

MSA STANDARD 8: EDUCATIONAL PROGRAM

Process Used to Complete this section of the Self-Study

This assessment was completed via the following method(s):

a.) a subcommittee comprised of the following individuals:

Committee Member Name	Role in the School Community (e.g. teacher, parent, student, etc.)

**NOTE: Committee size and composition may vary depending upon school size, the topic to be addressed, etc. If needed, add lines to the above chart.

b.) the compilation of _____ total surveys distributed to (indicate # of each)
_____ administration _____ faculty
_____ students _____ board members
_____ parents
_____ other (Identify) _____

c.) Other methods used to determine this assessment:

STANDARD 8: EDUCATIONAL PROGRAM

The Standard: The educational program consists of a carefully planned and well-executed curriculum that includes appropriate academic standards, solid pedagogy, and assessment, all based on research and best practices. The educational program is aligned with the school’s mission, approved by the governance, sufficiently financed, and periodically reviewed by stakeholders. It is developed to address the needs of all students and is designed to foster and challenge student learners at all levels. Effective policies and procedures are in place, along with instructional materials, technology, and equipment that are appropriate, functional, and well maintained. Written curriculum guides are current, functional, available, and in use. They define scope and sequence of the educational program as well as program objectives and reflect sound approaches to teaching and learning.

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	Written curriculum guides identify program objectives and define the scope and sequence of the educational program. The guides are functional, available, and in use.
4 3 2 1 na	The educational program provides instruction in the basic subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, and social sciences.
4 3 2 1 na	The educational program includes experiences in visual and performing arts, health, world languages, and physical education.
4 3 2 1 na	The educational program provides experiences that promote students’ critical thinking, reasoning, problem-solving skills, and study skills.
4 3 2 1 na	The educational program includes instruction in effective uses of information technology and provides opportunities for application.
4 3 2 1 na	A variety of group learning settings (e.g., individual, small group, large group) is provided for students daily.
4 3 2 1 na	The educational program offers opportunities for development of social skills—such as increasing self-control and a sense of individual and group responsibility—in interaction with adults and peers.
4 3 2 1 na	Written curriculum and instruction policies and procedures provide direction to the staff, leadership, and other stakeholders in the development, implementation, and improvement of the

	educational program.
4 3 2 1 na	Provision is made for both horizontal and vertical articulation and coordination of the educational program among all levels of the school.
4 3 2 1 na	An overview of the educational program, school policies and procedures, and other pertinent information is available in written form to students and their parents.
4 3 2 1 na	The educational program defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.
4 3 2 1 na	Course or program objectives are simply stated and understandable to students.
4 3 2 1 na	The educational program considers the ages, cultures, and varying levels of ability of students.
4 3 2 1 na	The instructional program is designed to meet students' needs in accordance with the school's philosophy/mission.
4 3 2 1 na	The educational program and its expectations for learning are understood and supported by the school's stakeholders.
4 3 2 1 na	Curriculum development is a dynamic, emergent process influenced by the attributes and interests of the children, their families, and teachers.

Indicators for Faith-Based Schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	The religious nature of the school is appropriately reflected throughout the curriculum.
4 3 2 1 na	The school teaches the faith of the sponsoring institution in accordance with its official teachings and traditions.
4 3 2 1 na	Religious education of the students is a priority in scheduling, budgeting, and planning.
4 3 2 1 na	The religious education of the students is a concern of all faculty members.
4 3 2 1 na	The religious dimension of all areas of the curriculum is acknowledged.
4 3 2 1 na	The school provides religious formation programs for its faith-community members that are based on the faith-community's beliefs, values, and traditions.
4 3 2 1 na	The religious education program is developmentally appropriate

	in nature.
4 3 2 1 na	Religious social teachings are integrated throughout the school's educational program.
4 3 2 1 na	The curriculum for the health education program(s) is consistent with the teachings and values of the religious beliefs on which the school is founded.
4 3 2 1 na	Faith development and community service programs for students have clearly defined objectives reflecting the mission of the school.
4 3 2 1 na	Faith development and community service programs are seen as integral components of the school's educational programs.
4 3 2 1 na	Faith-based experiences that foster the religious formation of the students are provided regularly.

Indicators for schools with early age programs:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	Families have opportunities to give input into curriculum development.
4 3 2 1 na	The educational program reflects an integrated approach to children's social, emotional, physical, cognitive, and language development.
4 3 2 1 na	Teachers treat the educational program as everything that happens during the day. This includes while children play and explore, eat, interact, toilet, take walks or field trips, engage in planned experiences, and are involved in transitions such as arrival, clean-up, and departure.
4 3 2 1 na	Both child-initiated and teacher-initiated activities are included in the daily plan.
4 3 2 1 na	Infants and young toddlers primarily receive individual attention and occasionally take part in small groups.
4 3 2 1 na	The educational program provides: <ul style="list-style-type: none"> a. a balance of quiet and active times and flexibly incorporates learners' natural routines into the rhythm of the day. b. daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences. c. early language development and literacy skills through such activities as conversation, storytelling, singing, poetry, finger plays, games, puppets, pretend play, shared reading of picture books, and other meaningful

	<p>learning experiences.</p> <p>d. opportunities for increasing independence in use of materials and equipment.</p> <p>e. structured and unstructured opportunities for children's active involvement with people and materials.</p> <p>f. spontaneous learning and builds on children's repertoires and curiosity.</p> <p>g. learning areas designed for individual and group exploration and growth.</p> <p>h. the integration of routine daily activities into learning.</p>
4 3 2 1 na	The educational program provides experiences that prepare students for a successful transition to elementary school settings.

Indicators for schools with elementary school programs:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	The educational program places emphasis on the development of cognitive, psychomotor, and affective skills, plus the knowledge and competencies that establish the basis for greater understanding.
4 3 2 1 na	The educational program provides experiences that prepare students for successful transition to middle and secondary school settings.

Indicators for schools with middle school programs:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	The educational program provides activities and experiences that assist early adolescents in identifying their aptitudes and interests, self-directed decision-making, and building self-worth.
4 3 2 1 na	The educational program provides experiences that prepare students for successful, smooth transitions from elementary school to middle school and from the middle school to secondary school.

Indicators for schools with secondary school programs:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	The educational program facilitates a smooth transition from elementary or middle school to secondary school.
4 3 2 1 na	The educational program develops academic knowledge and skills as well as career competencies.
4 3 2 1 na	The educational program provides appropriate educational programs for students who are concluding formal study as well as those planning further education.
4 3 2 1 na	The educational program develops habits of the mind and attitudes required for success in further education and in the workplace.

Indicators for schools that provide distance education:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	Student interaction (synchronous and asynchronous) with faculty and other students is facilitated through a variety of means as an essential characteristic of the educational program.
4 3 2 1 na	Students and their families (if appropriate) are informed about any aspects of the educational program that are created or delivered by an organization other than the school.
4 3 2 1 na	Stated student performance outcomes for programs delivered through distance education are achievable through that methodology.
4 3 2 1 na	Instructional materials are developed by authors qualified in distance education techniques. Textbooks and other instructional materials are suitable for distance learning.
4 3 2 1 na	Appropriate study skills necessary for students to utilize a distance education model effectively and efficiently are included as part of the educational program and instructional process.

What are the school's strengths in meeting this standard?

What are the school's needs in meeting this standard?

Prioritize any plans for improvement for meeting this standard.
