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COLLEGES AND UNIVERSITIES
(PAASCU)**

EVALUATION INSTRUMENT

FOR

ACCREDITING BASIC EDUCATION

SCHOOLS

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EVALUATION FORM

SECTION I

PHILOSOPHY AND OBJECTIVES

Contents

INTRODUCTION

A. GENERAL NATURE OF PHILOSOPHY, VISION, MISSION AND OBJECTIVES

B. OBJECTIVES

C. ACCEPTANCE BY THE SCHOOL COMMUNITY

D. AGREEMENT BETWEEN PHILOSOPHY, VISION, MISSION AND OBJECTIVES AND THEIR IMPLEMENTATION

Name of School : _____

Analysis made by : _____

Evaluation made by : _____

Date completed : _____

Criteria

- A. A school should determine its philosophy, vision, mission and objectives in receiving students and in offering them instruction. The philosophy, vision, mission and objectives should be determined in light of the clientele, which it intends to serve, and the needs of the community in which it exists. In order to do so the school must identify the community, which it intends to serve. It is understood that the data gathered in the school and community form will serve as basis for reviewing the school's philosophy, vision, mission and objectives. These statements of philosophy, vision, mission and objectives should be clearly stated in a bulletin of information readily available to prospective students and other persons concerned.
- B. Every school should include among its objectives a well-integrated program of intellectual, moral, social, cultural, and physical development of its students.

In accordance with the provisions of the Constitution of the Republic of the Philippines, the school "shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency." (*Article XIV, Section 3*)

For greater effectiveness and for the fuller attainment of the Constitutional aims, the Basic Education Department should include among its objectives:

1. The completion by each of its students of an adequate well-rounded program of education. This means, among other things, the type of education which develops in the student the ability to think effectively, to communicate thought, to make relevant judgments, and to discriminate among values, and which instills in the student the common skills, knowledge and values necessary for preparing him for life as a versatile, creative, and responsible person and productive member of his own community.
2. The provision for the formation of the young that addresses the development and nurturance in them of greater respect for multi-cultural diversity; profound respect for people of other faiths; an appreciation of our identity as a people, our indigenous heritage and cultural values. Such formation will make them more effective and more responsible participants in the on-going social transformation of society on the local, national and international level.
3. The guiding of each student towards his true vocation in

life, a vocation which conforms not only with the student's interests and desires but also with his capacities and abilities and with the needs of the community.

- C. Each school is expected to identify its peculiar role and specify this role in its objectives. Such specific objectives, of course, should be related to the needs of the students, should be possible of achievement, and educationally sound.
- D. There should be unmistakable evidence that the faculty understands and accepts the philosophy, vision mission and objectives of the school and that the school acquaints incoming members of the faculty with the essential purposes of the school before their appointment. Where the basic education is part of a complex institution, the faculty should also be informed of the philosophy, vision, mission and objectives of the institution as a whole.
- E. Agreement between the stated philosophy, vision, mission and goals and the actual practices of the school should be apparent. Any claims made in the school for itself -- whether these claims be made in the basic education prospectus or in any form of public announcement -- should be easily verifiable.

Explanation

The Evaluation Survey Team should fill out Sections A to D of this form before the survey of the other areas is undertaken. The other areas will be evaluated in light of the philosophy, vision, mission and objectives professed by the school under survey. Thus, the Evaluation Survey Team, as well as the faculty committees which join in the work, should be aware of the information revealed in this form and should keep it in mind as they review the various features and activities of the school. This section on Philosophy and Objectives reveals, not what the school is, but what it professes to be. The remainder of the survey will be concerned with the important question: Is there harmony between the educational practice of this school and its avowed purposes?

In addition to supplying information needed for the survey of the other areas, this Evaluation Form for Philosophy and Objectives also serves as a list of prerequisites, which must be observed by the school applying for accreditation. The propositions contained within Sections A, B and D of the Survey Form describe necessary conditions. The Evaluation Survey Team should be assured that these conditions are verified in the school before directing the survey of the other seven areas.

Parentheses () are placed to the left of the statements. The following symbols should be used.

E - the statement is clearly evident

N - not clearly evident

M - not evident or missing

In Section B4, the specific objectives should be stated; if more space is required, a separate page may be used.

A. GENERAL NATURE OF PHILOSOPHY, VISION, MISSION AND OBJECTIVES*

- () 1. The school's philosophy, vision and mission are clearly stated.
- () 2. The philosophy, vision and mission are reflective of the school's identity and core values.
- () 3. The mission statement of the school clearly communicates:
 - () a. a culture of excellence
 - () b. realistic and achievable educational goals for the students.
- () 4. The mission statement deals with the role of the school in:
 - () a. the community
 - () b. Philippine society
 - () c. global society
- () 5. The objectives clearly articulate the school's philosophy, vision and mission.
- () 6. The objectives are clear, specific and attainable.
- () 7. The objectives are suited to the clientele which the school intends to serve.
- () 8. These objectives are periodically reviewed and updated.
- () 9. The different sectors of the school are consulted in the review of the philosophy, vision, mission and objectives.
- () 10. The philosophy, vision and mission as well as the objectives are published in a bulletin of information.

**See Appendix A-1, Some Notes on Formulating the School's Philosophy and Objectives.*

Describe the socio-economic background, interest and aptitudes of the student population in general. Attached are forms that may be used for this purpose. (Appendices A-2 and A-3)

Describe the socio-economic conditions and needs of the community. Sample forms for gathering data about the community are attached and may be used for assisting you in identifying these needs. (Appendices A-5 and A-6)

B. OBJECTIVES

- () 1. The school includes among its objectives a well-integrated program for the intellectual, moral, social, emotional, spiritual and physical development of its students.
- 2. The objectives of the school are in accordance with the educational aims of:
 - () a. the institution to which it is affiliated
 - () b. the Department of Education
- 3. The objectives are in consonance with following national development goals:
 - () a. patriotism and love of country
 - () b. respect for human rights
 - () c. economic self-sufficiency
 - () d. cultural enrichment
 - () e. social responsibility
 - () f. development of moral character and personal discipline
 - () g. scientific and technological knowledge
 - () h. environmental consciousness and responsibility
- 4. The following objectives are specific to the basic education:
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____

(**N.B.** Examples of specific objectives particular to the school are: if a school is comprehensive in nature, college preparatory, or vocational.)

C. ACCEPTANCE BY THE SCHOOL COMMUNITY

ANALYSIS

- () 1. The faculty members and other school personnel understand and accept the school's philosophy, vision, mission and objectives.
- () 2. New faculty and other personnel are informed of the philosophy, vision, mission and objectives of the school.
- () 3. The parents understand and accept the school's philosophy, vision, mission and objectives.

COMMENTS

D. AGREEMENT BETWEEN PHILOSOPHY, VISION, MISSION AND OBJECTIVES AND THEIR IMPLEMENTATION*

- () 1. There is harmony between the educational practices of the school and its avowed purposes.
- () 2. All activities of the school are geared towards the realization of its philosophy, vision, mission and objectives.
- () 3. There are provisions for interaction among all stakeholders to realize the philosophy, vision, mission and objectives of the school.
- () 4. All claims made by the school in its bulletin of information and other publications are realistic and verifiable.

** Section D must be accomplished only after the evaluation of all the eight areas contained in this instrument has been completed.*

EVALUATION FORM

SECTION II

FACULTY

Contents

- A. SELECTION OF FACULTY MEMBERS
- B. TEACHERS' ACADEMIC AND PROFESSIONAL PREPARATION
- C. TEACHING EXPERIENCE AND LENGTH OF SERVICE
- D. TEACHING ASSIGNMENT AND LOAD
- E. PROFESSIONAL PERFORMANCE
- F. FACULTY DEVELOPMENT
- G. SALARIES AND OTHER BENEFITS
- H. TENURE, LEAVES OF ABSENCE, DISMISSAL AND RETIREMENT PROVISIONS

Name of School : _____

Analysis made by : _____

Evaluation made by : _____

Date completed : _____

Criteria

A competent faculty is essential for a good school. Such a faculty is not merely a collection of individually competent teachers. It is a cooperating group having common educational purposes and motivated by a desire to develop and carry out the clearly formulated philosophy, vision, mission and objectives of the school. Faculty members possess qualifications of preparation, experience and attitudes that contribute to effective learning. They have the ability and desire to work together harmoniously and efficiently for the good of the school and its students. The number of faculty members is adequate for the educational program, the school enrollment and the special needs of the students. The teaching load and the total working load are such that maximum efficiency and effectiveness is assured. Salaries are maintained at a level sufficient to ensure an adequate standard of living and to avoid as far as possible the necessity of securing supplementary income.

- A. SELECTION OF FACULTY MEMBERS - In the selection of faculty members, academic and professional preparation are taken into consideration. Attention is also given to teaching ability, personality, character and health. Personal interviews are conducted by the principal, college transcripts and recommendations by reliable sources are examined, and the candidate is observed at work.
- B. TEACHERS' ACADEMIC AND PROFESSIONAL PREPARATION - In addition to the desire to teach and the usually recognized personality traits necessary to make a good teacher, the faculty member should have the following preparation:
 1. Academic Preparation: Faculty members should be well-educated, not merely "well-trained" teachers. They should have the following academic requirements: (a) a liberal education at a satisfactory level of achievement, (b) mastery of the subject matter and extensive preparation in the field of specialization, and c) an overall picture of the curriculum as a whole, from first grade to college.
 2. Professional Preparation: Teachers should have enough professional education -- theory and practice -- to be ready to teach. It should include: (a) an understanding of the learner and the learning process, and (b) skills for bringing the subject matter and learner together through the learning process.
- C. TEACHING EXPERIENCE AND LENGTH OF SERVICE - Experience gained by years of service should be found in the membership of the faculty.

- D. TEACHING ASSIGNMENT AND LOAD - The members of the faculty should be given teaching assignments in the field of their major or minor lines of specialization. The teaching load of the faculty members should not be so heavy as to prevent sufficient preparation for classes, adequate evaluation of student achievement and availability for personal consultation by students outside class hours. The number of faculty members should be adequate for the educational program offered, the school's enrollment, and the special needs of the students.
- E. PROFESSIONAL PERFORMANCE - Each member of the faculty should concretely carries out the philosophy, vision, mission and objectives of the school. He should give evidence of an awareness and understanding of educational trends and issues. He should possess the ability to maintain discipline, to handle teenagers, and to guide the young. Earnestness in immediate class preparation should also be evident.
- F. FACULTY DEVELOPMENT - A school must have professionally alert and progressive members of the faculty. They participate in the professional activities of the school and are concerned with increasing their knowledge in their field of specialization both in content and in teaching methodology. School efforts for the professional growth of faculty members should be extensive and effective.
- G. SALARIES AND OTHER BENEFITS - Salaries should be such that it provides an adequate standard of living in accord with the worth of services rendered. The members of the faculty must receive just compensation to attract and retain qualified teachers.
- H. TENURE, LEAVES OF ABSENCE, DISMISSAL AND RETIREMENT PROVISIONS - The members of the faculty should have a relative feeling of security in their positions. The employment of faculty members must be based upon a contract for a definite period. Dismissal of a faculty member must be justifiable. The school must provide some types of recognition to reward faculty members who shall have rendered long, efficient and devoted service to the school by having a system of financial and promotional advancement. The types of recognition may include scholarships for graduate studies, study leaves and other special rewards.

Explanation

The evaluative criteria expressed in more concrete and detailed terms, in the form of charts, questionnaires or checklists, provide the school staff and the team of evaluators with a method for applying the criteria to the Faculty under consideration.

ANALYSIS

The analysis consists of provisions, conditions or characteristics found in good schools. Some may not be necessary, or even applicable, in every school. If any important features or procedures are omitted in the printed forms, they should be added in the appropriate places. The checking should accurately and completely portray the school conditions, thus providing the factual background for evaluation. Except for the charts which the evaluators will fill out, the following symbols will be used and placed in the parentheses to the left of the items:

- E** provision or condition is made extensively
- S** provision or condition is made to a moderate extent
- L** provision or condition is very limited
- M** provision or condition is missing but needed
- NA** provision or condition is not desirable or does not apply

Space is provided at the end of the Analysis for writing in additional items, which contribute to a fuller description of the school under survey.

EVALUATION

Evaluations represent the best judgment of those making the evaluations after all evidence have been considered. They are to be made by means of the rating scale as defined below:

5 - Excellent:

the provisions or conditions are extensive and are functioning excellently.

4 - Very Good:

the provisions or conditions are moderately extensive and are functioning well

3 - Good:

the provisions or conditions are met and functioning adequately.

2 - Fair:

the provisions or conditions are limited and functioning minimally.

1 - Poor:

the provisions or conditions are limited and are functioning poorly.

M - Missing:

the provisions or conditions are missing but needed.

NA - Not Applicable:

the provisions or conditions are missing but do not apply or are not desirable.

COMMENTS

In the space allotted for comments, the Survey Team should include any remark concerning matters not sufficiently treated in the preceding Analysis and Evaluations and which should be taken into consideration in the overall evaluation of the area. Where there is a need, the Survey Team should use this space for an explanation of the use of the symbols M or NA in the Analyses and the Evaluations just made.

In this space should also be made any other remarks concerning the faculty and its conditions of service, which might be of assistance in making the overall evaluation.

BEST FEATURES

In the space provided, list briefly the strengths of the school/program in the particular area.

RECOMMENDATIONS

In the space provided, indicate proposed changes or plans to further improve the area.

A. SELECTION OF FACULTY MEMBERS

ANALYSIS

- () 1. There is a published policy establishing faculty selection procedures.
- 2. The process of selection includes:
 - () a. an evaluation of the applicant's transcript of records and other credentials.
 - () b. oral and written interviews.
 - () c. qualifying tests.
 - () d. classroom demonstration.
 - () e. consideration of recommendations from reliable sources
 - () f. medical examination.
 - () g. others: _____

- () 3. The selection of teachers is a process involving: (please check)
 - _____ a. principal
 - _____ b. assistant principal/academics in-charge
 - _____ c. subject area coordinators
 - _____ d. others: _____

- 4. In the selection of faculty members, the following are considered:
 - () a. professional competence
 - () b. personality in relation to teaching
- () 5. The school's specific policies for selection of faculty members are observed.

EVALUATION

- () a. How satisfactory is the stated procedure for selecting faculty members?

- () b. How consistently has this procedure been followed?
- () c. How successful have these methods been in selecting competent faculty members?

COMMENTS

B. TEACHERS' ACADEMIC AND PROFESSIONAL PREPARATION

ANALYSIS

Indicate in the following tables the data asked for.

BASIC ACADEMIC REQUIREMENTS	NUMBER	PERCENT OF NUMBER OF FACULTY
B.S.E.ED. / B.E.ED.		
B. S. E.		
A.B./B.S.with 18 education units		
Professional licensure for teachers		
Others		
TOTAL		

FURTHER STUDIES	Number of Teachers		Percent of number of faculty
	Acquired within the past 5 years	Acquired more than 5 years ago	
With 3 - 15 masteral units			
With 16 - 30 masteral units			
Passed the comprehensive exams			
Thesis Writing stage			
With MA / MS degree			
Others			
TOTAL			

EVALUATION

- () a. How satisfactory is the percentage of fully qualified members of the faculty?
- () b. How satisfactory is the percentage of the faculty members with academic preparation beyond the minimum degree requirements?

- () c. How well matched is the preparation of the faculty as a whole to the requirements of the curriculum?

COMMENTS

C. TEACHING EXPERIENCE AND LENGTH OF SERVICE

ANALYSIS

1. Indicate below the years of teaching experience.

NO. OF YEARS OF TEACHING EXPERIENCE	YEARS OF SERVICE				TOTAL TEACHING EXPERIENCE	
	In This School		In Other Schools		Number	Percent
	Number	Percent	Number	Percent		
25 or more						
20 - 24						
15 - 19						
10 - 14						
4 - 9						
1 - 3						
Less than 1						
TOTAL						

2. What is the percentage of teacher turnover in the school over the past three years?

	SY ___ - ___	SY ___ - ___	SY ___ - ___
Total number of teachers who left the school			

If teachers have left the school during the last three years, what were the reasons?

EVALUATION

- () a. How satisfactory is the total teaching experience of the faculty?

- () b. How satisfactory is the faculty members' length of service in this school?
- () c. How successful is the school in retaining its faculty?

COMMENTS

D. TEACHING ASSIGNMENT AND LOAD

TEACHING LOAD PER WEEK (in hours)		NUMBER OF PREPARATIONS/ OTHER ASSIGNMENTS	
HOURS PER WEEK	NUMBER OF TEACHERS		NUMBER OF TEACHERS
More than 30		1 preparation	
25 - 30		2 preparations	
20 - 24		3 preparations	
15 - 19		More than 3 preparations	
10 - 14		Homeroom Adviser	
5 - 9		Club Moderator	
1 - 4		Other Assignments	
FULL-TIME			
PART-TIME			

ANALYSIS

- _____ 1. What percentage of the faculty is given teaching assignments only in the field of their major or minor lines of specialization?
2. The teaching loads of the faculty members allow sufficient time for:
- () a. preparation of classes
- () b. adequate evaluation of student achievement
- () c. professional growth
- () 3. Provision is made for the equitable distribution of extra class responsibilities of faculty members.
- () 4. Teachers are available for consultation with students and parents outside class hours.

EVALUATION

- () a. How adequate is the number of faculty in relation to the educational program and to the philosophy, vision, mission and objectives of the school?

- () b. How adequate is the percentage of faculty members on full-time basis?
- () c. To what extent are teaching assignments given in the field of major and minor lines of specialization?
- () d. How satisfactory are the teaching loads of faculty members?
- () e. How satisfactory is the number of subject preparations of faculty members?

COMMENTS

1. Give the rationale behind the employment of part-time teachers.
2. Give the rationale behind assignments outside of the teachers' major and minor lines of specialization.
3. Give the rationale behind the giving of overloads to teachers.
4. Give the rationale behind the giving of 3 or more teaching preparations to teachers.

E. PROFESSIONAL PERFORMANCE

ANALYSIS

The faculty:

- () 1. concretely carries out the philosophy, vision, mission and objectives of the school and the specific objectives of the basic education.
- 2. gives evidence of an awareness and understanding of:
 - () a. national issues
 - () b. global issues
 - () c. socio-political issues
 - () d. socio-cultural issues
 - () e. current educational trends and issues
 - () f. environmental / ecological issues
 - () g. multi-cultural diversity

- () h. indigenous culture
- () 3. follows the scope and sequence and syllabus of the subjects to be taught.
- () 4. shows evidence of proficiency and mastery of the subject matter to be taught.
- () 5. conscientiously plans lessons and classroom activities.
- () 6. shows flexibility in the selection of teaching methodology.
- () 7. shows creativity in classroom procedures and pedagogical practices.
- () 8. uses library and supplementary materials and multi-media resources.
- () 9. utilizes guidance data and other related research in preparing instructional programs.
- () 10. shows mastery of the medium of instruction.
- () 11. employs sound classroom management practices.
- () 12. manifests the ability to diagnose general and specific weaknesses of students.
- () 13. shows the ability to relate and communicate with students.
- () 14. is able to relate and communicate with fellow faculty members, administrators, parents and the public.
- () 15. is involved in the planning, implementation and evaluation of school programs and policies.

EVALUATION

- () a. How extensively and effectively do faculty members implement the philosophy, vision, mission and objectives of the school?
- () b. To what extent do the faculty members show awareness and understanding of national, global, socio-political and environmental issues and educational trends?
- () c. How effectively do faculty members plan their lessons and prepare their instructional activities?

- () d. To what extent do the teachers make use of library and multi-media resources and guidance data?
- () e. To what extent do the teachers make use of guidance data and other related resources?
- () f. How effectively do the faculty members relate with the various stakeholders of the school?
- () g. How effectively do faculty members relate and communicate with students?

COMMENTS

F. FACULTY DEVELOPMENT

ANALYSIS

- () 1. The school has an orientation program for new teachers.
- () 2. The school has an on-going in-service program for all teachers.
- () 3. The school has a comprehensive and functional faculty development program.
- () 4. The faculty is actively involved in the formulation, periodic review and revision of the faculty development program.
- 5. Each member of the faculty uses the opportunity to grow professionally by:
 - () a. participating actively in faculty meetings.
 - () b. seeking professional assistance from within and outside the school.
 - () c. professional reading.
 - () d. active participation in professional organizations.
 - () e. participation in action research geared towards school development.
- () 6. Provisions are made for the personal, spiritual and socio-cultural development of the faculty members.
- () 7. Provisions are made for the development of socio-

political consciousness of the faculty.

- () 8. Provisions are made for the development of the faculty in the use of relevant instructional technology.

EVALUATION

- () a. How satisfactory is the orientation program for new teachers?
- () b. How satisfactory is the in-service program for faculty?
- () c. How adequate is the faculty development program?
- () d. How satisfactory are evidences of professional growth among the faculty?
- () e. How extensive are the provisions for the development of the personal, spiritual and socio-cultural development of the faculty members?
- () f. How extensive are the provisions for the development of the socio-political consciousness of the faculty members?
- () g. How adequately trained are the faculty in the use of technology-aided instruction?

COMMENTS

APPENDICES:

1. List of in-service activities for faculty updating held inside and outside the school during the last three years.
2. A copy of the school's three- to five-year faculty development program.

G. SALARIES AND OTHER BENEFITS

Indicate below the number of full-time faculty who are paid using the salary range below. (*The school may change the range according to its own salary scale.*)

Salary Range	No. of Faculty	Percentage
P Below 10,000		
P 10,001 - 15,000		
P 15,001 - 20,000		
P 20,001 - 25,000		
P 25,001 - 30,000		
P 30,001 - 35,000		
P 35,001 - 40,000		
Over P 40,000		

ANALYSIS

- () 1. There is a salary schedule for the faculty members.
- () 2. The salaries are appropriate to the socio-economic conditions in the community.
- () 3. Academic and professional qualifications are taken into consideration in determining the salary of the faculty.
- () 4. The salary scale is sufficiently flexible to allow for cases of unusual merit and extra assignments.
- () 5. The salary schedule provides incentive for faculty members to pursue professional growth.
- () 6. There is a definite system of promotion and financial advancement of faculty members.

EVALUATION

- () a. How adequately do salaries meet accepted norms of just compensation?
- () b. To what extent are salaries and benefits sufficient to assure a living compatible with the teaching profession?

- () c. How consistent is the implementation of the salary schedule?

COMMENTS

APPENDIX: A copy of the salary scale, including fringe benefits enjoyed by the faculty

**H. TENURE, LEAVES OF ABSENCE, DISMISSAL
AND RETIREMENT PROVISIONS**

ANALYSIS

- () 1. The employment of faculty members is based upon a contract for a definite period.
- () 2. Tenure is defined and provisions are implemented after a successful probationary period.
- () 3. Absence for a few days because of personal illness is allowed without loss of pay.
- () 4. Allowance is made for maternity/paternity leave without loss of status.
- () 5. Due process is followed in the imposition of sanctions and/or dismissal of a teacher.
- () 6. The school provides leaves of absence as mandated by law and the policies of the school.
7. Promotion is based on the following:
- () a. evaluation
- () b. tenure
- () c. professional growth
- () d. others: (specify) _____
- _____
- () 8. The school has a well-defined retirement plan.

EVALUATION

- () a. How satisfactory is the policy regarding probation, temporary employment and tenure of faculty members?
- () b. How satisfactory are the provisions relating to leaves of absence for faculty members?
- () c. How satisfactory is the school's promotion scheme?
- () d. How satisfactory are the conditions and procedures leading to the dismissal of faculty?

COMMENTS

BEST FEATURES

RECOMMENDATIONS

EVALUATION FORM

SECTION III

CURRICULUM AND INSTRUCTION

Contents

- A. CURRICULUM
- B. CLASSROOM INSTRUCTION
- C. STUDENT LEARNING
- D. EVALUATION OF ACADEMIC ACHIEVEMENT
- E. CO-CURRICULAR ACTIVITIES
- F. ADMINISTRATIVE CONCERN FOR EFFECTIVE INSTRUCTION

Name of School : _____

Analysis made by : _____

Evaluation made by : _____

Date completed : _____

Criteria

A school should manifest deep concern for the quality of instruction offered to its students and give evidence of efforts to make instruction effective.

- A. CURRICULUM - The school must arrange its curriculum so as not only to fulfill the requirements of the Department of Education, but also to serve and realize the philosophy, vision, mission and objectives of the school. The curriculum from Kindergarten to Fourth Year High School should be sequential and developmental. In defining what students should know, understand and be able to do, the school is encouraged to emphasize both vertical and horizontal articulation within and between subject areas and year levels.
- B. CLASSROOM INSTRUCTION - The school should make judicious use of updated instructional materials and aids. Teaching methods and strategies should respond to the developmental needs of the students and adapted to the subject matter. Provisions are made to recognize individual differences and diverse learning strategies. Classroom management procedures should be conducive to effective instruction and should be carefully observed.
- C. STUDENT LEARNING - There should be evidence of learning and application of skills and knowledge in the classroom. Student participation in classroom activities should show spontaneity in answering and asking questions, critical and creative thinking, and completion of assigned tasks. Positive values should be integrated in the learning process.
- D. EVALUATION OF ACADEMIC ACHIEVEMENT - In order to appraise students' response to instruction, there should be judicious use of the various types of examinations and tests. The method of determining the final mark should be just and well-defined. The distribution of grades and the percentage of promotions should indicate a critical and fair grading system. Results of student assessment are used to evaluate the strengths of the curriculum and the effectiveness of teaching methods and strategies as well as to measure student progress. The regular analysis, dissemination and use of assessment data reflect an environment where continuous improvement is valued.
- E. CO-CURRICULAR ACTIVITIES - The co-curricular program should help achieve the school's philosophy, vision, mission and objectives. It should develop positive values and attitudes and enrich classroom instruction. The variety and choice of activities should encourage wide participation among the students.

F. ADMINISTRATIVE CONCERN FOR EFFECTIVE INSTRUCTION -
Administrative officers should employ practical measures to ensure effective instruction, such as: approval of examination questions by the principal's office; observation of students' performance in correlated studies; the study of learning outcomes; supervisory visits to classes and post-observation conferences; insistence on sufficient preparation by faculty members for this purpose; the study of correlation between entrance examination results and scholastic achievements; and a follow-up on success or failure of graduates in their college work. The administration should manifest its interest in educational progress.

Explanation

This Survey Form expresses the Evaluative Criteria in a more concrete and detailed manner and thus assists the Survey Team towards an objective evaluation of the area of Instruction. It is worth noting that the results of the survey in this area are likely to confirm the results of the survey in the preceding section on the Faculty. It should not be surprising that some of the items mentioned in this Survey Form are repetitive of items listed in the preceding section.

ANALYSIS

The analysis consists of provisions, conditions, or characteristics found in good schools. All of them may not be necessary, or even applicable, in every school. A school may lack some of the items listed but have other compensating features. The analyses are intended to provide the factual bases for the evaluations.

In the parentheses () to be found to the left of most of the items listed, the following symbols should be placed:

- E** provision or condition is made extensively
- S** provision or condition is made to a moderate extent
- L** provision or condition is very limited
- M** provision or condition is missing but needed
- NA** provision or condition is not desirable or does not apply

In order to use the symbols M or NA correctly, the self survey team must be aware of the purposes, vision, mission and objectives of this school, as discovered from the survey of Section I.

Where no parentheses are provided, it will be sufficient to insert the requisite information in the spaces provided for that purpose. In such cases, the information requested is needed for the analyses of other items or for the Evaluations themselves.

EVALUATION

Evaluations represent the best judgment of those making the evaluations after all evidence have been considered. They are to be made by means of the rating scale as defined below:

5 - Excellent:

the provisions or conditions are extensive and are functioning excellently.

4 - Very Good:

the provisions or conditions are moderately extensive and are functioning well

3 - Good:

the provisions or conditions are met and functioning adequately.

2 - Fair:

the provisions or conditions are limited and functioning minimally.

1 - Poor:

the provisions or conditions are limited and are functioning poorly.

M - Missing:

the provisions or conditions are missing but needed.

NA - Not Applicable:

the provisions or conditions are missing but do not apply or are not desirable.

COMMENTS

In the space allotted for Comments, the self-survey team should, aside from answering the questions provided, indicate the degree of harmony between the philosophy, vision, mission and objectives of this school and the educational practices considered in this Section. In doing so, it will give its reasons for the use of M or NA in the Analyses and Evaluations just made.

In this space, any other remark on the educational practices of the school pertinent to Instruction which might be of assistance in the making of the overall Evaluation should also be made.

BEST FEATURES

In the space provided, list briefly the strengths of the school/program in the particular area.

RECOMMENDATIONS

In the space provided, indicate proposed changes or plans to further improve the area.

A. CURRICULUM

ANALYSIS

- () 1. The curriculum complies with the learning competencies of the Basic Education Curriculum (DepEd).
2. The curriculum has the following features over and above the requirements of the Basic Education Curriculum (DepEd):
- a. _____
 - b. _____
 - c. _____
- () 3. The curriculum supports the school's philosophy, vision, mission and objectives.
- () 4. The curriculum promotes good citizenship, love of country, nation-building, respect for multi-cultural diversity and for people of other faith; appreciation for indigenous culture.
- () 5. The scope and sequence of each subject area indicates the logical flow and development of subject matter, skills, and values across grade/year levels.
- () 6. The coverage in each subject area takes into account the cognitive, social, physical, and emotional readiness of the learner.
- () 7. The following are contained in the syllabus of each subject area:
- a. instructional objectives
 - b. learning content
 - c. values
 - d. learning activities
 - e. evaluation
 - f. time frame/time budget
 - g. references/bibliography
 - h. instructional materials

- () 8. There is a system of articulation among teachers of the different subject areas within the grade/year level to identify points of integration.
- () 9. There is a system of articulation among teachers handling the same subject area across the different grade/year levels.
- () 10. Curriculum review/evaluation is done regularly to reflect current educational practices and pedagogy.
- () 11. There are programs for the students with special needs:
 - () a. enrichment
 - () b. remedial
 - () c. others _____

EVALUATION

- () a. How well does the curriculum comply with the learning competencies of the Basic Education Curriculum?
- () b. How well does the curriculum reflect the school's philosophy, vision, mission and objectives?
- () c. How well does the syllabus of each subject area provide direction for the implementation of each program?
 - d. How well is the system of articulation implemented?
 - () 1) to identify points of integration among the different subject areas
 - () 2) to ensure continuity and connectedness within each subject area
- () e. How well do the special programs meet the needs of the students?

COMMENTS

APPENDICES

Attach a copy of the following:

- a. Curriculum offered
- b. Enrichment, remedial and other special programs

B. CLASSROOM INSTRUCTION

ANALYSIS

- () 1. There is evidence of remote and immediate preparation and thorough planning of instructional activities.
- () 2. Instructional activities show systematic organization, implementation and evaluation.
- () 3. Learning activities are relevant to the maturity, interest, needs and daily lives of the students.
- () 4. Learning experiences are provided which call for the development of basic academic skills and concepts, and of positive values and attitudes.
- () 5. Opportunities are provided for the application of skills/concepts learned.
- () 6. Methods and techniques used in instruction are varied, current, relevant and creative.
- () 7. Methods and techniques of teaching are adapted to:
 - () a. the subject matter
 - () b. the needs and capabilities of the students
- () 8. Library and media resources are utilized for enriching the lessons.
- () 9. Human and community resources are utilized in instructional activities.
- () 10. Instruction is geared to maximize student participation.
- () 11. Provisions are made to recognize individual differences and diverse learning styles.
- () 12. Activities are provided to develop leadership and followership abilities.
- () 13. A learning atmosphere is maintained in all classes through sound classroom management.
- () 14. There is proficient use of the medium of instruction.
- () 15. Lessons are correlated with the broader aspects of the subject and with related experiences.

EVALUATION

- () a. To what extent are the learning activities relevant in terms of the maturity, interests, needs and daily lives of students?
- () b. How adequate are the learning experiences which allow the development of positive values and attitudes?
- () c. How adequate are the situations provided which allow the application of skills/concepts learned?
- () d. How adequate is teacher planning and preparation for instruction?
- () e. How adequate are the teaching methods in carrying out the objectives of the program?
- () f. To what extent are the library and media resources utilized?
- () g. To what extent do the teachers and students use human and community resources?
- () h. To what extent is instruction geared to maximize student participation?
- () i. How well-adapted to the subject matter and to the grade/year level are the methods and techniques used?
- () j. How adequately are instructional activities organized, implemented and evaluated?
- () k. How adequately do the provisions meet individual differences and diverse learning styles?
- () l. To what extent are leadership and followership abilities developed?
- () m. To what extent does classroom management contribute to an effective learning atmosphere?
- () n. How is the medium of instruction satisfactorily used by the teachers?

COMMENTS

C. STUDENT LEARNING

ANALYSIS

- () 1. Students participate actively in class.
- () 2. Students are given opportunities for individual as well as group work activities.
- () 3. Students accomplish assigned tasks and homework.
- () 4. Students come to class prepared for their lessons.
- () 5. Students show spontaneity in expressing their ideas and in asking questions.
- () 6. Students show capacity to think critically and creatively.
- () 7. Students show positive values and attitudes in and out of the classroom.
- () 8. Students express themselves clearly and correctly in:
 - () a. English
 - () b. Filipino
 - () c. _____
- () 9. Student responses give evidence of learning.
- () 10. Students show ability to apply the skills and knowledge they have learned in the classroom.
- () 11. Students make use of the resources in the library, Instructional Media Center and laboratories.

EVALUATION

- () a. How satisfactory are the results of individual and group work activities?
- () b. How satisfactory is the completion of assignments?
- () c. To what extent are the students prepared for their classes?
- () d. How spontaneous are the students in expressing their ideas and asking questions?
- () e. To what extent do students show critical and creative thinking?

- () f. To what extent do student shows positive values and desirable attitudes?
- () g. How satisfactorily do the students express themselves clearly and correctly?
- () h. To what extent do the students show evidence of learning and application of skills and knowledge?
- () i. To what extent do the students use the resources of the library, Instructional Media Center and laboratories?

COMMENTS

D. EVALUATION OF ACADEMIC ACHIEVEMENT

ANALYSIS

- () 1. The evaluation of student performance is based on clear aims and objectives.
- () 2. A variety of tests (e.g., standardized tests, teacher-made tests, guidance tests) and other forms of evaluation are utilized to evaluate student progress and learning outcomes.
- () 3. Examinations are checked and returned to the students on time.
- () 4. Participation of students in the evaluation of their own progress and that of the group is encouraged as a learning activity.
- () 5. An effective procedure of reporting student progress to parents is implemented.
- () 6. Re-teaching and future learning activities are based on learning outcomes.
- () 7. The grading system is well-defined and reflects the students' performance.
- () 8. There is coordination among teachers, administrators and guidance counselors in monitoring academic progress.
- () 9. Records of the evaluation results are systematically kept.

- () 10. Improvement in test construction and other forms of evaluation is a continuing concern.
- () 11. The policies on promotion and retention are well-defined and understood by parents and pupils.

EVALUATION

- () a. How adequate is the evaluation of student progress and learning outcomes?
- () b. To what extent does the grading system reflect student performance?
- () c. To what extent do evaluation procedures identify the abilities and individual needs of all students?
- () d. How adequately are evaluation results interpreted, analyzed, and utilized for the improvement of teaching techniques and methods?
- () e. To what extent are the guidance test results used for instructional purposes?
- () f. How satisfactory is the reporting of student progress to parents?

COMMENTS

Attach a copy of the grading system.

E. CO-CURRICULAR ACTIVITIES

ANALYSIS

- () 1. There is a variety of co-curricular activities that support, complement and enrich classroom instruction.
- () 2. The co-curricular activities support the school's philosophy, vision, mission and objectives.
- () 3. The co-curricular activities promote positive values and attitudes.
- () 4. Students are encouraged to participate in co-curricular activities.

- () 5. Provision is made for the use of community resources to support co-curricular activities.
- () 6. There is a connection and balance between the curricular program and co-curricular activities.

EVALUATION

- () a. How adequate is the number of students participating in co-curricular activities?
- () b. To what extent do the co-curricular activities help achieve the school's philosophy, vision, mission and objectives?
- () c. To what extent do the co-curricular activities promote positive values and attitudes?
- () d. How adequate is the variety of co-curricular activities for the students?
- () e. To what extent has the school availed itself of community resources in the co-curricular activities?
- () f. To what extent do these co-curricular activities aid learning?

Attach a list of the co-curricular activities.

F. ADMINISTRATIVE CONCERN FOR EFFECTIVE INSTRUCTION

ANALYSIS

- 1. Administrative officers employ practical measures to ensure effective instruction by:
 - () a. requiring a syllabus for each subject to be approved by the assigned administrative officer
 - () b. continuous review and updating of the curriculum, syllabi and instructional materials
 - () c. a review of examination questions by the assigned administrative officer
 - () d. the study of learning outcomes through different forms of evaluation
 - () e. the analysis of students' performance through

formal studies

- () f. regular supervisory visits to classes and post-observation conferences
- () g. the study of the correlation between entrance examination results and scholastic achievements
- () h. a follow-up on the success or failure of graduates in their college work
- () 2. The administration has information concerning the present academic standing of its students.
- () 3. The records and files containing these information are in order and are up-to-date.
- () 4. The administration has information on the percentage of failures and honors for each class.
- () 5. Recognition and encouragement are given for academic achievement and character formation.
- () 6. The administration requires the use of instructional materials, devices and equipment. Thus:
 - () a. required textbooks and instructional materials are available to all students.
 - () b. audio-visual materials and equipment are relevant and appropriately used.
- () 7. The administration manifests its interest in educational improvement by:
 - () a. involving the faculty in exploring curricular developments
 - () b. introducing innovations in curriculum program, classroom instruction and/or pedagogical practices
 - () c. _____
- () 8. The administration ensures preparation by the faculty for their classes by:
 - () a. requiring daily lesson planning
 - () b. requiring a minimum number of written examinations and other forms of evaluation
 - () c. providing a faculty room/area to facilitate preparation

- () 9. Measures are taken to ensure the punctuality and regular attendance of faculty members at their scheduled classes.
- () 10. Records of the daily attendance of students are maintained.
- () 11. The administration employs concrete means to ensure that rules concerning students' class attendance and punctuality are followed.

EVALUATION

- () a. To what extent does the administration employ practical measures to ensure effective instruction?
- () b. To what extent does the administration employ practical measures to improve the quality of instruction?
- () c. To what extent are textbooks and teaching materials updated?
- () d. To what extent does the school make judicious use of instructional materials, devices and equipment?
- () e. How regularly are classes held?
- () f. How well-attended are the classes?
- () g. How satisfactory are the class schedules?
- () h. To what extent is the administration aware of the abilities and achievement of its students?
- () i. How satisfactory are the criteria used for the system of recognition for academic achievement and character formation?

COMMENTS

BEST FEATURES

RECOMMENDATIONS

APPENDICES:

Provide a copy of the system of recognition for academic achievement and character formation

EVALUATION FORM

SECTION IV

LIBRARY AND AUDIO-VISUAL CENTER

Contents

INTRODUCTION

- A. LIBRARY AND AUDIO-VISUAL CENTER PERSONNEL
- B. FINANCIAL SUPPORT AND ACCOUNTABILITY
- C. LIBRARY AND AUDIO-VISUAL RESOURCES
 - 1. Selection
 - 2. Holdings
 - 3. Organization of Holdings
 - 4. Care and Maintenance of Holdings and Equipment
- D. SERVICES
 - 1. Services for Faculty and Administrators
 - 2. Services for students
- E. ACCESSIBILITY OF THE LIBRARY AND AUDIO-VISUAL CENTER SERVICES
- F. PHYSICAL FACILITIES

Name of School : _____

Analysis made by : _____

Evaluation made by : _____

Date completed : _____

INTRODUCTION

The library and audio-visual center consist of print resources and the audio-visual or multi-sensory resources. This area is sometimes referred to as Learning Resource Center (LRC), Educational Media Center (EMC), Instructional Materials Center (IMC) or simply Media Center. It contains materials that are especially prepared, selected, organized and administered by competent librarians and staff specifically for the purpose of instruction and is not mere storage area.

"The school media center is central to the instructional program of a school. Its main purpose is to provide service to the faculty, students and administration in accessing information, developing research strategies, and in the utilization of media. The media center program strengthens and improves the instruction in the school by developing in students' lifelong learning skills and a love for reading." (Betty J. Morris, 1992. Administering the School Library Media Center.)

OBJECTIVES

1. To provide a wide and updated collection of print and non-print instructional materials in all subject areas that are appropriate to the needs of the faculty and suited to the interests and learning abilities of the students.
2. To prepare, select, organize and administer the materials that will make them easily available and accessible to faculty, students and administrators.
3. To assist the faculty in the selection and effective use of various instructional materials to make the teaching-learning process more interesting and meaningful.
4. To train faculty and students in the use and proper care of print and non-print materials and equipment.
5. To provide technical and special assistance to faculty and students on the use of various materials and equipment.
6. To encourage the faculty and students to develop a love of learning by spending more time reading books, periodicals and other printed materials and by maximizing the use of audio-visual or non-print materials in the teaching-learning process.
7. To motivate, stimulate and improve the reading habits of the students so that they may grow in critical judgment and appreciation.
8. To meet the research needs of the students according to their level of maturity.

Criteria

The following criteria are for a completely developed library and audio-visual center. It would be ideal to be able to meet all of the criteria given, especially for audio-visual services.

- A. LIBRARY AND AUDIO-VISUAL CENTER PERSONNEL - The library and audio-visual center should be administered by qualified and competent professional staff with clerical assistants adequate in number as the educational program and enrolment of the school may require.

The school should have competent, full-time librarians who are graduates of Library Science. The professional librarians should spend most of their time in educational activities such as reference service, instruction in the use of the library, book advisory service, and book selection.

The professional librarians should be placed on the same salary schedule as other teachers and given the same status with respect to tenure, retirement and other fringe benefits. They should serve on faculty committees, participate in faculty meetings, and enjoy the same opportunities for advancement as other faculty members.

- B. FINANCIAL SUPPORT AND ACCOUNTABILITY - An adequate budget should be set aside exclusively for the acquisition of print and non-print instructional materials and for the proper implementation of the school media program. While it is the responsibility of the school administration to provide adequate budget for the library and audio-visual center, accountability for program results is the duty of the library and audio-visual personnel.

- C. LIBRARY AND AUDIO-VISUAL RESOURCES - The selection of materials and making them easily accessible for teaching and learning are necessary for: (1) the provision of materials of good quality; (2) optimum use of these materials; and (3) their functional and efficient organization.

Basic policies for the selection of print and non-print materials should be clearly formulated. Furthermore, the selection should be done through the use of recommended lists and standard bibliographic tools.

It is imperative that materials be organized and arranged so that users of the library and audio-visual center can obtain materials of all kinds quickly and easily. The arrangement of materials should follow some approved classification scheme. Rigid adherence to the numerical sequence of the classification scheme is not necessary if another grouping of resources makes the materials more easily used, more

accessible, or more inviting for exploration. The system used, however, must be consistent.

The print and non-print materials should be adequate to meet the curricular, instructional, and recreational needs of the school community.

Provision should be made for regular acquisition of up-to-date books in various fields suited to school needs, as well as of worthwhile fiction.

Subscription to newspapers, current periodicals, and other useful magazines should be made according to the needs of teachers and students. Periodicals of permanent value should be bound.

D. SERVICES - The professional staff should be available to provide adequate and efficient services to its clientele at all hours that the library and audio-visual center are open. Services include continuous instruction and advice in the use of the library and audio-visual center, information retrieval and assistance in obtaining necessary reference materials.

E. ACCESSIBILITY OF THE LIBRARY AND AUDIO-VISUAL CENTER SERVICES- The resources, services and professional staff members are available whenever needed by teachers and students to facilitate the optimum use of the library and audio-visual center.

Use is also facilitated if the library and the audio-visual center are open at all times of the school day, and also before and after school. The library should not be used for functions which interfere with its use by the students. Circulation and loan regulations permit students and teachers to obtain materials easily for use in school and at home. Only in very exceptional cases should materials be barred from loan outside the library. Loan regulations should be generous and flexible, with lengths of loan easily renewable unless there is reasonable justification for limitations.

F. PHYSICAL FACILITIES - The school should provide an easily accessible space for the exclusive use of the library and audio-visual center. It should be well-lighted and ventilated, adequately furnished and equipped, and provided with sufficient space for the collections, equipment and staff work areas. Ample storage space should be provided.

Explanation

The purpose of the survey is to ascertain to what extent the library and audio-visual center used by the school fulfills this general description of a good library and audio-visual center through the six functions summarized in the Evaluative Criteria.

The items listed and the questions asked in this Evaluation Form focus on a library and audio-visual center used by the basic education students and faculty. If it should happen, however, that the school shares library facilities with a college, it should be indicated in the spaces provided in Section VI (Physical Facilities) and the members of the Survey Staff should take special care to evaluate the library and audio visual center on its usefulness and effectiveness for the good of the Basic Education Department itself.

ANALYSIS

The purpose of the analysis is to provide the factual bases for evaluations. Therefore they should be checked completely and accurately. The analysis consists of an enumeration of the characteristics of a good school.

In the parentheses () to be found to the left of the items listed, the following symbols should be placed:

- E** - provision or condition is made extensively
- S** - provision or condition is made to some extent
- L** - provision or condition is very limited
- M** - provision or condition is missing but needed
- NA** - provision or condition is missing but not essential

In order to correctly use the symbols M or NA, the survey team must be aware of the philosophy, vision, mission and objectives of this school.

EVALUATION

Evaluation measures the degree to which the provisions or conditions presented in the analysis are functioning.

The rating scale below is used in the evaluation:

5 - Excellent:

the provisions or conditions are extensive and are functioning excellently.

4 - Very Good:

the provisions or conditions are moderately extensive and are functioning well

3 - Good:

the provisions or conditions are met and functioning adequately.

2 - Fair:

the provisions or conditions are limited and functioning minimally.

1 - Poor:

the provisions or conditions are limited and are functioning poorly.

M - Missing:

the provisions or conditions are missing but needed.

NA - Not Applicable:

the provisions or conditions are missing but do not apply or are not desirable.

COMMENTS

In the space allotted for Comments, the self-survey team should make any remarks concerning matters not sufficiently treated in the preceding Analysis and Evaluations and which should be taken into consideration in the overall evaluation of the Library and Audio-Visual Center. Where there is need, the self-survey team should use this space for an explanation of the use of the symbols M or NA in the Analyses and Evaluations just made. The self-survey team should always remember that the Library and Audio-Visual Center should be adequate for the attainment of the philosophy, vision, mission and objectives of the school.

BEST FEATURES

In the space provided, list briefly the strengths of the school/program in the particular area.

RECOMMENDATIONS

In the space provided, indicate proposed changes or plans to further improve the area.

A. LIBRARY AND AUDIO-VISUAL CENTER PERSONNEL

ANALYSIS

1. Give the following information concerning each personnel of the library and audio-visual center.
 - a. Name
 - b. Educational qualification
 - c. Professional experience
 - d. Special training/expertise
 - e. Faculty rank or status
 - f. Amount of time devoted exclusively to the library and/or audio-visual center
 - g. Salary and other compensations
 - h. Duties (job description)
- () 2. The library is administered by a qualified and licensed librarian.
- () 3. There is provision for clerical assistance.
- () 4. The number of librarians and clerical assistants is adequate.
- () 5. The librarian has faculty status.
- () 6. The librarian participates regularly in faculty meetings and other faculty committee meetings.
- () 7. Provision is made for the professional growth of the Library and AV personnel.
- () 8. The audio-visual or non-print resources are administered by trained audio-visual personnel.
- () 9. The number of clerical/technical assistants is adequate.

EVALUATION

- () a. How adequate is the professional preparation of the librarians and the audio-visual personnel?
- () b. To what extent do the librarians and audio-visual personnel update themselves professionally?

- () c. How adequate is the number of librarians and/or staff?
- () d. How adequate is the number of audio-visual personnel and/or staff?
- () e. How satisfactory is the participation of the library and audio-visual center personnel in the development of the educational program?

COMMENTS

B. FINANCIAL SUPPORT AND ACCOUNTABILITY

ANALYSIS

- 1. Indicate the library fee charged per level _____
- 2. Indicate the audio-visual fee charged per level (if any) _____
- () 3. The school formulates a well-prepared budget for the library and AV center.
- () 4. The librarian participates in the preparation and management of the budget.
- () 5. There is a systematic record-keeping procedure for the library and AV center.

EVALUATION

- () a. How adequate are the funds provided by the school for the library and audio-visual center?
- () b. To what extent do the librarians and audio-visual personnel participate in the budget preparation?
- () c. To what extent does the library and audio-visual personnel practice the responsibility of managing the budget?

COMMENTS

APPENDICES

- 1. Income from library fees. P _____
- 2. Income from audio-visual fees. P _____
- 3. Budget expenditures for the past three years:

	Budget Expenditures ____ - ____	Budget Expenditures ____ - ____	Budget Expenditures ____ - ____
Books/General References			
Newspapers/Journals/ Pamphlets			
Professional Materials			
Audio-Visual Materials			
Audio-Visual Equipment			
Supplies			
Binding			
Maintenance of AV equipment			
Memberships			
Furnishings			
Others (pls. specify)			

C. LIBRARY AND AUDIO-VISUAL RESOURCES

1. SELECTION

ANALYSIS

- () 1. There is an existing library/audio-visual program for the school.
- () 2. There are basic tools and policies for the selection and purchase of print and non-print materials.
- () 3. Selection of print and non-print materials is based on the philosophy, vision, mission objectives and curriculum of the school and standard bibliographies.
- () 4. Criteria for selection of print and non-print materials consider the abilities, needs, interests and maturity levels of the students.

- () 5. The criteria for selection of print and non-print materials are established cooperatively among administrators, faculty and the librarians.
- () 6. Print and non-print holdings are well-balanced.
- () 7. Collection of print and non-print materials is evaluated regularly.
- () 8. There is administrative support in the acquisition of print and non-print materials.

EVALUATION

- () a. How adequate are the policies for the selection and evaluation of print and non-print materials?
- () b. To what extent have these policies been implemented?
- () c. How adequate is the involvement of the administration, faculty and the librarians in the selection and evaluation of the print and non-print materials?

COMMENTS

2. HOLDINGS

I. PRINT - Books

ANALYSIS

- 1. The total number of books in the collection is _____.
- 2. Accomplish the following table:

CLASSIFICATION	NUMBER OF DIFFERENT TITLES	NUMBER OF VOLUMES	NUMBER OF TITLES COPYRIGHTED WITHIN THE LAST 5 YEARS
000 GENERAL WORKS			
100 PHILOSOPHY			
200 RELIGION			
300 SOCIAL SCIENCE			
400 LANGUAGE			
500 SCIENCE			
600 APPLIED SCIENCE			
700 FINE ARTS			
800 LITERATURE			
900 HISTORY/ GEOGRAPHY/ BIOGRAPHY/			
FICTION			
EASY BOOKS; PICTURE BOOKS			
FILIPINIANA			
TOTAL			

- () 3. Regular announcements of new acquisitions are made.
- () 4. There is evidence of an efficient policy of acquisition.

EVALUATION

- () a. How adequate is the collection of reference books?
- () b. How adequate is the collection in the particular fields covered by the curriculum?
- () c. How adequate is the collection for the general interest of the students and faculty?
- () d. How well is the collection kept up-to-date?
- () e. To what extent are faculty and administrators informed of the book collection?

COMMENTS

II. PRINT - Newspapers and Periodicals

ANALYSIS

1. Fill in data:

a. Newspapers

Total number of titles _____

List titles in the appropriate column:

LOCAL SUBSCRIPTIONS	NATIONAL SUBSCRIPTIONS

b. Periodical Journals

Total Number of Titles _____

List titles in the appropriate column:

LOCAL SUBSCRIPTIONS	NATIONAL SUBSCRIPTIONS	FOREIGN SUBSCRIPTIONS

c. Bound Periodicals

1. Total number of bound titles (if any) _____

- () 2. Periodical journals and newspapers are provided to keep teachers and students aware of national and international events.
- () 3. Periodical journals are provided to supplement the needs of the curriculum.
- () 4. Professional journals are available to meet the needs of the faculty.
- () 5. Periodical journals and newspapers meet the interests

and needs of the students

- () 6. A selected number of general and professional periodicals are indexed and a periodical index is available to users.
- () 7. Current issues of periodical journals are conveniently displayed.
- () 8. A collection of pamphlets, vertical file and other ephemeral materials is available.

EVALUATION

- () a. How adequate are the subscriptions to newspapers?
- () b. How adequate are the subscriptions to periodical journals?
- () c. To what extent do the professional journals meet the needs of the faculty?
- () d. To what extent do the periodicals meet the needs and interests of the students?
- () e. To what extent are the faculty and administrators informed of the subscriptions to newspapers and periodical journals?

COMMENTS

III. NON-PRINT MATERIALS

ANALYSIS

1. Fill in the following table:

TYPE OF MATERIALS	NUMBER OF TITLES OWNED BY THE SCHOOL	NUMBER OF TITLES RENTED OR BORROWED FROM OTHER SOURCES DURING THE YEAR	
		SY __ - __	SY __ - __
Pictures			
Charts			
Graphs			
Posters			
Realia/Models			
Globes			
Maps			
Modules/Programmed Instruction			
Transparencies			
Filmstrips			
Slides			
Tape and CD Recordings			
Films			
Video Tapes/Discs			
Computer-assisted learning materials			
Additional Items (if any)			

EVALUATION

- () a. How adequate is the collection of non-print materials?
- () b. How adequate is the collection in the particular fields covered by the curriculum?
- () c. How well is the non-print collection kept up-to-date?

- () d. To what extent are faculty and administrators informed of the collection of non-print materials?

COMMENTS

IV. AUDIO-VISUAL EQUIPMENT

ANALYSIS

1. Fill in the requested data:

TYPE OF EQUIPMENT	NUMBER OF UNITS
Radio/AM-FM	
Cassette /CD/DVD players/Recorders	
T.V. Monitors	
Overhead Projector	
Filmstrip Projector	
Slide Projector	
Multi-media projectors/LCDs	
Computer/s	
Screens	
Camera (video cam, digital etc)	
Others (Please specify)	

EVALUATION

- () a. How adequate and functional are the audio-visual equipment to support instruction?
- () b. To what extent are faculty and administrators informed and trained to use the equipment?

COMMENTS

3. ORGANIZATION OF HOLDINGS

ANALYSIS

- () 1. A cataloguing system is followed to organize the collection of print and non-print materials.
 - a. Indicate the system used in the organization of print materials. _____
 - b. Indicate the system used in the organization of non- print materials. _____
 - c. Indicate the organizational arrangement of loose and bound periodicals. _____
- () 2. Books and non-print materials are organized to facilitate efficient retrieval.
- () 3. Periodicals, newspapers, journals, pamphlets, vertical file and other ephemeral materials are organized and arranged for easy retrieval of information.
- () 4. Library materials kept in classrooms and/or offices are accessioned and organized centrally.
- () 5. A card catalogue and/or OPAC is provided.
- () 6. Records of acquisition are listed in an accession book or its equivalent.
- () 7. A shelf list card or its equivalent is maintained and kept up-to-date.
- () 8. Audio-visual equipment are recorded in an accession book or its equivalent.

EVALUATION

- () a. How effectively are books organized for use?
- () b. How effectively are the periodicals, newspapers, journals and materials organized for use?
- () c. How effectively are non-print materials organized for use?
- () d. How effectively are audio-visual equipment organized for use?
- e. How accurate and up-to-date are the following records:
 - () 1. accession books
 - () 2. card catalog

- () 3. shelf list file
- () 4. indexes (if any)

COMMENTS

4. CARE AND MAINTENANCE OF HOLDINGS AND EQUIPMENT

ANALYSIS

- () 1. Print and non-print materials are properly shelved.
- () 2. Print and non-print materials are properly bound and re-bound and/or repaired.
- () 3. Print and non-print materials and their storage are regularly checked and cleaned.
- () 4. There are policies for weeding worn-out and obsolete print and non-print materials as well as damaged equipment.
- () 5. Provisions to protect print materials are provided.
- () 6. Audio-visual equipment are regularly checked and maintained.
- () 7. Each equipment is tagged and serial numbers are recorded.
- () 8. Records of the use of non-print materials and equipment are maintained.
- () 9. Students and teachers are taught care and maintenance of all instructional materials.
- () 10. Storage facilities are available to meet particular conditions, such as those of temperature and humidity required by certain audio-visual materials and equipment.

EVALUATIONS

- () a. How adequate are the provisions for the care and maintenance of print materials?
- () b. How adequate are the provisions for the care and maintenance of non-print materials and equipment?

COMMENTS

D. SERVICES

1. SERVICES FOR FACULTY AND ADMINISTRATORS

ANALYSIS

The library and AV Center personnel:

- () 1. give orientation activities to new members of the faculty.
- () 2. keep the faculty and administrators informed about new and professional acquisitions of print and non-print materials and equipment.
- () 3. make resources available to the faculty and administrators.
- () 4. circulate print and non-print materials.
- () 5. provide reference service (eg. bibliographies, indexes) for print and non-print materials.
- () 6. provide training and support to faculty when new technology is acquired.
- () 7. provide guidance in the use and care of materials and equipment.
- () 8. provide feedback on students' use of the library and audio-visual center.
- () 9. assist the faculty and administrators in the proper use of the library and audio-visual center.
- () 10. assist the faculty in the production and utilization of instructional materials.
- () 11. assist the faculty and administrators in accessing information outside the library and audio-visual center.

EVALUATION

- () a. How effective is the information service of the library and the audio-visual center?
- () b. To what extent does the library and audio-visual center personnel meet the needs of the administrators and faculty?
- () c. How extensively do faculty members use the library and audio-visual center for their professional growth?

COMMENTS

2. SERVICES FOR STUDENTS

ANALYSIS

The library and audio-visual center personnel:

- () 1. schedule and give orientation sessions and library and audio-visual instruction to students.
- () 2. keep students informed of new acquisitions of print and non-print materials.
- () 3. guide students in the selection of print, non-print materials and on-line references based on their needs, interests, abilities and maturity level.
- () 4. assist the students in the proper use of the library and audio-visual center through written rules and regulations.
- () 5. help students develop desirable attitudes in the care of books, materials and equipment.

EVALUATION

- () a. How well-informed are the students about the services of the library and audio-visual center?
- () b. How effectively does the library and audio-visual center personnel work with students?
- () c. How adequate are the programs for students in encouraging reading, enhancing research and study skills?

COMMENTS

E. ACCESSIBILITY OF THE LIBRARY AND AUDIO-VISUAL CENTER SERVICES

ANALYSIS

- () 1. The library and audio-visual center is open to teachers and students before and after class sessions and continuously throughout the school day.
- () 2. The policies of the library and audio-visual center facilitate and support the utilization of their materials and resources.

- () 3. The open shelf system is used.
- () 4. There are sufficient audio-visual equipment available.

EVALUATION

- () a. How satisfactory are the library hours for students and teachers?
- () b. To what extent do the students make use of the library and audio-visual center?
- () c. How accessible are the print and audio-visual materials, equipment, and facilities?
- () d. How satisfactory is the loan system of the library and audio-visual center?

COMMENTS

APPENDICES

1. Schedule of library and audio-visual center hours of service.
2. Information on the users of the library:
 - a. Number of students currently enrolled _____
 - b. Number of faculty members and administrators _____
 - c. Others _____
3. Average daily attendance:
 - a. Students - _____
 - b. Faculty - _____
 - c. Others - _____
4. Average daily visits to the library and AV Center:
 - a. Students - _____
 - b. Faculty - _____
 - c. Others - _____
5. Average daily circulation of non-print materials to:
 - a. Students - _____
 - b. Faculty - _____

- c. Others - _____
6. Average daily circulation of equipment for classroom use:
- a. Students - _____
- b. Faculty - _____
- c. Others - _____
7. Average daily use of the projection rooms: _____

F. PHYSICAL FACILITIES

ANALYSIS

- () 1. The library and audio-visual center are accessible to the clientele.
- () 2. The library and audio-visual center are large enough for good reading, study and viewing purposes.
- () 3. The library and audio-visual center are well lighted and properly ventilated.
- () 4. Separate space for the collection of professional books and materials for faculty is provided.
- () 5. The librarian is provided with a work area.
- () 6. The staff is provided with a work area.
- () 7. Provision is made for the preview of instructional materials.
- () 8. The arrangement of the furniture and equipment is functional.
- () 9. Control and security measures are adequate.
- () 10. The library is provided with the following: (please check)
- () a. adequate shelves
- b. specific shelves for:
- () 1) picture books
- () 2) magazines
- () 3) newspapers
- () c. dictionary stands

- () d. atlas stands
- () e. circulation desk with filing trays, book cards and a section for returned books
- () f. card catalog cabinets
- () g. vertical file cabinets
- () h. book trucks
- () i. filing cabinets
- () j. computer units
- () k. typewriters
- () l. office desks
- () m. glass exhibit cases
- () n. bulletin boards and display areas
- () o. stools
- () p. tables and chairs of suitable sizes
- () q. attractive and comfortable furnishings
- () r. cabinets, cases, shelves, or racks for storage of materials such as recordings, large posters, prints, films, filmstrips, slides, tapes and realia
- () s. portable tables on which to rest and transport equipment
- () t. others (pls. specify) _____
- () 11. There are provisions for storage of print and non-print materials.
- 12. Special features of the library and audio visual center:

EVALUATION

- () a. How satisfactory is the location of the library and audio-visual center?
- () b. How adequate are the space provisions to meet the

reading and viewing needs of the library and audio visual center clientele?

() c. How adequately are the library and audio visual center furnished and equipped?

() d. To what extent do furnishings and equipment make the library and audio visual center pleasant and inviting?

COMMENTS

BEST FEATURES

RECOMMENDATIONS

EVALUATION FORM

SECTION V

LABORATORIES

Contents

- A. SCIENCE LABORATORIES
 - 1. ROOMS
 - 2. EQUIPMENT AND SUPPLIES
 - 3. MAINTENANCE AND IMPROVEMENT
 - 4. LABORATORY EXPERIMENTS AND ACTIVITIES
- B. TECHNOLOGY AND LIVELIHOOD EDUCATION LABORATORIES
- C. COMPUTER LABORATORIES

Name of School : _____

Analysis made by : _____

Evaluation made by : _____

Date completed : _____

Criteria

1. Rooms - The rooms used for classes should have adequate space and provision for demonstration and exhibits appropriate for the Science, Technology and Livelihood Education (TLE), and Computer Education courses.

There should be adequate laboratory facilities for each of the particular Science, Technology and Livelihood Education, and Computer Education in the school's curriculum.

2. Equipment and Supplies - There should be adequate equipment and supplies for each of the laboratory courses offered by the school. The apparatus, tools and materials should at least conform with the minimum requirements of the Department of Education and to such other standards as would enable them to achieve the specific objectives of the school.
3. Maintenance and Improvement - The school should not only continually maintain its Science, Technology and Livelihood Education and Computer laboratory facilities and equipment but should also manifest its alertness to educational progress in scientific and technological fields by the improvement of its facilities and by the acquisition of up-to-date laboratory equipment, apparatus and supplies.
4. Laboratory Experiments and Activities - The use of the Science, Technology and Livelihood Education and Computer laboratories should be maximized such that the laboratory experiments and activities performed exceed the minimum requirements in developing scientific or technological competencies and skills. They should vary in nature and enhance the attainment of the learning objectives of the different Science, Technology and Livelihood Education and Computer courses.

The laboratories should utilize the technological resources of the community and environment. Research in Science, TLE and Computer should be conducted by students and teachers using the scientific approach.

Explanation

"A school should have laboratory facilities and equipment adequate for effective instruction." The analyses and evaluations in this Evaluation Form are designed to discover the extent to which the laboratories of the school under survey conform to this general criterion.

It may happen that the integrated basic education shares laboratory facilities with a college. Such laboratories, however, should be evaluated according to their usefulness and adequacy for the integrated school itself.

ANALYSIS

The analysis consists of provisions, conditions or characteristics found in good schools. All of them may not be necessary or even applicable in every school. The school may lack some of the items listed but have other compensating features. The analyses are intended to provide the factual bases for the evaluations.

In the parentheses () to be found to the left of most of the items listed, the following symbols should be placed:

- E** provision or condition is made extensively
- S** provision or condition is made to a moderate extent
- L** provision or condition is very limited
- M** provision or condition is missing but needed
- NA** provision or condition is not desirable or does not apply

In order to use the symbols M or NA correctly, the self-survey team must be aware of the philosophy, vision, mission and objectives of this school, as discovered from the survey of Section I.

Where no parentheses are provided, it will be sufficient to insert the requisite information in the spaces provided for that purpose. In such a case, the information requested is needed for the analyses of other items or for the Evaluations themselves.

EVALUATION

Evaluations represent the best judgment of those making the evaluations after all evidence have been considered. They are to be made by means of the rating scale as defined below.

5 - Excellent:

the provisions or conditions are extensive and are functioning excellently.

4 - Very Good:

the provisions or conditions are moderately extensive and are functioning well

3 - Good:

the provisions or conditions are met and functioning adequately.

2 - Fair:

the provisions or conditions are limited and functioning minimally.

1 - Poor:

the provisions or conditions are limited and are functioning poorly.

M - Missing:

the provisions or conditions are missing but needed.

NA - Not Applicable:

the provisions or conditions are missing but do not apply or are not desirable.

COMMENTS

In the space allotted for Comments, the self-survey team should indicate the degree of harmony between the philosophy, vision, mission and objectives of this school and the educational practices considered in this Section. In doing so, it will give its reasons for the use of M or NA in the Analyses and Evaluations just made.

In this space, any other remarks on the educational practices of the school pertinent to Laboratories which might be of assistance in making the overall evaluation should also be made.

BEST FEATURES

In the space provided, list briefly the strengths of the school/program in the particular area.

RECOMMENDATIONS

In the space provided, indicate proposed changes or plans to further improve the area.

A. SCIENCE LABORATORIES

1. Rooms

ANALYSIS

- () 1. Laboratories are spacious enough for the different learning activities.
- () 2. Laboratories are appropriately designed for each science subject.
- () 3. Laboratories have a demonstration table equipped with gas and electrical outlets, a faucet and a sink to allow laboratory demonstrations.
- 4. As needed, laboratory space and time for each of the science courses offered:
 - () a. General/Integrated Science
 - () b. Biology
 - () c. Chemistry
 - () d. Physics
 - () e. _____
- () 5. Laboratories are accessible to students.
- 6. The stockroom:
 - () a. is well-ventilated, and well-lighted;
 - () b. allows easy and safe transport of laboratory supplies;
 - () c. has space for laboratory preparation, cleaning up and storage of laboratory equipment.
- () 7. A separate storage space under lock and key is provided for poisonous chemicals.
- () 8. Laboratory furniture is adaptable for class, small group and individual work
- () 9. Sources of gas, water and electricity are readily available in the laboratories.
- () 10. Provision for space is made for the display of science models, instructional aids, projects etc.

- () 11. Preventive measures are taken against danger or discomfort from noxious or unpleasant gases.
- () 12. There are exhaust fans in the laboratories.
- () 13. Fire extinguishers, first-aid kits, neutralizing solutions and a general chart on antidotes are available.
- () 14. An emergency shower is available in the Chemistry laboratory.
- 15. The laboratories are:
 - () a. properly lighted
 - () b. well-ventilated
 - () c. clean, and orderly
 - () d. provided with two or more exits with doors opening outward

EVALUATION

- () a. To what extent does the school meet the requirements for laboratories?
- () b. How adequate are the safety provisions in the laboratories?
- () c. To what extent are the laboratories utilized?

2. Equipment and Supplies

ANALYSIS

- 1. Apparatus, equipment tools, materials and supplies are appropriate and adequate to meet the requirements of the laboratory experiments and activities in:
 - () a. General/Integrated Science
 - () b. Biology
 - () c. Chemistry
 - () d. Physics
- () 2. There are demonstration equipment for classroom use.
- () 3. The equipment tools and supplies are sufficient to enable the students to work in small groups.

- () 4. Improvised equipment and visual aids are used when appropriate.
- () 5. There are provisions for students to do individual experimental and remedial work.

EVALUATION

- () a. To what extent are equipment and supplies in conformity with standard requirements?
- () b. How adequate are equipment and supplies for the achievement of the specific objectives of the science program?
- () c. How adequate are the number of equipment and supplies for the use of students in small groups?

COMMENTS

Attach a list of laboratory experiments and activities required in each science subject.

3. Maintenance and Improvement

ANALYSIS

- () 1. Trained laboratory assistants or technicians are employed.
- () 2. The laboratory assistant or technician is skilled in:
 - () a. classification and storage of materials
 - () b. inventory system
 - () c. administering first-aid
 - () d. preparing demonstration materials
 - () e. the use of audio-visual materials and equipment
 - () f. material handling
- () 3. The laboratory assistant or technician is capable of doing minor repairs of laboratory apparatus and equipment.
- () 4. Equipment, apparatus and supplies are systematically stored.

- () 5. Materials and supplies are properly labeled.
- () 6. The laboratories are properly maintained.
- 7. There is a systematic inventory system for the following:
 - () a. perishable and consumable supplies
 - () b. apparatus and equipment
 - () c. laboratory fixtures
- () 8. There is an efficient system of requisition.
- () 9. There is provision for the acquisition and repair of science apparatus and equipment.
- () 10. Reference materials are readily available in each laboratory.

EVALUATION

- () a. To what extent are the facilities and equipment of the laboratories maintained in good condition?
- () b. To what extent are the facilities and equipment in conformity with developments in science?
- () c. How satisfactory is the evidence of continuous improvement in the laboratories?
- () d. How effective is the inventory system?
- () e. How effective is the requisition system?
- () f. How effective is the laboratory assistant or technicians in performing their tasks?

COMMENTS

4. Laboratory Experiments and Activities

ANALYSIS

- () 1. A guide for the use of the laboratory is provided to the students, laboratory staff and faculty.

- () 2. An organized laboratory orientation program is given to all students.
- () 3. The laboratory activities are varied and relevant.
- () 4. The laboratory activities:
 - () a. reflect a sequential development of skills, concepts and values of the students.
 - () b. develop competencies in observation, thinking and investigative processes.
 - () c. require students' involvement in problem-solving and scientific inquiry.
- () 5. The laboratory activities promote better understanding of the concepts learned in:
 - () a. General/Integrated Science
 - () b. Biology
 - () c. Chemistry
 - () d. Physics
- () 6. The number of laboratory experiments exceeds the minimum requirements.
- () 7. There is evidence of teacher-initiated laboratory activities.
- () 8. Resources of the community and environment are utilized in laboratory experiments and activities.
- () 9. Scientific research is designed according to the level and understanding of students.

EVALUATION

- () a. To what extent are available resources in the community utilized?
- () b. How adequate are the laboratory activities for the attainment of the science program objectives?
- () c. To what extent are the students exposed to problem-solving and scientific inquiry?

COMMENTS

APPENDICES:

1. Copy of the laboratory budget which should include the schedule of fees together with the percentage of income from fees that is used for: (a) replenishment of inventory, (b) purchase of apparatus, and (c) repair of equipment.
2. Copy of the laboratory schedule indicating weekly use of the different laboratories.

B. TECHNOLOGY AND LIVELIHOOD EDUCATION LABORATORIES

ANALYSIS

1. A laboratory/room is made available for each of the Technology and Livelihood Education courses offered.
(Please enumerate below the laboratories/shops being used for Technology and Livelihood Education courses offered. Examples: drafting room, carpentry shop, etc.)
() a. _____
() b. _____
() c. _____
() d. _____
() e. _____
- () 2. The laboratories are strategically located.
- () 3. The laboratories are equipped with demonstration areas, appropriate furniture, fixtures and equipment.
4. The laboratories are:
() a. well-lighted;
() b. well-ventilated;
() c. well-maintained;
- () 5. The laboratories enable students to do varied practicum/learning activities.
- () 6. The laboratories are provided with fire extinguishers

and other safety devices.

- () 7. The laboratories have two exit doors.
- () 8. Procurement and upgrading of equipment, and supplies are done periodically.
- () 9. Books, journals and magazines pertinent to TLE courses are made available to students and teachers.
- () 10. The laboratory activities reflect a balanced coverage of contents, skills, values and innovations.
- () 11. Resources of the community are utilized in the TLE activities.
- () 12. There is evidence of teacher-initiated laboratory activities.

EVALUATION

- () a. To what extent are the equipment and facilities in conformity with developments in technology?
- () b. To what extent are the technical and human resources of the community utilized?
- () c. To what extent are the Technology and Livelihood Education laboratories used?
- () d. How adequate are the safety provisions in the laboratories?

COMMENTS

APPENDICES:

1. Copy of the Technology and Livelihood Education laboratory budget.
2. List of the Technology and Livelihood Education projects by subject.
3. Copy of the subject offerings in each year level.

C. COMPUTER LABORATORIES

ANALYSIS

- () 1. A computer room/laboratory is made available for the computer program.

- () 2. The computer room/laboratory is strategically located.
- () 3. The computer room is equipped with enough computers which are properly installed.
- 4. The computer room/laboratory is:
 - () a. well-lighted;
 - () b. well-ventilated;
 - () c. well-maintained;
- () 5. There are safety provisions in the computer laboratory.
- () 6. The computer laboratory has two exit doors.
- () 7. Procurement and upgrading of equipment, software and supplies are made periodically.
- () 8. There is a computer laboratory development program.
- () 9. Resources in the community are utilized in the computer education program.
- () 10. There is evidence of teacher-initiated computer laboratory activities.

EVALUATION

- () a. To what extent are the computer units in conformity with developments in technology?
- () b. To what extent are the technical and human resources of the community utilized?
- () c. How extensive is the use of the computer laboratory?
- () d. How adequate is the student-computer ratio?

Attach a copy of the Computer Laboratory budget.

COMMENTS

BEST FEATURES

RECOMMENDATIONS

EVALUATION FORM

SECTION VI

FACILITIES

Contents

- A. SITE/CAMPUS
- B. BUILDINGS
- C. BUILDING SERVICES
- D. CLASSROOMS
- E. AUDITORIUM/GYMNASIUM/COVERED COURT
- F. CANTEEN, DINING ROOM AND KITCHEN
- G. CLINIC FACILITIES
- H. OFFICES, FACULTY ROOMS AND OTHERS

Name of School : _____

Analysis made by : _____

Evaluation made by : _____

Date completed : _____

Criteria

The Physical Plant should be adequate for the attainment of the objectives of the school. The Physical Plant includes site/campus, buildings, equipment and services.

- A. SITE/CAMPUS - The site/campus should be located in a wholesome environment, free of moral and physical hazards and unsanitary conditions.

Its size should meet the requirements of the present and prospective enrollment of the school. It should be easily accessible to the clientele of the school.

The site/campus should be well-planned and adequate for the social, physical, cultural and religious interests of the school. It should be provided with adequate facilities for all curricular and co-curricular activities.

- B. BUILDINGS - The school buildings should be appropriate for educational purposes in construction, materials and design.

The buildings should be of reasonably permanent, earthquake and fire resistant construction. They should insure a sufficiently quiet atmosphere and the safe and convenient circulation of the school population. The plant should conform with the socio-economic conditions of the community in which it exists.

- C. BUILDING SERVICES - The buildings should be well-illuminated and ventilated and provided with sufficient water supply. The drinking and sanitation facilities should be adequate. Provisions should be made for bulletin board space, precautions against fire, proper disposal of waste, custodial staff services and facilities.

- D. CLASSROOMS - Classrooms should be large enough to accommodate the enrollment therein.* They should be adequately equipped with furniture and blackboards. Lighting, ventilation, aesthetic appearance, and freedom from noise should be satisfactory.

** One square meter of floor area per student is considered adequate.*

*** The school should provide only those facilities needed by its programs.*

- E. AUDITORIUM/GYMNASIUM/COVERED COURT** - The auditorium/gymnasium/covered court should be easily accessible to the clientele.

- F. CANTEEN, DINING ROOM AND KITCHEN - The institution should be

provided with adequate facilities for food service.

- G. CLINIC FACILITIES - Adequate provision should be made for a clinic for medical and dental examinations.
- H. OFFICES, FACULTY ROOMS AND OTHERS - Adequate provision should be made for administrative offices, a faculty room and other auxiliary services.

Explanation

"The Physical Plant should be adequate for the attainment of the objectives of the school." (Evaluation Criteria)

The items in this Survey Form have been chosen with a view to an ideal school; also, they take into account an integrated Basic Education which shares the physical facilities of a college or group of colleges. Thus, it will not be surprising if a small single-unit integrated basic education must at times use the symbol "NA," i.e., the provision or condition is not desirable or does not apply. It must be remembered that the school is evaluated on the adequacy of the Physical Plant for the attainment of the objectives of this school, in accordance with its financial resources and set of priorities.

ANALYSIS

The analysis consists of provisions, conditions or characteristics found in good integrated basic education schools. All of them may not be necessary or even applicable in every school. The school may lack some of the items listed but have other compensating features. The analyses are intended to provide the factual bases for the evaluations.

In the parentheses () to be found to the left of the items listed, the following symbols should be placed:

- E** provision or condition is made extensively
- S** provision or condition is made to a moderate extent
- L** provision or condition is very limited
- M** provision or condition is missing but needed
- NA** provision or condition is not desirable or does not apply

In order to use the symbols M or NA correctly, the self-survey team must be aware of the philosophy, vision, mission and

objectives of this school, as discovered from the survey of Section I.

Where no parentheses are provided, it will be sufficient to insert the requisite information in the spaces provided for that purpose. In such a case, the information requested is needed for the analyses of other items or for the Evaluations themselves.

EVALUATION

Evaluations represent the best judgment of those making the evaluations after all evidence have been considered. They are to be made by means of the rating scale as defined below:

5 - Excellent:

the provisions or conditions are extensive and are functioning excellently.

4 - Very Good:

the provisions or conditions are moderately extensive and are functioning well

3 - Good:

the provisions or conditions are met and functioning adequately.

2 - Fair:

the provisions or conditions are limited and functioning minimally.

1 - Poor:

the provisions or conditions are limited and are functioning poorly.

M - Missing:

the provisions or conditions are missing but needed.

NA - Not Applicable:

the provisions or conditions are missing but do not apply or are not desirable.

COMMENTS

In the space allotted for Comments, the self-survey team should make any remarks concerning matters not sufficiently treated

in the preceding Analysis and Evaluations and which should be taken into consideration in the overall evaluation of the Physical Plant. Where there is no need, the self-survey team should use this space for an explanation of the use of the symbols M or NA in the Analysis and Evaluations just made. The Survey Team should always remember that the Physical Plant should be adequate "for the attainment of the objectives of the school."

BEST FEATURES

In the space provided, list briefly the strengths of the school/program in the particular area.

RECOMMENDATIONS

In the space provided, indicate proposed changes or plans to further improve the area.

A. SITE/CAMPUS

ANALYSIS

- () 1. The campus is accessible to the clientele.
- () 2. The size of the campus is adequate to meet the needs of the present school population.
- () 3. The site is safe from traffic and transportation hazards.
- () 4. The campus is sufficiently free from pollution: noise, smoke, dust and odor.
- () 5. There are drainage facilities to free grounds from surface water.
- () 6. There are adequate facilities for sewage and garbage disposal.
- () 7. There are provisions for future expansion.
- () 8. The school is well-located in relation to the other community facilities, e.g., athletic field, community center, government agencies.
- () 9. The campus lay-out is well-planned in relation to the functional location of the facilities.
- () 10. The campus is well-kept and well-maintained.
- () 11. There are fences/walls where needed.
- () 12. Security and safety measures are adequate.
- () 13. There are walkways or driveways leading to all exits.
- () 14. Passageways and grounds are free from hazards.
- () 15. There are sufficient areas for outdoor educational activities (play/social, physical, athletic, cultural, religious).
- () 16. There are enough benches, distributed all over the campus.
- () 17. The campus is safe for outdoor educational and recreational activities.
- () 18. There are provisions for safe loading and unloading of students.
- () 19. There are sufficient parking areas.

EVALUATION

- () a. How accessible is the site to the school population?
- () b. How satisfactory are campus conditions in relation to health and safety?
- () c. How adequate is the site in terms of the present and future needs of the school?
- () d. How well-kept and maintained are the school grounds?
- () e. How satisfactory are the campus conditions for outdoor educational activities?

COMMENTS

B. BUILDINGS

ANALYSIS

- () 1. The various buildings are located in view of the relationship of functions.
- () 2. The buildings are reasonably earthquake and fire resistant.
- () 3. Construction and electrical installations meet building code requirements.
- () 4. The interior materials and workmanship are attractive and functional.
- () 5. The school building design provides wide overhanging eaves for air circulation and for safety reasons.
- () 6. Corridors and stairways are wide enough to ensure easy traffic flow.
- () 7. Stairways and corridors are free from obstructions and stored materials.
- () 8. Space under stairways is not used for storage of combustible materials.
- () 9. Provision is made for lighting of corridors.
- () 10. There are safety strips on stairways where needed.
- () 11. Covered walks protect students during inclement weather.

- () 12. There are adequate provisions for safe and fast evacuation in case of emergency (e.g. fire extinguishers, escape routes, signs, etc.)
- () 13. Well-planned driveways and doorways facilitate deliveries with a minimum of interference with school activities.

EVALUATION

- () a. How satisfactory is the exterior condition of the buildings?
- () b. How satisfactory is the interior condition of the buildings?
- () c. How adequately do the general characteristics of the building provide for health and safety?
- () d. How well-planned is the school plant so as to permit community use of facilities?

COMMENTS

C. BUILDING SERVICES

ANALYSIS

Illumination

- () 1. Sufficient windows provide adequate lighting.
- () 2. All classrooms and instruction areas are well-lighted.
- () 3. There are easily accessible control switches.
- () 4. The electrical outlets are accessible in all rooms.
- () 5. There is adequate illumination in stairways, corridors, comfort rooms, and similar spaces.*

**For most tasks common to classroom, six (6) 40-watt fluorescent lamps are sufficient.*

Ventilation

- () 6. All classrooms and instruction areas are well-ventilated.

- () 7. The corridors and stairways are well ventilated.
- () 8. The comfort rooms are well ventilated.

Water and Sanitation

- () 9. The water supply is potable and adequate.
- () 10. Sufficient and well-distributed sanitary drinking fountains meet the needs of students.
- () 11. Drinking water is tested periodically.
- () 12. There are sufficient comfort rooms and lavatory facilities for
 - () a. pupils/students
 - () b. personnel
 - () c. guests/visitors
- () 13. All comfort rooms and lavatories are kept in sanitary condition.
- () 14. Comfort rooms and lavatory facilities are well maintained.
- () 15. There is provision for privacy in the comfort rooms.

Miscellaneous Building Services

- () 16. There is adequate space for bulletin boards.
- () 17. There is adequate provision for internal and external communication services.
- () 18. A public inspector periodically certifies the condition of all electric conduits and wiring.
- () 19. A fire alarm system is in good working condition at all times.
- () 20. There are readily accessible fire extinguishers and other firefighting equipment.
- () 21. Regular inspection and periodic refills of fire extinguishers are made.
- () 22. All combustible materials are stored safely.
- () 23. There are wastebaskets in classrooms and offices and trash cans on campus.
- () 24. The waste management system is adequate and sanitary.

- () 25. Periodic surveys are made to ascertain that the buildings are not damaged by termites and other pests.
- () 26. The custodial staff has conveniently-located service and supply closets.
- () 27. The custodial supply closets have adequate equipment (including water supply and sinks which serve mop wagens and other disposal needs).
- () 28. Women custodial workers are assigned to comfort rooms for females.
- () 29. The custodial staff is provided with a lounge area and dressing facilities.
- () 30. There is a maintenance staff for emergency services such as carpentry, plumbing and electricity.
- () 31. Fire and earthquake drills are conducted periodically.

EVALUATION

- () a. How adequate and effective are the provisions that ensure proper illumination?
- () b. How well-ventilated are the different building facilities?
- () c. How adequate are the precautions on fire and earthquakes?
- () d. How adequate and sanitary are the drinking facilities?
- () e. How adequate and sanitary are the comfort rooms and lavatory facilities?
- () f. How adequate and effective is the waste management system?
- () g. How adequate is the upkeep of the buildings?
- () h. How satisfactory is the communication service?
- () i. How satisfactory are the equipment and facilities for the custodial staff?

COMMENTS

Attach a copy of the fire and earthquake drills program of the school.

D. CLASSROOMS

ANALYSIS

- () 1. Classrooms provide at least one square meter per student and contribute to effective learning situations.
- () 2. Classroom interiors are pleasant, and conducive to the teaching-learning process.
- () 3. The various classrooms are functionally planned.
- () 4. There is a central signal system.
- () 5. Classroom furniture is adequate, in good condition and conforms to the needs of the students.
- () 6. Classroom arrangement provides for flexibility in varying situations.
- () 7. Classroom activities are not disturbed by external noise.
- () 8. Floors are made of easily maintained materials.
- () 9. There are sufficient chalkboards and bulletin boards in all classrooms.
- () 10. Daily care is given to classrooms, furniture, chalk trays and window sills.
- () 11. Classrooms are properly identified.
- () 12. Sufficient space for storing instructional materials is provided.
- () 13. There are provisions for safe entry and exit in case of emergencies.

EVALUATION

- () a. How adequate are the size and condition of classrooms in terms of class size?
- () b. How satisfactory are the general provisions for the health and safety of the students in the classroom?
- () c. To what extent are the classrooms conducive to teaching and learning?
- () d. How satisfactory are the regular classroom equipment?

E. AUDITORIUM/GYMNASIUM/COVERED COURT

ANALYSIS

- () 1. The auditorium/gymnasium/covered court is/are accessible and safe.
- () 2. There are adequate provisions for entrances to the auditorium/gymnasium/covered court.
- () 3. There is a sufficient number of well-marked exits.
- () 4. The seating capacity meets reasonable educational and community requirements.
- () 5. The auditorium is aesthetically designed.
- () 6. The auditorium has good acoustics.
- () 7. The auditorium/ gymnasium/covered court is/are well ventilated.
- () 8. There are accessible comfort rooms for each gender in the auditorium/gym/covered court.
- () 9. The stage is sufficiently large to meet the needs of student activities.
- () 10. There is adequate stage lighting equipment in the auditorium.
- () 11. There are adequate controls for auditorium and stage lights.
- () 12. There are storage facilities for stage props.
- () 13. All auditorium/ gymnasium/covered court facilities are kept in good condition.
- () 14. There are conveniently located dressing rooms for each gender.

EVALUATION

- () a. How satisfactory is the accessibility of entrances and exits in the auditorium/gymnasium/covered court?
- () b. How satisfactory are the size and seating capacity of the auditorium/gymnasium/covered court?
- () c. How aesthetically planned is the auditorium/gymnasium/covered court?
- () d. How satisfactory are the facilities and equipment of the auditorium/ gymnasium/covered court?

- () e. To what extent is the auditorium/gymnasium/covered court utilized?
- () f. How adequately do the auditorium/gymnasium/covered court meet existing safety code regulations?

COMMENTS

F. CANTEEN, DINING ROOM, AND KITCHEN

ANALYSIS

- () 1. The canteen is large enough to accommodate the students.
- () 2. Provision is made for the smooth flow of traffic for food services.
- () 3. Provision is made for proper ventilation.
- () 4. Dining room and kitchen facilities and equipment are adequate and properly maintained.
- () 5. The seating capacity of the dining room allows time for eating without an excessive number of shifts.
- () 6. Dining room furniture and fixtures are attractive, durable and can be easily cleaned.
- () 7. Natural and artificial lighting is adequate.
- () 8. The floor surface is smooth, safe and can be easily cleaned.
- () 9. The cleaning of table tops and floors between shifts is a regular procedure.
- () 10. There are sanitary dining facilities for students who bring their meals.
- () 11. There are storage facilities which are kept in sanitary conditions.
- () 12. There are refrigeration facilities.
- () 13. There are suitable dish washing facilities.
- () 14. There are provisions for proper disposal of garbage.
- () 15. An area for faculty members, staff and visitors is provided.

() 16. The kitchen has a separate door for delivery purposes.

EVALUATION

() a. How adequate and satisfactory are the canteen, kitchen and dining room facilities?

() b. How adequate are the size and equipment of the kitchen?

() c. How satisfactory are the provisions for sanitation and hygiene?

COMMENTS

Attach the Health Clearance of Canteen Personnel.

G. CLINIC FACILITIES

ANALYSIS

() 1. A first-aid room or infirmary is available.

() 2. Patients have direct access to comfort rooms and lavatory facilities.

() 3. The clinic has adequate equipment and supplies to meet the medical and health needs of the students and personnel.

() 4. The clinic ensures privacy with provisions for separate sections for boys and girls.

() 5. The size of the clinic is adequate to meet the needs of the school population.

() 6. Provision of a vehicle for emergency purposes.

EVALUATION

() a. How adequate are the medical and health equipment and supplies?

() b. How adequate are the facilities of the school clinic?

H. OFFICES, FACULTY ROOMS AND OTHERS

ANALYSIS

- () 1. The offices of the key administrators are accessible to all concerned.
- () 2. A private office is provided for the principal.
- () 3. There is a waiting area near the administrative office and/or principal's office.
- () 4. The cashier's or treasurer's office is readily accessible to the students and the public.
- () 5. The size of the various offices is adequate and appropriate for their specific use.
- () 6. Basic office equipment are provided in the offices.
- () 7. Permanent records are stored in a safe place.
- () 8. The location of storerooms for office materials and supplies is convenient.
- () 9. The clerical staff can work in the offices without unnecessary interference by the public.
- () 10. Comfortable chairs, tables and other amenities are found in the faculty room.
- () 11. There are mail and bulletin facilities for teachers in the main office or in the faculty room.

EVALUATION

- () a. How well-located are the administrative offices?
- () b. How adequate are the space provisions for the administrative offices?
- () c. How satisfactory are the equipment in the administrative offices?
- () d. How satisfactory are the working conditions in the faculty room and offices?

COMMENTS

BEST FEATURES

RECOMMENDATIONS

EVALUATION FORM

SECTION VII

STUDENT SERVICES

Contents

- A. GUIDANCE PROGRAM
 - 1. ADMISSION
 - 2. GUIDANCE ORGANIZATION AND ADMINISTRATION
 - 3. GUIDANCE SERVICES
 - a. ORIENTATION PROGRAM
 - b. INDIVIDUAL INVENTORY SERVICE
 - c. TESTING AND RESEARCH SERVICES
 - d. COUNSELING SERVICE
 - e. SERVICE TO ADMINISTRATORS, TEACHERS AND PARENTS
 - f. CAREER GUIDANCE DEVELOPMENTAL SERVICE
 - g. PLACEMENT AND FOLLOW-UP SERVICES
- B. HEALTH AND FOOD SERVICES
- C. TRANSPORTATION SERVICE
- D. STUDENT ACTIVITY PROGRAM

Name of School : _____

Analysis made by : _____

Evaluation made by : _____

Date completed : _____

Criteria

- A. GUIDANCE PROGRAM - The school should concern itself with the welfare of the individual student. By the employment of special means over and above its academic program, the school should direct and assist the individual in his or her personal and interpersonal relations.
1. Admission - The school should have an admission policy consistent with the philosophy, vision, mission and objectives of the school. To ensure a functional policy, credentials, entrance tests, physical examinations, and other relevant tests should serve as bases for the selection of applicants. The effectiveness of the admission program is shown in its ability to predict the academic success of the students in the curriculum offered by the school.
 2. Guidance Organization and Administration - the basic education should have a well-organized and directed program of the guidance which should reflect clearly the philosophy, vision, mission and objectives of the school. The effectiveness of the guidance organization and administration is the degree of efficiency and harmony with which the staff works, and the degree to which objectives of the guidance program have been attained.
 3. Guidance Services
 - a. Orientation Program - The school should have an orientation program for all students. This program, which could be given a few days prior to the beginning of the regular schoolwork, or for a longer period for the continuing type, should include general lectures, group and individual conferences, social and other types of activities. The effectiveness of the orientation program is measured by the degree with which the students are able to acquaint themselves with the new school and know its purposes and objectives.
 - b. Individual Inventory Service - There should be an organized record of each student containing information about his home and family background, his intellectual and social development, and other pertinent information gathered from psychological tests and interviews. This service is effective insofar as it is able to assist the student in self-knowledge as well as self-realization.
 - c. Testing and Research Services - There should be a well-organized and efficient testing and research

program for the purpose of assessing individual and group needs as well as getting an overall view of the student population. The program is effective if the data gathered can be used to further the growth of the students in terms of personal and academic needs.

- d. Counseling Service - There should be an effective counseling service through which the student is helped to understand himself/herself in relation to his or her unique and developing world. This could be given on an individual or group basis according to the particular needs of the students.
 - e. Service to Administrators, Teachers and Parents
There should be an organized and efficient service that will provide administrators, teachers and parents with relevant student information. This service is effective if it can help in updating and upgrading the school's educational program, and in understanding the student's needs in the academic and non-academic areas.
 - f. Career Guidance Developmental Services - the school should assist in the career development and counseling of its students. A career guidance development program is effective insofar as it is able to effectively assist the student in developing and enhancing skills necessary in the choice of his/her career in life.
 - g. Placement and Follow-up Services - The school should provide procedures to assist students' placement or sectioning based on relevant information gathered about the students. Feedback information should also be secured from those who have left the school, especially from graduates, concerning the strengths and weaknesses of the guidance program and the academic program as well. The compiled information should be made available to the administration.
- B. HEALTH AND FOOD SERVICES - All schools are responsible for instruction in health and for providing healthful school living. Good nutrition is essential to a child's growth, development and achievement. Those who provide these services should be evaluated in terms of the purposes for which these services have been provided.
- C. TRANSPORTATION SERVICE - Transportation service should be available to students. It should be provided during school functions or activities. Standard rules and regulations should be enforced for the safety of the students availing themselves of this service. The school should monitor all transportation services.
- D. STUDENT ACTIVITY PROGRAM - The school should have co-

curricular or extra - curricular activities which should supplement the academic program. These activities should be geared toward student empowerment to develop initiative, and self and group responsibility. The student activity program should help meet the leisure, recreational, social, religious and emotional interests and needs of the students. The program should develop desirable social traits, leadership and followership. Under competent guidance, students should share responsibilities in organizing and running the activities.

Explanation

ANALYSIS

The analysis consists of provisions, conditions or characteristics found in good schools. All of them may not be necessary or even applicable in every school. The school may lack some of the items listed but have other compensating features. The analyses are intended to provide the factual bases for the evaluations.

In the parentheses () to be found to the left of most of the items listed, the following symbols should be placed:

- E** provision or condition is made extensively
- S** provision or condition is made to a moderate extent
- L** provision or condition is very limited
- M** provision or condition is missing but needed
- NA** provision or condition is not desirable or does not apply.

In order to use the symbols M or NA correctly, the self-survey team must be aware of the philosophy, vision, mission and objectives of this school, as discovered from the survey of Section I.

Where no parentheses are provided, it will be sufficient to insert the requisite information in the spaces provided for that purpose. In such cases, the information requested is needed for the analyses of other items or for the Evaluations themselves.

EVALUATION

Evaluations represent the best judgment of those making the evaluations after all evidence have been considered. They are to be made by means of the rating scale as defined below:

5 - Excellent:

the provisions or conditions are extensive and are functioning excellently.

4 - Very Good:

the provisions or conditions are moderately extensive and are functioning well

3 - Good:

the provisions or conditions are met and functioning adequately.

2 - Fair:

the provisions or conditions are limited and functioning minimally.

1 - Poor:

the provisions or conditions are limited and are functioning poorly.

M - Missing:

the provisions or conditions are missing but needed.

NA - Not Applicable:

the provisions or conditions are missing but do not apply or are not desirable.

COMMENTS

In the space allotted for Comments, the self-survey team should indicate the degree of harmony between the philosophy, vision, mission and objectives of this school and the educational practices considered in this Section. In doing so, it will give its reasons for the use of M or NA in the Analyses and Evaluations just made.

In this space, any other remarks on the educational practices of the school pertinent to Student Services which might be of assistance in making the overall evaluation should also be made.

A. GUIDANCE PROGRAM

1. Admission

ANALYSIS

- () 1. The admission policy is consistent with the philosophy, vision, mission and objectives of the school.
- () 2. The admission policy is clearly stated.
- () 3. The admission policy is implemented by a committee.
- () 4. Information regarding application and admission requirements is disseminated or readily available.
- () 5. The means used for the selection of new students include achievement tests, mental ability tests, interviews, etc.

EVALUATION

- () a. How consistent is the admission policy with the philosophy, vision, mission and objectives of the school?
- () b. How consistent are the admission practices with the admission policy?
- () c. How well does the school community understand the admission policy?
- () d. How effective are the means used for the selection of new students?

COMMENTS

2. Guidance Organization and Administration

ANALYSIS

- () 1. There is a developmental guidance program that is an integral part of the basic education department.
- () 2. The objectives of the guidance program are clearly stated.

- () 3. These objectives are in consonance with the philosophy, vision, mission, and objectives of the school.
- () 4. The guidance program is communicated to the students and various stakeholders.
- () 5. The guidance organizational set-up is clear to the entire school.
- () 6. Ethical standards concerning the functions of the guidance office are explained to the entire school.
- () 7. The guidance personnel are qualified and have the necessary personal, educational and professional preparation.
- () 8. Students have easy access to the guidance office.
- () 9. Teachers assist the counselors by contributing to the cumulative records, making referrals, and coordinating with the counselors.
- () 10. The school has a guidance coordinator (or any other designated person) who is responsible for planning and coordinating the guidance services.
- () 11. There is coordination among the administration, faculty and guidance personnel in the various guidance activities.
- () 12. Training programs are provided to help teachers improve skills in guidance techniques such as facilitating homeroom activities, identifying problems of students, and others.
- () 13. There are specialists or experts available for referrals and consultation.
- () 14. The number of guidance personnel is adequate to meet the needs of the school population.
- () 15. Performance evaluation of the guidance personnel is conducted with the use of a formal evaluation tool.
- () 16. A clerical staff is employed to keep and update records.
- () 17. A yearly guidance action plan is prepared, implemented and periodically evaluated.
- () 18. There is a regular evaluation of the guidance services.

- () 19. The different guidance services are unified and integrated.
- () 20. There is coordination between homeroom teachers and guidance counselors in the planning and implementation of the homeroom program.

EVALUATION

- () a. How adequate is the organization of the guidance personnel in meeting the needs of the students?
- () b. How qualified are the members of the guidance staff?
- () c. How organized are the different guidance services?
- () d. How well-defined are the roles and functions of the guidance personnel?

COMMENTS

APPENDICES:

- a. Guidance program
- b. Approved guidance organizational chart
- c. List of guidance personnel and staff members, their qualifications and functions
- d. List of specialists and services rendered.

3. Guidance Services

a. Orientation Program

ANALYSIS

- () 1. The objectives of the orientation program are clearly stated.
- () 2. The orientation activities are planned and conducted in coordination with the administration, faculty and students.
- () 3. Provision is made for acquainting students with administrative and service personnel.

4. The orientation program includes, among others, the following topics:
- () a. school's history, philosophy, vision, mission and objectives
 - () b. organizational flow chart and list of school officers and personnel
 - () c. school policies, rules and regulations
 - () d. physical plant and school facilities
 - () e. nature and functions of the student services
 - () f. spiritual and moral growth program
 - () g. co-curricular program
- () 5. Adequate measures are taken to orient transferees and late enrollees.
- () 6. The orientation service program is conducted annually for all students.
- () 7. Provisions are made for the evaluation of the orientation service program.

EVALUATION

- () a. How adequate is the orientation service and its objectives in the light of the total educational program?
- () b. How effective are the activities in achieving its objectives or the orientation service?

COMMENTS

APPENDICES

1. Provide a copy of the school's orientation service program.
2. Provide an evaluation report of the orientation program during the last three years.

b. Individual Inventory Service

ANALYSIS

1. The guidance office maintains cumulative records of each student that include the following:
 - () a. home and family background
 - () b. physical and medical status
 - c. record of test results such as:
 - () 1) mental ability
 - () 2) interests and aptitudes
 - () 3) personality
 - 4) others _____
 - () d. record of scholastic performance
 - () e. interview reports
 - () f. record of parent interviews
 - () g. teacher's anecdotal reports of students
 - () h. co-curricular activities
 - () i. counseling records
 - j. other pertinent information about the students:

- () 2. Students' records are organized and updated regularly.
- () 3. Data collected by the guidance office are properly utilized.
- () 4. Confidentiality of students' records is observed by all concerned.
- () 5. Cumulative folders for each student are systematically and securely filed.
- () 6. The counselor has easy access to the cumulative folders.

EVALUATION

- () a. How complete, accurate and up-to-date is the student inventory?
- () b. To what extent are student records systematically maintained?
- () c. To what extent is the information gathered utilized in academic, personal and career guidance?
- () d. To what extent is confidentiality of information observed?

COMMENTS

Attach forms used by the Guidance Office.

c. Testing and Research Services

ANALYSIS

- () 1. The testing and research service has specific objectives.
- 2. This service enables the school to:
 - () a. identify slow and fast learners
 - () b. predict student's scholastic performance
 - () c. identify students' occupational or career interest
 - () d. identify their strengths and weaknesses in the different subject areas
 - () e. provide profiles of the psychological and emotional make-up of the students
 - () f. facilitate students' admission to college
 - () g. conduct surveys or studies, i.e., correlation studies and action researches

3. Standardized tests administered include the following:

- () a. Mental ability test
 - () b. Interest tests
 - () c. Aptitude tests
 - () d. Personality tests
 - e. Others
-
-

- () 4. Locally developed or school-made tests and surveys are used.
- () 5. Adequate space is provided for individual and group testing.
- () 6. The information gathered from testing is interpreted and used.

EVALUATION

- () a. How relevant and updated are the testing materials used?
- () b. To what extent is the information obtained from testing utilized?
- () c. To what extent does the school ensure the validity, reliability and relevance of tests?
- () d. How helpful are the surveys, studies and resources in the attainment of the objectives of the guidance and instructional program?

COMMENTS

Attach a list of tests that are being used by the school and other tests available in the Guidance office.

d. Counseling Service

- () 1. The counseling service is based on a sound framework consistent with the school's philosophy, vision, mission and objectives.
- () 2. The counseling service has specific objectives.
- () 3. The counselor devotes a major portion of his/her time on counseling.
- () 4. Counseling procedures are clear and systematic.
- () 5. Provision is made for individual counseling.
- () 6. Provisions are made for group counseling.
- () 7. Counseling sessions are properly and clearly documented.
- () 8. Provisions are made for case conferences when necessary.
- () 9. Services of outside specialists are availed of to attend to the special needs of students.
- () 10. Provisions are made to evaluate the effectiveness of the counseling service.

EVALUATION

- () a. To what extent is the counseling framework consistent with the school's formation goals for the students?
- () b. How competent are the counselors in conducting individual and group counseling?
- () c. How effective is the counseling service in meeting the needs of the students?

COMMENTS

APPENDICES

1. Indicate time spent by the counselors on various activities in terms of percentage.
2. Provide a copy of the following:
 - a. a periodic progress report of counselor accomplishments
 - b. samples of counseling summary report
 - c. samples of case conferences report

e. Service to Administrators, Teachers and Parents

ANALYSIS

1. The guidance personnel confer with the following to discuss pertinent data about the students:
 - () a. administrators
 - () b. teachers
 - () c. parents
- () 2. The guidance personnel participate in various school committees.
- () 3. The guidance counselors plan and organize guidance symposia.
4. The guidance counselors periodically disseminate pertinent information/ findings and recommendations to:
 - () a. administrators
 - () b. teachers
 - () c. parents

EVALUATION

- () a. How adequate are the services offered to administrators?

- () b. How adequate are the services offered to teachers?
- () c. How adequate are the services offered to parents?

COMMENTS

Attach a list of seminars, symposia and conferences conducted for the administration, teachers and parents.

f. Career Guidance Developmental Service

ANALYSIS

- () 1. There is a developmental program for career guidance.
- () 2. The career guidance development program provides opportunities for students to develop:
 - () a. self-awareness and self-appreciation
 - () b. awareness and appreciation of different occupations or careers
 - () c. proper values and attitudes towards work
 - () d. awareness of various occupational opportunities
 - () e. career planning and decision-making skills
- () 3. Provisions are made to help students identify and enhance their occupational or career inclinations by means of the following:
 - () a. career counseling
 - () b. aptitude and interest tests
 - () c. surveys or questionnaires on occupational and career preferences
 - () d. literature/brochures on different careers
 - () e. field and exposure trips
 - () f. integration of career education in the academic program

- () 4. Community resources are tapped in the implementation of the career guidance developmental program.
- () 5. Assistance is given in choosing a school related to their career inclinations.

EVALUATION

- () a. How adequate is the career guidance developmental program of the school?
- () b. How effectively are students helped in enhancing their interests, aptitudes, talents and skills necessary for future choice of a career?
- () c. How effectively are students helped in matching their particular interests, aptitudes, personality and skills with the different careers?
- () d. How well does school's career guidance development program respond to the needs of the country and society?

COMMENTS

Attach a copy of the school's career guidance developmental program.

g. Placement and Follow-Up Services

- () 1. The placement and follow-up services play an important role in the high school.
- () 2. Relevant guidance data are used to determine placement and follow-up of students.
- () 3. Information is gathered concerning the schools attended and courses pursued by former students.
- () 4. Information is gathered concerning former students' success in their college studies and practice of profession.
- () 5. The school has an alumni/nae association.
- () 6. The services rendered by the association are beneficial to its members and the school community.

EVALUATION

- () a. How adequate is the placement and follow up service provided?
- () b. How effectively achieved are the purposes of the alumni/nae association?

COMMENTS

Attach pertinent materials on the school's placement and follow-up services and its alumni association.

B. HEALTH AND FOOD SERVICES

ANALYSIS

- () 1. The health program emphasizes both physical and mental health.
- () 2. The school has a physician, a nurse and a dentist.
- () 3. The health personnel are qualified and have the temperament needed to help students and school personnel achieve sound mental and physical health.
- () 4. The service of a school nurse is always available in the clinic.
- () 5. Medical check-up of all students is done annually.
- () 6. Dental check-up of all students is done annually.
- () 7. Cumulative medical records of students are updated and properly maintained.
- () 8. Dental records of students are updated and properly maintained.
- () 9. Health referrals are made when necessary.
- () 10. Health personnel take precautionary measures against the spread of communicable diseases in the school.
- () 11. Needed health service equipment are provided.

- () 12. Training of teachers and staff in first-aid procedures and use of safety devices is provided.
- () 13. Hot meals are available in the school canteen/cafeteria.
- () 14. Meals and snacks are well-balanced, nutritious, and adequate.
- () 15. There is a variety of food served in the canteen/cafeteria.
- () 16. Canteen/cafeteria prices are reasonable.
- () 17. The canteen/cafeteria is large enough to accommodate students and school personnel.
- 18. The canteen/cafeteria is:
 - () a. equipped with sufficient chairs and tables
 - () b. sanitary, pleasant, properly ventilated, and well-lighted
 - () c. serviced by courteous and well-groomed personnel
 - () d. contributory to the students' awareness of proper eating habits and care for the environment
- () 19. The health examination of food service personnel and the inspection of food served are conducted regularly.

EVALUATION

- () a. How adequate are the health services?
- () b. How adequate are the food and nutrition services?

COMMENTS

C. TRANSPORTATION SERVICE

ANALYSIS

- () 1. The school facilitates the availability of transportation to students.
- () 2. Vehicles operate in accordance with standard rules and regulations.

- () 3. The safety of students while in transit is ensured by the transport service operator.
- () 4. Designated areas for boarding and loading of students are safe and systematized.
- () 5. Drivers are duly licensed, responsible and possess the necessary temperament.
- () 6. A monitoring scheme for student transportation service is observed.

EVALUATION

- () a. How safe and adequate is the transportation service for the students?

COMMENTS

D. STUDENT ACTIVITY PROGRAM

ANALYSIS

- () 1. There is a student activity program that meets the needs and interests of the students.
- () 2. The objectives and activities of the different clubs/organizations are in line with the school's philosophy, vision, mission and objectives.
- () 3. The activity program complements the objectives of the school's academic program.
- () 4. The student activity program provides for the development of:
 - () a. leadership/followership
 - () b. teamwork and cooperation
 - () c. moral/spiritual growth
 - () d. social and civic consciousness
 - () e. ecology/environmental concerns
 - () f. aesthetic sense
- () 5. The variety of clubs, organizations or interest groups is adequate to meet the needs of the students.
- () 6. The school has specific policies and regulations in

the organization and grouping of clubs, including the activities.

- () 7. Provision is made to ensure the supervision and coordination of the student activity program.
- () 8. Incentives/motivations are provided to encourage students to take part in the school's student activity program.
- () 9. Students' participation in the student activity program is properly recorded/documented.
- () 10. Students are empowered to be responsible and take an active role in the student activity program.
- () 11. Community resources are tapped/utilized to enrich the student activity program.

EVALUATION

- () a. How well-organized is the school's student activity program?
- () b. To what extent are the objectives of the student activity program achieved?
- () c. To what extent does the student activity program contribute to academic excellence?
- () d. To what extent do students participate in activities of the different clubs, organizations or interest groups?
- () e. To what extent does the faculty participate in the student activity program?

COMMENTS

BEST FEATURES

RECOMMENDATIONS

APPENDICES

- 1. A list of student organizations and clubs
- 2. A list of the moderators, their qualifications and the co-curricular activities they supervise.

EVALUATION FORM

SECTION VIII

ADMINISTRATION

Contents

- A. GOVERNING BODY
- B. ADMINISTRATIVE ORGANIZATION
- C. ADMINISTRATIVE PERFORMANCE
- D. ACADEMIC ADMINISTRATION
- E. ADMINISTRATION OF NON-ACADEMIC PERSONNEL
- F. STUDENT ADMINISTRATION
- G. FINANCIAL ADMINISTRATION
- H. ADMINISTRATION OF RECORDS AND REPORTS

Name of School : _____

Analysis made by : _____

Evaluation made by : _____

Date completed : _____

Criteria

An integrated school should have an administrative organization which facilitates the attainment of its philosophy, vision, mission and objectives.*

- A. GOVERNING BODY - A school should have as a governing body, a board of trustees or its equivalent that will be responsible for formulating the general policies of the institution.

In this area, the effectiveness of performance of the chief executive officer and the chief policy-making body shall be considered the criteria of excellence.

- B. ADMINISTRATIVE ORGANIZATION - This area is concerned with the implementation of the policies of the board through a sufficient number of administrative personnel who are qualified to perform the various administrative services. The effectiveness of the administrative set-up and harmonious relations among personnel are to be considered significant criteria of excellence.

- C. ADMINISTRATIVE PERFORMANCE - The administrative personnel should be adequate in number and sufficiently qualified to perform the various administrative services.

In this area, the effectiveness of performance of the various administrative services shall be considered the criteria of excellence.

The administration should direct and coordinate all educational activities and should perform the functions that follow.

- D. ACADEMIC ADMINISTRATION - Academic administration ensures the implementation of the school's philosophy, vision, mission, and objectives in the instructional program. It is responsible for the quality of instruction through continuous upgrading of the curriculum, supervision of classroom instruction, instructional materials, and testing and evaluation of the students' performance.

*When the integrated school is part of a complex institution containing also a college or colleges, it may share in the services of the central administrative organization, e.g., there is only one board of trustees for the entire institution; the integrated school's business affairs is managed by the central business office. But in this area of Administration, the integrated school will be evaluated on the effectiveness of the administrative organization for the good of the integrated school itself.

E. ADMINISTRATION OF NON-ACADEMIC PERSONNEL - This provides for adequate personnel selection, retention and personnel practices. It includes the sufficiency of the number of non-teaching personnel and their efficiency in carrying out their functions. The effectiveness of the performance of personnel services shall be the quality of service to the school performed by the personnel.

F. STUDENT ADMINISTRATION - This aspect includes the following activities: admission, registration and classification of students, checking student records against the requirements for certificates and diplomas, supplying transcripts of student records, readmission of students who have been dropped, preparation of the student directory, and the organization of the recorded data for statistical use.

In this area the effectiveness and adequacy of these student services shall be considered the criteria of excellence.

G. FINANCIAL ADMINISTRATION - This includes budgeting, accounting, auditing and purchasing procedures. The effectiveness of the performance of the business services shall be considered the criterion of excellence.

H. ADMINISTRATION OF RECORDS AND REPORTS - This includes such items as: minutes of the board of trustees meetings, minutes of faculty and major committee meetings, faculty directory, record of faculty training and experience, record of enrollment by class, sex, course, students' directory, recorded data for statistical use, reports of the administrative officers, summary of disciplinary matters, and records of scholarships granted. The adequacy and usefulness of the reports and records shall be considered the criteria of excellence.

INTRODUCTION

Administration includes the concepts generally described under the terms supervision, management and leadership. It is the art of putting together people, programs and resources in order to attain the school's objectives.

The integrated school should have an administrative organization which facilitates the attainment of its philosophy, vision, mission and objectives. It consists of:

- A. Governing Body
- B. Administrative Organization
- C. Administrative Performance

The administration should direct and coordinate all educational activities and should perform the following functions:

- D. Academic Administration
- E. Non Academic Personnel
- F. Student Administration
- G. Financial Administration
- H. Administration of Records and Reports

Explanation

In this area, the effectiveness of the administrative set-up and of the various administrative services evaluated in the light of the objectives of the Basic Education program shall be considered the criterion of excellence.

The evaluation of the other areas (Faculty, Instruction, etc.) will already have revealed, directly or indirectly, many of the characteristics of the administration. Nevertheless, a special Evaluation Form for the area of Administration has its uses. It will evaluate administrative functions not yet considered, or inadequately considered, in the surveys of the other areas. It has, moreover, a diagnostic value: the direct study of the organizational set-up and the administrative personnel might bring to light some hitherto undiscovered flaws which have prevented the school from attaining a desirable degree of excellence in the other areas being evaluated.

ANALYSIS

The analysis consists of provisions, conditions or characteristics found in effective Integrated Schools. All of them may not be necessary, or even applicable, in every school. The school may lack some of the items listed but have other

compensating features. The analyses are intended to provide the factual bases for the evaluations.

In the parentheses () to be found to the left of the items listed, the following symbols should be placed:

- E** - Provision or condition is made extensively
- S** - Provision or condition is made to some extent
- L** - Provision or condition is very limited
- M** - Provision or condition is missing but needed
- NA** - Provision or condition is not desirable or does not apply

In order to correctly use the symbols M or NA, the survey team must be aware of the philosophy, vision, mission and objectives of the school.

EVALUATION

Evaluations measure the degree to which the provisions or conditions presented in the analysis are functioning.

The rating scale below is used in the evaluation:

5 - Excellent:

the provisions or conditions are extensive and are functioning excellently.

4 - Very Good:

the provisions or conditions are moderately extensive and are functioning well

3 - Good:

the provisions or conditions are met and functioning adequately.

2 - Fair:

the provisions or conditions are limited and functioning minimally.

1 - Poor: the provisions or conditions are limited and are functioning poorly.

M - Missing:

the provisions or conditions are missing but

needed.

NA - Not Applicable:

the provisions or conditions are missing but do not apply or are not desirable.

COMMENTS

In this space, any other remark on the educational practices of the school pertinent to Administration which might be of assistance in preparing the overall evaluation should also be made.

BEST FEATURES

In the space provided, list briefly the strengths of the school/program in the particular area.

RECOMMENDATIONS

In the space provided, indicate proposed changes or plans to further improve the area.

A. GOVERNING BODY

DATA*

1. Identify the chief policy-making body of the school.
2. Describe the chief policy-making body of the institution, which should include the following:
 - a. duties and responsibilities
 - b. tenure policies and provision for continuity in board membership
 - c. frequency of meetings
 - d. manner of election or appointment
3. Composition of the chief policy-making body
 - a. names
 - b. academic qualifications
 - c. professional experience
 - d. terms of office

**If this information is already available in an appropriate manual just indicate the pages or sections where this can be found.*

ANALYSIS

- () 1. The duties, prerogatives, responsibilities and mutual relationships of the chief executive officer with the chief policy-making body are clearly defined and understood.
- () 2. The chief executive officer and the chief policy-making body operate harmoniously and effectively.
- () 3. The duties, prerogatives and responsibilities of the Principal of the Integrated School are clearly defined and delineated.
- () 4. The chief executive officer works harmoniously with the Principal and other administrative officers.

EVALUATION

- () a. To what extent is the chief policy-making body helpful to the integrated school?
- () b. To what extent is the school provided with sound direction and effective support?

COMMENTS

B. ADMINISTRATIVE ORGANIZATION

DATA

- 1. Give the names, qualifications, duties and responsibilities, and terms of office of the following administrative officials:
 - a. chief executive officer of the entire institution (e.g., President)
 - b. chief executive officer of the basic education department (e.g., principal)
 - c. treasurer

- d. registrar
 - e. assistant principal
 - f. others
2. Append the organizational charts of the following:
- a. the whole institution
 - b. the integrated school

ANALYSIS

- () 1. The chief executive officer properly delegates authority to and confers frequently with the principal regarding integrated school matters.
- () 2. The duties, prerogatives and responsibilities of the principal are clearly delineated.
- () 3. The principal effectively exercises his official functions free from unnecessary pressure and interference.
- () 4. The principal works harmoniously with the chief executive officer and other administrative officials.
- () 5. The faculty and non-academic personnel of the basic education department have a clear knowledge of the proper channels through which they are to receive orders and through which they are to make requests.
- () 6. The students have clear knowledge of the proper channels through which they are to receive directives and through which they are to make requests.

EVALUATION

- () a. To what extent is the administration efficiently organized in the integrated school?
- () b. How effective is the administrative organization in actual practice in the integrated school?
- () c. To what extent does the administration give the faculty and student body a good example of teamwork?

COMMENTS

C. ADMINISTRATIVE PERFORMANCE

ANALYSIS

- () 1. Administrative officers provide effective leadership in carrying out the school's philosophy, vision, mission and service to the community.
- () 2. Administrative officers are adequate in number for the integrated school.
- () 3. Administrative officers are professionally qualified to carry out their duties and functions.
- () 4. Administrative officers perform their responsibilities relatively free from political, economic and other unnecessary pressures.
- () 5. Administrative officers are competent in the performance of their respective duties.
- () 6. The duties, prerogatives and responsibilities of the administrative officers are clearly defined and delineated.
- () 7. The administrative officers work harmoniously and effectively with one another.
- () 8. The administrative officers are formally and periodically evaluated.
- () 9. Provisions are made for the professional growth of administrators.
- () 10. The actual performance of the administrative officers' show:
 - () a. effective educational leadership
 - () b. sound decision-making
 - () c. strategic planning

EVALUATION

- () a. How well-qualified are the administrative officers for their respective duties?
- () b. How effectively do the administrative officers perform their duties?
- () c. To what extent do the administrative officers promote the school's philosophy, vision, mission, objectives

and service?

- () d. To what extent do the administrative officers implement the school's objectives and policies?
- () e. To what extent do they maintain healthy relations within the school?
- f. Rate the performance of the basic education administrative officials as to:
 - () 1) effective educational leadership
 - () 2) sound decision-making
 - () 3) strategic planning

COMMENTS

APPENDIX

A list of the administrative officers (institutional and basic education department) with corresponding qualifications, degrees and former positions held.

D. ACADEMIC ADMINISTRATION

ANALYSIS

- () 1. Academic administration ensures the implementation of the school's philosophy, vision, mission and objectives in the instructional program.
- () 2. The administration oversees the regular updating and upgrading of the school's curriculum.
- () 3. Curriculum development is a collaborative endeavor of administration and faculty.
- () 4. There is a well-structured and functional supervisory program for classroom instruction.
- () 5. The school formally and regularly appraises the teaching performance of every faculty member.
- () 6. There is an effective system of selection, requisition and procurement of textbooks and other instructional aids.
- () 7. There is sufficient supervision over the use of textbooks and other instructional aids.
- () 8. The administration ensures that an effective grading

system is in operation.

- () 9. Adequate and valid supervision is provided to ensure the quality and suitability of tests used in the classroom.
- () 10. The administration provides safeguards to preserve the confidential nature of tests and all confidential records.
- () 11. Provision is made for a substitution program in case of absence of faculty and academic non-teaching personnel.
- () 12. Faculty and academic non-teaching personnel are provided opportunities to participate in policy formulation and decision making.

EVALUATION

- () a. How effective is administration in eliciting school wide involvement in curriculum development and in upgrading the teaching-learning process?
- () b. How effective is the supervision of classroom instruction?
- () c. How effective is the evaluation scheme for teaching performance?
- () d. How effective is administration in the supervision of the following:
 - () 1. use of textbooks and other instructional aids
 - () 2. grading procedures
 - () 3. teacher-made tests
 - () 4. others (specify)
- () e. How effective is the substitution program?
- () f. To what extent does the administration use results of the school's appraisal system to improve teaching performance?
- () g. How satisfactory are faculty and academic non-teaching personnel involvement in policy formulation and decision-making?

COMMENTS

APPENDICES

1. Supervisory program
2. Faculty performance evaluation system
3. Substitution program
4. Procedure and criteria for the evaluation and selection of textbooks and other instructional materials.

E. ADMINISTRATION OF NON-ACADEMIC PERSONNEL

ANALYSIS

1. List the number of school personnel the way your school classifies them (e.g. clerical/secretarial, custodial/maintenance, transportation, security, food services, etc.)
- () 2. The non-academic personnel show awareness of and concern for the school's philosophy, vision, mission and objectives.
3. The school has clear-cut policies regarding the following for non-academic personnel:
 - () a. selection process
 - () b. performance evaluation
 - () c. promotion scheme
 - () d. salary scale
 - () e. benefits and incentives
 - () f. labor-management relations
 - () g. others (specify)
- () 4. There are existing well-formulated job specifications which are made known to the personnel concerned.
5. There is a well-defined program for the improvement of non-academic personnel performance through the

following:

- () a. regular meetings
- () b. on-going training
- () c. periodic work appraisal
- () d. others
- () _____
- () _____
- () 6. The working conditions of the non-academic personnel contribute to their effective performance.
- () 7. The non-academic personnel are provided opportunities to participate in policy formulation and decision-making in matters that affect them.
- () 8. The number of non-academic personnel is adequate to meet the needs of the school.

EVALUATION

- () a. To what extent are the non-academic personnel aware of the school's philosophy, vision, mission, objectives and policies?
- () b. How well are the various school policies implemented?
- () c. How effectively are job functions carried out?
- () d. How satisfactory are the working conditions of the staff?
- () e. How satisfactory are the provisions for staff development?
- () f. How adequate is the number of non-academic personnel in relation to the needs of the school?

COMMENTS

APPENDICES

Provide a copy of the following:

1. the salary scale for non-academic personnel
2. benefits and incentives package for non-academic personnel

F. STUDENT ADMINISTRATION

1. Admissions

DATA (Please check if applicable):

1. Student applicants are screened through:
 - () a. entrance examinations.
 - () b. evaluation of past records.
 - () c. _____
 - () d. _____
2. Student applicants are interviewed by the following administrative officers prior to their acceptance:
 - () a. _____
 - () b. _____
 - () c. _____
 - () d. _____
3. The following documents are required of student applicants:
 - () a. birth certificate
 - () b. report card
 - () c. letter(s) of recommendation from _____
 - () d. others (please specify) _____
4. valuation of all information mentioned in Numbers 1, 2 and 3 is made by the following administrative officers:
 - () a. principal
 - () b. registrar
 - () c. others (pls. specify)
5. The final decision concerning the admission of the

students is made by:

ANALYSIS

1. The admission process is:
 - () a. clearly stated in the bulletin of information.
 - () b. simple and easy to follow.
 - () c. executed in an orderly manner.
 - () d. followed by all student applicants.

2. Student fees should be closely monitored to ensure:
 - () a. the availability of accurate information on student fees.
 - () b. prompt and efficient service in handling financial transactions.
 - () c. accuracy in records of financial transactions.
 - () d. making refunds in accordance with government regulations.

3. The following administrative services are performed:
 - () a. assignment to sections of students upon admission
 - () b. readmission of students according to school policies
 - () c. obtaining Form 137 or transcript of records of incoming students
 - () d. arranging the time schedule of students and faculty
 - () e. preparing the student directory
 - () f. preparing reports on students' progress
 - () g. checking of student records against the requirements for certificates and diplomas
 - () h. granting of honorable dismissal upon request in accordance with government regulations

- () i. forwarding upon request of Form 137 or transcript of records in accordance with government regulations
- () j. taking adequate measures to ensure the integrity of the transcript of records and other official school documents.

EVALUATION

- () a. To what extent are the admission requirements in harmony with the philosophy, vision, mission and objectives of the school?
- () b. To what extent does the school actually select only those applicants who are capable of its educational program?
- () c. How accurate and readily available is the information about students' fees?
- () d. How prompt, efficient and accurate is the handling of financial transactions?
- () e. How efficiently conducted is the student administration?
- () f. To what extent is the system of issuing honorable dismissals and transcript of records in accordance with government regulations?

COMMENTS

G. FINANCIAL ADMINISTRATION

ANALYSIS

- () 1. There is an officer designated to supervise the financial functions of the institution.
- () 2. This officer is qualified to perform his/her function.
- () 3. There is adequate and qualified staff to support the execution of financial functions.
- () 4. The administration of finances reflects the institution's thrust and functions.

- () 5. All collections are used mainly for the purposes for which they are collected.
- () 6. The requisition system for purchases of supplies is clearly defined and is functional.
- () 7. There is an operational budget system.
- () 8. The budget system is properly monitored.
- () 9. The key administrators, supervisors, and concerned personnel participate in the preparation of the budget.
- () 10. The periodic budget performance report is disseminated to all concerned.
- () 11. There is an annual audit of the school's books by an external auditor.
- () 12. The assets of the school are effectively managed.

EVALUATION

- () a. How well-organized is the financial administration of the school?
- () b. How qualified are the financial officers and staff?
- () c. To what extent are funds used for the purposes for which they are collected?
- () d. How adequate is the budgeting system?
- () e. To what extent do the key administrators, supervisors and concerned personnel participate in the preparation of the budget?
- () f. How satisfactory is the accounting procedure?
- () g. How satisfactory is the requisition system?
- () h. How effective are the management and control of assets?

COMMENTS

H. ADMINISTRATION OF RECORDS AND REPORTS

ANALYSIS

1. The following records and reports are systematically documented and filed:
 - () a. minutes of board meetings
 - () b. minutes of administrative meeting
 - () c. record and professional qualifications of administrative officers
 - () d. cumulative folders of administrative officers
 - () e. minutes of faculty meetings
 - () f. faculty directory
 - () g. record of faculty qualifications
 - () h. cumulative folders of faculty
 - () i. summary of annual enrollment
 - () j. summary of enrollment by class, sex and course
 - () k. student directory
 - () l. reports of administrative officers and offices
 - () m. summary of disciplinary matters
 - () n. records of scholarships granted
 - () o. recorded data for statistical use
 - () p. minutes of other department and/or committee meetings
 - () q. annual reports

EVALUATION

- () a. How systematically and well-kept are the records and reports?

COMMENTS

BEST FEATURES

RECOMMENDATIONS

EVALUATION FORM

SECTION IX

THE SCHOOL AND COMMUNITY

Contents

- A. BASIC DATA ABOUT THE SCHOOL AND THE OUTSIDE COMMUNITY
- B. SCHOOL AND COMMUNITY RELATIONS
- C. SCHOOL-COMMUNITY AWARENESS AND INVOLVEMENT

Name of School : _____

Analysis made by : _____

Evaluation made by : _____

Date completed : _____

INTRODUCTION

A close linkage between the school and the community and the school's involvement in community service has become indispensable features of an institution's formation process. No school can claim to offer an educational program that is dynamic, relevant and responsive to the challenge of today unless it takes cognizance of the actual situation and needs of the community and of society.

In the Philippines at present, a meaningful and relevant educational program is one that has incorporated opportunities by which students are made aware of the problems that are prevalent in Philippine society. Moreover, the students are made to understand that these problems are the result of structural injustice -- a situation prevailing in all developing countries.

This educational program calls for a formation process that produces students who, being aware of the actual situation, can commit themselves to participate in a genuine transformation of Philippine society. Such process should facilitate the development of social awareness, a sense of volunteerism, Christian social values like justice, social responsibility, appreciation for a simple lifestyle, service to the poor and advocacy for peace as a way of life.

This formation process should start earlier in the Grade School level where these values are first inculcated in the child. In the Grade School, this community awareness and involvement can be done as a school-based program; that is, representatives from the sectors the children want to interact with can come to the school instead of the children going to them. This approach is more appropriate considering their age and level of emotional development. The uppermost grade level could, however, engage in ocular visits to the chosen community.

This development is further reinforced and strengthened in the High School level. This level has a special role in this formation process since the students at this age are most impressionable. These are the most formative years in terms of development of values.

The High School could engage in actual, regular visits to the community. These visits could be preceded by skills training as preparation for the activity to be undertaken. Progressively, advocacy work and solidarity with the poor could be initiated. These experiences will prepare the young persons for a more intensive and direct involvement in college. Hopefully, the young graduates will seriously opt for a life of committed service and solidarity with the poor in whatever career she/he may choose

To effect this desired formation for the young persons, the close linkage between the school and community should lead to a relationship characterized by mutual service and enrichment. This will somehow guarantee an educational formation that is

continuously and effectively responsive to the needs of the community, of a greater majority of our Filipino people, and of society.

Criteria

- A. BASIC DATA ABOUT THE SCHOOL AND THE OUTSIDE COMMUNITY - The school should be well-informed of the general characteristics of the community it serves, its needs and resources, as well as the school's human, material, and technological resources.
- B. SCHOOL AND COMMUNITY RELATIONS - The school should establish and maintain satisfactory relations with the community it serves. Its educational philosophy, programs and services should be made known to the community with whom the school should share its resources.
- C. SCHOOL-COMMUNITY AWARENESS AND INVOLVEMENT - The students should be provided with the motivation and opportunities to know the conditions and needs of the outside community. The school's social orientation should create community awareness and involvement in the students. This should be expressed in a well-planned and implemented community service and development program.

Explanation

ANALYSIS

The analysis consists of provisions, conditions or characteristics found in good schools. Some may not be necessary, or even applicable, in every school. If any important features or procedures are omitted in the printed forms, they should be added in the appropriate places. The checking should accurately and completely portray the school conditions, thus providing the factual background for evaluation. Except for the charts which the evaluators will fill out, the following symbols will be used and placed in the parentheses to the left of the items:

- E** provision or condition is made extensively
- S** provision or condition is made to a moderate extent
- L** provision or condition is very limited
- M** provision or condition is missing but needed
- NA** provision or condition is not desirable or does not apply

Space is provided at the end of the Analysis for writing in additional items, which contribute to a fuller description of the school under survey.

EVALUATION

Evaluations represent the best judgment of those making the evaluations after all evidence have been considered. They are to be made by means of the rating scale as defined below:

5 - Excellent:

the provisions or conditions are extensive and are functioning excellently.

4 - Very Good:

the provisions or conditions are moderately extensive and are functioning well

3 - Good:

the provisions or conditions are met and functioning adequately.

2 - Fair:

the provisions or conditions are limited and functioning minimally.

1 - Poor:

the provisions or conditions are limited and are functioning poorly.

M - Missing:

the provisions or conditions are missing but needed.

NA - Not Applicable:

the provisions or conditions are missing but do not apply or are not desirable.

COMMENTS

In the space allotted for comments, the Survey Team should include any remark concerning matters not sufficiently treated in the preceding Analysis and Evaluations and which should be taken into consideration in the overall evaluation of the area. Where

there is a need, the Survey Team should use this space for an explanation of the use of the symbols M or NA in the Analyses and the Evaluations just made.

BEST FEATURES

In the space provided, list briefly the strengths of the school/program in the particular area.

RECOMMENDATIONS

In the space provided, indicate proposed changes or plans to further improve the area.

A. BASIC DATA ABOUT THE SCHOOL AND THE OUTSIDE COMMUNITY

ANALYSIS

1. List and describe the school's resources (human, material and technological) which could be utilized for school - community relations
2. Identify and describe the community with which the school relates through its school-community relations program* in terms of its:
 - a. location, size, boundary
 - b. economic features
 - c. political features
 - d. socio-cultural features
 - 1) Religion
 - 2) Education
 - 3) available human, material and technological resources

*Outreach Program, Social Action Program, Extension Service or School-Community Awareness and Involvement Program or its equivalent

EVALUATION

- () a. Rate the extent of information gathered by the school regarding its resources and the outside community it serves.
- () b. To what extent is the school aware of its available resources?
- () c. To what extent is the school aware of the distinctive characteristics and needs of the community it serves?
- () d. Rate the extent of the relationship existing between the school and the community it serves.

COMMENTS

1. Describe the means by which the students are provided with opportunities to know:

- a. the school's resources that are available for community relations
 - b. the conditions and needs of the community it serves.
2. Exhibit any study/research done by the school concerning the community/ties it serves.

B. SCHOOL AND COMMUNITY RELATIONS

ANALYSIS

- () 1. The relationship between the school and the community is one of dynamic interaction.
- () 2. The school makes its resources available when needed.
- () 3. The school plans and implements a continuing community relations program.
- () 4. The school explores and makes use of the outside community's human, material and technological resources in its instructional program.
- () 5. The school provides the academe with the motivation and the adequate opportunities to know the conditions and needs of the outside community.

EVALUATION

- () a. To what extent is the relationship between the school and community one of dynamic interaction?
- () b. To what extent has the community contributed to the school in terms of the school's values formation?
- () c. To what extent has the school contributed to the improvement of the quality of life of the community it serves?
- () d. How extensive is the school-community relations program?
- () e. To what extent has the community utilized the resources of the school?
- () f. Rate the effectiveness of the school-community relations program.

COMMENTS

1. Describe the effectiveness and extent of the interaction between the school and the community it serves.
2. Describe the effectiveness and extent of the participation of the parents, alumnae/alumni and members of the academic community in the school-community relations program.
3. Describe the extent to which the school and the community share their resources.

C. SCHOOL-COMMUNITY AWARENESS AND INVOLVEMENT

ANALYSIS

- () 1. The school develops among the members of the school community an awareness of social issues and deep concern especially for the poor sectors of the community.
- () 2. The school provides the entire school community with adequate opportunities to know the conditions and needs of the community it serves.
- () 3. The school renders service to the poor sectors of society by undertaking a school-community awareness and involvement program.
- () 4. The school integrates with its curricular and co-curricular programs the students' learnings and experiences from their community involvement activities.
- () 5. The school gives financial and/or other forms of assistance to poor students.
- () 6. The school provides a budget for:
 - () a. community-based projects
 - () b. school-based projects

EVALUATION

- () a. To what extent does the school community show an awareness of social issues and deep concern for the poor sectors of the community?
- () b. To what extent has the school-community awareness and involvement program developed in the students, faculty and staff a strong desire to commit themselves to the improvement of the quality of life of the community/ties it serves?

- () c. To what extent does the school integrate the students' learnings and experiences from their community involvement activities with the curricular and co-curricular programs?

COMMENTS

1. Describe briefly the structure of the school-community awareness and involvement program.
2. Describe how information on the school community awareness and involvement program is disseminated to the various sectors of the academic community.
3. Assess the effectiveness of the school community awareness and involvement program in developing the social consciousness and involvement of the members of the academic community.
4. Describe the changes in the following areas of the school as a result of the school-community relations program:
 - a. philosophy and objectives
 - b. instructional program
 - c. student activity program
 - d. recruitment and admission
 - e. student services
 - f. faculty selection and retention
 - g. faculty development program
 - h. administration: policies, planning and decision making processes, system of evaluation.

COMMENTS

BEST FEATURES

RECOMMENDATIONS

APPENDIX A-1

SOME NOTES ON FORMULATING THE SCHOOL'S PHILOSOPHY AND OBJECTIVES

The philosophy of the school is not a statement of objectives. It is an expression of the school's fundamental beliefs concerning at least the following areas: the role of the school in the society, how pupils learn, and characteristics of students which affect the teaching-learning process. Philosophy is a framework of basic principles of education.

The objectives, which should be in harmony with the school's philosophy, should express what the school is trying to do. A statement that will affect the school program should be formulated by all members of the administration and school staff and possibly also by the pupils and parents. The philosophy and objectives should consequently be realistic guidelines for evaluating the school's present and future operation.

Prior to the formulation of the specific purposes of the school, there should be a study of the characteristics of the pupils and the community.

Formulating the School's Philosophy and Objectives

The PAASCU offers the following questions as one approach to assist schools in working out their philosophy and objectives.

Formulating the School's Philosophy

1. What is the conviction of the faculty and administration concerning the primary role of a school in society, especially inasmuch as this concerns the school's responsibility for the education of the youth? For whom has the school been organized? What are the responsibilities of the school to your community? What services can your community expect from your school? What kind of cooperation in the educational process can a school legitimately expect from the community?
2. What are the common needs and characteristics of your pupils regardless of their differences in academic capacity?
3. What are the individual needs and characteristics of students to which the school adjusts its methods, materials and programs?
4. What do you believe is the desirable pattern of relationships among the various sectors of the school community: student and students, teacher and students, teacher and administrator, administrator and community?
5. Are the grade school students best educated in co-educational

institutions or in separate schools for boys and separate schools for girls?

6. How are individual and social attitudes best reinforced or formed?
7. How important is general education for all students? What is the place of vocational training in a school program? How are students in the high school level prepared for future employment? How are the students equipped to deal with changes in society, now and in the future?
8. How does your school think students learn self-discipline and responsibility?
9. Does the school have specific values to which the students and faculty members are expected to conform? If so, what are these values and what is the basis of this system?
10. What do you believe to be the most effective instructional procedures to promote learning? How significant does the school consider active student involvement in activities such as problem solving, exchange of ideas, planning, and evaluation? Are these effective procedures in learning?

The above questions should stimulate discussion on the part of the faculty and administration and result in a coherent statement.

Stating the School's Objectives

The objectives of the school should be specific aims stated in harmony with the school's philosophy. They should indicate specific outcomes desired by the school, and consequently, they should provide guidelines for evaluating the implementation of the school's philosophy.

Approach No. 1. Describe your ideal graduate.

What information, knowledge, attitudes, skills, appreciation, interests, values, should he/she have? (This may first be answered by subject teachers or by departments before compilation by the faculty as a group.)

Approach No. 2. "What are you trying to do?"

- As a Filipino school
- In this locality
- With these students
- As a college preparatory or technical or comprehensive

school

- As a sectarian or non-sectarian school
- In the various subject areas
- In extra and/or co-curricular activities
- In the guidance program

APPENDIX A-2

STUDENT PROFILE

	(PAST FOUR YEARS)				CURRENT
1. No. of Students enrolled					
a. Grade School Pupils					
b. High School Students					
b.1 Day Students					
b.2 Night Students					
2. Total no. of classes or sections for all academic levels					
3. Cost for each full time student					
a. Tuition fees					
b. Other fees					
c. Board and lodging*					

**If the school is providing dormitory facilities.*

CHECKLIST ON EDUCATIONAL GOALS

For Students

Please check the statements of educational goals which agree with your desires and expectations regarding your Basic Education.

Scaling:

- 5 - Highly desirable
- 4 - Desirable
- 3 - Occasionally desirable
- 2 - Not desirable/applicable
- 1 - Indifferent

	5	4	3	2	1
() 1. understand basic moral and spiritual values					
() 2. acquire a set of values and an ethical system by which to live					
() 3. develop correct values					
() 4. desire and achieve socially responsible behavior					
() 5. develop intellectual prowess					
() 6. develop critical thinking					
() 7. acquire proficiency in expressing one's self					
() 8. develop effective study skills					
() 9. develop a command of basic mathematical processes					
() 10. provide opportunities for worthwhile co-curricular activities					

() 41. know the contemporary conditions of one's community and the nation as a whole and one's role in the community or in the nation

() 42. learn and appreciate cultural heritage

() 43. train for community leadership

() 44. provide opportunities for active participation in projects for community upliftment

() 45. train in the intelligent use of natural resources

5	4	3	2	1

() 46. Others (Note: Please use the space below for other goals that you expect from a basic education.)

CHECKLIST ON EDUCATIONAL GOALS

For Parents

Please check the statements of educational goals generally expected of integrated schools. Please check those which agree with your desires and expectations on behalf of your children.

Scaling:

- 5 - Highly desirable
- 4 - Desirable
- 3 - Occasionally desirable
- 2 - Not desirable/applicable
- 1 - Indifferent

	5	4	3	2	1
() 1. understand basic moral and spiritual values					
() 2. acquire a set of values and an ethical system by which to live					
() 3. develop correct values					
() 4. desire and achieve socially responsible behavior					
() 5. develop intellectual prowess					
() 6. develop critical thinking					
() 7. acquire proficiency in expressing one's self					
() 8. develop effective study skills					
() 9. develop a command of basic mathematical processes					

	5	4	3	2	1
() 10. provide opportunities for worthwhile co-curricular activities					
() 11. provide opportunities for the appreciation of arts, music and other aesthetic experiences					
() 12. discover and develop creative talent					
() 13. understand the scientific method and how it works					
() 14. understand scientific and technological progress					
() 15. acquire self-reliance					
() 16. develop the ability to work cooperatively					
() 17. train in effective leadership					
() 18. train in intelligent followership					
() 19. provide opportunities to meet people					
() 20. acquire refined manners to be able to conduct one's self properly in any kind of gathering					
() 21. provide guidance in the balanced development of one's personality					

	5	4	3	2	1
() 22. provide opportunities for self-discovery, self-expression and creativity					
() 23. develop the ability to deal constructively with psychological tension					
() 24. learn how to make use of leisure time					
() 25. acquire a wide range of interests					
() 26. develop the ability to adapt to changing conditions and to learn from mistakes					
() 27. maintain good physical and mental health					
() 28. provide adequate sex education					
() 29. select and prepare for an occupation or vocation					
() 30. prepare for marriage and family life					
() 31. develop an understanding of the concept of and need for responsible parenthood					
() 32. understand the abilities and skills needed for a successful and worthwhile family membership					

	5	4	3	2	1
() 33. develop an understanding of the meaning of life					
() 34. learn how to deal with life, its problems and stress					
() 35. develop the ability to plan one's life					
() 36. develop intellectual skills and concepts necessary for civic competence					
() 37. develop a basic understanding of the operation of one's government according to the constitution					
() 38. develop a basic understanding of the essentials of good citizenship					
() 39. develop an understanding of the economic goals of the country					
() 40. train in intelligent action as consumers					
() 41. know the contemporary conditions of one's community and the nation as a whole and one's role in the community or in the nation					

	5	4	3	2	1
() 42. learn and appreciate cultural heritage					
() 43. train for community leadership					
() 44. provide opportunities for active participation in projects for community upliftment					
() 45. train in the intelligent use of natural resources					

() 46. Others (Note: Please use the space below for other goals that you expect from a high school education.)

APPENDIX A-5

QUESTIONNAIRE FOR PARENTS

I. Religious Persuasions. Show the distribution of religious persuasions of students' parents according to the groupings.

	NUMBER	PERCENT
Catholic		
Protestant		
Aglipayan		
Iglesia ni Kristo		
Muslim		
Others (specify)		

II. Nationalities of Parents. Show the distribution of nationalities of students' parents.

	NUMBER	PERCENT
Filipino		
American (U.S.)		
Chinese		
Spanish		
Japanese		
Indian		
Others		

III. Occupational Distribution of Students' Parents. Show the occupational distribution of students' parents according to the groupings.

A. Employed

		Number		Percent	
		Part- time	full- time	Part- time	full- time
1.	Professional				
	Doctor	_____	_____	_____	_____
	Lawyer	_____	_____	_____	_____
	Engineer	_____	_____	_____	_____
	Entrepreneur	_____	_____	_____	_____
	Clergyman (Pastor)	_____	_____	_____	_____
	Accountant	_____	_____	_____	_____
	Dentist	_____	_____	_____	_____
	Veterinarian	_____	_____	_____	_____
	Others	_____	_____	_____	_____
2.	Education				
	College Professor or Administrator	_____	_____	_____	_____
	High School or Elementary School Principal	_____	_____	_____	_____
	High School or Elementary School Teacher	_____	_____	_____	_____
3.	Trade				
	Managerial Position	_____	_____	_____	_____
	Independent Personal service such as tailor, barber, shoemaker	_____	_____	_____	_____
	Others	_____	_____	_____	_____

		Number		Percent	
		Part-time	full-time	Part-time	full-time
4.	Agriculture and Fishing				
	Landlord	_____	_____	_____	_____
	Farm Manager	_____	_____	_____	_____
	Independent Farmer	_____	_____	_____	_____
	Fisherman	_____	_____	_____	_____
	Farm Tenant	_____	_____	_____	_____
	Farm Laborer	_____	_____	_____	_____
5.	Industry and Crafts				
	Owner of an enterprise	_____	_____	_____	_____
	Manager of a business establishment	_____	_____	_____	_____
	Middle-level employee	_____	_____	_____	_____
	Independent craftsman	_____	_____	_____	_____
	Skilled laborer	_____	_____	_____	_____
	Unskilled worker	_____	_____	_____	_____
	Others	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
6.	Civil Service and/or Government Employee	_____	_____	_____	_____

Number

Percent

B. Unemployed/Retired

IV. Highest Educational Attainment of Students' Parents

	NUMBER	PERCENT
Elementary		
Secondary		
College		
Graduate School		
Post Graduate		
Others (specify)		

Note: The school making the survey should feel free to devise a more detailed questionnaire for its own purposes.

APPENDIX A-6

QUESTIONNAIRE OF THE COMMUNITY

I. Religious Persuasions. Give available information concerning major religious persuasions in your community.

	NUMBER	PERCENT
Catholic		
Protestant		
Aglipayan		
Iglesia ni Kristo		
Muslim		
Others (specify)		

II. Occupational Distribution of Adults in the Community. Give information concerning professionals and other employed personnel who can serve as resource persons for the school.

A. Employed

	Number		Percent	
	Part-time	full-time	Part-time	full-time
1. Professional				
Doctor	_____	_____	_____	_____
Lawyer	_____	_____	_____	_____
Engineer	_____	_____	_____	_____
Entrepreneur	_____	_____	_____	_____
Clergyman (Pastor)	_____	_____	_____	_____
Accountant	_____	_____	_____	_____
Dentist	_____	_____	_____	_____
Veterinarian	_____	_____	_____	_____
Others	_____	_____	_____	_____

Number

Percent

	Part-time	full-time	Part-time	full-time
2. Education				
College Professor or Administrator	_____	_____	_____	_____
High School or Elementary School Principal	_____	_____	_____	_____
High School or Elementary School Teacher	_____	_____	_____	_____
3. Trade				
Managerial Position	_____	_____	_____	_____
Independent Personal service such as tailor, barber, shoemaker	_____	_____	_____	_____
Others	_____	_____	_____	_____
4. Agriculture and Fishing				
Landlord	_____	_____	_____	_____
Farm Manager	_____	_____	_____	_____
Independent Farmer	_____	_____	_____	_____
Fisherman	_____	_____	_____	_____
Farm Tenant	_____	_____	_____	_____
Farm Laborer	_____	_____	_____	_____
5. Industry and Crafts				
Owner of an enterprise	_____	_____	_____	_____
Manager of a business establishment	_____	_____	_____	_____
Middle-level employee	_____	_____	_____	_____
Independent craftsman	_____	_____	_____	_____

		Number		Percent	
		Part-	full-	Part-	full-
		time	time	time	time
	Skilled laborer	_____	_____	_____	_____
	Unskilled worker	_____	_____	_____	_____
6.	Civil Service and/or Government Employee	_____	_____	_____	_____

		Number	Percent
B.	<u>Unemployed/Retired</u>	_____	_____

III. List agencies and facilities in the community that may assist the educational program of your school.

APPENDIX B

**PHILIPPINE ACCREDITING ASSOCIATION OF SCHOOLS,
COLLEGES AND UNIVERSITIES**

QUESTIONNAIRE FOR INDIVIDUAL FACULTY MEMBERS

(N.B. Information concerning each staff member should be gathered and submitted to the evaluating team before it proceeds to fill out the survey form for Faculty.)

NAME _____ SCHOOL _____

A. PREPARATION

1. EDUCATIONAL ACHIEVEMENT

a. Secondary School Attendance

List below information concerning secondary school attendance.

SCHOOL	LOCALITY	DATE OF ATTENDANCE

b. College Attendance

List below information concerning attendance at college or other institutions above the secondary level.

INSTITUTION	DATE OF ATTENDANCE	DEGREE OBTAINED	DATE GRANTED

c. Major Subject _____ Minor Subject _____

d. Government Examination Passed or its Equivalent

TITLE OF GOVERNMENT EXAM	RATING	YEAR TAKEN

2. GRADUATE STUDIES

College/University Address	Degree OBTAINED	Date Graduated

College/University Address	Degree BEING PURSUED	Units Earned	Date Of Attendance

3. WORK EXPERIENCE

a. School Experience

SCHOOL / ADDRESS	POSITION	INCLUSIVE DATES	NUMBER OF YEARS

b. Non-School Experience

ORGANIZATION/COMPANY	POSITION	INCLUSIVE DATES	NUMBER OF YEARS

COMMENTS :

4. SEMINARS/WORKSHOPS ORGANIZED OR FACILITATED

DATE/VENUE	TITLE	SPONSORING GROUP/AUDIENCE

5. RESEARCH (published or unpublished)

As a member of the faculty, I have investigated problems related to: (please check)

- Philosophy & Objectives/ Core Values
- Needs Assessment (faculty and students)
- Curriculum development
- Teaching / Learning Methods and Strategies
- Evaluation of Learning
- Remedial / Enrichment Programs
- Student Activity Program
- Others: _____
- _____

6. PUBLICATIONS (Books, researches, studies or articles related to education that have been published)

Title	Publisher	Date of Publication

Philippine Accrediting Association of Schools, Colleges and Universities

STATISTICAL SUMMARY FORMS FOR INTEGRATED SCHOOL

The evaluation forms have been prepared for each of the eight areas (*Faculty, Curriculum and Instruction, Library, Laboratories, Physical Plant, Student Services, Administration, and The School and Community*). There are also forms for *General Statistical Summary*.

These statistical summary forms are filled out for a given area when all the Analyses and Evaluations have been made for that area. The General Summaries are made at the end of the self-survey.

GENERAL STATISTICAL SUMMARY

SECTION	TITLE OF SECTION	AVERAGE	WEIGHT VALUE	PRODUCT
II	Faculty		5	
III	Curriculum and Instruction		5	
IV	Library and Audio-Visual Center		2	
V	Laboratories		2	
VI	Physical Plant		1	
VII	Student Services		3	
VIII	Administration		3	
IX	The School and Community		2	
TOTAL			23	
GENERAL AVERAGE				

$$\frac{\text{Sum of Products}}{23} = \text{General Average}$$

STATISTICAL SUMMARY

SECTION II - FACULTY

DIV	TITLE OF DIVISION	EVALUATION							AVERAGE	WEIGHT VALUE	PRODUCT
		a	b	c							
A	Selection of Faculty	a	b	c						3	
B	Academic and Professional Preparation	a	b	c						3	
C	Teaching Experience and Length of Service	a	b	c						2	
D	Teaching Assignment and Load	a	b	c	d	e				4	
E	Professional Performance	a	b	c	d	e	f	g		3	
F	Faculty Development	a	b	c	d	e	f	g		2	
G	Salaries and Other Benefits	a	b	c						2	
H	Tenure, Leaves of Absence, Dismissal & Ret. Provisions	a	b	c	d					2	
TOTAL										21	
GENERAL AVERAGE											

$$\frac{\text{Sum of Products}}{\text{Sum of Weight Values}} = \text{Area Average}$$

STATISTICAL SUMMARY

SECTION III - CURRICULUM AND INSTRUCTION

DIV	TITLE OF DIVISION	EVALUATION														AVERAGE	WEIGHT VALUE	PRODUCT
		a	b	c	d	e	f	g	h	i	j	k	l	m	n			
A	Curriculum	a	b	c	d	e											4	
B	Classroom Instruction	a	b	c	d	e	f	g	h	i	j	k	l	m	n		5	
C	Student Learning	a	b	c	d	e	f	g	h	i							4	
D	Evaluation of Academic Achievement	a	b	c	d	e	f										3	
E	Co-curricular activities	a	b	c	d	e	f										2	
F	Administrative Concern for Effective Instruction	a	b	c	d	e	f	g	h	i							3	
												21						

$$\frac{\text{Sum of Products}}{\text{Sum of Weight Values}} = \text{Area Average}$$

STATISTICAL SUMMARY
SECTION IV - LIBRARY AND AUDIO-VISUAL CENTER

DIV	TITLE OF DIVISION	EVALUATION							AVERAGE	WEIGHT VALUE	PRODUCT
A	Library and Audio-Visual Center Personnel	a	b	c	d	e			3		
B	Financial Support and Accountability	a	b	c					2		
C	Library and Audio-Visual Resources										
	Selection	a	b	c					1		
	Holdings										
	Print - Books	a	b	c	d	e			1		
	Print - Newspapers & Periodicals	a	b	c	d	e			1		
	Non-print Materials	a	b	c	d				1		
	Audio-visual Equipment	a	b						1		
	Organization of Holdings	a	b	c	d	e1	e2	e3	e4	1	
	Care and Maintenance of Holdings and Equipment	a	b						1		
D	Services										
	Services for Faculty and Administrators	a	b	c					1		
	Services for Students	a	b	c					1		
E	Accessibility of the Library and Audio-Visual Center Services	a	b	c	d				1		
F	Physical Facilities	a	b	c	d				1		
									16		

Sum of Products = Area Average
Sum of Weight Values

STATISTICAL SUMMARY

SECTION V - LABORATORIES

DIV	TITLE OF DIVISION	EVALUATION						AVERAGE	WEIGHT VALUE	PRODUCT
A	Science Laboratories:									
	Rooms	a	b	c					2	
	Equipment and Supplies	a	b	c					3	
	Maintenance and Improvement	a	b	c	d	e	f		2	
	Laboratory Experiments and Activities	a	b	c					3	
B	Technology and Livelihood Education Laboratories	a	b	c	d				3	
C	Computer Laboratories	a	b	c	d				3	
TOTAL									16	
AREA AVERAGE										

$$\frac{\text{Sum of Products}}{\text{Sum of Weight Values}} = \text{Area Average}$$

STATISTICAL SUMMARY

SECTION VI - PHYSICAL PLANT

DIV	TITLE OF DIVISION	EVALUATION										AVERAGE	WEIGHT VALUE	PRODUCT
		a	b	c	d	e								
A	Site/Campus	a	b	c	d	e							4	
B	Buildings	a	b	c	d							3		
C	Building Services	a	b	c	d	e	f	g	h	l		4		
D	Classrooms	a	b	c	d							3		
E	Auditorium / Gym / Covered Court	a	b	c	d	e	f						1	
F	Canteen / Dining Room / Kitchen	a	b	c								2		
G	Clinic Facilities	a	b									2		
H	Offices, Faculty Rooms and Others	a	b	c	d							2		
											TOTAL	21		
											AREA AVERAGE			

$$\frac{\text{Sum of Products}}{\text{Sum of Weight Values}} = \text{Area Average}$$

STATISTICAL SUMMARY

SECTION VII - STUDENT SERVICES

DIV	TITLE OF DIVISION	EVALUATION					AVERAGE	WEIGHT VALUE	PRODUCT
A	Guidance Program								
	<i>Admission</i>	a	b	c	d		2		
	<i>Guidance Organization and Administration</i>	a	b	c	d		2		
	<i>Guidance Services:</i>								
	Orientation Program	a	b					2	
	Individual Inventory Service	a	b	c	d		3		
	Testing and Research Service	a	b	c	d		3		
	Counseling Service	a	b	c				4	
	Service to Admin., Teachers and Parents	a	b	c				2	
	Career Guidance Developmental Service	a	b	c	d		3		
	Placement and Follow-up Services	a	b					2	
B	Health and Food Services	a	b					3	
C	Transportation Service	a						3	
D	Student Activity Program	a	b	c	d	e		3	
							32		

Sum of Products _____ = Area Average
 Sum of Weight Values

STATISTICAL SUMMARY

SECTION VIII - ADMINISTRATION

DIV	TITLE OF DIVISION	EVALUATION										AVERAGE	WEIGHT VALUE	PRODUCT			
A	Governing Body	a	b												3		
B	Administrative Organization	a	b	c												4	
C	Administrative Performance	a	b	c	d	e	f1	f2	f3					2			
D	Academic Administration	a	b	c	d1	d2	d3	d4	e	f	g		2				
E	Administration of Non-academic Personnel	a	b	c	d	e	f							4			
F	Student Administration	a	b	c	d	e	f							2			
G	Financial Administration	a	b	c	d	e	f	g	h					3			
H	Administration of Records and Reports	a												2			
												TOTAL	22				
												AREA AVERAGE					

$$\frac{\text{Sum of Products}}{\text{Sum of Weight Values}} = \text{Area Average}$$

STATISTICAL SUMMARY

SECTION IX - THE SCHOOL AND COMMUNITY

DIV	TITLE OF DIVISION	EVALUATION						AVERAGE	WEIGHT VALUE	PRODUCT
A	Basic Data about the School and the Outside Community	a	b	c	d				1	
B	School and Community Relations	a	b	c	d	e	f		3	
C	School-Community Awareness and Involvement	a	b	c					3	
TOTAL									7	
AREA AVERAGE										

$$\frac{\text{Sum of Products}}{\text{Sum of Weight Values}} = \text{Area Average}$$