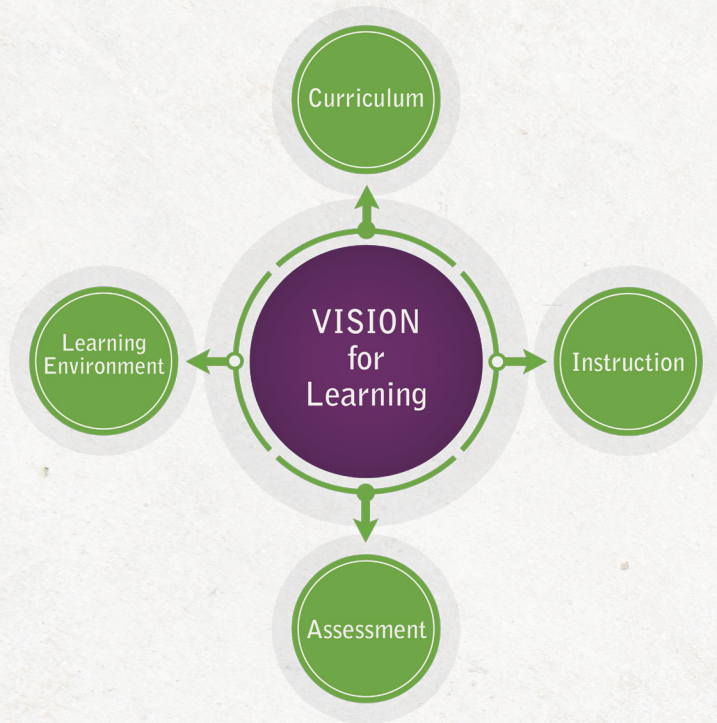


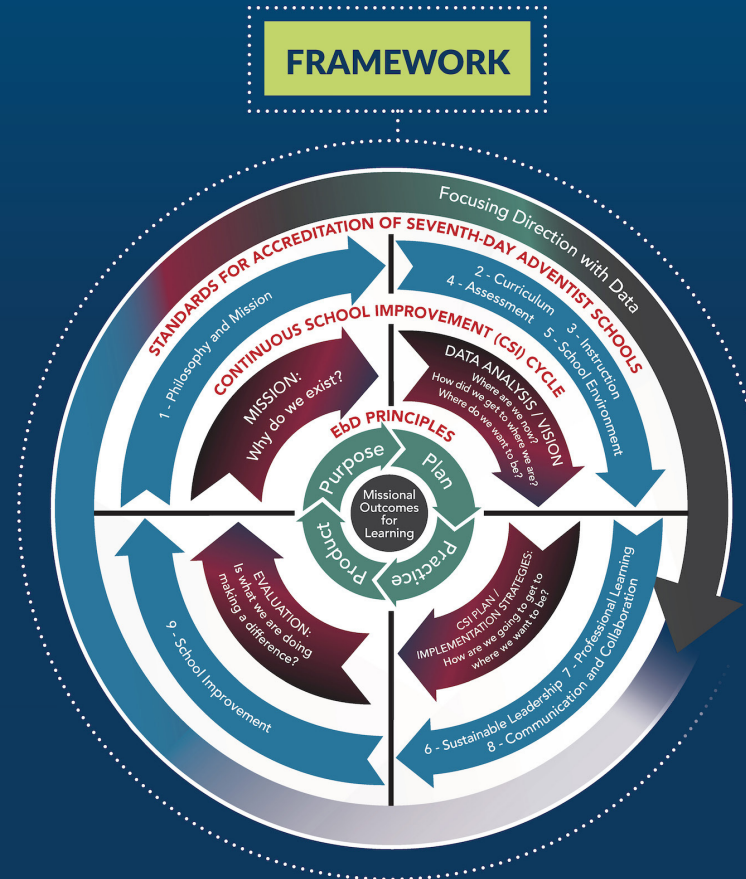
VISION FRAMEWORK



The Southwestern Union has developed a set of PK-12 visional outcomes that further articulate the vision or desired future state of Adventist education relative to core areas associated with teaching and learning—curriculum, instruction, assessment, and learning environment. The outcomes serve as metrics for measuring whether the vision is being accomplished.

Additional information regarding visional outcomes can be found at www.SouthwesternAdventistEducation.com.

EDUCATION *by Design*



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Continuous School Improvement

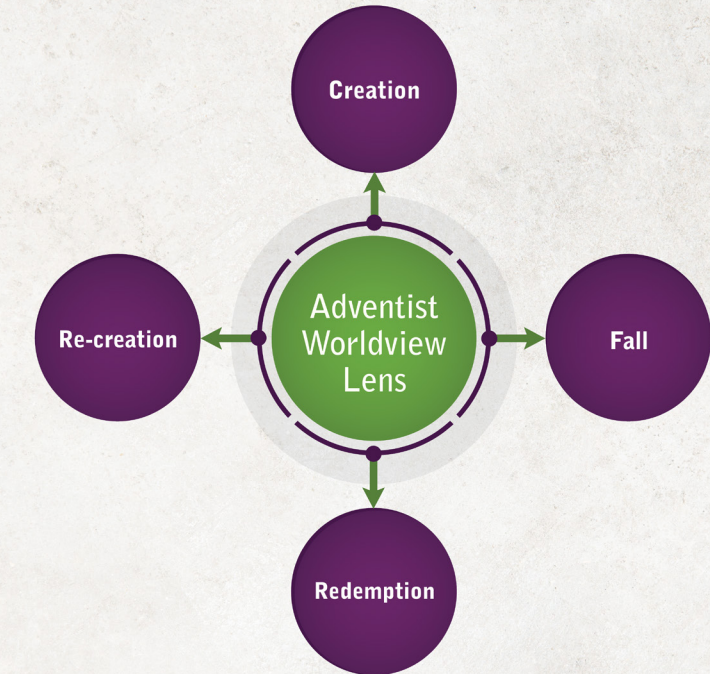
Vision

Designing Teaching & Learning to Achieve Missional Outcomes



Continuous School Improvement

ADVENTIST WORLDVIEW



A worldview serves as a conceptual tool or framework for perceiving and interpreting reality, which, in turn, informs the values and beliefs, mission, and vision of an organization. The Adventist worldview accepts the Bible as the standard by which everything else is measured. Four key concepts (with accompanying essential questions) emerge from a biblical worldview that can be used as a lens for the teaching and learning in Adventist schools.

Creation What is God's intention?
Fall How has God's purpose been distorted?
Redemption How does God help us to respond?
Re-creation How can we be restored in the image of God?



Seventh-day Adventist Church
SOUTHWESTERN UNION

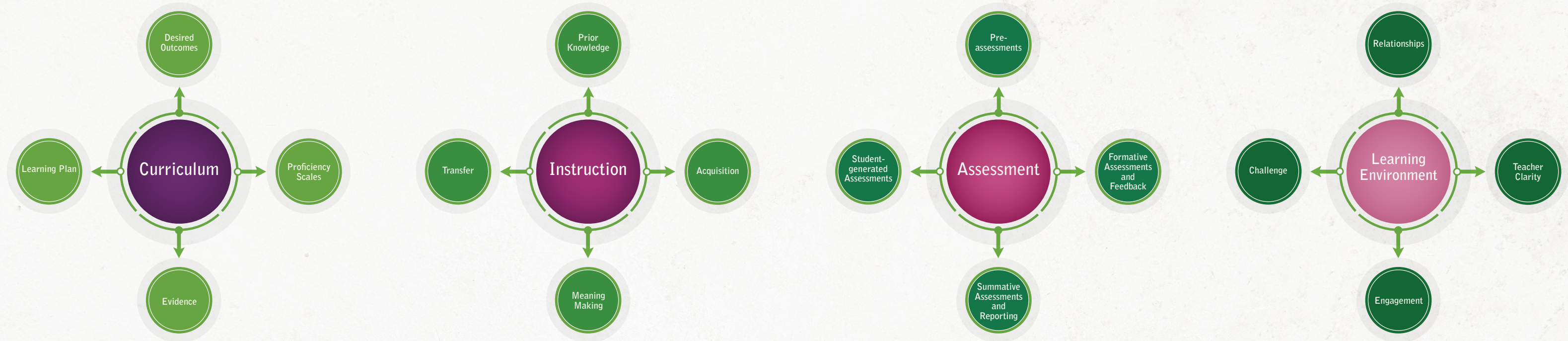
EDUCATION



Seventh-day Adventist Church
SOUTHWESTERN UNION

EDUCATION

VISIONAL OUTCOMES



Desired Outcomes—Identify long-term transfer goals, overarching essential questions and big ideas, and content knowledge and skills that are targeted for learning.

Proficiency Scales—Develop learning continuums by sequencing learning targets that articulate distinct levels of knowledge and skills relative to specific standards.

Evidence—Determine success criteria and assessment evidence that is needed for learners to demonstrate transfer and understanding of the desired outcomes.

Learning Plan—Develop student agency by providing opportunities for learners to monitor and self-regulate their own progress through self-assessments.

Prior Knowledge—Adapt instruction to reflect learners' prior knowledge of content as well as the dispositions and motivations they bring to school.

Acquisition—Inform learners as they acquire targeted knowledge and skills through direct instruction.

Meaning Making—Guide learners as they construct meaning by actively processing important ideas through inquiry into complex problems.

Transfer—Support learners as they transfer their learning to new situations through authentic performance tasks.

Pre-assessments—Gather evidence of prior knowledge which helps determine where to begin instruction and provides baseline data from which to plot students' learning progress.

Formative Assessments and Feedback—Gather evidence of learning FOR short-term instructional adjustment and feedback that helps students take the next steps in the learning process.

Summative Assessments and Reporting—Gather evidence of achievement OF desired results at a point in time for reporting.

Student-generated Assessments—Develop student agency by providing opportunities for learners to monitor and self-regulate their own progress through self-assessments.

Relationships—Create an inclusive, student-centered environment in which relationships are built on trust, respect, and safety.

Teacher Clarity—Establish clear learning targets and success criteria that give focus to instruction and assessment.

Engagement—Design relevant learning experiences that engage students through voice and choice.

Challenge—Provide rigorous experiences that balance difficulty and complexity and foster fluency, stamina, strategic thinking, and content expertise.