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ABSTRACT

In recent years many new and wonderful devices offer their own unique contribution to the recording and communication of ideas. These new media include multi-sensory materials, radio, and television. Many schools have developed separate administrative organizations to provide services from these newer media of communication, while others have developed an integrated administrative unit, generally called the Instructional Materials Center, which furnishes all the services usually associated with the library and in addition provides services connected with the new media. In addition to the newer media available for all children, many residential schools maintain museum collections, which are available for teachers in classrooms in order to make learning meaningful to the visually handicapped child. Library collections, new media services, and museum-type services are all included in the criteria of this section and are designated as instructional materials services. (Other sections of this guide are available as LI 003342 through LI 003350). (Author/NH)

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**SELF-STUDY AND EVALUATION GUIDE
FOR RESIDENTIAL SCHOOLS | 1968 Edition**

Instructional Materials Services

NATIONAL ACCREDITATION COUNCIL
For Agencies Serving the Blind and Visually Handicapped
84 Fifth Avenue
New York, N. Y. 10011

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Section F



INSTRUCTIONS

Three steps should precede the use of this section:

1. *Section A, Manual of Procedures*, should be read in order to understand the overall framework and governing principles of the self-study and accreditation process.

2. *Section B, Philosophy and Objectives*, should be reviewed, since it embraces the statement of the school's philosophy and objectives, an indispensable base for evaluation of its performance.

3. *Section C, School and Community Profile*, also should be reviewed, since it contains basic information about the student body and the community to which the school is related.

This section is designed to convey an accurate description of the school's conditions and performance in a particular area. Three elements are employed to achieve this: a coded *Checklist*, coded *Evaluations*, and *Comments*. Each is explained below:

Coding the Checklist. The items in the checklist describe conditions (characteristics, provisions, or qualities) found in an acceptable school. Coding each item by one of the following notations indicates whether, and to what extent, practice meets these conditions, and also establishes a factual basis for making the succeeding evaluations.

In the parentheses () preceding the checklist item, insert a symbol according to the following code:

- ✓✓—The condition is fully met.
- ✓—The condition is partly met.
- The condition, although needed and desirable, is not met, or is met to such a limited extent as to be virtually inoperative.
- ?—The applicability of the condition to the school is questioned.
- X—The condition is clearly inapplicable to the school.

Coding the Evaluation Questions. Each evaluation question poses a criterion for judgment. Careful discrimination should be exercised in arriving at such judgment, bearing in mind that evaluations are not aimed at perfection but are keyed to realistic, attainable levels of performance. While the ratings embrace such concepts as *excellent*, *well*, *satisfactory*, *poor*, etc., which cannot be specifically defined, a valid judgment can be formulated if the evaluator balances a) the requirements postulated by the checklist

items, b) the school's stated philosophy and objectives and its community relationships, and c) the practical knowledge derived from the evaluator's own professional experience.

In the brackets [] preceding the evaluation question, insert the code letter that best describes the school's performance:

E—Excellent. The school meets the criterion to the *fullest* extent and functions *excellently* in regard to it.

VG—Very Good. The school meets the criterion to the *fullest* extent and functions *well* in regard to it; or it meets the criterion to a *satisfactory* extent (i.e., not full coverage) and functions *excellently* in regard to it.

G—Good. The school meets the criterion to a *satisfactory* extent and functions *well* in regard to it.

F—Fair. The school meets the criterion to a *satisfactory* extent (i.e., not full coverage), but functions *poorly* in regard to it; or it meets the criterion to a *limited* extent but functions *satisfactorily* in regard to it.

P—Poor. The school meets the criterion only to a *limited* extent and functions *poorly* in regard to it; or it makes *no provision* for meeting a needed criterion.

M—Missing. The element identified in the question is missing, but the school's need for it is open to question.

NA—Not Applicable. The element identified in the question does not apply to the school.

Comments. Just as not all of the checklist items necessarily apply to all schools, not all of every school's activities are necessarily covered by the items in the checklist. The space provided under *Comments* should be used to note any important feature or characteristic of the school's activity relating to the subject but not included in the checklist. Such notations may be supplemented, if necessary, by supporting data attached to the end of the section, or by cross-references to other sections. Addenda and cross-references should be accurately identified by notation of the section, part, and item number to which they pertain. (For example, material attached to the end of a section might be marked "Supporting Data, Section D-4, Part IV, Checklist Item 4"; a cross-reference might be noted as "See Section H, Part III-A, Evaluation a.")

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This section of the Self-Study and Evaluation Guide for Residential Schools* is designed for use in conjunction with the other sections listed below. Any school undertaking a self-study will need Sections A, B, C, E, F, G, H, I, J, and X, all numbered D sections that pertain to the school's curriculum, and a K form for each administrative, professional, and technical staff member. (Unless the level is specifically stated, all sections apply to both the elementary and secondary levels.)

The Guide is available either in a complete, bound edition or in separate sections from the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 34 Fifth Avenue, New York, N. Y. 10011.

- A Manual of Procedures
- B Philosophy and Objectives
- C School and Community Profile
- D-1 General Curriculum Planning
- D-2 Arts and Crafts
- D-3 Business Education (Secondary)
- D-4 Core Program
- D-5 Daily Living Skills
- D-6 Distributive Education (Secondary)
- D-7 English Language Arts (Elementary)
- D-8 English Language Arts (Secondary)
- D-9 Foreign Languages
- D-10 Health Education
- D-11 Home Economics (Secondary)
- D-12 Industrial Arts (Secondary)
- D-13 Mathematics
- D-14 Music
- D-15 Orientation and Mobility
- D-16 Physical Education
- D-17 Science
- D-18 Social Studies
- D-19 Vocational Trade and Industrial Education (Secondary)
- E Student Activity Program
- F Instructional Materials Services
- G Pupil Personnel Services
- H Health and Safety Services
- I School Plant
- J Administration and School Staff
- K Individual Staff Member Information Form
- X Evaluation Summary and Report

A separate guide (Self-Study and Evaluation Guide) is available for agencies providing library services, orientation and mobility services, vocational and rehabilitation services, social services, and sheltered workshop employment. A separate guide (Self-Study and Evaluation Guide for Sheltered Workshops) has also been prepared for sheltered workshops that operate as independent entities.

INSTRUCTIONAL MATERIALS SERVICES

Guiding Principles

Good teaching occurs when the student is brought into effective contact with important ideas and experiences in such a way that learning results and that the student will continue to seek further learning on his own initiative. Although teachers, parents, peers, and contemporary institutions are the sources of many ideas and much information for students, books have long been considered to be the primary means whereby ideas of enduring importance are recorded and communicated across the barriers of space and time. Libraries have traditionally accepted the responsibility for making books accessible and for encouraging their use. In addition, the library offers a wide range of resources and many special services and experiences important to students. The goal of the library program is to stimulate student growth in factual knowledge, critical reading and thinking, literary and aesthetic appreciation, choice of genuine values, and acceptance of ethical standards. Those schools which do not have a complete library of books in auditory, visual, and tactile media, should draw on the resources of their Regional Library so that students may have access to a wide variety of materials.

In recent years many new and wonderful devices offer their own unique contribution to the recording and communication of ideas. These new media include multi-sensory materials, radio, and television. Many schools have developed separate administrative organizations to provide services from these newer media of communication, while others have developed an integrated administrative unit, generally called the Instructional Materials Center, which furnishes all the services usually associated with the library and in addition provides services connected with the new media.

In addition to the newer media available for all children, many residential schools maintain museum collections, which are available for teachers in classrooms in order to make learning meaningful to the visually handicapped child. Library collections, new media services, and museum-type services are all included in the criteria of this section and are designated as instructional materials services.

It is recognized that as Instructional Materials Centers currently sponsored by the U.S. Office of Education add to the resources for the visually impaired, the services of these centers will also be utilized by residential schools.

I. ORGANIZATION

A. The Staff

(For data on preparation of staff, see Section K, "Individual Staff Member Information Form.")

CHECKLIST

- | | |
|--|---|
| <p>() 1. The staff includes a professional librarian who is qualified through graduation from an accredited school or who meets state certification requirements; additional study in the specialized field and teaching experience are desirable.</p> <p>() 2. In addition to the professional librarian, the staff includes a qualified assistant librarian for each 100 students after the first 100 students.</p> <p>() 3. There is one clerk-typist-brailist for each 100 students or major fraction thereof.</p> <p>() 4. Additional clerical service is adequate.</p> <p>() 5. Competent volunteer help is provided as needed.</p> <p>() 6. Student aides are taught to assist in the operation of multi-sensory equipment.</p> <p>() 7. A staff member with special qualifications for the work is charged with responsibility for instructional materials services and multi-sensory aid services.</p> | <p>() 8. Salaries of the library and instructional materials staff are consistent with those of other faculty members.</p> <p>() 9. The members of the professional staff participate in faculty meetings.</p> <p>() 10. Members of the professional staff serve on curriculum and other committees.</p> <p>() 11. Additional qualified personnel are provided as needed. (Describe)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|--|---|

SUPPLEMENTARY DATA

1. Number of full-time professional staff _____
2. Number of part-time professional staff _____
3. Number of paid clerical assistants (full-time equivalent) _____
4. Number of hours per week given by teachers to instructional materials duty _____
5. Number of hours per week given by adult volunteers _____
6. Number of student assistants _____
7. Number of hours per week provided by student help _____
8. Describe assistance in personnel given by state, county, district, and other agencies, including regional libraries.

A. The Staff--continued

EVALUATIONS

- [] a. How adequate is the number of professional personnel of the Instructional Materials Center?
- [] b. How adequate is the amount of clerical help?
- [] c. How adequate is the amount of service given by teachers to the Instructional Materials Center?
- [] d. How adequate is the amount of volunteer service available?
- [] e. How adequate is the amount of service provided by student assistants?
- [] f. How adequate are provisions for securing outside consultation?

COMMENTS

B. Intraschool Liaison

CHECKLIST

Staff members of the Instructional Materials Center:

- | | |
|---|---|
| () 1. Work closely with faculty in planning an integrated, sequential program suited to the needs of the students. | () 7. Maintain a clearing house of information, including an up-to-date file, concerning community resources for instructional purposes. |
| () 2. Work closely with faculty in making the Instructional Materials Center of maximum service. | () 8. Keep the school's staff informed about new acquisitions through bulletins. |
| () 3. Select and purchase under faculty advisement books, instructional materials, and equipment. | () 9. Aid the faculty in planning for effective classroom use of materials and equipment. |
| () 4. Endeavor to meet faculty needs in professional areas. | () 10. Cooperate with teachers in providing materials and preparing exhibits for bulletin boards and other displays. |
| () 5. Maintain good operational relations with other libraries and Instructional Materials Centers. | () 11. Provide facilities and assistance in the production of simple and inexpensive constructional materials. |
| () 6. Encourage teachers to order materials, equipment, and services far in advance of the date of their use. | |

EVALUATION

- [] a. How effectively do faculty and instructional materials staff work together?

COMMENTS

C. Consultation Resources

CHECKLIST

- | | |
|--|---|
| <input type="checkbox"/> 1. Specialists are consulted regarding the operation of the Instructional Materials Center. | <input type="checkbox"/> 3. The facilities and services of the regional Instructional Materials Centers sponsored by the U.S. Office of Education are utilized. |
| <input type="checkbox"/> 2. Specialists in various areas of Instructional Materials Center operation are consulted regarding any unique problems in the operation of the Instructional Materials Center. | <input type="checkbox"/> 4. The facilities of the Regional Library for the Blind and Physically Handicapped are utilized. |
| | <input type="checkbox"/> 5. Active communications with other libraries to plan for and to provide complete library service are established and maintained. |

SUPPLEMENTARY DATA

Describe cooperative arrangements with local public, special, school, university, etc. libraries utilized by the school during the present year.

EVALUATION

- [] a. To what extent does the director of the Instructional Materials Center utilize advice and consultation on the selection of materials and equipment and on the overall operation of the Center?

COMMENTS

II. ACCESSIBILITY

CHECKLIST

- () 1. The Instructional Materials Center is easily accessible.
- () 2. The Instructional Materials Center is open to teachers and students before the beginning of classes.
- () 3. The Instructional Materials Center is open to teachers and students continuously throughout the school day.
- () 4. Instructional materials are available as long after the close of classes as their use warrants.
- () 5. Open shelf facilities are provided.
- () 6. Multi-sensory materials and equipment are accessible for use in the materials center or for prompt delivery to the classroom.
- () 7. A flexible and efficient loan system has been developed for all materials in the Instructional Materials Center.

SUPPLEMENTARY DATA

- 1. Average daily attendance of students using the Instructional Materials Center _____
- 2. Average daily attendance of staff _____

EVALUATIONS

- [] a. To what extent is the Instructional Materials Center accessible for effective use?
- [] b. To what extent are multi-sensory instructional materials and equipment accessible?

COMMENTS

III. FINANCIAL PROVISIONS

CHECKLIST

- () 1. The head or director of the Instructional Materials Center, in consultation with members of the faculty and the school administration, prepares a detailed budget.
 - _____ Purchase of supplies and equipment for the production of instructional materials.
 - _____ Purchase of professional literature.
 - _____ Institutional memberships in professional organizations.
 - _____ Professional travel.
- () 2. An adequate sum of money is budgeted for the instructional materials program.
- () 3. In addition to salaries, the budget provides for: (check)
 - _____ Purchase of multi-sensory materials.
 - _____ Rental of motion picture films and other materials.
 - _____ Purchase and maintenance of multi-sensory equipment.
- () 4. The school expends annually for library materials (exclusive of salaries) the equivalent of \$4,000-\$6,000 for each 100 students or fraction thereof. (Include in this item only the portion of the Federal quota that is spent for library materials.)

SUPPLEMENTARY DATA

Enter expenditures for library materials for each of the past three years.

19__ \$ _____ 19__ \$ _____ 19__ \$ _____



III. FINANCIAL PROVISIONS--continued

EVALUATIONS

- a. How adequate are the funds for the purchase of instructional materials?
 b. How adequate are the funds for purchase and repair of equipment?
 c. How adequate are the funds for facilitating the professional development of staff?

COMMENTS

IV. MATERIALS

A. Written Materials

1. Books

CHECKLIST

- | | |
|--|---|
| <p><input type="checkbox"/> 1. The collection of books in media the blind and visually handicapped can use includes at least 10 books per student, or a minimum of 6,000 titles</p> <p><input type="checkbox"/> 2. Reference materials include a minimum of: (check)</p> <p> ___ 50 basic titles for the first six grades.</p> <p> ___ 75 basic titles for junior high school.</p> <p> ___ 100 basic titles for senior high school.</p> | <p><input type="checkbox"/> 3. Encyclopedias, their supplements, dictionaries, and other reference works available in media the visually handicapped can use are provided.</p> <p><input type="checkbox"/> 4. Regular print editions of reference materials are replaced with current editions at least once every five years.</p> <p><input type="checkbox"/> 5. Reference materials in regular print are provided if these are not available in media the visually handicapped can use.</p> |
|--|---|

SUPPLEMENTARY DATA

Complete the following table for braille, recorded (Talking Book and tape), and print (large type and regular type) materials.

Classifications	Number of Different Titles			Number of Volumes			Number of Titles Copy-righted in Past Five Years		
	Braille Recorded	Large Type	Regular Type	Braille Recorded	Large Type	Regular Type	Braille Recorded	Large Type	Regular Type
000 General works									
100 Philosophy									
200 Religion									
300 Social sciences									
400 Philology									
500 Pure science									
600 Useful arts									
700 Fine arts, recreation									
800 Literature									
900 History									
910 Travel									
92-920 Biography									
F Fiction									
Total									

1. Books--continued

EVALUATIONS

- [] a. How adequate is the collection of braille books?
 [] b. How adequate is the collection of print materials (large type and regular print)?
 [] c. How adequate is the collection of recorded materials?
 [] d. To what extent are reference materials available?

COMMENTS

2. Periodicals

CHECKLIST

- () 1. Periodicals are available in braille, recorded form, large type, and regular print.
 () 2. Three to six newspapers are provided.
 () 3. A minimum of 25 magazines are provided for elementary students.
 () 4. A minimum of 70 magazines are provided for junior high school students.
 () 5. A minimum of 120 magazines are provided for senior high school students.
 () 6. Periodicals are provided to meet faculty needs.
 () 7. Magazines and newspapers are provided which express different editorial points of view.

SUPPLEMENTARY DATA

Check in the appropriate column the areas represented in the collection of periodicals.

Areas	Braille	Recorded	Large Type	Regular Type
Agriculture				
American scene				
Arts				
Aviation and rocketry				
Book reviews and creative writing				
Business and economics				
Dance				
Drama and theater				
Family and consumer education				
Fashion and beauty aids				
Geography and travel				
Handicrafts				
Health and safety				
Homemaking				
Mathematics				
Mechanical arts				
Music				

SUPPLEMENTARY DATA--continued

Areas	Braille	Recorded	Large Type	Regular Type
National and world affairs				
Nature study				
Occupations				
Outdoor life				
Photography				
Physical education				
Radio and television				
Religion				
School and club activities				
Science				
Social problems				
Sports				
Trade and industry				
Vocational education				
Other (specify)				

EVALUATIONS

- [] a. To what extent are periodicals available to meet student needs?
 [] b. To what extent are periodicals available to meet faculty and staff needs?

COMMENTS

3. Vertical-File Materials

CHECKLIST

- () 1. Vertical-file materials provide for the various areas of the curriculum and guidance needs, reflect the local and world scene, and appeal to the interests and needs of teachers and students.
 () 2. Vertical files consist of pictures and pamphlets; important pamphlets are processed.
 () 3. Vertical-file materials can be loaned to teachers.
 () 4. Vertical-file materials are examined periodically and kept up to date.
 () 5. Vertical-file materials are readily accessible.

3. Vertical-File Materials

EVALUATIONS

- [] a. How adequate is the supply of vertical-file materials?
 [] b. How up to date are the vertical-file materials?

COMMENTS

4. Other Library Materials

CHECKLIST

- | | |
|---|---|
| <p>() 1. The Instructional Materials Center acquires library materials to meet the special interests and needs of the area (state histories, literature, folklore, etc.).</p> <p>() 2. Volunteers are used to produce materials which cannot otherwise be acquired.</p> <p>() 3. Commercially produced library materials that are usable by and of use to the blind and visually handicapped are acquired.</p> | <p>() 4. A file is maintained of current reference materials describing the services available to blind and visually handicapped readers from state and national libraries.</p> <p>() 5. A file is maintained of Library of Congress catalogs of books available in all forms for the visually handicapped of all ages.</p> |
|---|---|

EVALUATIONS

- [] a. To what extent does the Instructional Materials Center acquire materials to meet special needs?
 [] b. To what extent does the Instructional Materials Center provide information to students concerning the availability of library materials?

COMMENTS

B. Multi-Sensory Materials

CHECKLIST

- () 1. Multi-sensory aids appropriate to the needs of the students are utilized in classroom instruction.
- () 2. Models and museum items which cannot be transported to classrooms are displayed in an area of sufficient size to permit an entire class to have access to them.
- () 3. Models and museum items which are portable are readily accessible and easily transported to classrooms.
- () 4. The resources of the regional Instructional Materials Center serving the school are known and utilized.
- () 5. State and local community resources for supplying instructional materials are known and utilized.

- () 6. Multi-sensory equipment and facilities include: (check and indicate number available)

	<u>Number</u>
_____ Motion picture projectors	_____
_____ Radios	_____
_____ Television sets	_____
_____ Opaque projectors	_____
_____ Overhead projectors	_____
_____ Record players	_____
_____ Tape recorders	_____
_____ Projection screens	_____
_____ Equipment for instruction by television	_____
_____ Mechanical copying machines	_____
_____ Listening posts with ear phones	_____
_____ Portable tables on which to rest and transport equipment	_____
_____ Optical aids	_____
_____ Other (specify)	_____

SUPPLEMENTARY DATA

Complete the following table with regard to availability and use of multi-sensory materials.

Types of Materials	Number of Titles Owned by or Permanently Accessioned to the School	Number of Titles Rented or Borrowed from Outside Sources During the Most Recent Year	Number of Titles Borrowed by Students and Staff from the Instructional Materials Center During the Most Recent Year
Motion Pictures			
Filmstrips			
Slides			
Disc recordings			
Tape recordings			
Picture sets			
Models			
Others (specify)			

B. Multi-Sensory Materials--continued

EVALUATIONS

- [] a. How complete is the collection of multi-sensory materials?
 [] b. To what extent are such materials utilized by staff and students?
 [] c. To what extent are other resources for borrowing instructional materials utilized?

COMMENTS

C. Miscellaneous Materials

CHECKLIST

- () 1. Optical aids are provided for visually handicapped students in order that they might have access to printed materials.
- () 2. The Instructional Materials Center provides magnetic-tape equipment for the recording of information from the print collection by staff members or volunteers.

EVALUATIONS

- [] a. To what extent are optical aids accessible to all students who need them?
 [] b. To what extent are tape recording facilities utilized?

COMMENTS

V. SELECTION OF MATERIALS

CHECKLIST

- () 1. Collections are continually re-evaluated in terms of changing curriculum content, new techniques of teaching, and current needs of teachers and students.
- () 2. Materials are selected with consideration of teachers' requests and students' suggestions.
- () 3. Well established criteria for evaluation and selection of instructional materials and equipment are worked out cooperatively and recorded.
- () 4. Data on circulation or the extent of use of materials of various types are kept.
- () 5. Criteria for the selection of instructional materials and equipment include: (check)
- ____ Philosophy, educational objectives, and curriculum of the school.
 - ____ Range of abilities, needs, interests, and maturity levels of the student body.
 - ____ Opinion of experts in use of instructional materials and equipment.
 - ____ Quality of materials in terms of accuracy of content and approach, attractiveness, and durability.

CHECKLIST--continued

- Availability of similar or other equivalent materials from non-school sources.
- Evidence of the educational effectiveness of materials as determined by teacher evaluations prior to use.
- Evidence of effectiveness of instructional materials as based on actual use.
- Special school, student, and teacher interests and needs.

EVALUATIONS

- [] a. How adequate are provisions for evaluation and selection of materials and equipment in terms of the philosophy, educational objectives, and curriculum of the school?
- [] b. How adequate is involvement of faculty in selection and evaluation of instructional materials and equipment?
- [] c. How efficient are means for selection of instructional materials and equipment?

COMMENTS

VI. CLASSIFYING, CATALOGING, AND PROCESSING OF MATERIALS

CHECKLIST

- | | |
|---|--|
| <ul style="list-style-type: none"> () 1. All instructional materials of permanent value are accessioned, classified, and cataloged centrally regardless of where these materials are housed. () 2. A card catalog is maintained, with author (or producer in the case of multi-sensory materials), title, and subject card for each title or object. () 3. Information about the acquisition of materials is kept in an accession book or on the shelf list card. () 4. All materials are organized for easy accessibility and effective use. () 5. The entire school library is cataloged. | <ul style="list-style-type: none"> () 6. The library collection catalog is available in: (check) <ul style="list-style-type: none"> <input type="checkbox"/> Regular print <input type="checkbox"/> Large type <input type="checkbox"/> Braille () 7. The library collection catalog is readily accessible to students. () 8. The library collection is shelved by subject or by some other logical manner made known to the students. () 9. Students are encouraged to use the collection catalog themselves in seeking materials. () 10. Students are encouraged to browse through the collection. |
|---|--|

VI. CLASSIFYING, CATALOGING, AND PROCESSING OF MATERIALS--continued

EVALUATIONS

- a. How adequately are equipment and materials organized for effective use?
- b. How accurate and up to date are the card catalog and shelf list files?
- c. How adequate for maximum service is the organization of multi-sensory materials and equipment?
- d. To what extent is the library collection cataloged and processed in accordance with approved methods?

COMMENTS

VII. PREPARATION FOR USE OF NEW INSTRUCTIONAL MATERIALS

CHECKLIST

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> 1. Administration and staff keep abreast of new developments in the field of instructional materials. <input type="checkbox"/> 2. In projecting for future building and operating budget needs, the administration is aware of new developments and plans accordingly. | <ul style="list-style-type: none"> <input type="checkbox"/> 3. Staff members evaluate carefully new media, and how they can be utilized most effectively in the instructional program of the school. |
|--|---|

EVALUATIONS

- a. To what extent are administration and staff aware of new developments in the area of instructional materials?
- b. How adequate is space for new developments in instructional materials?

COMMENTS

VIII. GENERAL EVALUATION OF INSTRUCTIONAL MATERIALS SERVICES

EVALUATIONS

- a. To what extent are instructional materials services consistent with the philosophy and objectives as stated in Section B, "Philosophy and Objectives"?
- b. To what extent do instructional materials services meet the needs of students described in Section C, "School and Community Profile"?

COMMENTS

IX. PROGRAMMING FOR IMPROVEMENT

A graphic picture of the school's overall performance emerges when the evaluation ratings from the preceding pages are transcribed onto the following Summary Table of Evaluation Ratings. The school will be able to see at a glance the highlights and outstanding features of the program evaluated in this section. Another major value to be gained from such a picture is that it spotlights the areas in need of strengthening and thus yields a useful guide to the planning of needed improvements.

Realistically speaking, it is rarely possible for ongoing programs to be subjected to a large number of simultaneous changes. It is, however, both possible and desirable to analyze the problems uncovered through the self-study and evaluation process, and to develop a timetable for tackling them. The process of classifying needed improvements in two phases, 1) those already under way or which will be undertaken in the very near future and 2) those which require longer-range planning, produces a program for change which can serve as an orderly guide for action.

The three questions which follow the summary table offer the opportunity for the school briefly to identify its outstanding features and its plans for improvement. They are also designed to assist the Commission on Accreditation to evaluate the school in terms of one of its governing principles: If deficiencies exist, the school is willing to remedy them, and gives evidence of being capable of effecting the needed remedies within a reasonable period of time.

It should be borne in mind that planning for improvements is not necessarily restricted to the weaker aspects of the school's program or administration. If changes are contemplated in areas which are already good or excellent in order to make them even better, these should not be overlooked when responding to the questions.

A. Summary Table of Evaluation Ratings

Transcribe each evaluation made in this section into the appropriate box on the following chart. Inspection of this chart will serve as a guide to consideration of areas for improvement.

Evaluation Questions	Excellent	Very Good	Good	Fair	Poor	Missing	Not Applicable
I. Organization							
A. The Staff							
a.							
b.							
c.							
d.							
e.							
f.							

A. Summary Table of Evaluation Ratings--continued

Evaluation Questions	Excellent	Very Good	Good	Fair	Poor	Missing	Not Applicable
B. Intraschool Liaison							
a.							
C. Consultation Resources							
a.							
II. Accessibility							
a.							
b.							
III. Financial Provisions							
a.							
b.							
c.							
IV. Materials							
A. Written Materials							
1. Books							
a.							
b.							
c.							
d.							
2. Periodicals							
a.							
b.							

A. Summary Table of Evaluation Ratings--continued

Evaluation Questions	Excellent	Very Good	Good	Fair	Poor	Missing	Not Applicable
3. Vertical-File Materials							
a.							
b.							
4. Other Library Materials							
a.							
b.							
B. Multi-Sensory Materials							
a.							
b.							
c.							
C. Miscellaneous Materials							
a.							
b.							
c.							
V. Selection of Materials							
a.							
b.							
c.							

A. Summary Table of Evaluation Ratings--continued

Evaluation Questions	Excellent	Very Good	Good	Fair	Poor	Missing	Not Applicable
VI. Classifying, Cataloging, and Processing of Materials							
a.							
b.							
c.							
d.							
VII. Preparation for Use of New Instructional Materials							
a.							
b.							
VIII. General Evaluation of Instructional Materials Services							
a.							
b.							

IX. PROGRAMMING FOR IMPROVEMENT--continued

B. Summary of Highlights and Planned Improvements

1. What are the highlights or outstanding features of the program evaluated in this section?

a.

b.

c.

2. What improvements are now under way, or will be undertaken in the very near future?

a.

b.

c.

3. What improvements will require long-range planning, and when will this planning be undertaken?

a.

b.

c.

NAME OF SCHOOL _____
Self-evaluation by _____

Date: _____