



**PHILIPPINE ACCREDITING ASSOCIATION OF SCHOOLS,  
COLLEGES AND UNIVERSITIES  
(PAASCU)**

**SURVEY FORM A  
FOR  
ELEMENTARY PROGRAMS**

**2009 Edition**

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PAASCU**

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**Philippine Accrediting Association of Schools, Colleges and Universities**

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## **TABLE OF CONTENTS**

### **Section I - PHILOSOPHY AND OBJECTIVES**

General Nature of Philosophy, Vision-Mission and Objectives  
Common Objectives  
Objectives Peculiar to this Grade School  
Acceptance by the School Community  
Agreement between Philosophy, Vision-Mission and Objectives  
and their Implementation

### **Section II - FACULTY**

Selection and Hiring of Faculty and Academic Non-Teaching  
Personnel  
Academic and Professional Preparation  
Professional Performance  
Teaching Experience, Length of Service, Age and Staff  
Mobility  
Teaching Assignment and Load  
Development Program  
I. Faculty  
II. Academic Non-Teaching Personnel  
Salaries and other Benefits  
Terms of Employment

### **Section III-ADMINISTRATION AND SCHOOL STAFF**

General Control  
Administrative Organization  
Officers of the Administration  
Academic Administration  
Community Relations  
Other Administrative Functions  
I. Admissions  
II. Personnel Administration  
III. Financial Administration  
IV. Administration of Records and Reports

### **Section IV - CURRICULAR PROGRAMS AND INSTRUCTION**

Curriculum  
Instructional Activities  
Learning Outcomes  
Evaluation of Pupils Academic Achievement and Progress  
Co-Curricular Programs

### **Section V - INSTRUCTIONAL MEDIA CENTER**

Administration and Staff  
Financial Support and Accountability

Library and Audio-Visual Resources  
Services  
Accessibility of IMC Services  
Physical Facilities

**Section VI - STUDENT SERVICES**

Guidance and Counseling Services  
Health and Safety Services  
Food and Nutrition Services  
Transportation Services

**Section VII- FACILITIES**

Site/Campus  
Building/Buildings  
Building Services  
Classrooms  
Clinic and Health Room  
Special Rooms and Services

**Appendices**

Appendix A-1: General Statistical Summary  
Appendix A-2: Statistical Summary for Faculty and  
Academic Non-Teaching Personnel  
Appendix A-3: Statistical Summary for Administration and  
School Staff  
Appendix A-4: Statistical Summary for Curricular Programs  
and Instruction  
Appendix A-5: Statistical Summary for Instructional Media  
Center  
Appendix A-6: Statistical Summary for Student Services  
Appendix A-7: Statistical Summary for Facilities  
Appendix B-1: Fact Sheet  
Appendix B-2: Checklist on Educational Goals  
Appendix C : Some Notes on Formulating the School's  
Philosophy and Objectives  
Appendix D : Questionnaire

SURVEY FORM

SECTION I

**PHILOSOPHY AND OBJECTIVES**

CONTENTS

INTRODUCTION

- A. GENERAL NATURE OF PHILOSOPHY, VISION-MISSION AND OBJECTIVES
- B. COMMON OBJECTIVES
- C. OBJECTIVES PECULIAR TO THIS GRADE SCHOOL
- D. ACCEPTANCE BY THE SCHOOL COMMUNITY
- E. AGREEMENT BETWEEN PHILOSOPHY, VISION-MISSION AND OBJECTIVES AND THEIR IMPLEMENTATION

NAME OF GRADE SCHOOL:

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ANALYSIS MADE BY:

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EVALUATION MADE BY:

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DATE COMPLETED:

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## **INTRODUCTION**

A grade school should determine its philosophy and objectives in receiving students and in offering them instruction. A grade school's general objectives should be consonant with the national educational goals and the objectives of the institution to which the school is affiliated. A clear knowledge of the clientele which the school intends to serve and of the community in which it exists is needed for the determination of objectives. Once determined, they should be clearly stated in a bulletin or prospectus readily available to all persons concerned.

In accordance with the provisions of the Constitution of the Republic of the Philippines, the grade 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 2)

Each school is encouraged to choose its specific objectives within the framework presented by its general objectives. Such specific objectives should be relevant, attainable and educationally sound.

The faculty should be thoroughly familiar with all of the school's objectives and accept them. Thus, the faculty should be involved in evaluating and revising the objectives. Where a grade school is part of a larger institution, the faculty should also be familiar with the objectives of the whole institution.

Because of the increasing participatory role of parents in the school, parents should also be involved on a consultative basis in evaluating and revising the objectives.

A definite correlation should exist between the school's statement of its objectives and the activities designed to realize these objectives.

## **INSTRUCTION**

The evaluation survey team should fill out Divisions A to D of this form before the survey of the other areas is undertaken. The other areas will be evaluated in the light of the Philosophy and Objectives professed by the school under survey. Thus, the evaluation survey team should be aware of the information revealed in this form and should keep them in mind as they inspect 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 section: Is there harmony between the educational practice of this school and its avowed philosophy?

In addition to supplying information needed for the survey of the other areas, this survey 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 Divisions 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.

In the parentheses ( ) placed to the left of the propositions, the following symbols should be placed:

**E** - clearly evident

**N** - not clearly evident

**M** - missing; not evident

In Division C, the objectives should be typed in. If more space is required, a separate page may be used.

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

##### ANALYSIS

- ( ) 1. The philosophy, vision and mission are clearly stated.
- ( ) 2. The objectives of the school are clearly defined and are in consonance with the school's philosophy, vision and mission.
- ( ) 3. The philosophy, vision-mission and objectives are adapted to the needs of the clientele which the school intends to serve.
- ( ) 4. The philosophy, vision-mission and objectives are adapted to the needs of the community in which the school exists.
- ( ) 5. The philosophy, vision-mission and objectives are published in a bulletin or prospectus.
- ( ) 6. This bulletin or prospectus is readily available to prospective students, parents and other persons concerned.
- ( ) 7. The philosophy, vision and mission objectives are regularly examined and revised as needed.
- ( ) 8. The faculty is involved in evaluating and revising the objectives.
- ( ) 9. Parents are involved on a consultative basis in evaluating and revising the objectives.

See Appendix C, "Some Notes on Formulating the School's Philosophy and Objectives".

## COMMENTS

### B. COMMON OBJECTIVES

#### ANALYSIS

- ( ) 1. The objectives of the school are in accordance with the educational aims of the institution to which it is affiliated.
- ( ) 2. The school includes among its objectives a well-integrated program of moral and spiritual training of its students.
- ( ) 3. The school includes among its objectives:
  - ( ) a. an adequate program of general education on the elementary level.
  - ( ) b. the development of the learners towards a well-integrated life.
  - ( ) c. knowledge of the rights and duties of a citizen of this republic.
- ( ) 4. The objectives are in consonance with national development goals of:
  - ( ) a. attainment of national unity and identity.
  - ( ) b. national discipline.
  - ( ) c. economic self-sufficiency.
  - ( ) d. cultural enrichment.
  - ( ) e. care for the environment.

#### COMMENTS



C. OBJECTIVES PECULIAR TO THIS GRADE SCHOOL\*

ANALYSIS

1. The grade school professes the following specific objectives:
  - a.
  - b.
  - c.
  - d.
  - e.
  
2. The larger institution to which the school belongs professes the following objectives:
  - a.
  - b.
  - c.
  - d.
  - e.

COMMENTS

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

#### D. ACCEPTANCE BY THE SCHOOL COMMUNITY

##### ANALYSIS

- ( ) 1. The faculty members and other personnel understand and accept the school's philosophy, vision–mission and objectives.
- ( ) 2. Incoming members of the faculty and other personnel are informed of the school's philosophy, vision–mission and objectives of this grade school.
- ( ) 3. Incoming faculty members and other personnel are also informed of the philosophy, vision–mission and objectives of the larger institution.
- ( ) 4. The parents understand and accept the philosophy, vision–mission and objectives.

##### COMMENTS

#### E. AGREEMENT BETWEEN PHILOSOPHY, VISION-MISSION AND OBJECTIVES AND THEIR IMPLEMENTATION

##### ANALYSIS

- ( ) 1. Service- and value-oriented objectives are included in the school's curricular programs.
- ( ) 2. There is harmony between the educational practices of this grade school and its avowed purposes.
- ( ) 3. All activities of the grade school tend towards the realization of its objectives.
- ( ) 4. There are provisions for interaction among administrators, staff members, teachers, pupils and parents to realize the philosophy, vision–mission and objectives of the school.
- ( ) 5. All statements made by the grade school in its bulletin and other publications are realistic and support the school's philosophy, vision–mission and objectives.

##### COMMENTS

SURVEY FORM

SECTION II

**FACULTY AND ACADEMIC NON-TEACHING PERSONNEL**

CONTENTS

INTRODUCTION

FACULTY COMPOSITION

- A. SELECTION AND HIRING OF FACULTY AND ACADEMIC NON-TEACHING PERSONNEL
- B. ACADEMIC AND PROFESSIONAL PREPARATION
- C. PROFESSIONAL PERFORMANCE
- D. TEACHING EXPERIENCE, LENGTH OF SERVICE, AGE AND STAFF MOBILITY
- E. TEACHING ASSIGNMENT AND LOAD
- F. DEVELOPMENT PROGRAM
  - I. FACULTY
  - II. ACADEMIC NON-TEACHING PERSONNEL
- G. SALARIES AND OTHER BENEFITS
- H. TERMS OF EMPLOYMENT

NAME OF GRADE SCHOOL:

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ANALYSIS MADE BY:

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EVALUATION MADE BY:

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DATE COMPLETED:

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## INTRODUCTION

A competent and effective faculty is essential for a good school. Pupils are likely to have exciting and fruitful learning experiences in school when the faculty and staff are qualified, experienced, alert, conscientious, well-educated, physically fit, emotionally stable, and child-oriented.

The effectiveness of the staff is influenced by many factors such as harmonious relationships with all sectors of the school community, a well-balanced development program, and an adequate compensation package.

The number of faculty members and academic non-teaching personnel should be adequate for the educational program, the school enrollment and the special needs of the pupils. The workload is such that maximum efficiency in service is assured.

## 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

**N** - Provision or condition is missing but not essential

In order to correctly use the symbols M or N, the survey team must be aware of the philosophy and objectives of the 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:
  - a. the provisions or conditions are extensive and are functioning well, or
  - b. the provisions or conditions are moderately extensive but are functioning excellently.
- 3 - Good: the provisions or conditions are moderately extensive and are functioning well.
- 2 - Fair:
  - a. the provisions or conditions are moderately extensive but are functioning poorly, or
  - b. the provisions or conditions are limited in extent but are functioning well.
- 1 - Poor: the provisions or conditions are limited in extent and are functioning poorly.

## COMMENTS

In the space allotted for comments, the survey team should indicate the degree of harmony between the Philosophy and Objectives of this school and the educational practices considered in this division. In doing so, it will give its reasons for the use of M or N in the Analyses and Evaluations just made.

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

## FACULTY COMPOSITION

Staff is divided into two groups: instructional staff and academic non-teaching personnel.  
 Recommendation: Academic personnel are divided into two groups:

### (1) CURRENT (PRESENT SCHOOL YEAR)

ASSIGNMENTS	MALE	FEMALE	TOTAL
1. Administration			
2. Supervision			
a. without teaching load			
b. with teaching load			
3. Instruction			
a. full-time			
b. part-time			
4. Counseling/Testing			
5. Library-Media Services			
6. Other academic non-teaching personnel			
<b>TOTAL</b>			

### (2) THREE YEARS PREVIOUS

ASSIGNMENTS	SY	SY	SY	SY	SY	SY
ASSIGNMENTS	MALE		FEMALE		TOTAL	
1. Administration						
2. Supervision						
a. without teaching load						
b. with teaching load						
3. Instruction						
a. full-time						
b. part-time						
4. Counseling/Testing						
5. Library-Media Services						
6. Other academic non-teaching personnel						
<b>TOTAL</b>						

A. SELECTION AND HIRING OF FACULTY MEMBERS  
AND ACADEMIC NON-TEACHING PERSONNEL

ANALYSIS

1. The selection of teachers is a cooperative process involving: (please check)  
 a. school head  
 b. principal  
 c. assistant principal  
 d. subject area coordinators  
 e. grade level coordinators  
 f. others (please specify) \_\_\_\_\_
2. The selection of academic non-teaching personnel is a cooperative process involving: (please check)  
 a. school head  
 b. principal  
 c. assistant principal  
 d. subject area coordinators  
 e. grade level coordinators  
 f. heads of department/office/unit  
 g. others (please specify) \_\_\_\_\_
- ( ) 3. There is a written policy for faculty and academic non-teaching personnel hiring procedures.
4. The hiring procedures include:  
 a. an evaluation of the applicant's transcript and other credentials  
 b. possession of a professional teacher's license  
 c. interviews  
 d. qualifying tests  
 e. an evaluation of the applicant's experience  
 f. classroom/job demonstration  
 g. consideration of recommendations from reliable sources  
 h. a medical examination  
 i. others (please specify) \_\_\_\_\_
- ( ) 5. The institution's specific policies for selection and hiring of staff members are observed.

## EVALUATION

- a. How satisfactory is the stated procedure for selecting
  - ( ) 1. faculty members?
  - ( ) 2. academic non-teaching personnel?
- b. How consistently has this procedure been used?
- c. How successful have these methods been in selecting competent:
  - ( ) 1. faculty members?
  - ( ) 2. academic non-teaching personnel?
- d. How successful have these methods been in hiring competent:
  - ( ) 1. faculty members?
  - ( ) 2. academic non-teaching personnel?

## COMMENTS



B. ACADEMIC AND PROFESSIONAL PREPARATION

DATA ON SCHOOL PERSONNEL

1. Instructional Staff

Indicate in the following table the data asked for:

BASIC ACADEMIC REQUIREMENTS	NUMBER	PERCENT OF STAFF
BSEED/BEED		
BSE, etc.		
AB/BS with 18 education units		
Others (please specify)		
TOTAL		

Professional Teaching License	Number	Percent
Teachers with license		
Teachers without license		
TOTAL		

FURTHER STUDIES (if any)	NUMBER	PERCENT OF STAFF
with 3-15 graduate units		
with 16-30 graduate units		
MA/MS candidate (thesis writing) and/or passed Comprehensive Exams		
with MA/MS/Master's degree		
Others (please specify)		
TOTAL		

2. Academic Non-Teaching Personnel

ACADEMIC NON-TEACHING PERSONNEL (ANTP)	DEGREE	NUMBER OF ANTP

EVALUATION

- ( ) a. How satisfactory is the percentage of fully qualified classroom teachers and teachers of special subjects?
- ( ) b. How satisfactory is the percentage of faculty members with academic preparation beyond the minimum degree requirements?
- ( ) c. How satisfactory is the percentage of faculty members with professional teaching license?
- ( ) d. How satisfactory is the percentage of fully qualified members of the academic non-teaching personnel?
- ( ) e. How well-matched to the requirements of the curriculum is the preparation of the faculty as a whole?
- ( ) f. To what extent does the professional growth of the faculty contribute to the improvement of the curriculum and the school in general.

COMMENTS

Describe how the school encourages faculty to upgrade themselves academically and professionally.

C. PROFESSIONAL PERFORMANCE

ANALYSIS

The members of the faculty:

- ( ) 1. endeavor to implement the philosophy and objectives of the institution and the specific objectives of the grade school.

- ( ) 2. show evidence of knowledge and understanding of school policies and procedures.
- 3. show evidence of an awareness and understanding of:
  - ( ) a. national issues
  - ( ) b. social issues
  - ( ) c. educational issues
  - ( ) d. environmental issues
  - ( ) e. global issues
  - ( ) f. others
- ( ) 4. implement the scope and sequence and syllabi of the subjects to be taught.
- ( ) 5. show mastery of subject matter.
- ( ) 6. utilize a variety of teaching methods, techniques and strategies.
- ( ) 7. show mastery of the medium of instruction.
- ( ) 8. practice principles of sound classroom management.
- ( ) 9. make use of library and media resources.
- ( ) 10. utilize the available guidance data.
- ( ) 11. possess the ability to relate and communicate with children.
- ( ) 12. possess the ability to diagnose general and specific weaknesses of pupils.
- ( ) 13. possess the ability to relate and communicate with fellow faculty members, administrators, school staff and parents.

## EVALUATION

- ( ) a. How effectively and extensively do faculty members help the school achieve its philosophy and objectives?
- b. To what extent do teachers show awareness and understanding of :
  - ( ) 1. national issues
  - ( ) 2. social issues
  - ( ) 3. educational issues
  - ( ) 4. environmental issues
  - ( ) 5. global issues
  - ( ) 6. others
- ( ) c. How effectively are plans and preparations made for instructional materials?



2. Length of service of academic non-teaching personnel

YEARS OF EXPERIENCE	YEARS OF SERVICE						TOTAL SERVICE		
	IN THIS SCHOOL			IN OTHER SCHOOLS					
	NUMBER		%	NUMBER		%	NUMBER		%
	M	F		M	F		M	F	
25 or more									
20 – 24									
15 – 19									
10 – 14									
4 – 9									
1 – 3									
Less than 1									
TOTAL									

3. Age bracket of teachers and academic non-teaching personnel

AGE	TEACHERS			ACADEMIC NON-TEACHING PERSONNEL		
	NUMBER		%	NUMBER		%
	M	F		M	F	
over 60						
56 – 60						
51 – 55						
46 – 50						
41 – 45						
36 – 40						
31 – 35						
26 – 30						
25 and below						
TOTAL						

4. Staff Mobility

REASONS FOR TURNOVER	SY__-__		SY__-__		SY__-__	
	FACULTY	ANTP	FACULTY	ANTP	FACULTY	ANTP
Resignation						
Retirement						
Retrenchment						
Others (on leave etc.)						
<b>SUB-TOTAL</b>						

REASONS FOR CHANGES IN STAFF	SY__-__		SY__-__		SY__-__	
	FACULTY	ANTP	FACULTY	ANTP	FACULTY	ANTP
Growth/Expansion						
Replacement						
New Program						
Others (please specify)						
<b>SUB-TOTAL</b>						

EVALUATION

- ( ) a. How satisfactory is the collective teaching experience of the faculty?
- ( ) b. How satisfactory is the faculty members' length of service in the school?
- ( ) c. To what extent does the collective teaching experience of the faculty contribute to the quality of the school?
- ( ) d. To what extent does the age profile of the faculty contribute to the quality of the school?

( ) e. To what extent does the length of service of the ANTP contribute to the improvement of the school?

( ) f. How successful is the school in retaining its faculty and personnel?

COMMENTS

### E. TEACHING ASSIGNMENT AND LOAD

DATA

TEACHING PERIOD PER WEEK (based on the 40 min. period)	NUMBER OF TEACHERS	NUMBER OF PREPARATIONS			
		1	2	3	4 OR MORE
More than 30					
25 – 30					
20 – 24					
15 – 19					
10 – 14					
5 – 9					
1 – 4					
TOTAL					

Indicate the regular teaching load of the faculty

\_\_\_\_\_

### DISTRIBUTION OF CLASSES BY SIZE

NUMBER OF PUPILS PER CLASS	NUMBER OF CLASSES	PERCENT OF TOTAL CLASSES
More than 50		
46 – 50		
41 – 45		
36 – 40		
31 – 35		
26 – 30		
below 25		
TOTAL		

### PERCENT OF STAFF

	FULL-TIME	PART-TIME
FACULTY		
ACADEMIC NON-TEACHING PERSONNEL		

### ANALYSIS

1. The teaching load of the faculty members allows sufficient time for:
  - ( ) a. preparation of classes.
  - ( ) b. adequate evaluation of pupil achievement.
  - ( ) c. professional growth.
- ( ) 2. Provision is made for the equitable distribution of extra class responsibilities of faculty members.
- ( ) 3. Teachers are available for consultation by pupils/parents outside of class hours.
- ( ) 4. Provision is made to adjust teaching assignments for teachers having exceptionally large classes or handling subjects requiring extensive correction work.

### EVALUATION

- ( ) a. How satisfactory are the teaching load/working hours of the faculty?



- ( ) b. How adequate is the percentage of faculty/academic non-teaching personnel on full-time basis?
- ( ) c. How adequate is the number of faculty members/academic non-teaching personnel for the school's enrollment and the programs offered?
- ( ) d. How adequate is the time allotted for:
  - 1) lesson preparation
  - 2) consultation
  - 3) professional growth

COMMENTS

F. DEVELOPMENT PROGRAM

I. Faculty:

ANALYSIS

- ( ) 1. The school has a Faculty Development Program.
  - 2. Each member of the faculty uses the opportunity to grow professionally through:
    - \_\_\_ a. participation in faculty meetings
    - \_\_\_ b. participation in seminars/workshops in and outside the school
    - \_\_\_ c. use of professional publications and information technology
    - \_\_\_ d. participation in teacher-initiated activities and programs
    - \_\_\_ e. membership in professional organizations
    - \_\_\_ f. participation in classroom-based research
    - \_\_\_ g. others (please specify) \_\_\_\_\_
- ( ) 3. The school has an orientation program for newly-hired teachers.
- ( ) 4. Provisions are made for the development of the faculty through spiritual, physical, civic, religious and cultural activities and social awareness.

EVALUATION

- ( ) a. To what extent does the Faculty Development Program provide for the holistic development of the teachers?
- ( ) b. How satisfactory are evidences of professional growth among the faculty?
- ( ) c. How extensive are appropriate professional materials and technology available to faculty members?
- ( ) d. How adequate is the induction/orientation program for the newly-hired teachers ?

#### SUPPLEMENTARY DATA/EXHIBITS:

1. Faculty Development Program
2. List of latest seminars/workshops attended (current & last 3 school years)
3. Attendance in graduate courses (if any)
4. Induction/Orientation program for new teachers
5. Projects and activities of the Faculty Association

#### COMMENTS

Describe how the faculty development activities promote the harmonious relationship among the members of the school community.

#### II. Academic Non-teaching Personnel

##### ANALYSIS

- ( ) 1. The school has a Personnel Development Program.
- ( ) 2. The school has an Orientation Program for the newly-hired staff.
- ( ) 3. The academic non-teaching personnel:
  - \_\_\_ a. participate in personnel meetings.
  - \_\_\_ b. read professional books and periodicals.
  - \_\_\_ c. attend courses, seminars and workshops to increase professional knowledge and skill.
- ( ) 4. Provision is made for their spiritual, cultural and professional growth and social awareness.

## EVALUATION

- ( ) a. How extensive are the professional activities of the staff?
- ( ) b. How adequate is the Personnel/Staff Development Program?
- ( ) c. To what extent are opportunities provided for personnel formation?
- ( ) d. How satisfactory are evidence of supportive and progressive academic non-teaching personnel?

## SUPPLEMENTARY DATA/EXHIBIT

Provide a copy of the Personnel Development Program.  
Projects and activities of the Personnel/Staff Association.

## COMMENTS

### G. SALARIES AND OTHER BENEFITS

Indicate below the number of full-time teachers who are paid:

MONTHLY SALARY	NUMBER OF TEACHERS	PERCENTAGE
Below P10,000		
10,001 - 12,000		
12,001 - 14,000		
14,001 - 16,000		
16,001 - 18,000		
18,000 - 20,000		
over 20,000		

For more realistic presentation, the school should change the rate according to its present salary scale.

## ANALYSIS

- ( ) 1. The starting salary takes into consideration the qualifications and experience of the applicants.

- ( ) 2. The probationary period is of fixed definite duration according to law.
- ( ) 3. There is a salary schedule for faculty members.
- ( ) 4. The compensation package is appropriate to meet the demands of the socio-economic conditions of the community.
- ( ) 5. The salary scale is sufficiently flexible to allow for cases of unusual merit and extra assignments.
- ( ) 6. The salary schedule provides incentive for faculty members to continue professional advancement.
- ( ) 7. The grade school has definite types of recognizing the service and achievement of the faculty and staff.
- ( ) 8. The grade school has a retirement program.

#### EVALUATION

- ( ) a. How adequately does the compensation package meet accepted norms of just compensation?
- ( ) b. How well is the salary schedule being followed?
- ( ) c. How satisfactory are the types of recognition for faculty members/academic non-teaching personnel?
- ( ) d. How adequate is the retirement plan?

#### SUPPLEMENTARY DATA/EXHIBITS

Append the compensation package including plans for increment or merit increase, fringe benefits, retirement provisions and other type of recognition, if any:

#### COMMENTS

## H. TERMS OF EMPLOYMENT

### ANALYSIS

- ( ) 1. The terms of employment are clearly spelled out in the faculty manual.
- 2. The following school policies are in accordance with the law:
  - ( ) a. probationary period
  - ( ) b. sick leave
  - ( ) c. maternity/paternity leave
  - ( ) d. other forms of leave
- ( ) 3. The employment of faculty members/academic non-teaching personnel is covered by written contracts.
- ( ) 4. Sufficient warning and a specific statement of deficiencies in writing precede the imposition of sanction and/or dismissal of a teacher/academic non-teaching personnel.
- ( ) 5. Due process is followed in the imposition of sanction and/or dismissal of a teacher/academic non-teaching personnel.
- 6. Promotion is based on the following:
  - ( ) a. evaluation
  - ( ) b. tenure
  - ( ) c. professional growth
  - ( ) d. others (please specify)\_\_\_\_\_

### EVALUATION

- ( ) a. How satisfactory is the policy regarding probationary and permanent status of faculty members/academic non-teaching personnel?
- ( ) b. How satisfactory are the provisions relating to leaves of absence for faculty members/academic non-teaching personnel?
- ( ) c. How satisfactory is the evaluation scheme?
- ( ) d. How satisfactory are the policies for separation from service?

### SUPPLEMENTARY DATA/EXHIBITS

- 1. Tenure system of the school
- 2. Contract form

3. Evaluation scheme
4. Evaluation instruments
5. Procedure for dismissal
6. Manual for faculty/academic non-teaching personnel

COMMENTS

BEST FEATURES

RECOMMENDATIONS

SURVEY FORM

SECTION III

**ADMINISTRATION AND SCHOOL STAFF**

CONTENTS

INTRODUCTION

- A. GENERAL CONTROL
- B. ADMINISTRATIVE ORGANIZATION
- C. OFFICERS OF THE ADMINISTRATION
- D. ACADEMIC ADMINISTRATION
- E. COMMUNITY RELATIONS
- F. OTHER ADMINISTRATIVE FUNCTIONS
  - I. ADMISSIONS
  - II. PERSONNEL ADMINISTRATION
  - III. FINANCIAL ADMINISTRATION
  - IV. ADMINISTRATION OF RECORDS AND REPORTS

NAME OF GRADE SCHOOL:

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ANALYSIS MADE BY:

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EVALUATION MADE BY:

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DATE COMPLETED:

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## 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.

A grade school should have an administrative organization which facilitates the attainment of its philosophy and objectives. It consists of:

- A. General Control
- B. Administrative Organization
- C. Officers of Administration

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

- D. Academic Administration
- E. Community Relations
- F. Other Administrative Functions
  - 1. Admissions
  - 2. Personnel Administration
  - 3. Financial Administration
  - 4. Administration of Records and Reports

### Explanation

#### General

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 grade school shall be considered the criterion of excellence.

The surveys of the other areas (Faculty, Instruction, etc.) will already have revealed, directly or indirectly, many of the characteristics of the administration. Nevertheless, a special Survey 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 under survey.

When the grade school is part of a complex institution also containing a high school and/or college, it may share in the services of the central administrative organization, e.g., there will be only one Board of Trustees for the entire institution: the grade school's business affairs may be managed by the central business office. But in this area of Administration, the grade school will be evaluated on the effectiveness of the administrative organization for the good of the grade school itself.

#### ANALYSIS

The analysis consists of provisions, conditions or characteristics found in good grade schools. However, in some cases, 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
- N** - Provision or condition is not desirable or does not apply

In order to correctly use the symbols M or N, the survey team must be aware of the philosophy and objectives of the 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:
  - a. the provisions or conditions are extensive and are functioning well, or
  - b. the provisions or conditions are moderately extensive but are functioning excellently.
- 3 - Good: the provisions or conditions are moderately extensive and are functioning well.
- 2 - Fair:
  - a. the provisions or conditions are moderately extensive but are functioning poorly, or
  - b. the provisions or conditions are limited in extent but are functioning well.
- 1 - Poor: the provisions or conditions are limited in extent and are functioning poorly.
- M - Missing: the provisions or conditions are missing but needed.
- N - Does not apply: 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.

### A. GENERAL CONTROL

#### DATA\*

Prepare a description of the administrative organization of the institution following this outline:

1. Chief policy-making body
2. Composition of policy-making body
  - a. names
  - b. academic qualifications
  - c. professions
  - d. terms of office
3. Provision for continuity in board membership
4. Frequency of board meetings
5. Policy-making participation of the grade school community in matters that affect them.

#### 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 grade school are clearly delineated.
- ( ) 4. The grade school administration has the support of the chief policy-making body of the school.
- ( ) 5. The principal exercises his/her leadership free from pressure and interference.

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

## EVALUATION

- ( ) a. To what extent is the chief policy-making body helpful to the grade school?
- ( ) b. To what extent is the general control of the institution efficiently organized?
- ( ) c. To what extent does the principal function as a leader?

## COMMENTS

### B. ADMINISTRATIVE ORGANIZATION

#### DATA

Organizational chart:

- a. Institutional
- b. Grade school organizational chart

#### ANALYSIS

- ( ) 1. There is a clear delineation of the duties, prerogatives and responsibilities of the different officers, both of the bigger institution and the grade school.
- ( ) 2. The principal works harmoniously with the chief executive officer and other officers of administration.
- ( ) 3. The personnel of the grade school, i.e., faculty members, secretaries, and other staff have a clear knowledge of the proper channels of communication.

## EVALUATION

- a. To what extent is the administration efficiently organized:
  - ( ) 1. on the institutional level?
  - ( ) 2. on the grade school level?
- b. How efficiently does it work in actual practice:
  - ( ) 1. on the institutional level?
  - ( ) 2. on the grade school level?

## COMMENTS

### C. OFFICERS OF THE ADMINISTRATION

1. The Chief Executive Officer of the Institution (e.g., President, Director/Directress, Rector):

#### ANALYSIS

- ( ) 1. delegates authority to the principal as a professional educator.
- ( ) 2. confers regularly with the principal concerning grade school matters.
- ( ) 3. deals with the grade school through the principal.
- ( ) 4. provides financial support for the efficient operation of the grade school.
- ( ) 5. exercises prudence in dealing with referrals and problem cases.
- ( ) 6. provides effective leadership in carrying out the school's philosophy and service to the community.
- ( ) 7. provides adequate number of administrative officers for the grade school.
- ( ) 8. encourages the professional growth of administrative officers.
- ( ) 9. encourages cooperation with community agencies.
- ( ) 10. maintains good public relations to elicit support from the community.

#### EVALUATION

- ( ) a. How effectively does the head of the institution perform his/her obligations toward the grade school?
- ( ) b. To what extent does the head of the institution cooperate with the principal and staff members to provide a high quality instructional program in the school?
- ( ) c. How sufficient in number are the administrative officers in the grade school?
- ( ) d. How effective are the provisions for the professional growth of administrators?
- ( ) e. How extensive is the rapport between the head of the institution and the community?

## SUPPLEMENTARY DATA/EXHIBITS

Provide a list of the top administrative officers, including the principal and assistants, with their qualifications, degrees and former positions held.

## COMMENTS

### 2. Qualifications of the Principal and the Assistants:

#### ANALYSIS

1. The principal and the assistants:
  - ( ) a. have broad educational backgrounds.
  - ( ) b. have sufficient administrative experiences.
  - ( ) c. have successful classroom experiences.
  - ( ) d. are cognizant of the educational needs of the community.
  - ( ) e. keep abreast with current trends and practices in elementary education.
  - ( ) f. participate actively in professional organizations.
  - ( ) g. encourage initiative and creativity on the part of the faculty and the staff.
- ( ) 2. The principal has a master's degree.

#### EVALUATION

- ( ) a. How adequate and extensive is the professional preparations of the principal?
- ( ) b. How adequate is the professional preparation of the administrative staff?
- ( ) c. How extensive is the educational experience of the administrative staff?

## COMMENTS

### 3. The Duties and Responsibilities of the Principal and the Assistants

## ANALYSIS

The principal and the assistants:

- ( ) 1. implement the school's objectives and policies.
- ( ) 2. provide educational leadership among the members of the school community.
- ( ) 3. organize an educational program that promotes respect and appreciation of Philippine history, culture, and traditions.
- ( ) 4. promote activities for the attainment of national goals and the upliftment of the local community.
- ( ) 5. have sufficient authority and freedom to implement the school objectives.
- ( ) 6. promote articulation and continuity of all aspects of the school program.
- 7. provide adequate time for supervision and improvement of:
  - ( ) a. curricular instruction.
  - ( ) b. co-curricular activities.
- ( ) 8. the principal and assistant support the professional development and in-service education of the faculty.
- ( ) 9. implement an effective system of evaluating faculty members for appointments, promotions or dismissals.
- ( ) 10. follow an effective system of admission for new or transfer pupils.
- ( ) 11. ensure regular evaluation of pupil progress in the light of the school's objectives and policies.
- ( ) 12. maintain reasonable order and discipline in school.
- ( ) 13. observe due process in dealing with disciplinary cases and other problem involving:
  - ( ) a. pupils
  - ( ) b. faculty/staff
  - ( ) c. parents
- 14. maintain wholesome relations:
  - ( ) a. within the school
  - ( ) b. with other schools
  - ( ) c. with the community the school serves

- ( ) 15. provide adequate and continuous coordination between the school and home education.

#### EVALUATION

- ( ) a. To what extent do the principal and his/her assistants implement the school objectives and policies?
- b. To what extent do they provide leadership:
- ( ) 1. in the school?
- ( ) 2. in the local community?
- ( ) c. To what extent does the school maintain order and discipline?
- d. To what extent do they maintain wholesome relations:
- ( ) 1. within the school?
- ( ) 2. with other schools?
- ( ) 3. with the community the school serves?
- ( ) e. To what extent do they effectively perform their duties free from pressure?

#### SUPPLEMENTARY DATA/EXHIBITS

Provide a list of the grade school administrators and their assistants.

#### COMMENTS

### D. ACADEMIC ADMINISTRATION

#### ANALYSIS

- ( ) 1. Academic administration ensures the implementation of the school's philosophy and goals in the instructional program.
- ( ) 2. The administration provides leadership in establishing and maintaining developmentally appropriate curriculum and resources.
- ( ) 3. The preparation of the course of study is a cooperative effort between the administration and the faculty.
- ( ) 4. There is a well-structured supervisory program for classroom instruction.

- ( ) 5. The Supervisory program is disseminated to and well understood by the faculty and staff.
- ( ) 6. The school formally and regularly appraises the teaching performance of every faculty member.
- ( ) 7. There is an effective system of selection, requisition and procurement of textbooks and other instructional aids.
- ( ) 8. There is sufficient supervision over the use of textbooks and other instructional aids.
- ( ) 9. A suitable grading system is in operation in the grade school.
- ( ) 10. Adequate and valid supervision is provided to ensure the quality and suitability of tests used in the classroom.
- ( ) 11. The administration provides safeguards to preserve the confidential nature of tests and all confidential records.
- ( ) 12. Provision is made for a substitution program in case of absence of faculty and academic non-teaching personnel.

#### EVALUATION

- ( ) a. How effective is administration in eliciting schoolwide involvement in curriculum development and in upgrading the teaching-learning process?
- ( ) b. How effective is the supervision program for classroom instruction?
- ( ) c. How effective is the evaluation scheme for teaching performance?
- ( ) d. To what extent is the Supervisory Program and Performance evaluation scheme understood by the faculty and staff?
- ( ) e. How effective is administration in the supervision over the use of textbooks, grading procedures, teacher-made tests and other instructional aids?
- ( ) f. How effective is the substitution program?

#### SUPPLEMENTARY DATA/EXHIBITS

1. Supervisory Program
2. Articulation Program
3. Substitution Program
4. Instrument to evaluate performance
5. Describe the process of evaluation and selection, and procurement of textbooks and other instructional aids.

#### COMMENTS

Describe the substitution program in your school.



## E. COMMUNITY RELATIONS

### ANALYSIS

- ( ) 1. The school has provisions for community relations which enables the public to understand the philosophy, policies and programs of the school.
- ( ) 2. The school provides resources for community relations.
- ( ) 3. The school provides the school community with adequate opportunities to know the conditions and needs of the outside community.
- 4. The school develops among pupils, faculty and staff a social conscience:
  - ( ) a. an awareness of social issues
  - ( ) b. a deep concern for the needs of others
  - ( ) c. care for the environment
- ( ) 5. The parents participate in school's projects and activities.

### EVALUATION

- ( ) a. How effective are the ways in which the school informs the community about its programs?
- ( ) b. To what extent does the school maintain harmonious relations with the community?
- ( ) c. To what extent does the school develop a social conscience in the community?
- ( ) d. To what extent does the school develop awareness among the pupils, faculty and staff about the existing conditions in society?
- ( ) e. To what extent does the school manifest concern for existing conditions in society?
- ( ) f. To what extent do parents participate in school projects and activities?

### EXHIBITS/SUPPLEMENTARY DATA

1. Exhibit any research done concerning the school and the outside community.
2. Exhibit the school's social awareness activities/projects.
3. Include programs and activities organized by the parents.

### COMMENTS

## F. OTHER ADMINISTRATIVE FUNCTIONS

### 1. Admissions

DATA (Please check when applicable):

1. Total school enrollment: \_\_\_\_\_
2. Incoming pupils are screened by:
  - ( ) a. entrance examinations.
  - ( ) b. evaluation of past records.
  - ( ) c. \_\_\_\_\_
  - ( ) d. \_\_\_\_\_
3. Incoming pupils are interviewed by the following officials prior to their acceptance by the school:
  - ( ) a. \_\_\_\_\_
  - ( ) b. \_\_\_\_\_
  - ( ) c. \_\_\_\_\_
  - ( ) d. \_\_\_\_\_
4. The following documents are required of incoming pupils:
  - ( ) a. birth certificate
  - ( ) b. report card
  - ( ) c. letter(s) of recommendation from \_\_\_\_\_
  - ( ) d. others (please specify) \_\_\_\_\_
5. Evaluation of all information mentioned in Numbers 1, 2 and 3 is made by the following officials:
  - ( ) a. principal
  - ( ) b. registrar
  - ( ) c. others (please specify) \_\_\_\_\_
6. The ultimate decision concerning the admission of the pupils is made by:  
\_\_\_\_\_

## ANALYSIS

1. The admission process is:
  - ( ) a. clearly stated in the catalog or prospectus.
  - ( ) b. simple and easy to follow.
  - ( ) c. executed in an orderly manner.
  - ( ) d. followed by all incoming pupils.
2. Regarding student fees:
  - ( ) a. Accurate information about pupil expenses is readily available to prospective pupils.
  - ( ) b. Provision is made for prompt and efficient service in handling financial transactions.
  - ( ) c. There is evidence of accurate records of financial transactions.
  - ( ) d. Refunds are made in accordance with government regulations.
3. The following administrative services are efficiently performed:
  - ( ) a. classification of pupils upon their entrance into the school
  - ( ) b. obtaining Form 137 or permanent records of incoming pupils
  - ( ) c. arranging the time schedule of pupils and faculty
  - ( ) d. preparing the pupil directory
  - ( ) e. checking of pupil records against the requirements for certificates and diplomas
  - ( ) f. granting of honorable dismissal upon request in accordance with government regulations
  - ( ) g. forwarding of honorable dismissal upon request in accordance with government regulations
  - ( ) h. taking adequate measures to insure the integrity of the permanent records

## EVALUATION

- ( ) a. To what extent are the admission requirements in harmony with the purpose of the school?

- ( ) b. To what extent is the admission procedure made clear and simple to incoming students?
- ( ) c. To what extent does the school actually select only those applicants who are capable of its educational programs?
- ( ) d. How effective is the system of handling records of incoming and outgoing pupils?

COMMENTS

2. Personnel Administration

DATA

- 1. List the number of school personnel in the way your school classifies them.

GRADE SCHOOL PERSONNEL	FULL-TIME	PART-TIME
A. Administrative/Supervisory Staff		
B. Teaching Staff		
C. Learning Resources Staff 1. Librarians 2. Audio-Visual staff 3. Others (specify) _____		
D. Guidance Staff 1. Guidance Counselors 2. Psychometrician 3. Others (specify) _____		
E. Medical Staff 1. Nurse 2. Dentist 3. Physician 4. Others (specify) _____		
F. Support Staff 1. Secretaries 2. Clerks 3. Cafeteria Personnel 4. Custodial and Maintenance 5. Safety and Security 6. Others (specify) _____		
G. Others (specify) _____ _____		
T O T A L		

## ANALYSIS

- ( ) 1. The staff shows awareness and concern for the school's philosophy and objectives.
- ( ) 2. The school has clear-cut policies regarding the following:
  - ( ) a. selection of personnel
  - ( ) b. evaluation of personnel performance
  - ( ) c. promotion of personnel
  - ( ) d. benefits of personnel (e.g., leaves, retirement, health services, tuition benefits, etc.)
  - ( ) e. salary scale
- ( ) 3. Well-formulated job specifications are made known to the personnel concerned.
- ( ) 4. There is a well-defined program for the development of school personnel performance.
- ( ) 5. Opportunities are provided for participation in policy formulation and decision-making within their area of competence.
- ( ) 6. Staff services are adequate.
- ( ) 7. The work of the utility, custodial, and maintenance staff is properly coordinated.

## EVALUATION

- ( ) a. To what extent is the school personnel aware of the school's philosophy, objectives, and policies?
- ( ) b. How adequate is the clerical service?
- ( ) c. How adequate are the utility, custodial, and maintenance services?
- ( ) d. How satisfactory are the working conditions of the staff?
- ( ) e. How satisfactory are the provisions for staff development?
- ( ) f. How well do members of the staff perform assigned duties?

## SUPPLEMENTARY DATA/EXHIBITS

Give a brief description of the terms of employment. If this is already reflected in the administrative manual, indicate the pages or sections where this can be found.

Where applicable, describe terms of employment of staff hired by outside agencies and/or concessionaires.

## COMMENTS

### 3. Financial Administration

#### ANALYSIS

- ( ) 1. There is an officer properly designated to supervise the financial functions of the institution.
- ( ) 2. This officer is qualified to perform his function properly.
- ( ) 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 were collected.
- ( ) 6. There is a formalized and properly monitored budget system.
- ( ) 7. The key administrators and supervisors are involved in the preparation of the budget.
- ( ) 8. There is sound and efficient management of the assets of the institutions.

#### EVALUATION

- ( ) a. How well-organized is the financial administration?
- ( ) b. How qualified are the financial officers and staff?
- ( ) c. To what extent are funds used for the purposes for which they were collected?
- ( ) d. How adequate is the budgeting system?
- ( ) e. To what extent does the grade school participate in the preparation of the budget?
- ( ) f. How satisfactory is the accounting procedure?
- ( ) g. How sound and effective are the management and control of assets?

#### SUPPLEMENTARY DATA/EXHIBITS

- 1. Annual budget and its corresponding pie chart
- 2. School's development plan (at least 3 years inclusive of the present academic year)

## COMMENTS

#### 4. Administration of Records and Reports

##### ANALYSIS

1. The school provides for an efficient and dependable record-keeping and filing system for the following:
  - ( ) a. minutes of board meetings
  - ( ) b. minutes of faculty meetings
  - ( ) c. faculty directory
  - ( ) d. record of faculty qualifications
  - ( ) e. summary of enrollment by class
  - ( ) f. pupils' directory
  - ( ) g. reports of administrative officer(s)
  - ( ) h. records of scholarships granted
  - ( ) i. attendance (pupils, faculty and other personnel)
  - ( ) j. summary of annual enrollment for the last 3 years and the present
  - ( ) k. minutes of all other pertinent meetings.

##### EVALUATION

- ( ) a. How well-kept are records and reports?
- ( ) b. To what extent are records and reports used available as needed?
- ( ) c. How well are minutes of meetings recorded and filed?

##### COMMENTS

##### BEST FEATURES

##### RECOMMENDATIONS

SURVEY FORM

SECTION V

**INSTRUCTIONAL MEDIA CENTER  
(Library and Audio-Visual Center)**

CONTENTS

INTRODUCTION

- A. ADMINISTRATION AND STAFF
- B. FINANCIAL SUPPORT AND ACCOUNTABILITY
- C. LIBRARY AND AUDIO-VISUAL RESOURCES
- D. SERVICES
- E. ACCESSIBILITY OF IMC SERVICES
- F. PHYSICAL FACILITIES

NAME OF GRADE SCHOOL:

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ANALYSIS MADE BY:

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EVALUATION MADE BY:

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DATE COMPLETED:

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## INTRODUCTION

The Instructional Media Center (IMC) consists of the library or print resources and the audio-visual/non-print 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 all kinds of print or non-print materials that are especially prepared, selected, organized and administered by a competent media staff specifically for the purpose of instruction.

"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 pupils.
2. To prepare, select, organize and administer the materials that will make them easily available and accessible to faculty, pupils and administration.
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 pupils in the use and proper care of print and non-print materials and equipment.
5. To provide technical and special assistance to faculty and pupils on the use of various materials and equipment.
6. To encourage the faculty and pupils to develop a love of learning by spending more time reading books, periodicals and other printed materials and by maximizing the use of audiovisual or non-print materials in the teaching-learning process.

## 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. **ADMINISTRATION AND STAFF** - The Instructional Media Center should be administered by qualified and competent professional staff with clerical assistants adequate in number as the educational program and enrolment of the grade school may require.
- 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 IMC, accountability for program results is the duty of the media center staff.

- C. **LIBRARY AND AUDIO-VISUAL RESOURCES** - The print and non-print materials should be adequate to meet the curricular, instructional, and recreational needs of the school community. The collection should consist of up-to-date and relevant books, serials, pamphlets, documents and non-print materials.
- D. **SERVICES** - The professional staff should be available to provide adequate and efficient services to its clientele at all hours that the IMC is open. Services include continuous instruction and advice in the use of the IMC, information retrieval and assistance in obtaining necessary reference materials.
- E. **ACCESSIBILITY OF IMC SERVICES** - The resources, services and professional staff members are available whenever needed by teachers and pupils to facilitate the optimum use of the IMC.
- F. **PHYSICAL FACILITIES** - The grade school should provide an easily accessible space for the exclusive use of the IMC. 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.

## 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

**N** - provision or condition is missing but not essential

In order to correctly use the symbols M or N, the survey team must be aware of the philosophy 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:

- a. the provisions or conditions are extensive and are functioning well, or
- b. the provisions or conditions are moderately extensive but are functioning excellently,

3 -Good: the provisions or conditions are moderately extensive and are functioning well.

2 -Fair:

- a. the provisions or conditions are moderately extensive but are functioning poorly, or
- b. the provisions or conditions are limited in extent but are functioning well.

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

M -Missing: the provisions or conditions are missing but needed.

N -Does not apply: the provisions or conditions are missing but not essential.

## COMMENTS

In the space allotted for comments, the 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 division. In doing so, it will give its reasons for the use of M or N in the Analyses and Evaluations just made.

In this space, any other remark on the educational practices of the school pertinent to the Library and Audio-Visual Center which might be of assistance in preparing the overall evaluation should also be made.

## A. ADMINISTRATION AND STAFF

### ANALYSIS

1. Give the following information concerning each staff member of the library and audio-visual center.
  - a. Name
  - b. Educational qualification
  - c. Professional experience
  - d. Special training/expertise

#### Library or Print Resources

- ( ) 2. The library is administered by qualified librarian/s.
- ( ) 3. There is provision for clerical assistance.
- ( ) 4. The number of librarians and clerical assistants is adequate according to the number of pupils in the school.
- ( ) 5. The librarian(s) has/have faculty status.
- ( ) 6. The librarian(s) participate(s) regularly in faculty meetings and other faculty committees.
- ( ) 7. Provision is made for professional growth (seminars, additional units, additional courses, etc.).

#### Audio-visual, Non-Print or Multi-Sensory Resources

- ( ) 8. The audio-visual or non-print resources are administered by qualified librarian/s and/or audio-visual media personnel.
- ( ) 9. The number of clerical/technical assistants is adequate according to the number of pupils in the school.
- ( ) 10. Provision is made for professional growth (seminars, additional units, additional courses).

### 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 according to the number of pupils in the school?
- ( ) d. How adequate is the number of audio-visual personnel and/or staff according to the number of pupils in the school?

COMMENTS

### B. FINANCIAL SUPPORT AND ACCOUNTABILITY

ANALYSIS

- 1. Indicate the library fee charged per pupil \_\_\_\_\_
- 2. Indicate the audio-visual fee charged per pupil (if any) \_\_\_\_\_

Fill up the following form:

School year	Total number of pupils	Total library fee/total AV fee charged

- ( ) 3. The school formulates a well-prepared budget for the library and audio-visual center.
- ( ) 4. The head librarian participates in the preparation and management of the budget.
- ( ) 5. There is a systematic record-keeping procedure.

EVALUATION

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

COMMENTS

**EXHIBITS**

1. State the income from library fees. \_\_\_\_\_
2. State the income from audio-visual fees. \_\_\_\_\_

Attach the computation of library fees charged for the past three years. Append the following details: School year, grade level, number of pupils per level, library fee per pupil, and total amount.

School year	Total number of pupils	Library fee	Total amount

3. Enter budget and expenditures for the past three years:

	Budget Expenditures SY ___ - ___	Budget Expenditures SY ___ - ___	Budget Expenditures SY ___ - ___
Books/General References			
Newspapers/Journals/ Pamphlets			
Professional Materials			
Audio-visual Materials			
Supplies			
Binding			
Institutional Memberships to professional library organizations			
Furnishings			
AV equipment			
Maintenance of AV equipment			
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 acquisition of print and non-print materials.
- ( ) 3. Selection of print and non-print materials is based on the philosophy, educational objectives and curriculum of the school.
- ( ) 4. Criteria for selection of print and non-print materials consider the abilities, needs, interests and maturity levels of the pupils.
- ( ) 5. The criteria for selection of print and non-print materials are worked out cooperatively between and among administrators, faculty and the librarians.
- ( ) 6. Print and non-print holdings are well-balanced.
- ( ) 7. Print and non-print collection are evaluated regularly.
- ( ) 8. There is administrative support in the selection and acquisition of print and non-print materials.

#### EVALUATION

- ( ) a. How adequate are the tools and 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 on the selection, evaluation and acquisition 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. Fill in the numerical data:

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/			
PROFESSIONAL BOOKS			
FICTION			
EASY BOOKS; PICTURE BOOKS			
FILIPINIANA			
TOTAL			

( ) 3. Regular announcements of new acquisitions are made.

#### 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 pupils 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 requested 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 pupils 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 pupils.
- ( ) 6. Current issues of periodical journals are conveniently displayed.
- ( ) 7. A collection of pamphlets, clippings 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 periodicals meet the needs of the faculty?
- ( ) d. To what extent do the periodicals meet the needs and interests of the pupils?
- ( ) 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 requested data:

a. Non-Projected Materials

Type of materials	Total number pc/set	Total number of materials acquired within the last 3 years
Pictures		
Charts		
Graphs		
Posters		
Puppets		
Manipulatives		

Realia/Models		
Maps		
Globes		
Modules		
Programmed instruction		

b. Projected Materials

Type of materials	Number of titles owned by the school	Number of materials acquired within the last 3 years
Computer assisted materials		
VCD/DVD		
Videos		
CD-ROM		
Audio CD		
Audio Cassette		
Records		
Slides		
Filmstrips		
Transparencies		
Modules		
Others (please specify)		

c. On-line Materials

On-line Materials	Description

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	NUMBER OF UNITS ACQUIRED WITHIN THE LAST 3 YEARS
Audio cassette players		
Audio CD players		
Computers for research		
Digital cameras		
Filmstrip/slide projectors		
Multi-media projectors/LCDs		
Overhead projectors		
Portable screens		
Televisions		
VCD/DVD players		
Video cameras		
Video players		
Others (please specify)		

EVALUATION

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

COMMENTS

### 3. Organization of Instructional Materials

#### 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. Periodical newspapers, journals, pamphlets and other ephemeral materials are organized and arranged for easy retrieval of information.
- ( ) 4. Library materials housed in classrooms and/or offices are accessioned and organized centrally.
- ( ) 5. A card catalogue or its equivalent 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 organized for use are the periodical newspapers, journals and other materials?
- ( ) c. How effectively organized for use are non-print materials?
- ( ) d. How effectively organized for use are audio-visual equipment?
- 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 Instructional Materials 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 deselection (weeding) of worn out and obsolete print and non-print materials and damaged equipment.
- ( ) 5. Provisions to protect print materials are provided.
- ( ) 6. Audio-visual equipment are properly stored, regularly checked and maintained.
- ( ) 7. Each equipment is tagged and serial numbers are recorded.
- ( ) 8. Records on the use of non-print materials and equipment are maintained.
- ( ) 9. Pupils and teachers are taught on the proper care and maintenance of all instructional materials.

#### EVALUATION

- ( ) 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 IMC staff:

- ( ) 1. conducts orientation activities to new members of the faculty.

- ( ) 2. keeps the faculty informed about new acquisitions.
- ( ) 3. makes resources available to the faculty.
- ( ) 4. circulates print and non-print materials.
- ( ) 5. provides reference service for print and non-print materials.
- ( ) 6. provides training and support to faculty when new technology is acquired.
- ( ) 7. provides guidance in the use and care of materials and equipment.
- ( ) 8. provide feedback on pupils' use of the library and media center materials to the faculty and administrators.
- ( ) 9. assists the facultys in the proper use of the IMC through written rules and regulations.
- ( ) 10. assists the faculty in the production and utilization of instructional materials.
- ( ) 11. assists the faculty to access information outside the IMC.

#### EVALUATION

- ( ) a. How effective is the information service of the IMC?
- ( ) b. To what extent does the IMC staff meet the needs of the administrators and faculty?

#### COMMENTS

#### 2. Services for Pupils

#### ANALYSIS

The IMC staff:

- ( ) 1. schedules and conducts orientation classes to pupils on the use of print and non-print materials.
- ( ) 2. keeps lower case students informed of new acquisitions of print and non-print materials.
- ( ) 3. guides pupils in the selection of print and non-print materials based on their needs,

interests and abilities.

- ( ) 4. prepares and implements a library skill instruction program.
- ( ) 5. assists the pupils in the proper use of the library through written rules and regulations.

#### EVALUATION

- ( ) a. How well-informed are the pupils about the services of the instructional media center?
- ( ) b. How effectively does the IMC staff work with pupils?
- ( ) c. How adequate are the programs for pupils to encourage reading, enhance research and study/location skills?

#### COMMENTS

### E. ACCESSIBILITY AND UTILIZATION OF LIBRARY AND AUDIO-VISUAL RESOURCES AND SERVICES

#### ANALYSIS

- ( ) 1. The library and audio-visual center are open to teachers and pupils continuously throughout the school day.
- ( ) 2. The policies of the library and audio-visual center facilitate and support the utilization of its materials and resources.
- ( ) 3. The open shelf system is used.
- ( ) 4. There is sufficient audio-visual equipment.
- ( ) 5. The equipment are easily available for use by the teachers and pupils.

#### EVALUATION

- ( ) a. How adequate are the library and audio-visual center resources for teachers and pupils?
- ( ) b. To what extent do the students and teachers use the library and audio-visual center?
- ( ) c. How accessible are the library and audio-visual center resources to teachers and pupils?
- ( ) d. How accessible are the audio-visual equipment and facilities to teachers and pupils?



( ) e. How satisfactory are the procedures for the circulation of:  
    \_\_\_ books  
    \_\_\_ AV materials  
    \_\_\_ equipment

( ) f. How satisfactory is the utilization of:  
    \_\_\_ books by pupils  
    \_\_\_ books by faculty  
    \_\_\_ audio-visual materials by faculty

COMMENTS

#### EXHIBITS

1. Schedule of IMC Services.
2. Average daily attendance:
  - a. Pupils - \_\_\_\_\_
  - b. Faculty - \_\_\_\_\_
  - c. Others - \_\_\_\_\_
3. Average daily circulation of print materials to:
  - a. Pupils - \_\_\_\_\_
  - b. Faculty - \_\_\_\_\_
  - c. Others - \_\_\_\_\_
4. Average daily circulation of non-print materials to:
  - a. Pupils - \_\_\_\_\_
  - b. Faculty - \_\_\_\_\_
  - c. Others - \_\_\_\_\_
5. Average daily circulation of equipment for classroom use:
  - a. Pupils - \_\_\_\_\_
  - b. Faculty - \_\_\_\_\_
  - c. Others - \_\_\_\_\_
6. Average daily use of the projection rooms: \_\_\_\_\_

## F. PHYSICAL FACILITIES

### ANALYSIS

- ( ) 1. The IMC is accessible to the clientele.
- ( ) 2. The library is sufficiently large to provide good reading and study conditions.
- ( ) 3. The library and audio-visual center are adequately lighted and properly ventilated.
- ( ) 4. Separate space for the collection of professional books and materials for faculty is provided.
- ( ) 5. The librarian(s) is/are provided with a work area.
- ( ) 6. The staff is provided with an adequate work area.
- ( ) 7. Provision is made for previewing instructional materials.
- ( ) 8. The arrangement of the furniture, equipment and other facilities is functional.
- ( ) 9. Control and security measures are adequate.
- ( ) 10. The library is provided with the following: (please check)
  - ( ) a. adequate shelving
  - ( ) b. specific shelving 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 or its equivalent
  - ( ) g. vertical file cabinets/information file
  - ( ) h. shelf-list
  - ( ) i. book trucks
  - ( ) j. filing cabinets
  - ( ) k. computer units
  - ( ) l. typewriters

- ( ) m. office desk
- ( ) n. glass exhibit cases
- ( ) o. bulletin board and display area
- ( ) p. stools (sitting and step)
- ( ) q. tables and chairs of suitable sizes
- ( ) r. attractive furnishings reflecting beauty and providing comfort
- ( ) s. cabinets, cases, shelving, or racks for storage of materials such as recordings, large posters, prints, films, filmstrips, slides, tapes and realia
- ( ) t. portable tables on which to rest and transport equipment
- ( ) u. others (please specify) \_\_\_\_\_
- ( ) 11. There are provisions for storage of print and non-print materials.
- ( ) 12. Special features of the library:  


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**EVALUATION**

- ( ) a. How satisfactory is the location of the library and audio-visual center?
- ( ) b. How adequate is the space provided for the library to meet the reading needs of pupils and faculty?
- ( ) c. How adequate is the space for the audio-visual center for the preparation of instructional materials and viewing needs of the faculty and pupils?
- ( ) d. How adequate are the furnishings and equipment in the library and audio-visual center?
- ( ) e. To what extent do furnishings and equipment make the library a pleasant and inviting place?

**COMMENTS**

SURVEY FORM  
SECTION VI  
**STUDENT SERVICES**

CONTENTS

INTRODUCTION

- A. GUIDANCE AND COUNSELING SERVICES
- B. HEALTH AND SAFETY SERVICES
- C. FOOD AND NUTRITION SERVICES
- D. TRANSPORTATION SERVICES

NAME OF GRADE SCHOOL:

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ANALYSIS MADE BY:

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EVALUATION MADE BY:

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DATE COMPLETED:

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## INTRODUCTION

The grade school should concern itself with the welfare of the individual pupil. Thus, Student Services are organized to assist the individual attain self-worth and to become effective in his/her social environment. These services complement the academic program.

Student Services include:

- A. Guidance and Counseling Services
- B. Health and Safety Services
- C. Food and Nutrition Services
- D. Transportation Services (optional)

## 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
- N** - Provision or condition is missing but not essential

In order to correctly use the symbols M or N, the survey team must be aware of the philosophy and objectives of the 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:
  - a. the provisions or conditions are extensive and are functioning well, or

- b. the provisions or conditions are moderately extensive but are functioning excellently.
- 3 - Good: the provisions or conditions are moderately extensive and are functioning well.
- 2 - Fair:
  - a. the provisions or conditions are moderately extensive but are functioning poorly, or
  - b. the provisions or conditions are limited in extent but are functioning well.
- 1 - Poor: the provisions or conditions are limited in extent and are functioning poorly.
- M - Provisions or conditions are missing but needed.
- N - Provisions or conditions are missing but not essential.

## COMMENTS

In the space allotted for comments, the survey team should indicate the degree of harmony between the Philosophy, Vision-Mission and Objectives of the school and the educational practices considered in this division. In doing so, it will give its reasons for the use of M or N in the Analyses and Evaluations just made.

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

## A. GUIDANCE AND COUNSELING SERVICES

### 1. ORGANIZATION AND ADMINISTRATION

#### ANALYSIS

- ( ) 1. The guidance policies are consistent with the philosophy, vision-mission and objectives of the school.
- ( ) 2. Guidance services are provided in all levels and are an integral part of the total elementary school program.
- ( ) 3. The guidance program enjoys the leadership and support of the administration.
- ( ) 4. Sufficient budget is allotted for the guidance program.
- ( ) 5. The guidance organizational set-up and functions are clear to the entire school community.
- ( ) 6. The guidance program is developmental in nature.
- ( ) 7. General and specific needs of the pupils are considered in planning the guidance program.
- ( ) 8. Members of the guidance staff possess the professional qualification academic preparation, temperament, skills and concepts needed to understand and help children achieve maximum development.
- ( ) 9. Cooperation and coordination exist among the administrators, counselors, teachers, parents and the community in order to achieve the objectives of the program.
- ( ) 10. An appropriate counselor-pupil ratio exists.
- ( ) 11. Continuous improvement in the guidance services is assured through a regular evaluation of the guidance services.
- ( ) 12. A professional staff development program is available for the guidance personnel.
- ( ) 13. Performance evaluation of the guidance personnel is conducted.
- 14. Teachers aid the counselors by:
  - ( ) a. contributing to the cumulative records
  - ( ) b. referring pupils for counseling
  - ( ) c. assisting pupils to give additional information for self-understanding and development
  - ( ) d. planning and conducting homeroom periods.
- ( ) 15. Training programs are provided to help teachers gain skills in guidance techniques such as facilitating homeroom activities, understanding pupils' behavior, identifying

problems of pupils, and others.

- ( ) 16. Clerical assistance is available as needed.

#### EVALUATION

- ( ) a. To what extent does the administration lend its leadership and support to the guidance program to attain its objectives?
- ( ) b. How adequate is the organization of the guidance staff in meeting the needs of the pupils?
- ( ) c. How much evidence is there of the teachers' active participation in the guidance program?
- ( ) d. How professionally qualified are the members of the guidance staff?
- ( ) e. How adequate is the evaluation of the guidance services?

#### COMMENTS

## 2. GUIDANCE SERVICES

### a. Counseling Services

#### ANALYSIS

- ( ) 1. Counselors recognize and attend to the pupils' individual differences.
- ( ) 2. Counselors devote a major portion of their time to counseling.
- ( ) 3. Privacy is assured during counseling sessions.
- ( ) 4. Counselors use appropriate counseling techniques.
- ( ) 5. Pupils are encouraged by the counselor to express themselves freely and to know, understand and accept themselves better.
- ( ) 6. Counselees are assured of the confidentiality of information given during counseling sessions.
- ( ) 7. Individual and group counseling are provided.
- ( ) 8. Interviews are systematically planned and scheduled.
- ( ) 9. Group guidance sessions are conducted by the counselors on a regular basis to



foster self-knowledge and understanding of others.

- ( ) 10. Self-referrals and referrals by teachers, administrators and parents are made.
- ( ) 11. Case conferences are held when needed.
- ( ) 12. Services of outside specialists are availed when necessary.

#### EVALUATION

- ( ) a. To what extent do the pupils and those concerned avail of the counseling services?
- ( ) b. How evident is the pupils' acceptance and appreciation of the counseling services?

#### COMMENTS

b. Testing Services

#### ANALYSIS

- ( ) 1. The test results, together with other information gathered about the pupil, determine his/her admission into the school.
  - 2. The school uses standardized tests that are valid, reliable and relevant:
    - ( ) a. mental ability
    - ( ) b. emotional intelligence
    - ( ) c. interest
    - ( ) d. personality
    - ( ) e. achievement
    - ( ) f. aptitude
    - ( ) g. others \_\_\_\_\_
- ( ) 3. Test results are utilized appropriately and properly.
- ( ) 4. The interpretation of standardized test scores is communicated in easily understood terms to the pupils, teachers, parents and administrators.

#### EVALUATION

- ( ) a. How relevant are the admission practices with the accepted philosophy of the school?

- ( ) b. How relevant are the standardized tests used as a measure of pupil learning and behavior and the effectiveness of teaching?

#### COMMENTS

- c. Information Services

#### ANALYSIS

- ( ) 1. A variety of needed materials such as school brochures, publications, educational and recreational information are available.
- ( ) 2. Policies on admission are clearly described in the school's brochure.
- ( ) 3. Orientation programs for pupils, teachers and parents are organized regularly.
- ( ) 4. The orientation program is systematically planned, implemented and evaluated.
- ( ) 5. Career guidance activities are offered to pupils.

#### EVALUATION

- ( ) a. How adequate are the information services of the guidance program?
- ( ) b. To what extent are these services helpful?
- ( ) c. How adequate is the orientation program?
- ( ) d. How effective is the orientation program?

#### COMMENTS

- d. Individual Inventory Services

#### ANALYSIS

1. The school maintains cumulative records for each pupil, including:

- ( ) a. standardized test results
- ( ) b. personal and family data
- ( ) c. academic performance records
- ( ) d. co- and extra-curricular records
- ( ) e. anecdotal records
- ( ) f. interviews
- ( ) g. counseling logs
- ( ) h. teachers' comments
- ( ) i. others (please specify) \_\_\_\_\_

- ( ) 2. The records are updated, accurate and systematically filed.
- ( ) 3. Guidance data are properly utilized.
- ( ) 4. Confidentiality of pupils' records is observed by all concerned.

EVALUATION

- ( ) a. How adequate is the individual inventory service of the guidance program?
- ( ) b. How useful are the pupils' cumulative records?

COMMENTS

- e. Placement and Follow-up Services

ANALYSIS

- ( ) 1. Test scores, together with other information gathered about the pupil, determine placement.
- ( ) 2. Counselors follow up pupils with special needs.

EVALUATION

- ( ) a. How adequate are provisions made for pupil placement?
- ( ) b. How adequate are provisions made for follow-up services?

COMMENTS

- f. Research and Evaluation

ANALYSIS

The guidance staff conducts: (please check)

\_\_\_ evaluation of counseling services to determine counseling effectiveness

\_\_\_ studies of test scores to determine which tests are most useful in assessing the pupil's performance and behavior

\_\_\_ case studies

\_\_\_ research

\_\_\_\_\_ others (please specify)\_\_\_\_\_

## EVALUATION

- ( ) To what extent are the results of studies utilized for the improvement of instruction, pupil's performance and behavior?

## COMMENTS

### B. HEALTH AND SAFETY SERVICES

#### ANALYSIS

- ( ) 1. Policies and procedures governing health and safety services are clearly stated in printed form.
- ( ) 2. These are available to pupils, parents and other members of the school community.
- ( ) 3. The Health and Safety Program promotes good physical and mental health, as well as the proper safety attitudes and practices, among the pupils and school personnel.
4. The school health personnel is composed of:
- ( ) a. physician
  - ( ) b. nurse
  - ( ) c. dentist
  - ( ) d. others (please specify)\_\_\_\_\_
- ( ) 5. Members of the health staff possess professional qualifications, temperament and skills needed to help pupils and school personnel achieve sound mental and physical health.
- ( ) 6. The school health and safety services are integrated with classroom instruction.
- ( ) 7. Annual assessment of the health status of pupils and personnel is conducted.
- ( ) 8. Cumulative and updated health records are maintained.
- ( ) 9. Results of such appraisals are communicated to parents and school personnel concerned when needed.
- ( ) 10. Health referrals are made when necessary.
- ( ) 11. School health officials make recommendations to the administration for implementation.

- ( ) 12. The school health officials take precautionary measures, such as immunization of pupils and personnel, against the spread of communicable diseases.
- ( ) 13. Needed health service equipment are available.
- ( ) 14. Training of teaching and non-teaching personnel in first-aid procedures and safety devices is provided.
- ( ) 15. Emergency drills are conducted annually.
- ( ) 16. The school employs the services of duly licensed security guards.

#### EVALUATION

- ( ) a. How adequate are the health and safety services to meet the needs of the school community?
- ( ) b. How competent are the health and safety services staff?

#### COMMENTS

### C. FOOD AND NUTRITION SERVICES

#### ANALYSIS

- 1. Lunch and snacks are
  - ( ) a. nutritious
  - ( ) b. well-balanced
  - ( ) c. adequate
  - ( ) d. attractive and palatable
- ( ) 2. There is a variety of food served in the canteen and/or cafeteria.
- ( ) 3. The cost of food is reasonable.
- ( ) 4. Food and nutrition services are coordinated with health and nutrition instruction.
- ( ) 5. The school provides opportunities in the canteen/cafeteria for the pupils to develop desirable eating habits and social behavior.
- ( ) 6. Opportunities for care and concern for the environment are provided.
- ( ) 7. The canteen/cafeteria is large enough to accommodate pupils and school personnel.
- ( ) 8. Canteen and/or cafeteria personnel are tidy and well-groomed.

- ( ) 9. Canteen and/or cafeteria personnel undergo yearly physical and medical examination.
- ( ) 10. Sanitary practices are observed in handling of food.

#### EVALUATION

- ( ) a. How adequate are the food and nutrition services?
- ( ) b. How effective are the services in achieving their goal?
- ( ) c. To what extent does the school provide opportunities in the canteen/cafeteria for pupils to develop desirable eating habits and social behavior?

#### COMMENTS

### D. TRANSPORTATION SERVICES (optional)

#### ANALYSIS

- ( ) 1. Transportation is available for pupils.
- ( ) 2. Vehicles are kept at optimum operating conditions.
- ( ) 3. Transportation services operate according to the standard rules of safety.
- ( ) 4. The safety of pupils in transit is ensured.
- ( ) 5. Safe areas are designated for boarding and loading pupils.
- ( ) 6. Drivers are duly licensed and responsible.
- ( ) 7. A monitoring scheme for the transportation services is employed.

#### EVALUATION

- ( ) a. How safe are the transportation services?
- ( ) b. How adequate is the maintenance of transportation services?

#### COMMENTS

BEST FEATURES

RECOMMENDATIONS

SURVEY FORM

SECTION VII

**FACILITIES**

CONTENTS

INTRODUCTION

- A. SITE/CAMPUS
- B. BUILDING/BUILDINGS
- C. BUILDING SERVICES
- D. CLASSROOMS
- E. CLINIC AND HEALTH ROOM
- F. SPECIAL ROOMS AND SERVICES

NAME OF GRADE SCHOOL:

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ANALYSIS MADE BY:

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EVALUATION MADE BY:

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DATE COMPLETED:

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## INTRODUCTION

The facilities include the site, buildings, building services, classrooms, special rooms and services. They provide the environment in which the staff and pupils work to achieve learning outcomes.

The physical plant should be so designed and equipped as to permit the objectives of the school to be carried out with ease and efficiency.

The entire school plant should provide the best possible learning atmosphere. A pleasant, safe, attractive and functional plant is of immense service to the staff and pupils directly involved in the school as well as to the community at large.

The items in this survey form have been chosen with a view to the ideal grade school. They take into account a grade school which shares the physical facilities of a college or a group of colleges. Thus, it will not be surprising if a small single-unit grade school must at times use the symbol "N" - i.e., the provision or condition is not desirable or does not apply. Where, however, a grade school shares the facilities of a larger, more complex institution, it must be remembered that the grade school is evaluated on the adequacy of its facilities for the attainment of its objectives, in accordance with the judicious use of its financial resources.

## 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
- N** - Provision or condition is missing but not essential

In order to correctly use the symbols M or N, the survey team must be aware of the philosophy and objectives of the 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:
  - a. the provisions or conditions are extensive and are functioning well, or
  - b. the provisions or conditions are moderately extensive but are functioning excellently.
- 3 - Good: the provisions or conditions are moderately extensive and are functioning well.
- 2 - Fair:
  - a. the provisions or conditions are moderately extensive but are functioning poorly, or
  - b. the provisions or conditions are limited in extent but are functioning well.
- 1 - Poor: the provisions or conditions are limited in extent and are functioning poorly.

## COMMENTS

In the space allotted for comments, the survey team should indicate the degree of harmony between the Philosophy and Objectives of this school and the educational practices considered in this division. In doing so, it will give its reasons for the use of M or N in the Analyses and Evaluations just made.

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

## A. SITE/CAMPUS

### ANALYSIS

- ( ) 1. The site is in a wholesome environment.
- ( ) 2. It is accessible to the clientele the school serves.
- ( ) 3. Its size is adequate to meet the needs of the present school population.
- ( ) 4. There are provisions for future expansion or development.
- ( ) 5. The campus is sufficiently free from pollution: noise, smoke, dust and odor.
- ( ) 6. There are provisions for proper drainage of surface water.
- ( ) 7. There are provisions for sewer/garbage disposal facilities.
- ( ) 8. There are suitable fences/walls where needed.
- ( ) 9. There are adequate play areas.
- ( ) 10. The play areas are located so as not to disturb classes.
- ( ) 11. Security measures are adequate.
- ( ) 12. There are provisions for safe loading and unloading of pupils.
- ( ) 13. It is safe from traffic and transportation dangers.
- ( ) 14. Passageways and grounds are free from hazards.

### EVALUATION

- ( ) a. How accessible is the site to the school population served?
- ( ) b. To what extent is the site adequate for pupil activities?
- ( ) c. How well-kept and maintained is the campus?
- ( ) d. How adequate and effective is the sewer/garbage management system?
- ( ) e. To what extent does the site safeguard the health and safety of the pupils?
- ( ) f. How satisfactory are the conditions of the campus with regard to outdoor educational activities?
- ( ) g. How satisfactory are the provisions for future expansion or development?

### COMMENTS

## B. BUILDING/BUILDINGS

### ANALYSIS

- ( ) 1. The building layout lends itself to the efficient use of the entire area.
- ( ) 2. The number of rooms is sufficient to meet pupils' needs.
- ( ) 3. Well-planned driveways and doorways facilitate deliveries with minimum interference of school activities.
- ( ) 4. Construction and electrical installations meet building code requirements.
- ( ) 5. Corridors are wide enough to ensure easy traffic flow.
- ( ) 6. The stairways meet basic safety standards.
- ( ) 7. Stairways and corridors are free from storage.
- ( ) 8. There are provisions for pupil safety and health when en route to buildings.
- ( ) 9. Provision is made to minimize the danger of fire.
- ( ) 10. There are adequate provisions for safe and fast evacuation in case of an emergency.
- ( ) 11. There are adequate provisions for the storage of school supplies.

### EVALUATION

- ( ) a. How sufficient are the rooms for the use of the pupils?
- ( ) b. How effectively does the building provide for the safety of the pupils?
- ( ) c. How effectively does the building provide for the health of the pupils?

### COMMENTS

## C. BUILDING SERVICES

### 1. Lighting and Ventilation

#### ANALYSIS

- ( ) 1. Sufficient windows provide adequate lighting under normal conditions.
- ( ) 2. Natural light is controlled.
- ( ) 3. Natural light is supplemented by artificial light.
- ( ) 4. Adequate lighting is provided in corridors, lavatories and stairways.
- ( ) 5. There are accessible electrical control switches.
- ( ) 6. There are adequate electrical outlets in all rooms/offices.
- ( ) 7. Provisions are made for the proper ventilation of classrooms.

#### EVALUATION

- ( ) a. How adequate are provisions for illumination?
- ( ) b. To what extent is proper ventilation maintained?

#### COMMENTS

### 2. Water and Sanitation

#### ANALYSIS

- ( ) 1. There is adequate supply of water.
- ( ) 2. There are provisions for safe drinking water.
- ( ) 3. There are periodic tests of drinking water.
- ( ) 4. Adequate and sanitary lavatories are provided for pupils and personnel.
- ( ) 5. Separate male and female lavatories are provided for pupils and personnel.

- ( ) 6. Lavatory walls and floors are clean and easy to maintain.
- ( ) 7. Plumbing is kept in good condition.

#### EVALUATION

- ( ) a. How adequate is the water supply?
- ( ) b. How safe is the drinking water?
- ( ) c. How adequate are lavatory facilities?
- ( ) d. How satisfactory are the locations of the lavatories?
- ( ) e. How satisfactory is the maintenance of lavatories?

#### COMMENTS

### 3. Miscellaneous Building Services

#### ANALYSIS

- ( ) 1. Custodial equipment are adequate.
- ( ) 2. Custodial closets are adequate.
- ( ) 3. Proper repair and maintenance are provided.
- ( ) 4. Provision is made for the proper disposal of waste.
- ( ) 5. Fire extinguishers are adequate and accessible.
- ( ) 6. Regular inspection and periodic refills of fire extinguishers are made.
- ( ) 7. The fire alarm system is in working order at all times.
- ( ) 8. Combustible materials are properly checked and safeguarded.

#### EVALUATION

- ( ) a. How adequate are the custodial equipment?
- ( ) b. How adequate are the custodial closets?
- ( ) c. To what extent are equipment for fire protection adequate?

- ( ) d. To what extent are miscellaneous services periodically checked for greater efficiency?

## COMMENTS

### D. CLASSROOMS

#### ANALYSIS

- ( ) 1. Sufficient space is provided for effective teaching.
- ( ) 2. Classroom interiors are pleasant, attractive and conducive to teaching/learning.
- ( ) 3. Classroom arrangement provides for flexibility in varying situations.
- ( ) 4. Provision is made for the proper control of natural light.
- ( ) 5. Floors are made of easily maintained materials.
- ( ) 6. Desks are arranged to make effective use of light.
- ( ) 7. Classroom furniture is adequate and conforms to the needs of the pupils and teachers.
- ( ) 8. Adequate chalkboards are provided in each classroom.
- ( ) 9. Adequate bulletin boards are provided in each classroom.
- ( ) 10. Sufficient space for storing instructional materials is provided.
- ( ) 11. There are provisions for safe entry and exit in case of emergencies.

#### EVALUATION

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

## COMMENTS

## E. CLINIC AND HEALTH ROOM

### ANALYSIS

- ( ) 1. Adequate space is provided for health services.
- ( ) 2. Necessary health service equipment are available.
- ( ) 3. First-aid equipment are available.
- ( ) 4. The clinic is provided with beds.
- ( ) 5. Pupils at the clinic are assured of privacy.
- ( ) 6. Lavatory facilities are available in the clinic.

### EVALUATION

- ( ) a. How adequate are the facilities for health services?
- ( ) b. How adequate are the facilities for first-aid?
- ( ) c. How adequate are the medical and health equipment and supplies?

### COMMENTS

## F. SPECIAL ROOMS AND SERVICES

Some schools have special rooms, learning centers and services such as an auditorium, a gymnasium or a cafeteria. For those schools with these facilities, please accomplish the following:

- 1. Auditorium

### ANALYSIS

- ( ) 1. The auditorium is accessible.
- ( ) 2. There is a sufficient number of well-marked exits.
- ( ) 3. The size of the auditorium meets the needs of the school.



- ( ) 4. Seats are adequate and comfortable.
- ( ) 5. Aisles are of sufficient width and number.
- ( ) 6. Ventilation is adequate.
- ( ) 7. The sound system is satisfactory.
- ( ) 8. Lighting is adequate.
- ( ) 9. An adequate stage is provided.
- ( ) 10. Sufficient space is provided for storage of stage props.
- ( ) 11. Stage lights are equipped with suitable controls.
- ( ) 12. Adequate stage entrances and exits are provided.
- ( ) 13. There are conveniently located dressing rooms.
- ( ) 14. Separate lavatories for male and female pupils are located near the auditorium.
- ( ) 15. Safety precautions are observed.

#### EVALUATION

- ( ) a. How adequate are the size and seating facilities of the auditorium?
- ( ) b. To what extent is the auditorium utilized?
- ( ) c. How adequate are the stage and its facilities?
- ( ) d. How adequately does the auditorium meet existing safety code regulations?
- ( ) e. How satisfactory are the facilities and equipment of the auditorium?

#### COMMENTS

#### 2. Gymnasium

#### ANALYSIS

- ( ) 1. The gymnasium is accessible.
- ( ) 2. Adequate entrances and exits are provided.

- ( ) 3. The size meets the needs of the pupils.
- ( ) 4. Ventilation is satisfactory.
- ( ) 5. Equipment are provided.
- ( ) 6. Equipment are in good condition.
- ( ) 7. Storage facilities are provided.
- ( ) 8. Dressing rooms are provided.
- ( ) 9. Safety precautions are observed.

#### EVALUATION

- ( ) a. How adequate is the size of the gymnasium?
- ( ) b. How adequate are the provisions for health and safety in the gymnasium?
- ( ) c. How adequate are the equipment in the gymnasium?

#### COMMENTS

#### 3. Canteen

##### ANALYSIS

- ( ) 1. The canteen is large enough to meet the pupils' needs.
- ( ) 2. Canteen and kitchen facilities and equipment are adequate and properly maintained.
- ( ) 3. Ventilation is satisfactory.
- ( ) 4. Natural and artificial lighting is adequate.
- ( ) 5. The canteen can be easily maintained.
- ( ) 6. An area for faculty members, staff and visitors is provided.
- ( ) 7. Sanitary dining facilities are provided for pupils who bring their own lunch.
- ( ) 8. Sanitary drinking water facilities are provided.
- ( ) 9. Provision is made for garbage disposal.
- ( ) 10. Lavatories are conveniently located.

- ( ) 11. Dishwashing facilities are adequate.
- ( ) 12. The kitchen has an outside delivery door.
- ( ) 13. Storage facilities are adequate and sanitary.
- ( ) 14. Refrigeration facilities are adequate.
- ( ) 15. Provision is made for the smooth flow of traffic for food services.
- ( ) 16. There is adequate hot and cold water supply for kitchen needs.

#### EVALUATION

- ( ) a. How adequate is the capacity of the canteen?
- ( ) b. How adequate are the equipment in the canteen?
- ( ) c. How adequate is the size of the kitchen?
- ( ) d. How adequate are the kitchen equipment?
- ( ) e. How satisfactory are the provisions for sanitation and hygiene?

#### COMMENTS

### SPECIAL LEARNING CENTERS

#### 4. Science Laboratory

##### ANALYSIS

- ( ) 1. The laboratory is spacious enough for the different activities.
- ( ) 2. The laboratory is provided with work tables for pupils and a demonstration table for the teacher.
- ( ) 3. The instruments, equipment and materials meet the needs of the pupils.
- ( ) 4. Provisions are made for the proper storage of instruments, equipment and materials.
- ( ) 5. Toxic chemicals are properly labeled and stored.
- ( ) 6. Combustible materials are safely stored.
- ( ) 7. Provision is made for emergency purposes.
- ( ) 8. The laboratory is provided with a sink and an adequate supply of water.

- ( ) 9. Provision is made for proper ventilation.

#### EVALUATION

- ( ) a. How adequate is the size of the laboratory for the needs of the pupils?
- ( ) b. How adequate are the instruments, equipment and materials available in the laboratory?
- ( ) c. How adequate are the provisions for safety in the laboratory?

#### COMMENTS

### 5. H.E. Laboratory

#### ANALYSIS

- ( ) 1. The space is sufficient to meet the needs of the pupils.
- ( ) 2. A portion is used for lecture purposes.
- ( ) 3. The work area is sufficient to meet the needs of pupils.
- ( ) 4. The appliances, tools and materials are sufficient in number.
- ( ) 5. The appliances and tools are in good working condition.
- ( ) 6. Provision is made for the proper storage of equipment and materials in the laboratory.
- ( ) 7. Provision is made for the safety of the pupils.

#### EVALUATION

- ( ) a. How adequate is the size of the laboratory?
- ( ) b. How sufficient are the appliances and tools in the laboratory?
- ( ) c. How adequate are the safety measures in the laboratory?

#### COMMENTS

6. The EPP (Edukasyong Pangtahanan at Pangkabuhayan) Workshop

ANALYSIS

- ( ) 1. Sufficient space is provided for in the shop.
- ( ) 2. The shop is free from dust and combustible materials.
- ( ) 3. A portion is used for lecture purposes.
- ( ) 4. There are adequate and suitable work tables.
- ( ) 5. The tools are sufficient and in working condition.
- ( ) 6. Provision is made for a tool room.
- ( ) 7. Safety measures are provided for in the shop.

EVALUATION

- ( ) a. How sufficient is the size of the workshop?
- ( ) b. How adequate are the tools?
- ( ) c. How adequate and suitable are the work tables?
- ( ) d. How adequate are the safety provisions in the shop?

COMMENTS

7. Computer Laboratory

ANALYSIS

- ( ) 1. Provision of sufficient space for effective teaching / learning is made.
- ( ) 2. The laboratory is air-conditioned.
- ( ) 3. There are enough computer units for hands-on activities.
- ( ) 4. The units are in good working condition.

- ( ) 5. Provision is made for the maintenance and immediate repair of the units.
- ( ) 6. The electrical connections meet the code requirements.
- ( ) 7. There are safety provisions in the laboratory.

#### EVALUATION

- ( ) a. How functional is the laboratory in meeting pupils' needs?
- ( ) b. How sufficient are the safety provisions in the laboratory?

#### COMMENTS

#### SUPPLEMENTARY DATA/EXHIBITS

1. List of Venues for Assemblies, Function Rooms, Offices and Laboratories
2. Outstanding Characteristics of the School Plant
3. Floor Plans (with Emergency Route Diagrams)
4. Campus Plan
5. Location Map
6. Physical Development Plan
7. Include other existing special rooms, learning centers and their functions.

#### BEST FEATURES

#### RECOMMENDATIONS

**FACT SHEET**

Present the following:

- A. Basic data regarding the pupils
  - 1. Enrollment by grade levels (current and last 2 school years)
  - 2. Mental ability of pupils (those presently enrolled)
  - 3. Withdrawals for the last three years
  - 4. Educational goals of parents for their children
  
- B. Basic data regarding the parents
  - 1. Occupational Status
  - 2. Educational Status

**CHECKLIST ON EDUCATIONAL GOALS**

For Parents

Please check the statements of educational goals generally expected of elementary education. 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 powers					
( ) 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					
( ) 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					







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

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## 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 pupils 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: pupil and pupils, teacher and pupils, teacher and administrator, administrator and community?
5. Are the grade school pupils 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 pupils? What is the place of vocational training in a school program? How are pupils in the grade school level prepared for future employment? How are the pupils equipped to deal with changes in society, now and in the future?
8. How does your school think pupils learn self-discipline and responsibility?
9. Does the school have specific values to which the pupils 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 pupils
- 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
- The school's daily operation



Graduate Studies: (pls. Check)

- with MA/MS
- candidate for MA/MS (passed comprehensive exams)
- with \_\_\_\_\_ graduate units

<u>Institution</u>	<u>Degree/Specialization</u>	<u>Date</u>
_____	_____	_____
_____	_____	_____

6. If applicable, state:

College Major(s) \_\_\_\_\_

Minor(s) \_\_\_\_\_

7. Years of service in education including the current year: \_\_\_\_\_

8. Years of service in this school, including the current year: \_\_\_\_\_

9. List courses or areas of instruction you are teaching for which you have neither major nor minor educational preparation. List additional training or experience that justifies your assignment.

\_\_\_\_\_  
\_\_\_\_\_

10. Check the number of subject preparations:

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

11. Professional growth data covering three/five years:

	Attended	Taught
College Classes (including summer sessions and extension courses)	_____ _____	_____ _____

Workshops (2 or more days) \_\_\_\_\_  
\_\_\_\_\_

Others (explain) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

SURVEY FORM A  
FOR ELEMENTARY PROGRAMS

GENERAL STATISTICAL SUMMARY

SECTION	TITLE OF SECTION	AVERAGE	WEIGHT VALUE	PRODUCT
II	Faculty and Academic Non-Teaching Personnel		6	
III	Administration and School Staff		5	
IV	Curricular Programs and Instruction		6	
V	Instructional Media Center (Library and Audio-Visual Center)		3	
VI	Student Services		4	
VII	Facilities		2	
		TOTAL	26	
		GENERAL AVERAGE		

Sum of Products = General Average

26



SECTION II - FACULTY AND ACADEMIC NON-TEACHING PERSONNEL

STATISTICAL SUMMARY

DIV	TITLE OF DIVISION	EVALUATION													TOTAL	DIVISOR*	AVERAGE
A	Selection and Hiring of Faculty and Academic Non-Teaching Personnel	a1	a2	b	c1	c2	d1	d2								7	
B	Academic and Professional Preparation	a	b	c	d	e	f								6		
C	Professional Performance	a	b1	b2	b3	b4	b5	b6	c	d	e	f	g1	g2		13	
D	Teaching Experience, Length of Service, Age and Staff Mobility	a	b	c	d	e	f								6		
E	Teaching Assignment and Load	a	b	c	d1	d2	d3								6		
F	Development Program																
	Faculty	a	b	c	d								4				
	Academic Non-Teaching Personnel	a	b	c	d								4				
G	Salaries and Other Benefits	a	b	c	d								4				
H	Terms of Employment	a	b	c	d								4				
													TOTAL	54			
													AREA AVERAGE				

Total Average

9

= Area Average

\* Number of evaluations less number marked M or N

SECTION III - ADMINISTRATION AND SCHOOL STAFF  
STATISTICAL SUMMARY

DIV	TITLE OF DIVISION	EVALUATION								TOTAL	DIVISOR*	AVERAGE	
		a	b	c									
A	General Control	a	b	c							3		
B	Administrative Organization	a1	a2	b1	b2							4	
C	Officers of the Administration:												
	The Chief Executive Officer of the Institution	a	b	c	d	e					5		
	Qualifications of the Principal & the Assistants	a	b	c							3		
	The Duties and Responsibilities of the Principal & the Assistants	a	b1	b2	c	d1	d2	d3	e		8		
D	Academic Administration	a	b	c	d	e	f				6		
E	Community Relations	a	b	c	d	e	f				6		
F	Other Administrative Functions:												
	Admissions	a	b	c	d							4	
	Personnel Administration	a	b	c	d	e	f				6		
	Financial Administration	a	b	c	d	e	f	g			7		
	Administration of Records and Reports	a	b	c							3		
TOTAL											55		
AREA AVERAGE													

$$\frac{\text{Total Average}}{11} = \text{Area Average}$$

\* Number of evaluations less number marked M or N

SECTION IV - CURRICULAR PROGRAMS AND INSTRUCTION  
STATISTICAL SUMMARY

D I V	TITLE OF DIVISION	EVALUATION														TOTAL	DIVISOR*	AVERAGE		
		a	b	c	d	e	f	g	h1	h2	i	j	k	l						
A	Curriculum	a	b	c	d	e	f	g	h1	h2	i	j	k	l					13	
B	Instructional Activities	a	b	c1	c2	d	e	f	g	h	i	j1	j2	k	l	m	n	16		
C	Learning Outcomes	a	b	c	d	e	f	g	h	i1	i2	i3	j	k	l	m	n	16		
D	Evaluation of Pupil Academic Achievement and Progress	a	b	c	d	e	f	g	h									8		
E	Co-Curricular Programs																			
	General Program	a	b	c	d	e	f	g									7			
	Clubs and Organizations	a	b	c	d1	d2	e									6				
																TOTAL	66			
																AREA AVERAGE				

$$\frac{\text{Total Average}}{6} = \text{Area Average}$$

\* Number of evaluations less number marked M or N

SECTION V - INSTRUCTIONAL MEDIA CENTER (Library and Audio-Visual Center)

STATISTICAL SUMMARY

DIV	TITLE OF DIVISION	EVALUATION								TOTAL	DIVISOR*	AVERAGE	
A	Administration and Staff	a	b	c	d					4			
B	Financial Support and Accountability	a	b	c						3			
C	Library and AV Resources:												
	Selection	a	b	c						3			
	Holdings:												
	Print Books	a	b	c	d	e					5		
	Print-Newspapers and Periodicals	a	b	c	d	e					5		
	Non-Print Materials	a	b	c	d						4		
	Audio-Visual Equipment	a	b	c						3			
	Organization of Instructional Materials	a	b	c	d	e1	e2	e3	e4		8		
	Care & Maintenance of Instr'l Mats. & Equipt.	a	b									2	
D	Services:												
	For Faculty and Administration	a	b									2	
	For Pupils	a	b	c									3
E	Accessibility of IMC Services	a	b	c	d	e					5		
F	Physical Facilities	a	b	c	d	e					5		
										TOTAL	52		
										AREA AVERAGE			

$\frac{\text{Total Average}}{13}$

= Area Average

\* Number of evaluations less number marked M or N

SECTION VI - STUDENT SERVICES

STATISTICAL SUMMARY

DIV	TITLE OF DIVISION	EVALUATION					TOTAL	DIVISOR*	AVERAGE
A	Guidance and Counseling Services								
	Organization and Administration	a	b	c	d	e		5	
	Guidance Services:								
	Counseling Services	a	b					2	
	Testing Services	a	b					2	
	Information Services	a	b	c	d			4	
	Individual Inventory Services	a	b					2	
	Placement & Follow-up Services	a	b					2	
	Research and Evaluation	a						1	
B	Health and Safety Services	a	b					2	
C	Food and Nutrition Services	a	b	c				3	
D	Transportation Services (optional)	a	b					2	
TOTAL							25		
AREA AVERAGE									

$$\frac{\text{Total Average}}{10} = \text{Area Average}$$

\* Number of evaluations less number marked M or N

## SECTION VII - FACILITIES

## STATISTICAL SUMMARY

DIV	TITLE OF DIVISION	EVALUATION						TOTAL	DIVISOR*	AVERAGE
		a	b	c	d	e	f			
A	Site / Campus	a	b	c	d	e	f		6	
B	Building / Buildings	a	b	c					3	
C	Building Services:									
	Lighting and Ventilation	a	b						2	
	Water and Sanitation	a	b	c	d	e			5	
	Miscellaneous Building Services	a	b	c	d				4	
D	Classrooms	a	b	c					3	
E	Clinic and Health Room	a	b	c					3	
F	Special Rms. & Services:									
	Auditorium	a	b	c	d	e			5	
	Gymnasium	a	b	c					3	
	Cafeteria / Canteen	a	b	c	d	e			5	
	Special Learning Centers:									
	Science Lab	a	b	c					3	
	H. E. Laboratory	a	b	c					3	
	EPP Workshop	a	b	c	d				4	
	Computer Lab	a	b						2	
TOTAL								51		
AREA AVERAGE										

$$\frac{\text{Total Average}}{14} = \text{Area Average}$$

\* Number of evaluations less number marked M or N