maximum effectiveness.

### **Guidelines for Development of In-Service Plans**

- A. The development of a comprehensive in-service plan is an administrative project that involves careful and deliberate planning by the principal. A minimum of five (5) days of planned in-service education, each of which shall be equivalent to not less than six hours of activities, shall be developed. All five of these days shall be identified in the annual school calendar and may at the discretion of the school include partial days.
- B. A recommended sequence for developing an in-service education program is to (1) assess needs, (2) establish priorities, (3) develop objectives, (4) design in-service activities, and (5) evaluate the effectiveness of each in-service session.
- C. A Plan for In-service Training (Form-6) must be completed and submitted annually to the EASEA office.

### **Designing Approvable Activities**

Resources and methods needed to achieve specific in-service objectives must be identified when designing approvable in-service activities. A variety of possible strategies and activities can be included, such as: group sessions, workshops, seminars, demonstrations, brainstorming, buzz sessions, practice and feedback situations, and other activities emphasizing personal interactions. Such activities must be structured to achieve predetermined objectives which are compatible with the school's teacher in-service goals.

### **Approvable Activities for In-Service**

- A. In-service activities designed to help teachers improve their teaching.
- B. Workshops and/or other activities based on the assessed needs of the school.
- C. Studies of: teaching methods and strategies, classroom management, child development, curriculum and instruction, motivation, community involvement, planning and evaluation. (To validate these activities, a written record of attendance/participation and a description of the study must be maintained on file.)
- A. Workshops, seminars, institutes, and EASEA sponsored activities, which are related to a teacher's assignment or to a school's objectives. (To validate these activities a written record of attendance/participation must be maintained on file.)

## **Administrative Rules**

### **School Records**

EASEA maintains current records of the stated policies of each member school.

### **Length of the school term**

- A. The length of the school term shall not be less than 180 days (T.C.A. 49-6-3004) (Accountability for 190 Days).
- B. The kindergarten program shall coincide with the school term. Three of the 180 instructional days may be abbreviated days. An abbreviated day is any day which operates for less than the required hours.

School systems or schools may operate kindergarten classes on a flexible schedule during the first ten days of the school term to provide for a smooth transition from home to school; to provide one-to-one time for teachers and students during the first critical weeks of school; and to efficiently implement the Pre-First Grade Screening Program. The option to operate a flexible schedule for the first ten days of school is strictly a local decision.

- C. Attendance records must be maintained in a secure location. This information should be made available to the local public school (T.C.A. 49-6-5001).

### **Length of the school day**

- A. The minimum length of the school day shall be 6½ hours gross for grades 1-12.
- B. The length of the kindergarten day shall be at least four (4) hours per day for programs operating five (5) days per week. In classes where children attend for an unusually long day, individual provision shall be made for a nap and/or a quiet play period.

### **Abbreviated School Days**

A school is allowed three abbreviated school days during a school year. An abbreviated day is defined as one-half of the normal school day plus one minute. For example, a school with a seven-hour school day is allowed to dismiss school after three hours and thirty-one minutes. Abbreviated days are usually used the day school is dismissed for Thanksgiving, Christmas, and spring break, however, they can be used at anytime during the school year.

### **Handicapped Children**

Schools with qualifying handicapped students must provide adequate facility and instruction. EASEA recognizes, however, that situations could exist whereby it would be

financially impossible to provide adequate facilities and personnel for certain handicapped students at normal tuition rates or when the enrollment is very small.

### **Organization of school**

- A. Principal: Each school shall have a principal. Those schools having 225 students or 9 or more teachers in K-12 shall have a full-time supervising principal.
- B. Admission and enrollment of students:
  - 1. A child entering kindergarten shall be no less than five years of age on or before September 30. A child entering first grade shall be no less than six years of age on or before September 30.
  - 2. Any transfer student applying for admission, legally enrolled in an approved kindergarten in another state and who will be five years of age no later than December 31 of the current school year, shall be enrolled.
  - 3. Any child applying for admission, legally enrolled in an approved kindergarten in another state during the preceding school year, who is six years of age no later than December 31 of the current school year, and who could have enrolled in first grade in that state during the current school year, shall be enrolled in an appropriate academic program in the school.
- C. Students transferring from one school to another
  - 1. Principals shall examine all applications for credit for work transferred from other schools, both in-state and out-of-state schools, and shall allow such credit only when substantiated by official transcripts.
  - 2. If students are admitted to approved schools from unapproved, the examination papers of these students should remain on file for a period of at least one year.
  - 3. The principal or his designated representative is authorized to transmit a transcript of the educational records of a student to any other school to which the student transfers, or a transcript of the academic record only to any college or post-secondary institution to which the student applies for admission, when the records are requested by the receiving school or institution. The parent or guardian of the student will be notified that the transcript is being sent.
- D. Examination of student's previous records of work

The principal shall check student's records upon entrance into the school and classify students accordingly.

E. Distance Learning Coursework

Each school must have a written statement of policy regarding distance learning coursework.

1. Students may pursue distance learning courses for credit for graduation. It is recommended that a final examination covering all the terminal objectives of the curriculum framework is given.
2. Under normal circumstances, it is recommended that not more than six units of credit taken by distance learning be accepted as credit toward graduation and that additional distance learning study may be taken for enrichment purposes.
3. If a student is enrolled in an academy, it is recommended that all distance learning study should have prior written approval of the school administration in order to be acceptable for credit.
4. It is the school's responsibility to determine the distance learning course under consideration has an appropriate degree of academic rigor.
5. It is recommended that distance learning coursework which involves credit required for graduation should be completed and a transcript on file at the academy by April 1 of the senior year.

F. Summer schools

Each school must have a written statement of policy regarding summer school coursework.

1. Summer schools organized and operated as a part of the school program shall be under the control and management of the school and shall comply with rules and regulations prescribed by the agency.
2. For grades 1-8, summer schools shall be established only for removing deficiencies of students and for providing opportunities for enrichment.
3. For grades 9-12, a minimum of 133 contact hours shall be required to achieve one unit of credit in summer school. None of the subjects required for graduation, except wellness and health, shall be taken for the first time during a summer school session unless the student has maintained a cumulative grade point average of at least 3.5 or its equivalent.

G. The principal shall comply with the requirements of State Codes regarding the names, ages, and addresses of all students in attendance to the superintendent of the public school system in which the public school is located.

H. Mini-courses and/or programs: Schools may establish mini-courses and/or programs under the supervision of a certified teacher and with the approval of the agency.

Fractional units of credit may be earned by the student with a maximum of three units counted toward graduation requirements. The intent of this provision is to permit the nine-weeks program (for ¼ unit of credit) or six-weeks program (for 1/6 unit of credit) for schools wishing to enrich the curriculum and provide more exploratory opportunities for students.

I. Out-of-school experiences

Each school must have a written statement of policy regarding out-of-school experiences for credit.

1. It is recommended that a maximum of one unit of credit may be granted a student for out-of-school experiences approved under guidelines established by EASEA.

J. Exceptional Learners

Each school must have a written statement of policy regarding exceptional learners.

### **Acceleration and retention policies**

- A. Acceleration and retention policies must be in a written format and distributed to parents and students prior to the beginning of the school year (the parent-student handbook should contain this information.)

B. Enrichment and acceleration (Grades K-8)

1. Seldom does a child benefit by advancing more than one grade per year. When this occurs, he/she may miss valuable steps in his/her development. He/she frequently does not have the maturity and experience to do the work of the next grade and may display social maladjustments. Therefore, it is recommended that a teacher provide enrichment rather than acceleration. This enrichment may be by hobbies, research or related subjects, crafts, art, and music. Additional subjects may be taken by use of programmed teaching devices.
2. When the following factors indicate need for advancement, the teacher and principal may work out a plan whereby a child, over a period of time, may make up a year's work by taking a subject or two of the next grade while continuing the work of the present grade:
  - a. Personal work habits and attitudes
  - b. Physical development and health
  - c. Social adjustment
  - d. Achievement in the basic skills as determined by achievement tests and observation of the teacher.
  - e. Age
  - f. Parents' attitude

3. These basic principles should be followed in acceleration:
  - a. The general practice is for the average student to complete one grade each school year.
  - b. A broad program of enrichment is preferable to a program of acceleration.
  - c. When a student does not enter a formal school program until seven or eight years of age, acceleration during the first three years of school experience may be advisable, such acceleration to be only with the counsel and approval of the agency superintendent. The decision is to be based on evidence of the child's mental maturity, his readiness for acceleration, capacity for achievement, and social adjustment.

C. Acceleration Policy (9-12)

Each school must have a written statement of policy regarding acceleration of students.

D. Retention of student (9-12)

1. Consideration to retain the student at a given level involves counseling with student and the parents so that a decision regarding placement is reached cooperatively. This is to ensure understanding and cooperation.
2. A decision to retain the student must have the following criteria:
  - a. Full documentation regarding the student's achievement and standing in the class with ample time for remediation and improvement.
  - b. The parents' consultation.

### **Faculty qualifications**

Faculty members are to be qualified by training and experience in the areas to which they are assigned. As basic preparation, they should possess either a bachelor's degree or give satisfactory evidence of its equivalent in training or experience. A minimum of eighty percent (80%) of the professional faculty involved in the educational process must hold valid qualified professional certification, however one hundred percent (100%) should be the goal. Qualified professional certification is defined as EASEA certification.

### **Teacher assignment**

A. Teaching load (K-8)

1. Teachers shall be on duty at least seven and one half clock hours per day and such additional time as the administrative policy requires.

2. Responsibilities included in the kindergarten teacher's day shall be instruction, home visits, parent conferences, curriculum planning and record keeping.
3. Schools shall provide full-time classroom teachers with duty-free planning periods.

B. Teaching load (9-12)

1. A generally accepted teaching load for a full time secondary teacher is five classes.
2. Schools shall provide classroom teachers with duty-free planning periods.

C. Teacher-student ratio

1. In grades K-12, maximum membership of any class shall not exceed:
  - a. Kindergarten through Grade 3 – 25 students.
  - b. Grades 4 through 6 – 30 students.
  - c. Grades 7 through 12 – 35 students.
  - d. Vocational Education – 25 students.

Class size limits may be exceeded in such areas as keyboarding, instrumental and vocal music classes provided that the effectiveness of the instructional program in these areas is not impaired.

Individualized instruction, team teaching, or other such programs designed to meet student need shall not be restricted to the above student-teacher ratio.

2. Recommended class size limits.

K-3	20
4-6	25
7-12	30
Voc. Ed.	20

D. Student load

Each school must have a written statement of policy regarding student course load.

**Records and reports**

1. A cumulative record shall be kept up to date for each student, kindergarten through grade 12, on such forms and in such condition as shall be required by EASEA.



2. Each teacher shall be provided with record forms or materials on which the roster of each class taught by him shall be kept and on which all data used to determine student progress shall be recorded. This record is and shall remain the property of the school and shall be filed with the principal at the end of the year.
3. Each school shall provide for the storage and safekeeping of all records and reports. Transcripts shall be kept in a fireproof safe/filing cabinet or a duplicate copy in a separate building.
4. The maintenance, use, and dissemination of information included in school records and reports shall be governed by written policies adopted by the school.
5. A school that ceases operation must place their academic and attendance records with EASEA in order to safeguard these records and to make them available to authorized persons upon request.
6. A school that ceases operation shall notify the superintendent of the public school system and the State Department of Education of the location of student records. The State Department of Education will provide forms for this notification.
7. A school that ceases operation shall publish the location of student records in local newspapers.

### **Organization of school program**

- A. The school program in grades K-8 (or any combination of these grades) shall be organized so that each student shall receive learning experiences in the following areas: reading, language, Bible, arts, mathematics, science, environmental education, social studies, health and physical education, art, and music.
- B. At the commencement of the first class of each day in all grades, the teacher in charge of the room in which such class is held shall begin the day with prayer.

### **Student progress reports**

- A. Each school shall develop and implement a school-wide grading and promotion policies.
- B. Each school shall evaluate and report in writing to the parent(s) or legal guardian(s) each student's progress in each subject at least every nine weeks. A parent or legal guardian will sign or otherwise acknowledge the report and return it to the teacher. Individual schools may choose not to require parental acknowledgment of the grade report for students in grades 7-12. If parental acknowledgment is not required, schools must publish annually the dates and method of reporting student progress and must provide ample opportunities for parents to notify the school of any concerns.

- C. Where separation or divorce is involved, grades will routinely be given to both parents in joint custody arrangements. However, in an instance where the custody of a child rests with one parent, grades will be provided to the custodial parent only, unless otherwise directed by the custodial parent.
- D. Notification restrictions imposed by the custodial parent on the non-custodial parent should be registered with the school administration upon the registration of the student. Such notification is the responsibility of the custodial parent.
- E. A designated day for parent-teacher conferences (one per semester) should be incorporated in the school calendar. In boarding schools parent-teacher conferences should be provided upon request. Parent-Teacher fellowship should be scheduled periodically throughout the school year.

### **Withholding student grades**

- A. A school is authorized to withhold all grade reports, diplomas, certificates of progress or transcripts of a student who has taken property which belongs to a school, or has incurred a debt to a school, until such student makes restitution in full.
- B. EASEA shall afford the student and/or the student's parent the opportunity to appeal and be heard if such student and/or the parent disputes the debt, the amount of the debt, or the application of sanctions.

### **Vaccination against disease**

All students must meet the “vaccination against disease” requirements listed in State code prior to enrollment. Official record of exemption is acceptable.

### **Emergency preparedness plans**

- A. Each local school system shall have a disaster preparedness plan to include but not be limited to, fire, tornado, earthquake, flood, bomb threat, and armed intrusion.
- B. Each school shall practice emergency safety procedures. See health and safety for additional preparedness requirements.

### **Enrollment in college level courses**

Each school must have a written statement of policy regarding student enrollment in college level courses.

### **Policy Manuals**

Policy manuals promulgated by an agency-approved school must be submitted to EASEA when the application for Agency Approval is initiated.

## **Mandatory Kindergarten Age**

A child must be five years of age on or before August 15 to enroll in kindergarten. A child does not have to enroll in school at five years of age, but enrollment must occur no later than the seventh birthday.

## **School Improvement Plan**

All EASEA schools must develop and implement a School Improvement Plan.

Definition: School Improvement is a cyclical and continuous process whereby the school's stakeholders use data, research and reflection to identify needs, develop an action plan and implement the plan.

The School Improvement Cycle involves five parts:

- A. **Developing the Profile:** Develop a comprehensive profile of the students and community served by the school by gathering and analyzing data in a variety of critical areas.
- B. **Defining Beliefs and Mission:** Articulate beliefs and develop a mission statement which defines a compelling purpose and direction for the school. Then identify the gaps that exist between effective practice based on research and the current practices of the school.
- C. **Defining the needs for student learning:** Identify the goals and expectations for student learning aligned with the school's beliefs and mission.
- D. **Develop the action plan:** Develop an Action Plan that includes objectives, action steps, timeline, the individuals responsible, estimated resources and accountability indicators.
- E. **Implement the Plan:** Monitor the implementation of the school improvement plan and collect data that will tell you the impact of your strategies.

Implementation of the School Improvement Plan will result in a three to five year strategic plan which should be monitored, evaluated and updated yearly.

## **Testing**

- A. An EASEA norm-referenced testing program (ITBS & ITED) or a State Department of Educational standardized achievement testing program in reading, language arts, spelling, math, science, and social science be administered to each student in grades 3 through 8.
- B. Results of standardized tests must be communicated to teachers and parents and kept on file at the school for ten calendar years.

## **Student Personnel Services**

- A. Attendance services
  - 1. Each school shall develop attendance standards and policies which address, but are not limited to, the following.
    - a. Attendance policies shall be firm, but fair, so that each student has a reasonable opportunity to meet the minimum requirements.
    - b. Effective accounting and reporting procedures shall be developed to keep parents or guardians informed of a student's absence from class.
    - c. Policies shall accommodate extenuating circumstances created by emergencies over which the student has no control.
    - d. Appeal procedures shall be included to assure the student's right of due process.
    - e. Alternative programs shall be established to provide educational options for any student who severely fails to meet minimum attendance requirements.
    - f. Students must attend each course 80% of the school days in a given semester. Failure to comply will result in the failure of the course.
  - 2. The program of attendance services shall include procedures for:
    - a. Preventing nonattendance and problems involving chronic absenteeism.
    - b. Addressing those conditions which cause chronic absenteeism.
- B. Guidance services
  - 1. Guidance Personnel: A school with an enrollment of 50-300 students shall have a half-time guidance counselor.

2. In a school with fewer than 50 students, the principal shall designate a qualified staff member(s) to provide guidance services.
3. Each school shall develop a guidance services program designed to:
  - a. Assist all students in assessing their abilities, aptitudes, interests, and educational needs.
  - b. Assist all students in their spiritual development.
  - c. Increase all students' understanding of educational and career opportunities and requirements.
  - d. Help all students to make the best possible use of these opportunities through formulation and achievement of realistic goals.
  - e. Help all students to attain satisfactory educational and personal adjustments.
  - f. Provide information to be used in planning and evaluating the school's total program.
4. The program of guidance services shall include the following:
  - a. Informational services – orientation to the school program, occupational and educational information for students', parents', and teachers' uses.
  - b. Counseling – both individual and group as needs of students dictate.
  - c. Collection, maintenance, and utilization, where appropriate, of student data for instructional program planning and student guidance.
  - d. Student placement-in-school and out-of-school, student referral sources.
  - e. Follow-up – in-school students and out-of-school graduates and school 'leavers'.



# Section XII

## Facilities

Description of Standards for Facilities



E. A. Sutherland Educational Association  
P.O. Box 495  
Collegedale, TN 37315





## SECTION XII

### Facilities

- Describe or provide a copy of the standards for:
  1. Approval of plans and specifications regarding planning of new buildings and/or alterations
  2. Health and safety
  3. Classrooms
  4. Facilities for handicapped
  5. Laboratories
  6. Library/Media
  7. Physical education/playground
  8. School fire safety code

### Plan Approval

1. Any school under construction shall have plans and specifications approved by appropriate local and state approval agencies.

Note 1: Plans and specifications shall be transmitted to the Department of Insurance, Division of Fire Prevention for review in compliance with adopted codes.

Note 2: Requirement for licensed architect or engineer (see T.C.A. 62-2-107).

### Health and Safety

#### School health services

- A. Each school shall develop a school health service program designed to:
  1. Contribute to the realization of educational goals of all students.
  2. Minimize problems of school attendance.
  3. Contribute to the adaptation of school programs to individual needs and abilities.
  4. Help all students obtain the health care needed.

- B. The school health services program shall be directed toward the determination of health needs, follow-up and interpretation of those needs, care of emergency illness and injury, and disease prevention. These services shall include:
1. Identification of physical, mental, or emotional characteristics of students, which will prevent them from attaining their potentialities through public education. This may include observation and screening by teachers, and physical and dental examinations.
  2. Each school shall have a written policy providing for a complete medical examination or medical assessment of every child entering school for the first time. A doctor, physician assistant, nurse practitioner, or properly trained public health nurse shall perform this examination or assessment. No child shall be admitted to school without proof of immunization except those who are exempt by statute as provided in State Codes.
  3. A cumulative health record, which shall be confidential for students, parents, and teachers, and kept up to date as additional information is gathered.
  4. A record for each student, which is kept in a secure location and indicates information as to how and where to contact parents in case of emergency, and arrangements for transporting the student to the home, doctor, or hospital.
  5. A report of each accident taking place while the student is under the jurisdiction of the school, filed in a secure location.
  6. Teacher referral of students for available health services.
  7. The use by the teachers and principal of the information of each medical service rendered and/or recommendation given for each student, as a basis for a more meaningful school health program.
  8. Evaluative criteria, which include the extent and use for available health services based upon needs of students within the school.
- C. The school system's health services program shall include:
1. The school shall have a written policy for excluding students with communicable diseases including AIDS, ARC, & HIV and for readmitting them following recovery. The school shall have a written policy for taking care of sick or injured students (to include notification of parents) in case of emergencies, which occur while the student is under the jurisdiction of the school.
  2. All school food service facilities shall maintain, in the storage, preparation, and serving of food proper sanitation and health standards in conformance with all applicable state and local laws and regulations.

3. Each school system shall develop procedures for reporting suspected cases of child abuse and neglect.
4. The school shall abide by all state and federal health laws.

#### School psychological services

- A. Each school shall develop a plan for making psychological and spiritual services available to its staff and students.
- B. The principal shall establish a program for student psychological and spiritual needs.
- C. Consultation with teachers, administrators, and parents in developing programs, which provide for the individual needs of students.
- D. Helping to plan and participate in in-service programs for teachers and other school personnel.
- E. Developing a collaborative working relationship with all school personnel and community agencies for promoting sound mental health practices throughout the school program.
- F. Cooperation in the development, organization, and administration of a screening and assessment program for students.

#### Health requirements

- A. Drinking water
  1. Drinking water must come from a source approved by the health department, supplied by sanitary means, and must be available to the children.
  2. Drinking water shall be provided according to standards promulgated by the State Department of Health and Environment requirements.
  3. One drinking fountain shall be provided for each 20 students enrolled, with not more than two fountains placed at one location.
  4. The floor covering under drinking fountains shall be a water resistant material to insure convenience in preventive maintenance and custodial care.
- B. Lavatory facilities
  1. Sufficient water, flush toilets, and lavatories must be readily accessible to the children. Sanitary disposal of waste is one of the most important and effective public health measures in prevention of disease.

2. Towels and soap should be provided for the children to use for washing their hands.

C. Emergency needs

1. There should be a telephone with emergency numbers listed in an available location in case of emergency.
2. A first-aid kit, well stocked, should be available.

D. Outdoor play equipment

1. There must be safeguards, such as fences, if there are existing hazards to the safety of the children.
2. The age levels, abilities, and safety of the children must be considered in equipping outdoor play areas. Equipment should include a variety of items for activities such as climbing apparatus; wheel toys, sandbox, balls, and water play materials.
3. Placement of equipment must be planned to avoid the danger of collision and accidents. Supports for climbing and large equipment must be securely fastened to the ground.

E. Corridors

1. Primary corridors of buildings with ten or more rooms shall be at least 10 feet wide, net.
2. An eight-foot corridor, net, is acceptable if each classroom is provided with a door leading directly to the outside.
3. No dead-end corridor shall extend more than 20 feet beyond a stairway or other means of exit there from.

F. School building(s)

1. The school building(s) shall be so located as to best serve the needs of the church, school, and community.
2. Teaching stations shall be so designed and organized as to best carry out the process of student instruction and learning. Furniture shall be sized to meet the appropriate instructional needs of the student.

3. The building and service roads shall be so arranged as to adequately and safely allow vehicle access.

G. School site

1. It shall be necessary for each school to provide acreage to meet the exercise and activity needs of the enrollment.
2. Elementary. Adequate playground equipment shall be available as appropriate.
3. Junior/Senior High. Acreage or access to acreage shall be provided for organized activities such as volleyball, basketball, softball, and soccer.
4. The land shall be well drained and free from objectionable odors and noises.
5. Public utilities including water, electricity, gas, and telephone, shall be available as appropriate. A sewage disposal system shall be provided according to the State Department of Health and Environment requirements.
6. Adequate parking shall be provided for both faculty, students, and visitors. Parking areas shall be designed so as not to interfere with student activities and safety.

## **Classrooms**

- A. Classrooms must be provided which will meet student and instructional needs. The size and equipment provided shall be governed by the purpose for which the classroom or space is being used.
- B. Regular classrooms must contain adequate space for the number of students being instructed.
- C. Shadow and glare-free artificial lighting shall supplement natural lighting. Special areas shall be lighted in accordance with recommended standards.
- D. Classroom windows shall be equipped with approved means to control natural light.
- E. All stairs and corridors shall be lighted with artificial illumination.
- F. Every classroom shall have a minimum of three duplex electrical outlets. One duplex outlet shall be located on each of three walls.
- G. All spaces shall be designed for natural ventilation, mechanical ventilation, or a combination of both.
  1. Open flame heaters shall not be used in occupied spaces.

- H. Primary fuel selection shall be based on availability, economics, and heating and air conditioning type.

### **Facilities for Handicapped**

Schools with qualifying handicapped students must provide adequate facility and instruction. EASEA recognizes, however, that situations could exist whereby it would be financially impossible to provide adequate facilities and personnel for certain handicapped students at normal tuition rates or when the reenrollment is very small.

### **Laboratories**

- A. Chemicals shall be stored in a secured area.
- B. All laboratories shall contain furniture and equipment designed to accommodate students and programs.
- C. Hazardous chemicals shall be disposed of in accordance with local requirements.
- D. Science laboratories shall provide as needed for the program and code requirement.
- E. Science laboratories shall provide a minimum of 35 square feet per student. Adequate storage space shall also be provided.
- F. All science laboratories or laboratory/classrooms for grades 9-12 shall be equipped with eyewash equipment, first-aid kit, fire extinguisher, safety goggles for all students, and a master control system for gas and electricity.

### **Library/Media**

- A. The school library media program supports a school's philosophy and helps implement the school's objectives by being totally integrated in the teaching/learning process. Each school shall have resources available for classroom and individual use in sufficient quantity, quality, and variety to implement the instructional program in all areas and to support the development of students. The library media center's primary functions are to assist in the identification, evaluation, acquisition, production, organization, and coordination of the school's resources and to motivate, instruct, and assist students and teachers in their effective use.
- B. In these standards, the term library media, replaces the use of library, audiovisual, instructional materials, learning resources, and any other like term.

1. Library media personnel

- a. Schools including grades K-8 or any combination thereof shall provide library media personnel as follows:
- b. In schools with fewer than 400 students, the principal or staff member designated by the principal, shall serve as a library media coordinator.
- c. Schools including any high school grades shall provide library media personnel as follows:
  - 1) A school with an enrollment of 300 or more shall have a full-time Library media specialist.
  - 2) A school with an enrollment of 50 to 299 students shall have a half-time library media specialist. The requirement for a Library media specialist may be met by 1) a school's participation in the ANGEL Library Program provided by Southern Adventist University 4881 Taylor Circle, Collegedale, TN 37315. ANGEL (Adventist Network of General Educational Libraries) provides centralized library purchasing, processing, and record keeping services for schools in a tri-state area. 2) The principal designating a qualified staff member as a part-time library media director.
  - 3) In a school with an enrollment of fewer than 50 students, the principal or staff member designated by the principal, shall serve as a library media coordinator. This requirement may be met by participating in the ANGEL Library Program.

2. Materials collection

This collection shall consist of items selected to meet instructional and developmental needs of the students and should be adapted to the abilities and individual needs of the students. There shall be provided sufficient items. An item is defined as a book, film, videotape, filmstrip (sound or silent), transparency set, slide set, kit, sound reproduction (tape and/or disc), model, microfiche, microfilm, or any other print or not-print item of a similar nature made by any method now developed or hereafter to be developed. Magazines should be selected on the basis of need and grade level of all students. There shall be at least one set of encyclopedia copyrighted within the last five years.

3. Equipment collection

Each school shall provide the necessary instructional equipment for the utilization of its materials collection.

#### 4. Organization

- a. Classify print items by the Dewey Decimal or Library of Congress System and non-print items by an acceptable and workable system.
- b. Develop a card catalog of all items.
- c. Follow a system-wide written procedure for selection and acquisition.
- d. Maintain an up-to-date shelf list.
- e. Establish a procedure for marking and properly shelving items.
- f. Establish an adequate circulation system.
- g. Establish a continuous process for weeding the collection.
- h. Develop a school library media inventory system for all items and equipment.

#### 5. Use of library media services

It shall be the responsibility of the principal and the library media staff to apprise teachers of available resources. The development of student competency in the independent use of resources shall be the joint responsibility of the library media staff and classroom teachers.

#### 6. Access to library

Students and faculty shall have access to the library media center.

#### 7. Appropriation

The minimum expenditure for library materials shall be \$4.00 per student in average daily attendance, not to include materials and consumable supplies for classroom use. During any year in which the said allocation is not completely spent, the remaining funds shall remain for use in the subsequent year according to the plan for the expenditure of these funds.

### **Physical Education/Playground**

Every school shall be provided with an area for physical education consisting of a well-drained, smooth playground.



## **School Fire Safety Codes**

- A. Prior to building occupancy, fire marshal permits are necessary.
- B. Existing school facilities are not required to meet all guidelines applicable to a new structure. However, it shall be necessary for each existing school to contact the local fire marshal for an inspection and letter of occupancy.
- C. Facilities must also be approved by local health authorities. The general inspection should include your kitchen, playground, and waste disposal system. The State Department of Health and Environment should be contacted for additional information.
- D. Fire regulations
  - 1. Inspections – The school should be inspected annually by the local fire department or fire marshal. All deficiencies should be corrected as soon as possible.
  - 2. Drills
    - a. Fire drills are required once a month.
    - b. Records are kept on each fire drill and should include the time and any problem experienced during the drill.
    - c. Students should be instructed in safety procedures for tornadoes and other emergency situations.
  - 3. Exits
    - a. All exits, stairways, and halls must be kept clear and unobstructed.
    - b. All exits are to be marked and lighted.
    - c. All doors must open outward and have required hardware. There must be a sufficient number of doors available for emergency situations.
  - 4. Electrical regulations
    - a. All electrical wiring must be approved and properly maintained.
    - b. All electrical appliances must be maintained in good operating condition.
  - 5. Fire extinguishers

- a. Fire extinguishers should be placed in available locations and kept in good operating condition.
  - b. Extinguishers should be kept charged and inspected every year and should be the proper size.
  - c. All staff members are to be instructed in the use of the extinguishers.
6. Fire alarms should be placed in accessible locations and kept in good operating condition.
7. General requirements
- a. Keep all halls, stairways, and utility closets clear of rubbish.
  - b. All finishes are to be fire retardant.

## **Transportation**

All schools involved in transporting students to and from school (field trips included) must comply with state transportation guidelines. EASEA must have proof of compliance in four areas:

- A. In-service training: All bus drivers must attend school training on an annual basis. Safety, first aid, and driving procedures must be covered.
- B. Bus inspection: Each bus must be inspected yearly. If city or county bus inspection is not available, a certified mechanic should provide a letter of compliance.
- C. Insurance: A letter from your insurance provider shall be on file.
- D. Bus Driver License: A driver must maintain a valid commercial driver's license.

Further regulations and suggestions are available from the State Department of Transportation and/or State Department of Education.

We recommend that a daily bus driver check be formulated and maintained. It should be completed by the driver and filed in the office. This daily check is necessary to ensure a bus does not deteriorate and become unsafe. Items to be included but not limited to:

Tires	Brakes
Flashers	Signal Lights
Head Lights	Belts
Hoses	First-Aid Kit
Fire Extinguisher	

# Section XIII

## Supplements and Forms



E. A. Sutherland Educational Association  
P.O. Box 495  
Collegedale, TN 37315



# SECTION XIII

## Supplements and Forms

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## **Educational Guidelines for EASEA Member Schools**

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1. The length of the school year must include 180 days of school, not including pre- and post- in-service training days, professional days and days missed for inclement weather.
2. The length of the school day should equal or exceed 6.5 hours per day for 180 days per school year.
3. Classes should meet a minimum of 200 minutes per week for a full credit class.
4. The number of credits applicable toward a diploma must equal or exceed 22 credits of course work in grades 9-12.
5. The academic qualifications for all classroom teachers should equal or exceed a 4-year college degree, or equivalent approved experience, in the specialized field of the assigned teaching responsibilities.
6. The academic qualifications for full-time and part-time school principals should be equivalent or exceed a bachelor's degree.
7. Schools must adopt and promulgate health, safety, and sanitation standards.
8. Schools must have an approved standardized testing program as required by the State.
9. Schools must have a corporate or operating board.
10. Schools must develop and implement a school improvement plan.



## MEMBERSHIP APPLICATION

Please type or neatly print – Complete Entire Form

Date \_\_\_\_\_

Name of School			
Address		City	State
		Zip	
Telephone		Fax	E-mail
President/Director		First Name	Last Name
		Home Phone	
Principal/Head Teacher		First Name	Last Name
		Home Phone	
Type of School (check all that apply)			
<input type="checkbox"/> K-8 <input type="checkbox"/> K-9 <input type="checkbox"/> K-10 <input type="checkbox"/> K-12 <input type="checkbox"/> 9-12 <input type="checkbox"/> Boarding School <input type="checkbox"/> Day School <input type="checkbox"/> Boarding and Day School			

Enrollment Information: Please indicate number of students in each grade by Sept. 15.

K	1	2	3	4	5	6	7	8	9	10	11	12	Special
<input style="width: 30px; height: 15px;" type="text"/>	<input style="width: 30px; height: 15px;" type="text"/>	<input style="width: 30px; height: 15px;" type="text"/>	<input style="width: 30px; height: 15px;" type="text"/>	<input style="width: 30px; height: 15px;" type="text"/>	<input style="width: 30px; height: 15px;" type="text"/>	<input style="width: 30px; height: 15px;" type="text"/>	<input style="width: 30px; height: 15px;" type="text"/>	<input style="width: 30px; height: 15px;" type="text"/>	<input style="width: 30px; height: 15px;" type="text"/>	<input style="width: 30px; height: 15px;" type="text"/>	<input style="width: 30px; height: 15px;" type="text"/>	<input style="width: 30px; height: 15px;" type="text"/>	<input style="width: 30px; height: 15px;" type="text"/>

**TOTAL STUDENT ENROLLMENT**

**Application fee is \$350. Once accepted into membership the monthly membership fee is \$500 per school plus \$100 per accredited school.**

Please supply the following:

1. Enclose School's Philosophy of Christian Education.
2. Enclose Annual Schedule of School Events (include board meetings).
3. Enclose a list of current Board Members with contact information (indicate chairperson).
4. Annual Tuition for Kindergarten                    \$\_\_\_\_\_                    Registration Fee \$\_\_\_\_\_.
5. Annual Tuition for Elementary                    \$\_\_\_\_\_                    Registration Fee \$\_\_\_\_\_.
6. Annual Tuition for Junior Academy                    \$\_\_\_\_\_                    Registration Fee \$\_\_\_\_\_.
7. Annual Tuition for Senior Academy                    \$\_\_\_\_\_                    Registration Fee \$\_\_\_\_\_.
8. Annual Room and Board for Senior Academy                    \$\_\_\_\_\_.
9. Annual beginning salary for degreed teachers                    \$\_\_\_\_\_.
10. Annual average teacher salary                    \$\_\_\_\_\_.
11. Year school started \_\_\_\_\_.
12. Year current Administration/Principal hired \_\_\_\_\_.

Please answer the following:

Yes    No

- 1.    Is there proof of date of birth and an appropriate Certification of Immunization on file for each student? This is commonly called the "green" card. The form is to meet State approval.
- 2.    Does the school file/publish its non-discriminatory policy annually (IRS Form 5578).
- 3.    Does the school have student physical examinations on file?
- 4.    Does the school have on file proof of having passed a Fire Safety inspection?
- 5.    Does the school hold regular fire and tornado drills?
- 6.    Does the school have in force a control/training plan for blood borne pathogens?
- 7.    Is there a W-4 form on file for each employee?
- 8.    If the school offers food service, does it comply with all applicable regulations?
- 9.    Does the school operate a child Care center?
- 10.    Does the school adhere to the August 15 deadline for grade placement?
- 11.    Does the school maintain permanent records of achievement/attendance for each student?
- 12.    Does the school have published policy regarding number of allowable absences?
- 13.    Does the school keep records of internal medication administered to students?
- 14.    If the school uses vehicles larger than 15 passengers (including driver), does it meet all DOT regulations and require drivers to have a CDL license?
- 15.    Does the school comply with drug & alcohol testing for its drivers?

**Send Application to:**  
E. A. Sutherland Education Association  
P.O. Box 495  
Collegedale, TN 37315

<b><u>Commitment</u></b>	
Having read the purpose and objectives of EASEA, I desire and pledge to uphold the standards and goals of EASEA as stated in its Constitution and Statement of Faith.	
<hr/>	
<i>Signature</i>	<i>Date</i>



## STATEMENT OF FAITH of E. A. Sutherland Education Association

---



**We** believe in the inspiration of the Bible (scripture), both the New and the Old Testaments. **We** believe that scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness. **We** believe in divine creation; that man was created by the direct act of God and in the image of God. **We** believe in the incarnation, the virgin birth, and the deity of our Lord and Savior, Jesus Christ. **We** believe in the atoning sacrifice of Jesus, on the cross, when he took upon himself the sins of the world; sin brought upon man by the fall of Adam and Eve when they yielded to the temptation of Satan. **We** believe that sin is the transgression of the law of God. **We** believe that Jesus died in our behalf, rose on the third day and ascended to heaven and is seated by his Father mediating for us. **We** believe in the second coming of Jesus as he promised, “I will come again.” **We** believe that salvation is by grace, through faith in the atoning blood of our Lord and Savior, Jesus Christ. **We** believe in the necessity of the new birth, and that this new birth is through the regeneration provided in the work of the Holy Spirit. **We** believe in the gifts of the Holy Spirit and that these gifts are given for the purpose of vindicating the character of God. **We** believe that the gift of the Spirit of Prophecy is given to provide direction and guidance in learning and in living a life that reflects the love of God.

**We accept the Gospel of Jesus Christ and respond to:  
“If you love me, keep my commandments.”**

**We** believe that this statement of faith is a sufficient basis for Christian fellowship and that all men and women who sincerely accept Jesus as their savior will separate from the world of sin and will seek to live together in peace; and that it is their Christian duty to promote harmony among the members of the Body of Christ. **We** believe it is the duty of every Christian to deliver the Gospel to as many people as possible in the shortest time possible.

**We** believe that all disciples of Jesus are interested in the whole person: mental, spiritual, physical and social. **We** believe that the educational principals and direction as given by Ellen G. White provide a well balanced educational program which ministers to the whole person, preparing students to be a blessing within the present community and preparation for eternity. **We** believe that a balanced education program incorporates Spiritual instruction, Academic excellence, Vocational experience and Community service; this would include the understanding of scripture, educational textbooks, care and use of natural resources, and health and wellness services.

**The E. A. Sutherland Education Association  
holds that:  
*Education is a ministry of high calling  
and is  
For the purpose of edifying the Body of Christ***

---

**E.A. Sutherland Education Association  
P.O. Box 495  
Collegedale, TN 37315**

# Application for Approval Status and/or Accreditation

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Check one or both:       Agency Approval       Accreditation

Check one:               Initial Evaluation       Renewal Evaluation

## 1. School Information

Name of School \_\_\_\_\_  
 Street Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Phone (\_\_\_\_) \_\_\_\_\_ Fax (\_\_\_\_) \_\_\_\_\_  
 E-mail Address \_\_\_\_\_ Date Founded \_\_\_\_\_

## 2. Administration

Board Chair \_\_\_\_\_  
 Address, Phone, E-mail \_\_\_\_\_  
 Principal \_\_\_\_\_

### Principal's Professional Training

College Attended	Date	Degree	Major	Minor

### Administration Experience

School	City & State	Position	Dates
Total Years of Experience			

### Teaching Experience

School	City & State	Grade/Subject Taught	Dates
Total Years of Experience			

**3. Teachers**

- a. Kindergarten \_\_\_\_\_ Elementary \_\_\_\_\_ High School \_\_\_\_\_
- b. Full time teachers \_\_\_\_\_  
Part time teachers \_\_\_\_\_
- c. How many teachers left at the end of last school year? \_\_\_\_\_
- d. How many teachers joined the staff at the beginning of this school year? \_\_\_\_\_
- e. How many teachers have an earned four-year college degree? \_\_\_\_\_
- f. How many teachers do not have an earned four-year college degree? \_\_\_\_\_
- g. How many elementary teachers are full-time (all day) in their Major/Minor teaching fields? \_\_\_\_\_
- h. How many senior high teachers (9-12) are teaching at least one or more courses out of their Major/Minor teaching fields? \_\_\_\_\_
- i. How many senior high teachers are not teaching any courses in their Major/Minor teaching fields? \_\_\_\_\_ How many of these are part time? \_\_\_\_\_
- j. Are all classroom teachers EASEA certified?  Yes  No
- k. Are teacher aids used?  Yes  No

**4. Enrollment**

K \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ 11 \_\_\_\_\_ 12 \_\_\_\_\_

Elementary (1-8) Total \_\_\_\_\_ High School (9-12) Total \_\_\_\_\_

**5. Curriculum**

a. Type of School

**Elementary (1-8)**

**High School (9-12)**

Traditional

Traditional

Other (please list) \_\_\_\_\_

Other (please list) \_\_\_\_\_

b. List all high school (9-12) courses and units of credit.

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

c. List all high school courses taught by teachers outside their Major or Minor teaching fields.

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

- d. Goals and objectives are in a written format.  Yes  No
- e. Curriculum course outlines are in a written format.  Yes  No
- f. Standardized tests are used to measure class achievement.  Yes  No

**6. Financial Information**

a. Salary range for full-time teachers (K-12)

Minimum \_\_\_\_\_ Median \_\_\_\_\_ Maximum \_\_\_\_\_

Operating Income for Past Year	Tuition	\$ _____	(	_____	%)
	All other sources	\$ _____	(	_____	%)
	Total Operating Income \$ _____				
Operating Expenses	Salaries and Wages	\$ _____	(	_____	%)
	All other expenses	\$ _____	(	_____	%)
	Total Operating Expense \$ _____				

b. Tuition: Elementary \$ \_\_\_\_\_ High School \$ \_\_\_\_\_

c. School has established financial procedural guidelines  Yes  No

**7. General**

a. Length of School Day:

Kindergarten	_____ a.m.	_____ p.m.
Elementary	_____ a.m.	_____ p.m.
High School	_____ a.m.	_____ p.m.

b. Number of Days in School Year? \_\_\_\_\_ Number of Professional Days? \_\_\_\_\_

c. Description of Professional Days: (example) Teacher’s Convention, Inservice, etc.)

Description	Date(s)	Location
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

d. Number of units required for graduation: \_\_\_\_\_ (units or credits)

e. Include the following information:

- Student Handbook
- Teacher Handbook
- Student Application
- Brief description of the school building or buildings
- Class Schedules (time and subject) of each teacher

**8. Evaluation Date**

1<sup>st</sup> Choice (Month, Day, Year) \_\_\_\_\_

2<sup>nd</sup> Choice (Month, Day, Year) \_\_\_\_\_

3<sup>rd</sup> Choice (Month, Day, Year) \_\_\_\_\_

9. The following signatures denote intent to seek agency approval status and/or accreditation, and the awareness of the guidelines and regulations contained in the EASEA Agency Approval Standards and/or Criteria for Accreditation.

Board Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Return Completed Form to:**

E. A. Sutherland Education Association

P.O. Box 495

Collegedale, TN 37315

# Teacher Certification Application



Check One:             Initial                       Renewal

Instructions: (1) Complete application and mail with a check for \$20 to EASEA. (2) Have an official copy of college transcripts sent directly to the EASEA office from the college/university office of records.

Dr.     Mr.     Mrs.     Ms.

Name \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Birthdate \_\_\_\_\_ Social Security # \_\_\_\_\_

Phone (home) \_\_\_\_\_ (work) \_\_\_\_\_

<b>For Office Use Only</b>	
Date Rec'd	_____
Fee	_____
Transcripts	_____
Type of Certificate	_____
Type of Endorsement(s)	_____
Degrees	_____
Colleges	_____
Exp. Date	_____
Cert. Review Date	_____
Reviewed	_____
Cert. Mailed	_____

### Type of Certificate Requested: (Check all that apply)

- Para Professional       Semi-Professional     Vocational             Designated  
 Conditional                 Basic                     Standard               Professional

### Type of Endorsement(s) Requested: (Check all that apply)

- Elementary                 Secondary               Other \_\_\_\_\_

Colleges Attended	Addresses	Dates	Degrees

Schools where you have been employed (list latest first):

Schools	City & State	Dates	Positions

EASEA Certificate(s) Held	Expiration Date	Endorsement Area(s)

Official College Transcripts sent:  Yes  No  
 Renewal Requirements have been met:  Yes  No  N/A  
 Recommendation from principal has been sent:  Yes  No  N/A

**DISCLOSURE INFORMATION**

Have you ever been convicted of a felony (including a suspended sentence)?  Yes  No

If yes, please describe \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Have you ever been under investigation for any sexual offense (excluding any charges which were fully cleared)?  Yes  No

If yes, please describe \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I hereby grant permission to the E. A. Sutherland Education Association to obtain information from local, state, or federal law enforcement agencies and to do a reference and a driver's record check to help determine my suitability to be granted a teaching certificate. My signature also attests that the information on this application is to my knowledge accurate and true.

Applicant's Signature \_\_\_\_\_ Date \_\_\_\_\_

Mail completed application with renewal or application fee to: EASEA ♦ P.O. Box 495 ♦ Collegedale, TN 37315

# EASEA K-12 OPENING REPORT

School Year \_\_\_ - \_\_\_

The principal should submit this report to the EASEA office by October 1. Some items in this report pertain to last school year. Please pay attention to the instructions for each section to guarantee accuracy in the numbers reported.

### SCHOOL INFORMATION

1. Name of School	County
2. Address	City State Zip
3. Telephone	FAX: E-mail:
4. Principal, or Head Teacher, First Name:	Last Name:
5. Name of President/Director, First Name:	Last Name:
6. Type of School (check) <input type="checkbox"/> K-08 <input type="checkbox"/> K-09 <input type="checkbox"/> K-10 <input type="checkbox"/> K-12 <input type="checkbox"/> 9-12	

### OPENING REPORT

7. Enrollment: Total

K	1	2	3	4	5	6	7	8		9	10	11	12
<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>

8. Residence		K-8	9-12
And Gender:	Day Students	Boys	<input style="width: 50px; height: 25px;" type="text"/>
		Girls	<input style="width: 50px; height: 25px;" type="text"/>
	Dorm Students	Boys	<input style="width: 50px; height: 25px;" type="text"/>
		Girls	<input style="width: 50px; height: 25px;" type="text"/>
		Total	<input style="width: 50px; height: 25px;" type="text"/>

9. Religious Affiliation of Students:	K-8	9-12
Baptized students with at least one parent/guardian an SDA	<input style="width: 50px; height: 25px;" type="text"/>	<input style="width: 50px; height: 25px;" type="text"/>
Baptized students with neither parent/guardian an SDA	<input style="width: 50px; height: 25px;" type="text"/>	<input style="width: 50px; height: 25px;" type="text"/>
Unbaptized with at least one parent/guardian an SDA	<input style="width: 50px; height: 25px;" type="text"/>	<input style="width: 50px; height: 25px;" type="text"/>
Unbaptized with neither parent/guardian an SDA	<input style="width: 50px; height: 25px;" type="text"/>	<input style="width: 50px; height: 25px;" type="text"/>
	Total	<input style="width: 50px; height: 25px;" type="text"/>

### Instructions

6. Check the one that most closely matches your school's grade range.
8. Give a breakdown of dormitory and day students by grade and gender. If you have no day students, enter all your data under boarding students. The total number of students must equal the total enrollment.
9. Give a breakdown of Religious affiliation (are they SDA or not) of your students, based on if they have at least one SDA parent or guardian, or none. If you are unsure if a student's parent(s) are baptized or not, add them to the "neither" part of the question based on the baptized status of the student. The total number of students must equal the total enrollment.



STAFF INFORMATION	
10. Head Count <input style="width: 80px;" type="text"/>	<b>13. Degrees</b> Less than BA <input style="width: 80px;" type="text"/> Bachelors <input style="width: 80px;" type="text"/> Masters <input style="width: 80px;" type="text"/> EdS <input style="width: 80px;" type="text"/> EdD/Phd <input style="width: 80px;" type="text"/> Other <input style="width: 80px;" type="text"/>
11. Non SDA <input style="width: 80px;" type="text"/>	
12. Gender Male <input style="width: 80px;" type="text"/> Female <input style="width: 80px;" type="text"/>	
CLASSIFIED PERSONNEL INFORMATION	
14. Head Count <input style="width: 80px;" type="text"/>	

**Instructions, Continued.**

- 10. Enter the total number of teachers and administrators. Administrative personnel include: principals, vice-principals, business managers, treasurers, librarians, registrars, deans, guidance counselors and non teaching chaplains.
- 11. Number of non SDA teachers and administrators employed by school.
- 12. Number of male and female staff, should equal total head count for #10.
- 13. Total number of degrees should equal total head count for #10.
- 14. Classified personnel are any employees/members who are not teachers or administrators, yet support the school program on a day to day basis, i.e. vocation supervisors, maintenance, industry personnel.

LAST SCHOOL YEAR																															
15. Total of all pupils registered during the entire school year regardless of whether or not they are in attendance at the close of school.																															
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">K</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="width: 20px;"></td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">TOTAL</td> </tr> <tr> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> </tr> </table>	K	1	2	3	4	5	6	7	8		9	10	11	12	TOTAL																
K	1	2	3	4	5	6	7	8		9	10	11	12	TOTAL																	
16. Actual attendance at the close of school.																															
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">K</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="width: 20px;"></td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">TOTAL</td> </tr> <tr> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> </tr> </table>	K	1	2	3	4	5	6	7	8		9	10	11	12	TOTAL																
K	1	2	3	4	5	6	7	8		9	10	11	12	TOTAL																	
17. Final date school was in full session. <input style="width: 150px;" type="text"/>																															

EVANGELISM	
18. Number of Mission trips your students participated in <input style="width: 40px;" type="text"/> Number of Mission trips planned or executed by your school <input style="width: 40px;" type="text"/> Location of mission trip(s) _____	
19. Student led evangelistic meeting(s)                      Yes <input type="checkbox"/> No <input type="checkbox"/> Location of meeting(s) _____	

20. Total number of students baptized during the past 12 months.

One or both parents/guardians SDA

Neither parent/guardian SDA

21. Total number of baptisms as a result of student evangelism (student baptisms should not be counted in this category).

22. Send a copy of your school's calendar with this report.

**Send Opening Report:**

E. A. Sutherland Education Association

P.O. Box 495

Collegedale, TN 37315

# Accountability for 190 Days



School \_\_\_\_\_ School Year 20\_\_\_\_ to 20 \_\_\_\_\_

## Accountability for 190 Days

- A. Number of days with students (min. 180) \_\_\_\_\_
- B. Number of in-service days (min. 5) \_\_\_\_\_
- C. Other days (max. 5) \_\_\_\_\_
- D. Total (min. 190 days) \_\_\_\_\_

## Calendar

- Student open date \_\_\_\_\_ (first day students are present)
- Christmas break days \_\_\_\_\_ (number of days)
- Christmas break date \_\_\_\_\_ (first day students are not present)
- Spring break days \_\_\_\_\_ (number of days)
- Spring break date \_\_\_\_\_ (first day students are not present)
- Student closing date \_\_\_\_\_ (last day students are present)

Time Codes
016 = 1/6 day
033 = 1/3 day
050 = 1/2 day
066 = 2/3 day
083 = 5/6 day
100 = 1 day

- In-Service dates (list by time codes):

Date	Time
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Date	Time
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- Abbreviated dates (no more than 3)

Date	Time
_____	
_____	
_____	

Activity Codes
A = Administrative
I = In-Service
O = Other

- Other dates (list by 1/3; 1/2 or 1 day only – do NOT break day into smaller segments)

Date	Time	Activity
_____		
_____		
_____		
_____		
_____		
_____		
_____		

Date	Time	Activity
_____		
_____		
_____		
_____		
_____		
_____		
_____		

The signatures below verify the Accountability for 190 Days.

Principal	Date
-----------	------

**Approved by:**

Director of Education	Date
-----------------------	------



## Instructions for Completing Form for Accountability for 190 Days

Please Note: All changes and amendments to the form for 190 Day Accountability should be filed with the EASEA office prior to the date of the change or amendment.

### Accountability for 190 Days

**Number days with students.** Enter the number of instructional days with students present. There must be at least 180 days. A school may have more than 180 instructional days.

**Number in-service days.** Enter the total number of teacher in-service days. There must be a minimum of 5 in-service days.

**Other days.** Enter the number of days the school is using as its discretionary days, if those days are not already identified in A or B. There may not be more than 5 of these days.

**Note:** The total number of days listed in A, B, or C must add up to at least 190 days.

### CALENDAR

1. **Student opening date.** Enter the first day of school for students.
2. **Christmas break.** Enter the total number of school days for Christmas break. Then enter the first day of Christmas break when students are not present.
3. **Spring break.** Enter the total number of school days for Spring break. Then enter the first day of Spring break when students are not present.
4. **Student closing date.** Enter the last day of instruction. This is the last day when students are in school.
5. **In-service dates.** Enter the dates planned for in-service education for your school. Please list the dates on which your school has planned in-service for all or most of the teachers. Enter the dates whether they are whole days or partial days.

In the columns marked "time", indicate the amount of time devoted to in-service on that date. One whole day of in-service (6 hrs.) should be entered as 100. Half-days should be entered as 050. One-third days (e.g. 2 hrs. after school) should be entered as 033. No more than six '016' days can apply toward the required 30 hrs. of in-service training.

6. **Abbreviated dates.** A school may choose to have 3 abbreviated dates, e.g. first day of school, last day of school before Christmas, and the last day of school can be 1/2 day in length (3 hrs. and 15 min.).

7. **Other dates.** Refer to item C at the top of Accountability for 190 days. All days in item C should be accounted for here. Please list the dates your school plans to utilize ‘other’ days. Enter the dates whether they are whole days or partial days.

In the columns marked “Time,” indicate whether the days are whole days (100), half days (050), or one-third days (033) in the same manner as item five, in-service. Please do not break the dates into smaller segments than one-third days.

In the column marked “Activity,” indicate the type of activity for which the other day will be utilized. For instance, if the day is to be a parent-conference day or a day for teachers to work in their classrooms, please identify the day as A, Administrative. If the day is to be an in-service day, please list it only if it is not already listed under item five.

# Plan for In-Service Training



**School Year:** 20 \_\_\_\_ - 20 \_\_\_\_

**Instructions:**

Attach a list of all in-service training sessions showing date, title of in-service session, name of speaker, and the length of the session.

**Example of Plan for In-Service Training:**

## Plan for In-Service Training The Best Academy – 2006-2007

<b>Date</b>	<b>Title of In-Service Activity</b>	<b>Presenter</b>	<b>Time</b>
July 15, 2006	Cooperative Learning	Jane Doe	6 hours
August 10, 2006	Community Involvement: Discussion	John Smith	4 hours
Sept. 19, 2006	Student Motivation	Fred Jones	1 hour
Oct.			
Dec.			

The signatures below verify the accountability for the Plan for In-Service Education.

\_\_\_\_\_  
Principal Date

**Approved by:**

\_\_\_\_\_  
Director of Education Date

## **Guidelines for Planning Approvable In-Service Education Activities**

### **Definition**

In-Service education is defined as a program of planned activities designed to increase the competencies needed by teachers in the performance of their professional responsibilities. In this context, “competencies” are defined as the knowledge, skills, and attitudes which enable teachers to carry out their teaching responsibilities with maximum effectiveness.

### **Guidelines for Development of In-Service Plans**

1. The development of a comprehensive in-service plan is an administrative project that involves careful and deliberate planning by the principal. A minimum of 5 days of planned in-service education, each of which shall be equivalent to not less than 6 hours of activities, shall be developed. All 5 of these days shall be identified in the annual school calendar and may at the discretion of the school, include partial days.
2. A recommended sequence for developing an in-service education program is to: (1) establish priorities, (2) assess needs, (3) develop objectives, (4) design in-service training, (5) evaluate the effectiveness of each in-service session.
3. A plan for in-service training must be completed and submitted annually to the EASEA office.

### **Approved Activities for In-Service**

1. In-Service activities designed to help teachers improve their teaching.
2. Workshops and/or other activities based on the assessed needs of the school.
3. Studies of: teaching methods and strategies, classroom management, child development, curriculum and instruction, motivation, community involvement, planning and evaluation.

(To validate these activities, a written record or attendance/participation and a description of the study must be maintained in the file.)

4. Workshops, seminars, institutes, and EASEA sponsored activities, which are related to a teacher’s assignment or to a school’s objectives. (To validate these activities a written record of attendance/participation must be maintained in the file.)



# Annual Evaluation of Agency-Approved Schools Checklist



Check One:  Initial Evaluation  Renewal Evaluation

Date Approved \_\_\_\_\_ Approved By \_\_\_\_\_

## SCHOOL INFORMATION

Name of School \_\_\_\_\_

Principal \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone (\_\_\_\_\_) \_\_\_\_\_ FAX (\_\_\_\_\_) \_\_\_\_\_

**CODE FOR EVALUATING REQUIREMENTS FOR APPROVAL**  
A – Requirement met sufficiently to justify approval  
N – Requirement not met sufficiently for approval  
X – Requirement does not apply to this school

## I. Certification

- Established certification policies
- Teaching staff certified
- Administrators degreed
- Teachers actively pursuing re-certification
- Administrators actively pursuing degree
- Teacher transcripts and certification information on file
- CEUs used for recertification
- Administrator has Master’s Degree in Educational Administration

**II. Evaluation Procedures and Policies for Teaching Personnel****A. Planning for Instruction**

- Demonstrates knowledge of content and pedagogy
- Christ centered curriculum plans
- Selects appropriate instructional goals, standards, and resources
- Demonstrates knowledge of students
- Designs coherent lesson plans
- Structured course outlines with scope and sequence

**B. Teaching Strategies**

- Engages students in learning
- Uses a variety of questioning and discussion techniques
- Demonstrates flexibility and responsiveness
- Communicates instruction clearly and accurately
- Connects learning to the content of previous or future lessons
- Uses differentiated instruction
- Uses cooperative learning strategies
- Provides opportunities for guided and independent practice
- Monitors student understanding during the lesson presentation and in follow-up practice activities and performance

**C. Assessment and Evaluation**

- Keeps accurate records
- Provides regular feedback to students
- Reports student's status and progress to students and parents
- Uses student performance information to improve the teaching-learning process
- Uses a variety of daily assessment techniques

- Uses standardized tests to identify students' weaknesses and strengths

**D. Learning Environment**

- Creates an environment of respect, rapport and is conducive to learning
- Classroom is safe, clean and aesthetically pleasing
- Classroom procedures established
- Behavior management plan and procedures are in place
- Disciplines with firmness and control
- Displays patience and understanding

**E. Communication/Relationships**

- Communicates in a Christ-like manner with students, parents and the church community
- Maintains regular communication with home in a variety of ways
- Uses appropriate voice level in class
- Understands and respects the established line of authority

**F. Professional Growth Responsibilities**

- Personal commitment to the values and philosophies of the Seventh-day Adventist Church
- Manages lifestyle from a Christian perspective including such areas as stewardship, entertainment, conversations, life goals, dress, etc.
- Demonstrates spiritual maturity
- Collaborates with colleagues and others
- Provides lesson plans and materials for substitutes in case of absence
- Performs non-instructional responsibilities as assigned
- Follows policies and regulations of the EASEA
- Demonstrates ongoing professional growth/advanced degrees
- Prepares an annual Professional Growth Action Plan

**G. Teacher Evaluation**

- Teacher evaluation program implemented and supervised by principal or designee
- Classroom observation program implemented
- Professional Growth Action Plan for teachers implemented
- Additional criteria used in evaluating teachers
- Teacher evaluation process included in faculty manual

**III. Evaluation Procedures and Policies for Principals and supervisors****A. General**

- Principal and supervisor evaluation plan in writing
- Principal and supervisor evaluation process equals or exceeds TACS guidelines
- Principal evaluation plan monitored by board

**B. Instruction**

- Plans and evaluates instructional and spiritual goals
- Supervises the development of academic and spiritual goals
- Maintains a school environment conducive to learning
- Develops and implements a supervision program
- Helps teachers implement instructional objectives
- Develops a program to measure instructional achievements via objectives.
- Provides instructional resources and curriculum materials
- Provides a professional development program
- Implements an evaluative program for measuring the achievement of academic objectives
- Uses in-service training to achieve 1-9

**C. Organizational Skills**

- Develops and implements administrative procedures consistent with EASEA policy, federal, and state law
- Identifies and fulfills responsibilities relating to school fiscal operations and plant facilities
- Maintains all legal and educational records
- Conducts an induction and evaluation program for the teaching and non-teaching staff members
- Interprets staff and student policies
- Printed Administrative Manual
- Printed Faculty Manual
- Printed Academic (Curriculum) Manual
- Printed Student/Parent Manual

**D. Principals communication and interpersonal relations**

- Develops and utilizes communication channels
- Manages conflicts with teachers, staff, and parents
- Demonstrates personal interest and respect for all staff members
- Functions as a team member with the staff
- Conducts periodic staff meetings
- Allows teachers to have input into decisions affecting the teaching staff

**E. Principals professional growth and leadership**

- Improves professional skills and knowledge
- Takes leadership role in maintaining academic excellence
- Initiates efforts to improve the teaching-learning process
- Fulfills responsibility in a professional manner

**F. Principals communication**

- Writes clearly and correctly
- Speaks articulately.
- Reads professional literature
- Works well with parents
- Uses parent-teacher conference to increase parental involvement
- Uses personal skills to promote school's purpose and philosophy
- Evaluation instrument meet or exceed EASEA guidelines for supervisors and principals
- Written supervisor's and principal's evaluation system
- Principal- and supervision-improvement program
- Principal- and supervision-improvement forms on file

**IV. School Site**

- Acreage sufficient for student educational and exercise needs
- Playground equipment and safety guidelines
- Properly drained and free from objectionable odor and noises
- All utilities meet state requirements
- Adequate student, faculty, and visitor parking

**V. School Building(s)**

- Attendance center location
- Furniture size meets student needs
- Vehicle access and student safety
- New construction plans approved by local and state agencies
- Facilities meet safety and fire codes
- Facilities inspected by Department of Health and Environment Agency

- Annual inspection by fire marshal
- Fire drills conducted monthly (drill records on file)
- Tornado drills conducted bimonthly (drill records on file)
- Students instructed in safety procedures for emergency situations (attendance records on file)
- Exits clearly marked and lighted
- Exit doors open outward
- Electrical wiring and appliances approved and properly maintained
- Fire extinguishers charged and inspected yearly
- Staff instructed in use of fire extinguishers
- Fire alarms in operating condition
- Hall stairways and closets clear of rubbish
- Lavatory facilities meet requirements
- Emergency needs accessible to staff
- Policies established for administering medicine
- Outdoor play equipment meet safety standards
- Drinking water approved by Health Department
- Corridors meet building requirements
- Classrooms meet space standards
- Handicapped facilities approved
- Laboratory facilities meet safety requirements
- Library and media room space provided for students
- Adequate physical education facilities
- Available administration facilities

- Proper lighting
- Adequate heating and ventilation
- School plan maintenance and operations program
- Bloodborne pathogens program approved and implemented
- AHERA inspection and/or reporting current
- Adheres to state and federal laws

**VI. Transportation**

- Established in-service training procedures
- Bus inspection program
- Insurance on vehicles
- Bus driver qualifications
- Daily bus inspection program (if applicable)

**VII. Curriculum**

- Curriculum Framework
- Written goals and objectives for grades K-12
- Written scope and sequence for K5-12
- Established 5-year cycle for textbook evaluation
- Grading and promotion policies
- Approved textbooks
- Thirty hours of teacher in-service each year
- Reports of student progress to parents
- School wide grading policy
- Written policy on promotion and retention
- Pre-kindergarten meets EASEA daycare standards



- Adequate curriculum material and equipment
- Acceptable time frame and content for all areas of instruction
- Adequate instruction and facilities for handicapped children
- School Improvement Plan
- Testing program
- Encyclopedia (one set minimum) not over five years old

### **VIII. Administration**

- School term of 180 student days
- 6.5 hour school day
- Acceptable teacher-pupil ratio
- Acceptable pupil load
- Admission policies
- Pupil transfer policy
- Correspondence work policy
- Organized and acceptable summer school policies
- Student cumulative records (on file)
- Standardized testing program
- Student transcripts protected from fire
- Administered Tennessee Proficiency Test
- Mission and purpose statement in writing
- Attended EASEA Leadership Conference
- Attended Union Education Council

### **IX. Graduation**

- Acceptable general diploma graduation requirements (EASEA)

- College bound diploma
- Certificate of attendance award
- State proficiency test administered
- Adequate academic program
- Unit of credits based on 40 minute, five-day week
- Mini-course program

**X. Instructional Materials**

- Adequate library space
- Teacher resource center
- Acceptable library budget includes minimum expenditure of \$4.00/pupil per/year
- Library media coordinator
- Established library media policies
- Library items classified
- Confirmed procedures for selecting and collecting library items
- Adequate instructional equipment

**XI. Pupil Personnel Services**

- Student attendance policies
- Guidance and spiritual developmental program
- Health service program
- Complete immunization records (on file)
- Communicable disease policy
- Student accident records (on file)
- Emergency procedure policy (on file)
- Medical exams for incoming students (on file)

- Child abuse reporting procedures
- Adequate psychological services

# ANNUAL EVALUATION OF AGENCY-APPROVED SCHOOLS CHECKLIST



**CHECK ONE:**       INITIAL EVALUATION                       RENEWAL EVALUATION

DATE APPROVED \_\_\_\_\_ APPROVED BY \_\_\_\_\_

**SCHOOL INFORMATION**

NAME OF SCHOOL \_\_\_\_\_

PRINCIPAL \_\_\_\_\_

STREET ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

PHONE (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_ FAX (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

**CODE FOR EVALUATING REQUIREMENTS FOR APPROVAL**  
A - Requirement met sufficiently to justify approval  
N - Requirement not met sufficiently for approval  
X - Requirement does not apply to this school

**ADMINISTRATION**

- \_\_\_\_\_ School term of 180 class days
- \_\_\_\_\_ 6.5 hour school day
- \_\_\_\_\_ In-service Days Report
- \_\_\_\_\_ School is governed by a board
- \_\_\_\_\_ School Improvement Plan
- \_\_\_\_\_ Student Handbook (hours of operation, promotion & retention policy)

**TEACHER QUALIFICATIONS**

- Teachers degreed/qualified (transcripts on file)
- Administrators degreed
- Teachers actively pursuing degree
- Administrators actively pursuing degree
- Regular Teacher Observations/Evaluations (at least once per year)
- Principal Evaluation Plan
- Professional Development Growth Plans on file
- Evidence of In-service

**CURRICULUM**

- Unit credit based on 40 minutes, five-day week
- Acceptable diploma requirements
- Standardized testing program

**HEALTH, SAFETY & SANITATION**

- Adheres to state and federal laws
- Facilities meet safety and fire codes
- Facilities inspected by Department of Health (kitchen facilities)
- Annual inspection by fire marshal
- Fire drills conducted monthly (drill records on file)
- Tornado drills conducted bimonthly (drill records on file)
- Exits clearly marked and lighted
- Exit doors open outward
- Staff instructed in use of fire extinguishers
- Fire alarms in operating condition
- Fire extinguishers charged and inspected yearly

- \_\_\_\_\_ Hall, stairways and closets clear of rubbish
- \_\_\_\_\_ Emergency needs accessible to staff
- \_\_\_\_\_ Outdoor play equipment meet safety standards
- \_\_\_\_\_ Drinking water approved by Health Department
- \_\_\_\_\_ Corridors meet building requirements
- \_\_\_\_\_ Laboratory facilities meet health & safety requirements
- \_\_\_\_\_ Proper lighting
- \_\_\_\_\_ School plant maintenance and operations program
- \_\_\_\_\_ Insurance on vehicles
- \_\_\_\_\_ Bus driver qualifications
- \_\_\_\_\_ Health Service program
- \_\_\_\_\_ Policies established for administering medicine
- \_\_\_\_\_ Complete immunization records (on file)
- \_\_\_\_\_ Student Accident Records (on file)
- \_\_\_\_\_ Emergency procedure policy (on file)

The Director of Education or his/her representative will conduct the member school evaluation annually. The evaluation shall include completing the Annual Evaluation of Member Schools Checklist, general observation and interviews. A written report listing general observations, commendations and recommendations, and a copy of the checklist will be sent to the school within one month of the evaluation.





## TEACHER EVALUATION PROCESS DESCRIPTION

1. The evaluation process is designed for the purpose of improving the teaching-learning process.
2. The Evaluation Process is not a one-day event. It will be completed using the following available data:
  - a. Drop-in forms (Form-11 & Form-12)
  - b. Self-Evaluation Form (Form-9)
  - c. Professional Growth Action Plan (Form-10)
  - d. Student/Parent surveys – if available
  - e. Observation plan and notes
3. Copies of the Professional Growth Action Plan and the Teacher Self-Evaluation Form are due in the EASEA office by October 1 of each new school year.
4. Each teacher will receive several drop-in visits throughout the school year. Written feedback will be provided immediately following the visits.
5. Prior to January 31 a planned observation and conferencing visit will be scheduled by the Direction of Education or local school administrator or his/her qualified designee.
  - a. The Director of Education, school administrator or designee will review all components of the Teacher Evaluation Process including: Professional Growth Action Plan goals, self-assessment, drop-ins, planned observation visit, and student and parent surveys if available.
  - b. The Director of Education will answer questions relative to the process.
  - c. The Director of Education, school administrator or designee will work with the teacher to schedule the observation visit.
  - d. The teacher will provide a detailed lesson plan to the observer. Email it to the observer prior to the scheduled observation.
6. The day of the evaluation visit:
  - a. The observation will include one entire class period including a transition period between classes.
  - b. Complete the Comprehensive Evaluation Report (Form-13) following the classroom observation.
  - c. Arrange time for a private conference immediately following the observation. Supervision of students must be provided so the teacher and the evaluator have time to meet.
7. A Comprehensive Evaluation Report will be developed utilizing all available materials.
8. When a teacher problem is identified, a written Intervention Plan will be developed and put in place to correct any observed or identified Areas of Improvement that emerged from the Comprehensive Evaluation Report. This step assures continued Professional Growth for all classroom teachers (see Supplement-D).
9. All Teacher Evaluation Data will be filed at the EASEA office.



**E. A. SUTHERLAND EDUCATION ASSOCIATION  
Self-Evaluation Form – DUE OCTOBER 1**

Name \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_

	Not Applicable	Occasionally	Regularly
<b>I. PLANNING FOR INSTRUCTION</b>			
<b>A. Christ-centered curriculum</b>			
Promotes the SDA Christian Philosophy through daily worship, prayer, stories, and appropriate activities. School provides a baptismal class when age appropriate.			
Ensures that all subject matter is taught from an SDA Christian perspective.			
Promotes SDA Christian values and teaching through bulletin board displays, projects and activities.			
<b>B. Evidence of lesson and unit planning and preparation</b>			
Incorporates Cooperative Learning Structures when planning lessons.			
Utilizes the Southern Union Standards when developing lessons.			
Demonstrates evidence of short- and long-range planning.			
Meets instructional needs of students from diverse cultures with different learning needs.			
Has needed equipment, technology and resources readily available at the beginning of class.			
<b>II. TEACHING STRATEGIES</b>			
<b>A. Effective use of teaching techniques, strategies, and skills</b>			
Discusses learning goals with students when appropriate to lesson.			
Demonstrates clear conceptual understanding of content and presents content accurately.			
Gives clear, concise, reasonable directions to students.			
Monitors student understanding during the lesson presentation and in follow-up practice activities and performances.			
Provides opportunities for appropriate guided and independent practice including critical thinking, problem solving and authentic performance activities.			
Summarizes units and lessons effectively.			
Encourages student understanding and use of technology and varied learning resources.			

<b>E. A. SUTHERLAND EDUCATION ASSOCIATION Self-Evaluation Form (continued)</b>	Not Applicable	Occasionally	Regularly
Ensures that all subject matter is taught from an SDA Christian perspective.			
Promotes SDA Christian values and teaching through bulletin board displays, projects and activities.			
<b>B. Effective use of instructional time</b>			
Avoids interruptions during instructional time.			
Monitors student time on task; circulates about the room.			
Paces instruction to cover daily planned materials appropriate to student levels.			
<b>III. ASSESSMENT AND EVALUATION</b>			
<b>A. Effective evaluation of student progress</b>			
Uses varied assessment techniques directly related to skills and concepts taught.			
Provides evaluative feedback in a timely manner.			
Utilizes rubrics and checklists with performance-based assignments.			
<b>B. Provision for individual differences</b>			
Uses assignments appropriate to student needs.			
<b>C. Ability to motivate students</b>			
Communicates challenging expectations to students.			
Responds positively to students' requests for assistance.			
Demonstrates enthusiasm for content area knowledge.			
<b>IV. LEARNING ENVIRONMENT</b>			
<b>A. Classroom climate conducive to learning</b>			
Maintains an attractive, orderly, functional classroom in which students work collaboratively, independently and purposefully.			
Ensures that information can be read, seen, and heard by all students.			
Organizes classroom space to match instructional plans and student needs.			
Establishes and clearly communicates expectations and parameters for student classroom behavior based on mutual respect and mutuality of purpose.			
Demonstrates flexibility and modifies procedures as situations demand.			

<b>E. A. SUTHERLAND EDUCATION ASSOCIATION</b> Self-Evaluation Form (continued)	Not Applicable	Occasionally	Regularly
<b>B. Managing student behavior in a constructive manner</b>			
Uses management techniques which foster self-control and self-discipline.			
Organizes, allocates, and manages resources to engage students in productive learning.			
Maintains a positive attitude toward student management with shared expectation of students for interactions and individual responsibilities.			
<b>V. COMMUNICATION</b>			
<b>A. Christian interpersonal relationships</b>			
Demonstrates a Christ-like attitude in dealing with others.			
Demonstrates an understanding of effective verbal and non-verbal communication.			
Demonstrates Biblical principles when solving relationship problems.			
Promotes Christian character development by example and teaching.			
<b>B. Positive interpersonal relationships with students</b>			
Demonstrates respect, understanding, and acceptance of each student as an individual, regardless of sex, race, ethnic origin, cultural or socioeconomic background, religion, or handicapping condition.			
Interacts with students in a mutually respectful, empathetic, and just manner.			
Communicates effectively in oral and written form (e.g., grammar, syntax, vocabulary, and spelling).			
Encourages students to develop to their full potential through praise and constructive criticism.			
<b>C. Positive interpersonal relationships with educational staff</b>			
Demonstrates respect, understanding, and acceptance of each staff member as an individual, regardless of sex, race, ethnic origin, cultural or socioeconomic background, religion, or handicapping condition.			
Interacts and communicates effectively with other staff in a mutually respectful, empathetic and just manner.			
Displays commitment to teamwork and works effectively with other staff members.			
<b>D. Positive interpersonal relationships with parents, school board members, constituents, and community</b>			
Demonstrates respect, understanding, and acceptance of individuals regardless of sex, race, ethnic origin, cultural or socioeconomic background, religion, or handicapping condition.			
Interacts in a mutually respectful, empathetic, and just manner.			
Communicates effectively in oral and written form (e.g., grammar, syntax, vocabulary, and spelling).			
Works cooperatively with parents in planning and implementing educational activities that reflect the best interests of the student.			

<b>E. A. SUTHERLAND EDUCATION ASSOCIATION</b> Self-Evaluation Form (continued)	Not Applicable	Occasionally	Regularly
Promotes a positive image of the school within the community.			
<b>VI. PROFESSIONAL GROWTH RESPONSIBILITIES</b> <b>A. Personal commitment to Christian leadership</b>			
Promotes and participates regularly in church and community activities (e.g. 3 out of 4 Sabbaths a month).			
Spends regular time in personal bible study and prayer.			
Manages lifestyle from a Christian perspective including such areas as stewardship, entertainment, conversations, life goals, dress, etc.			
<b>B. Policies, regulations, and procedures of the school and EASEA</b>			
Adheres to policies, regulations, and procedures of the EASEA and school.			
Complies with school policy on attendance and punctuality.			
Maintains and provides accurate records (e.g., register, grade book, cumulative folders, etc.).			
Provides lesson plans and materials for substitutes in case of absence.			
Devotes adequate time to complete duties promptly and accurately.			
Handles confidential information ethically and with discretion.			
Keeps personal interests and problems separate from professional responsibilities and duties.			
<b>C. Responsibilities outside the classroom</b>			
Performs non-instructional responsibilities as assigned.			
Exercises responsibility for student management of school property and school activities.			
<b>D. Commitment to professional growth</b>			
Maintains appropriate certification credentials			
Participates in school and EASEA and/or conference in-service activities.			
Prepares an annual Professional Growth Action Plan.			



## PROFESSIONAL GROWTH ACTION PLAN

Teacher's Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Goal #1:

Activity	Responsibility	Date to be Completed	Cost	Evaluation

Goal #2:

Activity	Responsibility	Date to be Completed	Cost	Evaluation

Goal #3:

Activity	Responsibility	Date to be Completed	Cost	Evaluation

Goal #4:

Activity	Responsibility	Date to be Completed	Cost	Evaluation



## SAMPLE PROFESSIONAL GROWTH ACTION PLAN FOR PEP

Teacher's Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Goal #1: To develop an effective classroom management program

Activity	Responsibility	Date to be Completed	Cost	Evaluation
1.1 Establish a few simple rules	Teacher & Students	August 11, 2004	None	List posted rules in classroom
1.2 Set positive expectations for students behavior	Teacher	Ongoing	None	Student reflection Supervisor's observation
1.3 Establish basic classroom procedures	Teacher	August 11, 2004	None	List of procedures
1.4 Consistent enforce/follow classroom rules and procedures	Teacher	Ongoing	None	Weekly self-reflection Student feedback Supervisor's observation
1.5 Involve students in teambuilding classbuilding activities (2x/1x weekly)	Teacher	Ongoing	\$60 TB & CB Books	Lesson plans Observation Teacher/student reflection

Goal #2: Integrate Cooperative Learning Structures in my classroom

Activity	Responsibility	Date to be Completed	Cost	Evaluation
2.1 Write lesson plans integrating cooperative learning structures	Mine	Ongoing	None	School administration
2.2 Implement new cooperative learning structures	EASEA	October, 2003	None	EASEA Comprehensive Evaluation Form
2.3 Be observed utilizing cooperative Learning structures	School Administration, Faculty & Teacher	Ongoing	None	School administration, coaching form, and field notes
2.4 Observe and coach others with cooperative learning structures	Faculty & Teacher	Ongoing	None	Coaching form





ELEMENTARY/JUNIOR ACADEMY  
DROP-IN VISIT RECORD

TEACHER \_\_\_\_\_ SCHOOL \_\_\_\_\_

GRADE LEVEL(S) TAUGHT \_\_\_\_\_

OBSERVER \_\_\_\_\_ DATE OF VISIT \_\_\_\_\_

RenWeb/Register checked: \_\_\_\_\_ Up-to-date \_\_\_\_\_ Incomplete

**I. PLANNING FOR INSTRUCTION**

Lesson Plan Book: \_\_\_\_\_ Plans up-to-date \_\_\_\_\_ Plans incomplete \_\_\_\_\_ Planning evident

**II. TEACHING STRATEGIES**

Type instruction observed upon arrival in the classroom:

- \_\_\_\_\_ Large group Instruction
- \_\_\_\_\_ Small group instruction
- \_\_\_\_\_ Individual Instruction
- \_\_\_\_\_ 4MAT Unit
- \_\_\_\_\_ Cooperative Learning Structure demonstrated: \_\_\_\_\_
- \_\_\_\_\_ Foundations instruction
- \_\_\_\_\_ Other: \_\_\_\_\_

**III. ASSESSMENT AND EVALUATION**

Methods of reporting grades and providing feedback to students: \_\_\_\_\_

Types of assessment being utilized: \_\_\_\_\_

\_\_\_\_\_ DIBELS Assessment Up-to-date (if used)

**IV. LEARNING ENVIRONMENT**

- \_\_\_\_\_ Noise appropriate for student learning to proceed
- \_\_\_\_\_ Room is neat and orderly
- \_\_\_\_\_ Bulletin Boards are attractive and motivating
- \_\_\_\_\_ Library books are shelved and available for students
- \_\_\_\_\_ Learning Centers are inviting and an active part of the instructional plan
- \_\_\_\_\_ Outside areas are neat and in order (playground equipment, gymnasium, supply closet, work room)
- \_\_\_\_\_ Students were engaged in an effective learning strategy

**V. COMMUNICATION**

- \_\_\_\_\_ Voice level is appropriate
- \_\_\_\_\_ Awareness of each student's involvement is evident
- \_\_\_\_\_ Opportunities for questions and discussions encouraged
- \_\_\_\_\_ Response to student questions and requests are appropriate
- \_\_\_\_\_ Class expectations are clear to students
- \_\_\_\_\_ Good rapport between teacher and students observed

**ELEMENTARY/JUNIOR ACADEMY DROP-IN VISIT RECORD (CONTINUED)**

To be used as needed

**OBSERVATIONS:**

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**COMMENDATIONS: (The following teaching methods were observed)**

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**COMMENTS/SUGGESTIONS:**

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**Required target objectives for the next visit:**

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\_\_\_\_\_  
**Observer's Signature**

\_\_\_\_\_  
**Teacher's Signature**

**NOTE: TEACHER SIGNATURE SIMPLY MEANS THAT THE TEACHER WAS SHOWN THE EVALUATION. IT DOES NOT INDICATE AGREEMENT WITH THE CONTENT OF THE EVALUATION.**



**ACADEMY DROP-IN VISIT RECORD**

**TEACHER** \_\_\_\_\_ **ACADEMY** \_\_\_\_\_

**COURSE & SECTION** \_\_\_\_\_

**OBSERVER** \_\_\_\_\_ **DATE OF VISIT** \_\_\_\_\_

**I. PLANNING FOR INSTRUCTION**

Lesson Planning: \_\_\_\_\_ Plans complete      \_\_\_\_\_ Plans incomplete      \_\_\_\_\_ Planning evident  
Needed resources and tools:      \_\_\_\_\_ available      \_\_\_\_\_ not available

**II. TEACHING STRATEGIES**

Type instruction observed upon arrival in the classroom:

- \_\_\_\_\_ Lecture or Discussion
- \_\_\_\_\_ Cooperative Learning Groups
- \_\_\_\_\_ Small Groups
- \_\_\_\_\_ Individual Instruction
- \_\_\_\_\_ Quiz or Test in progress
- \_\_\_\_\_ Technology integrated into presentation
- \_\_\_\_\_ Variety of strategies evident in presentation
- \_\_\_\_\_ 4MAT Unit Developed
- \_\_\_\_\_ Cooperative Learning Structure demonstrated: \_\_\_\_\_
- \_\_\_\_\_ Other subjects integrated into presentation    Other subject ( \_\_\_\_\_ )

**III. ASSESSMENT AND EVALUATION**

Methods of reporting grades and providing feedback to students: \_\_\_\_\_  
Types of assessment being utilized: \_\_\_\_\_

**IV. LEARNING ENVIRONMENT**

- \_\_\_\_\_ Noise appropriate for student learning to proceed
- \_\_\_\_\_ Room is neat and orderly
- \_\_\_\_\_ Students were engaged in an effective learning strategy

**V. COMMUNICATION**

- \_\_\_\_\_ Voice level is appropriate
- \_\_\_\_\_ Awareness of each student's involvement with class is evident
- \_\_\_\_\_ Opportunities for questions and discussions encouraged
- \_\_\_\_\_ Student response elicited
- \_\_\_\_\_ Response to student questions and requests are appropriate
- \_\_\_\_\_ Class expectations are clear to students
- \_\_\_\_\_ Good rapport between teacher and students observed

**Academy Drop-In Visit Record (Continued)**

To be used as needed

**OBSERVATIONS:**

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**COMMENDATIONS: (The following teaching methods were observed)**

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**COMMENTS/SUGGESTIONS:**

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**Required target objectives for the next visit:**

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\_\_\_\_\_  
**Observer's Signature**

\_\_\_\_\_  
**Teacher's Signature**

**NOTE: TEACHER SIGNATURE SIMPLY MEANS THAT THE TEACHER WAS SHOWN THE EVALUATION. IT DOES NOT INDICATE AGREEMENT WITH THE CONTENT OF THE EVALUATION.**

## E. A. SUTHERLAND EDUCATION ASSOCIATION COMPREHENSIVE EVALUATION REPORT

Teacher's Name \_\_\_\_\_ School \_\_\_\_\_ Grade Level/Subject \_\_\_\_\_  
 Evaluator's Name \_\_\_\_\_ School Year \_\_\_\_\_ Observation Date \_\_\_\_\_

*Instructions: Please rate the teacher's performance on any of the twenty-seven criteria for which you feel you have appropriate data. Refrain from scoring criteria for which you do not have data. Please use the following rating scale:*

**U – Unsatisfactory (0)                  B – Basic (1)                  P – Proficient (2)                  D – Distinguished                  N/O – Not Observed**

<b>Domain 1: Planning for Instruction</b>		<b>Domain 2: Teaching Strategies</b>	
1a Christ centered curriculum plans		2a Engages students in learning	
1b Demonstrates knowledge of content and pedagogy		2b Uses a variety of questioning and discussion techniques	
1c Demonstrates knowledge of students		2c Demonstrates flexibility and responsiveness	
1d Selects appropriate instructional goals, standards, and resources		2d Communicates instruction clearly and accurately	
1e Designs coherent lesson plans		2e Connects learning to the content of previous or future lessons	
		2f Uses differentiated instruction	
		2g Uses cooperative learning strategies	
<b>Domain 3: Assessment and Evaluation</b>		<b>Domain 4: The Learning Environment</b>	
3a Provides regular feedback to students		4a Creates an environment of respect, rapport and is conducive to learning	
3b Keeps accurate records		4b Classroom is safe, clean and aesthetically pleasing	
3c Uses a variety of daily assessment techniques		4c Classroom procedures established	
		4d Behavior management plan and procedures are in place	
<b>Domain 5: Communication/Relationships</b>		<b>Domain 6: Professional Growth</b>	
5a Communicates in a Christ-like manner with students, parents and the church community		6a Personal commitment to the values and philosophies of the Seventh-day Adventist Church	
5b Maintains regular communication with home in a variety of ways		6b Collaborates with colleagues and others	
5c Uses appropriate voice level in class		6c Follows policies and regulations of the EASEA	
5d Understands and respects the established line of authority		6d Demonstrates ongoing professional growth/advanced degrees/Certification	

Areas of Strengths	Areas for Improvement
Recommendation(s)/Suggestions	Required Actions

Evaluator's Name: \_\_\_\_\_ Date \_\_\_\_\_ Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

This evaluation is based on:

Pre-conference dates: \_\_\_\_\_ Classroom Observation Dates \_\_\_\_\_ Post-Conference Date \_\_\_\_\_

\*Signature does not necessarily imply agreement

## Director of Education/Administrator Guidelines for Scheduled Observation

### Domain 1 Planning for Instruction. The observer looks for:

<b>1a</b> Connections to the bible, the life of Christ, and church entities where appropriate.	<b>1b</b> Evidence of content area knowledge, expertise, and best practices for instruction delivery.	<b>1c</b> Teacher recognition of the students as individuals, selecting differentiated goals as appropriate.	<b>1d</b> Appropriate use of instructional strategies, activities, technology and resources which are aligned with lesson goals.	<b>1e</b> Lesson plans include basic features and reveal adequate preparation.
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### Domain 2: Teaching Strategies. The observer looks for:

<b>2a</b> Positive interaction between teacher and student with appropriate response time being provided.	<b>2b</b> Eager students who are motivated to actively participate in teacher-designed activities.	<b>2c</b> The willingness of the teacher to regroup, rethink, or adapt a particular lesson to meet unanticipated student needs/questions.	<b>2d</b> Teacher directions and procedures which are clear to students. Teacher's spoken and written language is correct and expressive.	<b>2e</b> Connections between the current lesson, previously presented material and references to future instruction.	<b>2f</b> A variety of instructional strategies, a choice of student activities and assignments, and resources available for several reading levels.	<b>2g</b> Evidence that the teacher is utilizing cooperative learning strategies.
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### Domain 3: Assessment and Evaluation. The observer looks for:

<b>3a</b> Frequent and positive reinforcement of student effort/achievement, assignments returned daily.	<b>3b</b> Up to date attendance and academic records on RENWEB or teacher record book. Students cumulative file complete and stored in a locked file cabinet.	<b>3c</b> Lesson plans which indicate wide use of assessment techniques; such as, cooperative learning activities, projects, class discussion, written assignments, quizzes, and tests.
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**Domain 4: the Learning Environment. The observer looks for:**

<b>4a</b> A teacher who treats all students fairly and encourages fairness among students. The teacher's behavior demonstrates that all students can learn.	<b>4b</b> A room décor that is attractive and clean, materials are well organized, and safety concerns are paramount. Classroom arrangement allows for cooperative grouping of students.	<b>4c</b> High expectations and clearly defined classroom objectives and procedures.	<b>4d</b> A behavioral management plan which effectively maximizes instructional time and student safety.
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**Domain 5: Communication. The observer looks for:**

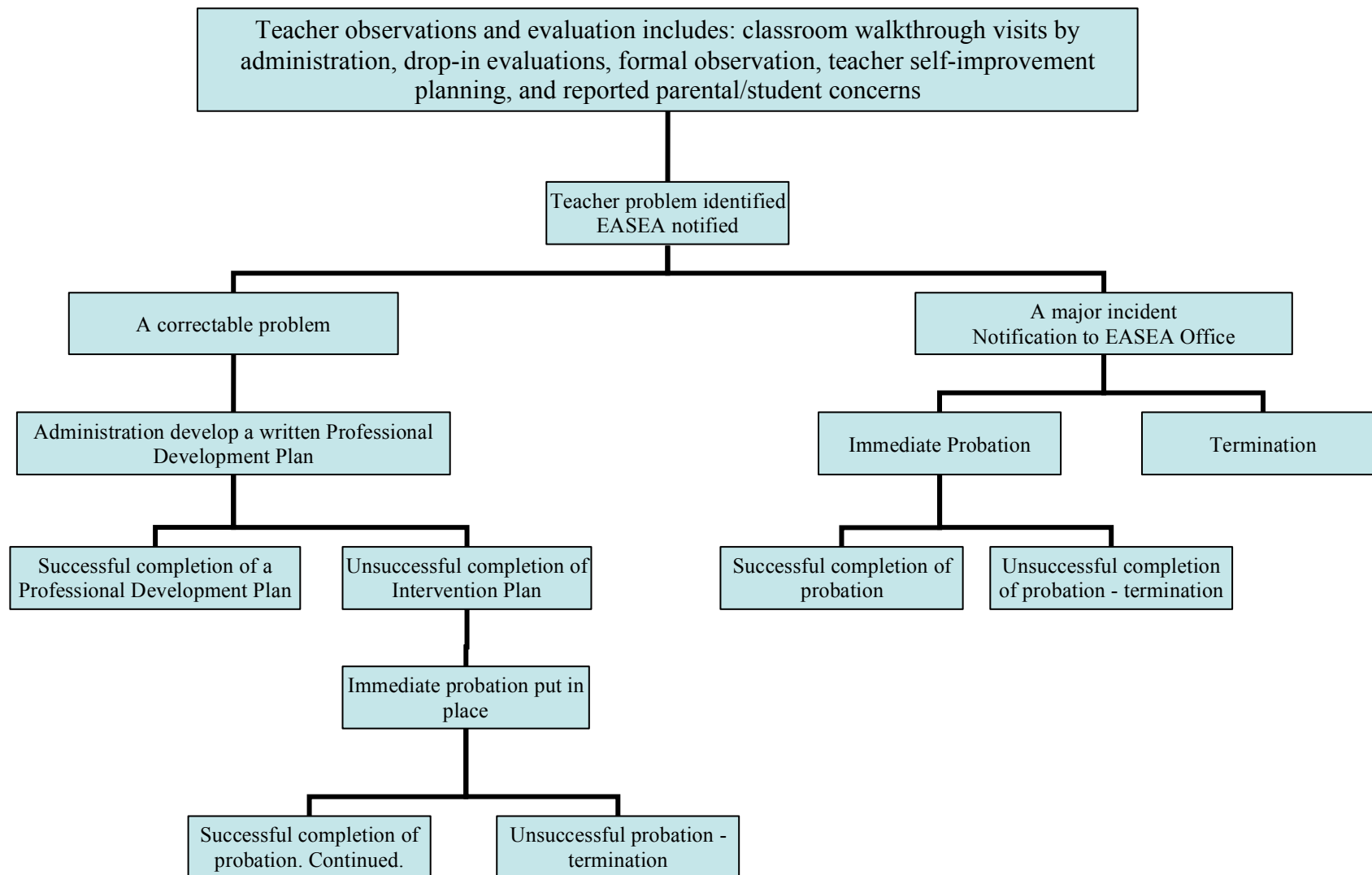
<b>5a</b> Positive Christ-like interactions between the teacher and the students, parents and the local community.	<b>5b</b> Evidence of teacher communication with the parents. (classroom newsletter, notes, phone calls, emails, etc.)	<b>5c</b> Evidence that the teacher's voice level is conducive to a positive learning environment.	<b>5d</b> Evidence of appreciation, respect, and support of the administrator's role on the part of the teacher.
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**Domain 6: Professional Growth. The observer looks for:**

<b>6a</b> Evidence of support for the church and educational system.	<b>6b</b> Evidence that the teacher works collaboratively with other faculty, staff and administration for school-wide improvement.	<b>6c</b> Evidence that the teacher has completed or is enrolled in a Masters Degree in their area of employment.	<b>6d</b> Evidence of on-going personal and professional development activities.
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## Teacher Evaluation Process Flowchart



# Principal/Supervisor Evaluation Form



Teacher \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_  
 School \_\_\_\_\_ Principal/Supervisor \_\_\_\_\_  
 Subject(s) \_\_\_\_\_ Time: From \_\_\_\_\_ to \_\_\_\_\_

## RATING SCALE

0	Unsatisfactory	3	Distinguished
1	Basic	NO	Not Observed
2	Proficient	NA	Not Applicable

### INSTRUCTION

### SCALE SCORE

- 1. Plans and evaluates instructional and spiritual goals.
- 2. Supervises the development of academic and spiritual objectives.
- 3. Maintains a school environment conducive to learning.
- 4. Develops and implements a supervision program
- 5. Helps teachers implement instructional objectives.
- 6. Develops a program to measure instructional achievements via objectives.
- 7. Provides instructional resources and curriculum materials.
- 8. Provides a professional development program.
- 9. Implements an evaluative program for measuring the achievement of academic objectives.

### ORGANIZATION

### SCALE SCORE

- 1. Develops and implements administrative procedures consistent with church policy and federal and state law.
- 2. Identifies and fulfills responsibilities relating to school fiscal operations and plant facilities.
- 3. Maintains all legal and educational records and files.
- 4. Conducts an induction and evaluation program for the teaching and non-teaching staff members.
- 5. Interprets staff and student polices.

### COMMUNICATION AND INTERPERSONAL RELATIONS

### SCALE SCORE

- 1. Develops and utilizes communication channels.

- 2. Manages conflicts with teachers, staff, and parents.
- 3. Demonstrates personal interest and respect for all staff members.
- 4. Functions as a team member with the staff.
- 5. Conducts periodic staff meetings.
- 6. Allows teachers to have input into decision affecting the teaching staff.

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**PROFESSIONAL GROWTH AND LEADERSHIP**

**SCALE SCORE**

- 1. Improves professional skills and knowledge.
- 2. Takes leadership role in maintaining academic excellence.
- 3. Initiates efforts to improve the teaching-learning process.
- 4. Fulfills responsibility in a professional manner.

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**COMMUNICATION**

**SCALE SCORE**

- 1. Writes clearly and correctly.
- 2. Speaks articulately.
- 3. Reads professional literature.
- 4. Works well with parents.
- 5. Uses parent-teacher conferences to increase parental involvement.
- 6. Uses personal skills to promote school's purpose and philosophy.

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**GENERAL OBSERVATIONS**

- 1. How does the principal/supervisor help make the school a success?
  
- 2. What areas were observed which could be classified as weaknesses?
  
- 3. What suggestions were given to correct observed weaknesses?
  
- 4. How do you rate (in one word) the principal/supervisor leadership skills? \_\_\_\_\_ Explain.
- 5. How does the faculty view the principal/supervisor?

