

School/Board Orientation



Seventh-day
Adventist® Church

SOUTHWESTERN UNION



Purpose of Accreditation

- Assists each school in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for student learning are accomplished, and the extent to which these purposes and functions address the standards for accreditation.
- Involves the administration, faculty, staff, local governing board, constituency, students, and parents in a meaningful evaluation of the program.



Purpose of Accreditation cont.

- Provides an independent review of the Self-study report.
- Provides the basis for a Continuous School Improvement Plan.
- Provides the basis for determining accreditation status.
- Assists in providing external validation with regional and/or national accrediting associations.



Accreditation Standards

Standards are ideals for quality educational programs that are specific, attainable, and measurable. They describe an effective program that leads to continuous school improvement and results in improved student learning.



NAD Accreditation Standards

Purpose

- Philosophy and Mission

Plan

- Curriculum
- Instruction
- Assessment
- School Environment

Practice

- Sustainable Leadership
- Professional Learning
- Communication and Collaboration

Product

- School Improvement

Self-study Report

The Self-study typically occurs every six years and provides a longitudinal look at the school's progress toward the fulfillment of their Continuous School Improvement (CSI) Plan as well as Visiting Committee recommendations from the last Self-study.

Implementation and refinement of the CSI Plan is ongoing during the six-year cycle, with the completion of the Self-study taking place during Year 6.



Organizational Roles and Responsibilities

The completion of the Self-study Report depends upon the cooperative efforts of the following: school board, principal, teachers, parents, learners, members of constituent churches, and personnel from the union and local conference offices of education.





Principal

As the agent of the school board, the principal is responsible for organizing and supervising the self-study process at the school.

School Board

The local school board is responsible for providing support to the principal and teams in the preparation of the Self-study Report, including the Continuous School Improvement Plan.





Coordinating Team

The Coordinating Team is composed of the principal and representatives from the Standards Assessment Teams (SAT) and school board. It is responsible for:

- a. Appointing 3-5 members to serve on each SAT.
- b. Coordinating and monitoring the self-study process to ensure completion of the Self-study Report according to an approved timeline.
- c. Identifying and building consensus on significant school-wide areas needing improvement.
- d. Overseeing the development of the Continuous School Improvement (CSI) Plan.
- e. Establishing an ongoing follow-up process to monitor the implementation and accomplishment of the CSI Plan.



Standards Assessment Teams

- The Standards Assessment Teams are composed of staff, parents, and school board members and are responsible for assessing the school in the nine standards which are the core of the evaluation process. Team members should be knowledgeable of the mission, operation, successes, and challenges of the school and qualified representatives from the various grade levels should be included as team members.

Steps in Completing the Self-study

The Self-study Report is to be completed in the online platform, Accreditrac. The conference superintendent will give appropriate individuals access to Accreditrac.

1. Principal lists members and contact information of the Coordinating Team and Standards Assessment Teams.
2. Principal collects evidences (digital copies preferred) to share with the Visiting Committee (see Essential Evidences in *Standards for Accreditation of Seventh-day Adventist Schools*).



Steps cont.



- 3. Coordinating Team, with assistance from the Principal, completes the School Profile and Annual Program Report on Accreditrac.
- 4. Standards Assessment Teams:
 - Evaluate each standards statement and the indicators of implementation.
 - Collect and record evidences that support the implementation of the indicator.
 - Complete the school response in a short narrative that describes how the evidences support the implementation of the indicator. Small schools have the option of completing one narrative per standard vs one narrative per indicator.
 - Determine by consensus the extent to which each indicator has been met.
 - Determine the overall rating for the standard. If the overall rating is 2 or below, a recommendation for development of a goal to be included in the Continuous School Improvement Plan should be made to the Coordinating Team.

Steps cont.

5. Standards Assessment Teams administer the surveys.
6. Coordinating Team revises or develops a CSI Plan based on the significant schoolwide areas that need improvement as identified in the completed Self-study sections (see sample).

Timeline

The number of months in the right column are a guide as to when work should begin on the process in the left column prior to the on-site visit. The responsibilities of the Coordinating Team are the following:

✓	TASKS	MONTHS
<input type="checkbox"/>	1. Participate in orientation for the Standards for Accreditation of Seventh-day Adventist Schools.	8-12 <small>Lead time depends on school size.</small>
<input type="checkbox"/>	2. Study and discuss the Standards for Accreditation of Seventh-day Adventist Schools to understand the purpose of the evaluation process and directions for completing the self-study document.	8-10
<input type="checkbox"/>	3. Develop a time line for completing each section of the Self-study Report.	8-10
<input type="checkbox"/>	4. Appoint standards assessment teams of 3-5 members to complete one or more sections of the following areas in the Standards section: a. Philosophy and Mission b. Curriculum c. Instruction d. Assessment e. Sustainable Leadership f. School Environment g. Professional Learning h. Communication and Collaboration i. School Improvement	8-10
<input type="checkbox"/>	5. Provide access to the following materials to each standards assessment team: a. Standards for Accreditation of Seventh-day Adventist Schools. b. The appropriate standards section from the self-study instrument.	8-10
<input type="checkbox"/>	6. Assist the principal in completing the School Profile and Progress Report.	6-8
<input type="checkbox"/>	7. Coordinate the completion of learner and parent surveys.	3-5
<input type="checkbox"/>	8. Review and copy edit the standards assessment teams reports to ensure consistency of style and grammatical correctness.	3-5
<input type="checkbox"/>	9. Develop action plans based on significant schoolwide areas of needed improvement. Review action plans with faculty and staff, and revise as needed.	3-5
<input type="checkbox"/>	10. Present to the school board all action plans approved by the Coordinating Team for final approval.	2-4
<input type="checkbox"/>	11. Present the Self-study Report to the school board for final approval.	2-4
<input type="checkbox"/>	12. Submit the Self-study Report to the local and/or union conference office of education.	> 15 <small>within 6 weeks</small>



Continuous School Improvement Plans

Goal #1: Mission—Reinforce the school mission for learners through the integration of the Adventist worldview across the curriculum.

AAA Standard(s) Addressed: 1—Philosophy and Mission

School-wide Learning Outcomes Addressed: [reference here your school's applicable learning outcomes, core values, etc.](#)

Rationale: In response to the perception and school processes data (parent, teacher, and student surveys; instructional programs; etc.), the school will articulate and integrate the Adventist worldview in each content area so that the mission of Adventist education is visible across the curriculum. It is critical that the school remains mission focused to fulfill the aim of Adventist education for learners.

Objectives: In order to support the goal, the following objectives will be addressed:

- Provide professional learning so 100% of teaching faculty can articulate with proficiency the Adventist worldview in terms of four concepts—Creation, Fall, Redemption, Re-creation.
- Engage 100% of teaching faculty in at least one PLC to apply the Adventist worldview concepts to the development of one unit of study, particularly in relation to the creation of Faith Connections, Essential Questions, Big Ideas, and Unit Assessments.
- After implementation of the units, use the unit summative assessments to determine if 100% of students can articulate the Adventist worldview with proficiency in the context of the unit contents.

Objectives	Measurement	Tasks (Action Steps)	Person(s) Responsible	Resources	Timeline	Progress Reports
Provide professional learning so 100% of teaching faculty can articulate with proficiency the Adventist worldview in terms of four concepts—Creation, Fall, Redemption, Re-creation.	Attendance record Faculty written summaries of the Adventist Worldview concepts	Schedule 2-day professional learning session that focuses on the Adventist worldview	Principal	Presenter NAD "The Core of Adventist Education Curriculum" <i>Total Truth</i> by Nancy Pearcey Rubric for faculty summaries of Adventist worldview	Pre-session August 20____ Review as needed	<i>Since the CSI Plan is a fluid document, this column is for the leadership team to record progress toward the goal and report to stakeholders as needed. (i.e., professional learning completed, mo/yr.)</i>
Engage 100% of teaching faculty in at least one PLC to apply the Adventist worldview concepts to	Attendance record Units of study	Utilize PLC meetings to create units of study that integrate the Adventist Worldview	Teaching Faculty Principal	Time for weekly PLC Sample units	Begin Fall 20____ Ongoing	

May be:

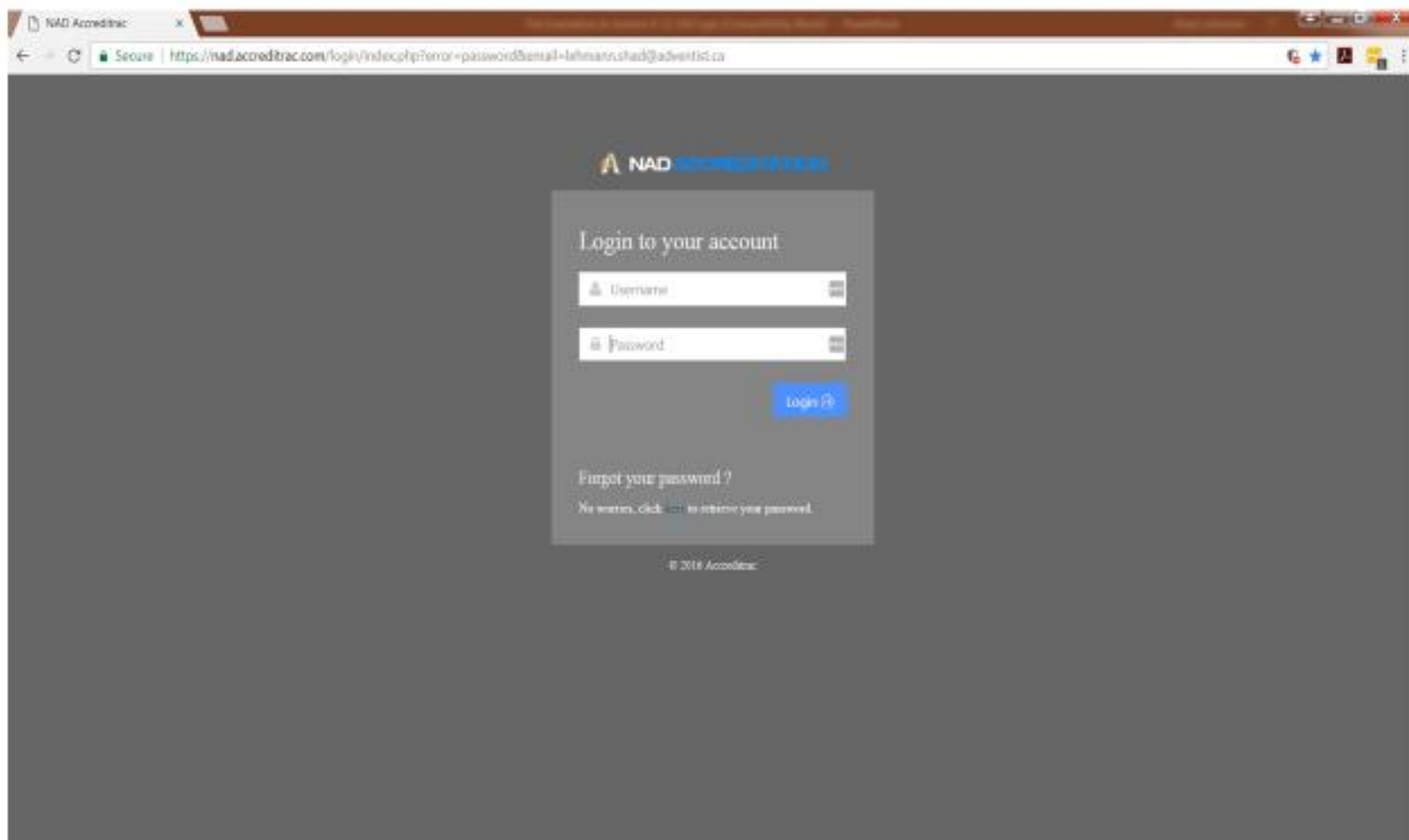
- Approved as written.
- Recommended for revision.
- Recommended for development.
- Rejected.



Accreditrac

Accreditrac is the online platform for NAD accreditation documents. A tutorial is available on the link below.

<https://nad.accreditrac.com>





Questions?