



EDUCATION

Seventh-day Adventist Church
SOUTHWESTERN UNION

Rubrics for Standards for Accreditation of Seventh-day Adventist Schools

Each column is inclusive of criteria in the columns to the left. Select the column in which all of the criteria have been met.

Standard 1—Philosophy and Mission			
The philosophy, mission, and vision statements are learner-centered and give direction to the school's program, and are developed and approved cooperatively by the administration, staff, and school board and reflect the Seventh-day Adventist worldview, core values, and educational philosophy.			
Ineffective	Somewhat Effective	Effective	Highly Effective
The school has not developed foundational statements of philosophy, mission, vision, core values, and schoolwide student outcomes that reflect the Adventist worldview.	<p>The school has not created all the foundational statements, or these statements may not be reviewed regularly or systematically in a collaborative manner.</p> <p>The foundational statements do not give direction to the school's program.</p>	<p>The school has developed all the foundational statements, and the leadership of the school has developed a systematic communication and review process for these statements, and feedback from stakeholders is considered when evaluating the statements.</p> <p>The foundational statements give direction to the school's program.</p>	<p>The school regularly and systematically communicates and reviews all foundational documents collaboratively with all constituents to ensure alignment among the documents.</p> <p>Leadership evaluates the extent to which the foundational documents give direction to the school's program.</p>

Standard 2--Curriculum

The curriculum is the core of the educational program providing for the spiritual, mental, physical, social, and emotional development of learners and preparing them for this world and for eternity.

Ineffective	Somewhat Effective	Effective	Highly Effective
The instructional program is totally textbook driven and not NAD standards driven, and there is almost no evidence of a thoughtfully implemented curriculum based on the Adventist worldview and the concept of the whole child as defined by schoolwide student outcomes.	The instructional program is highly textbook driven and not NAD standards driven, and there is little evidence of a thoughtfully implemented curriculum based on the Adventist worldview and the concept of the whole child as defined by schoolwide student outcomes.	The instructional program is clearly NAD standards driven with textbooks used as a resource, and there is ample evidence of a thoughtfully implemented curriculum based on the Adventist worldview and the concept of the whole child as defined by schoolwide student outcomes.	<p>The NAD standards and textbooks are regularly used by the faculty for instruction, and the selection of additional resources is standards based.</p> <p>Administration and faculty evaluate the extent to which the curriculum is based on the Adventist worldview and the concept of the whole child as defined by schoolwide student outcomes, and make needed changes.</p>

Standard 3—Instruction

The instructional program is aligned with curriculum design and assessment practices and provides for a variety of learning experiences, consistent with the school's philosophy, goals, and standards and actively engages students in learning.

Ineffective	Somewhat Effective	Effective	Highly Effective
<p>Instructional strategies are exclusively driven by the adopted textbook and publishers' materials. Engaged learning is not a priority in the school.</p> <p>Many students do not have the same opportunities for meeting the learning outcomes.</p>	<p>Many teachers are exclusively using adopted textbooks and publishers' materials, but some teachers are using learner-centric instructional strategies.</p> <p>Many students have an equal opportunity for meeting the learning outcomes.</p>	<p>Instructional strategies and learning activities focus on active engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and the schoolwide student outcomes.</p> <p>Most students have an equal opportunity for meeting the learning outcomes.</p>	<p>The school is utilizing and widely implementing learner-centric instructional strategies that are reflective of standards-based practices.</p> <p>All students have an equal opportunity for meeting the learning outcomes.</p> <p>Administration and faculty evaluate the extent to which instructional practices and resources are meeting the needs of the whole child, and make needed changes.</p>

Standard 4--Assessment			
Assessment data informs changes in curriculum and instruction to support learning.			
Ineffective	Somewhat Effective	Effective	Highly Effective
<p>There is no process in place for the assessment of student learning.</p> <p>Assessment is limited to textbook content testing or teacher-made classroom tests.</p> <p>The school does not use standards-based or nationally normed tests.</p> <p>Assessment results are communicated through report cards only.</p>	<p>The school utilizes limited assessment tools.</p> <p>The school analyzes data on a cursory basis by what is provided in the group reports for the standardized tests. There is very little disaggregation of data or analysis of data for subgroups or on a single student basis. Teachers are rarely trained in data analysis.</p> <p>Standardized test scores are sent home to parents, but analysis and follow-up are not provided.</p>	<p>There is a systematic administration of standardized testing over time. There is use of multiple assessment measures to assess student outcomes.</p> <p>The school uses comparison and trend data of performance. The analysis of student performance includes: 1) implications of schoolwide trends seen from year to year; 2) monitoring the progress of individual students. Teachers are trained in data assessment and analysis for program improvement.</p> <p>Assessment results are regularly communicated to students and parents.</p>	<p>Assessments are continually administered with fidelity over time to include formative and summative measures addressing all areas of student outcomes. Authentic assessment is readily seen in many classrooms and at many levels.</p> <p>The school uses all of the factors listed at the effective level as well as analyzing scores that are 1) higher or lower than expected; 2) showing increasing or decreasing gaps; and 3) correlations with other school indicators such as grades or graduation rates. Teachers are regularly trained on how to do analysis of both formative and summative assessments and how to use the data for program improvement.</p> <p>The school has procedures for regular communication regarding the results of both formative and summative assessments used, schoolwide trends in achievement, and accomplishment of schoolwide outcomes.</p>

Standard 5—Sustainable Leadership

Administration and school board ensure the effective and successful operation of the school to promote learner success and well-being.

Ineffective	Somewhat Effective	Effective	Highly Effective
<p>The board and administration are unclear of their roles and fiduciary, strategic, and governance responsibilities.</p> <p>Few written policies and/or procedures exist, or existing policies and procedures do not result in effective operations.</p> <p>The administrator does not provide instructional leadership.</p> <p>Faculty/staff evaluations are sporadic or nonexistent, they do not follow a prescribed plan, and little or no documentation of assessment is available.</p>	<p>The board and administration are somewhat clear of their roles and fiduciary, strategic, and governance responsibilities.</p> <p>Policy manuals and procedures exist, but they are not consistently followed, and/or result in ineffective operations.</p> <p>The administrator does not consistently provide instructional leadership.</p> <p>Administration primarily uses informal or infrequent evaluation for faculty and staff, and the process is inconsistent in application. Feedback is also inconsistent and poorly documented.</p>	<p>The board and administration understand their respective roles in developing overall governing policies, creating a strategic plan, and ensuring the financial stability of the school.</p> <p>Written policies and procedures exist to promote effective operations. Policy manuals and procedures are current and comply with union, conference, and governmental regulations.</p> <p>The administrator consistently provides instructional leadership.</p> <p>Administration follows a clearly defined plan for ongoing evaluation of faculty and staff. The plan is collaboratively developed, provides for feedback, is well documented, and is driven by growth and professional development of the faculty and staff.</p>	<p>The board and administration serve as informed decision makers.</p> <p>The board regularly implements a systematic plan for self-evaluation and training.</p> <p>The board, administration, and staff regularly review, revise, and enforce policies and procedures to reflect current needs and practice.</p> <p>The administrator is the lead learner and collaborates with the staff in developing instructional programming.</p> <p>Administration follows a clearly defined plan for a variety of ongoing evaluations of faculty and staff. The plan is collaboratively developed, provides for feedback, is well documented, and is driven by a desire for growth and professional development. Evaluation may include peer review and input from stakeholders. A systematic implementation of professional development is linked to professional goals.</p>

Standard 6—School Environment			
The school environment is designed and maintained to promote student learning and to support the school’s mission and goals.			
Ineffective	Somewhat Effective	Effective	Highly Effective
Learning Environment			
<p>No systematic basis for formally evaluating the curriculum and the instructional program is in place.</p> <p>The school learning environment is not monitored.</p>	<p>An informal evaluation process exists, but no formal data are collected or evaluated to ensure that the school learning environment is conducive to the instruction and development of the whole child.</p>	<p>A process is in place to effectively evaluate the school learning environment to ensure that it is conducive to the instruction and development of the whole child.</p>	<p>Annual school improvement plans have been developed in response to effective assessment of the curriculum and the instructional strategies.</p> <p>There is a historical pattern of improving the school learning environment that has been initiated as a result of data analysis.</p>
School Facilities			
<p>The environment is not safe and orderly because of a lack of scheduled inspections and maintenance.</p>	<p>Occasional inspections and maintenance are conducted, but limited documentation and corrections are provided.</p>	<p>Documented, regular maintenance and safety inspections are conducted, and deficiencies are corrected to ensure a safe and orderly environment.</p>	<p>A school maintenance improvement plan is developed, reviewed, and implemented to enhance overall functionality and safety. Subsequent documentation is on file.</p>
Health and Safety			
<p>The school does not have a written security and crisis management plan.</p> <p>No process has been implemented to comply with any local, state, and federal laws regarding safety and health issues.</p>	<p>The school has a written plan for security and crisis management that is not formalized or implemented.</p> <p>A process has been developed, but it has not been implemented to comply with all local, state, and federal laws regarding safety and health issues.</p>	<p>The school has a comprehensive and reviewed written security and crisis management plan, and the school has trained the faculty, staff, and students in how to respond in emergency/crisis situations.</p> <p>All local, state, and federal laws regarding safety and health issues are met.</p>	<p>The school has a comprehensive and reviewed written security and crisis management plan. It has trained the faculty, staff, and students in how to respond and has provided orientation to the parents to effectively communicate the school’s preparedness, including coordination with community responders. A safety audit has been conducted.</p> <p>Safeguards are in place beyond the minimum requirements of local, state, and federal laws.</p>

Information Resources			
<p>Access to information resources is not convenient or readily available to most of the students, faculty, and staff.</p> <p>OR no training is provided to students, faculty, or staff on the use of information resources.</p> <p>There is no information resources and technology plan.</p>	<p>Access to information resources is limited or only convenient for some of the students, faculty, and staff.</p> <p>Trained staff are occasionally available to assist students, faculty, and staff with their research and support needs.</p> <p>Limited professional development is available for trained faculty and staff.</p> <p>There is an information resources and technology plan, but it is not implemented.</p>	<p>Information resources, including those beyond online search engines, are adequate for college prep coursework and are readily accessible by students, faculty, and staff.</p> <p>Trained staff are usually available to assist faculty, staff, and students with their research and support needs.</p> <p>Professional development for faculty and staff is provided as needed.</p> <p>The information resources and technology plan is implemented.</p>	<p>Information resources in a variety of media formats are plentiful, scholarly, easily accessible by students, faculty, and staff, and are clearly linked to the instructional program.</p> <p>Training on how to integrate information resources into instruction is available from specialists.</p> <p>Library/Media/Educ. Tech specialists are readily available to assist staff and students with their research and support needs.</p> <p>The implementation of the information resources and technology plan includes policies and procedures for acceptable use of technology.</p>

Standard 7—Professional Learning

Administration and faculty collaborate to develop and implement professional learning opportunities to meet the needs of each learner and enhance the ongoing growth and development of school personnel.

Ineffective	Somewhat Effective	Effective	Highly Effective
<p>There is no ongoing professional development plan in place for most of the faculty and/or staff.</p> <p>Administration and faculty do not hold current NAD certification/endorsements.</p>	<p>There is some professional development planning for K-12 faculty and staff.</p> <p>Most administrators and faculty hold current NAD certification/endorsements.</p>	<p>Professional development planning for K-12 faculty and staff is ongoing and integral to the school and is aligned with specific goals and instructional programs.</p> <p>All administrators and faculty hold current NAD certification/endorsements.</p>	<p>Professional development planning for K-12 faculty and staff is ongoing and integral to the school and is collaboratively aligned with specific goals and instructional programs.</p> <p>Administration and faculty have attained training beyond a bachelor's degree.</p>

Standard 8—Communication and Collaboration

Communication and collaboration among the school, constituency, and community are essential to providing an effective educational program for learners.

Ineffective	Somewhat Effective	Effective	Highly Effective
<p>Minimal means of communication occurs between the school and its constituents, whether formally or informally. The school does not have a system for receiving feedback from the community.</p> <p>Intentional communication methods are not in place.</p> <p>There is no evidence of a marketing, recruitment, and retention plan.</p> <p>Little or no opportunity for regular collaboration in ways that affect school culture and encourage student learning are evidenced. Some informal, sporadic collaboration by faculty may take place.</p>	<p>Some communication occurs between the school and its constituents, but it tends to be one-way in nature.</p> <p>Surveys are occasionally distributed, but the data may not be accurately tabulated or effectively analyzed.</p> <p>The marketing, recruitment, and retention plan is not fully developed and utilized.</p> <p>Some faculty participate in learning communities or other regularly scheduled opportunities for collaboration which affect school culture and encourage student learning. Some faculty meet informally on their own initiative to collaborate, but it is not regular, scheduled, or documented.</p>	<p>A variety of established, effective two-way communication occurs between the school and its constituents.</p> <p>Surveys are annually distributed and results are analyzed for feedback regarding program satisfaction.</p> <p>The school has a marketing, recruitment, and retention plan to attract families to their distinct mission and vision.</p> <p>A significant majority of faculty participate in regularly scheduled learning communities or other opportunities for collaboration. The agenda for these meetings contributes to a reflective, problem-solving culture which is focused on student learning, school ethos, or other conditions that affect student learning.</p>	<p>A variety of regular, well-established, multidimensional, and effective means of communication using state-of-the-art technology occurs between the school and its constituents.</p> <p>Communications are designed to keep the community informed and to solicit input and feedback.</p> <p>Improvement steps are taken based on survey data.</p> <p>The school engages faculty, staff, and families in the systematic evaluation of the marketing, recruitment, and retention plan.</p> <p>A significant majority of faculty and administrators consistently participate in regularly scheduled learning communities or other opportunities for collaboration. Topics of discussion arise from the inherent needs of the students and the school. The conclusions of the group are followed-up in a way that positively affects school culture and promotes student learning.</p>

Standard 9—School Improvement The accreditation process assists a 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 as well as in providing the basis for action plans to address areas needing improvement.			
Ineffective	Somewhat Effective	Effective	Highly Effective
<p>The continuous school improvement (CSI) plan has not been developed using a variety of data sources and/or with very little input from stakeholders.</p> <p>The CSI Plan does not have specific goals connected to the mission and vision of the school.</p> <p>The Continuous School Improvement Cycle does not drive the development of the CSI Plan.</p>	<p>The CSI Plan has been developed using a limited amount of data sources and/or with very little input from stakeholders. The analysis of the data has been superficial.</p> <p>The CSI Plan goals have limited connection to the mission and vision of the school.</p> <p>The Continuous School Improvement Cycle somewhat drives the development of the CSI Plan.</p>	<p>The CSI Plan has been developed using a variety of data sources, such as surveys with strong input from all stakeholder groups. Analysis of the data has been thorough, and there is clarity about what the priorities are for school improvement.</p> <p>The CSI Plan establishes goals connected to the mission and vision of the school.</p> <p>The school updates the CSI Plan as part of the Continuous School Improvement Cycle.</p>	<p>Policies and procedures that ensure data-driven planning are in place and followed. Surveys and other consistent data collection and analysis informs all aspects of the CSI Plan. Stakeholders demonstrate understanding of the CSI Plan and consider the plan to be clear and comprehensive.</p> <p>The CSI Plan includes specific goals that are measurable and achievable.</p> <p>The school annually updates the CSI Plan as part of the Continuous School Improvement Cycle, using current demographic, survey, achievement, and program data, and stakeholder input.</p>

Some content adapted from ACSI Rubrics Manual for Accreditation, 2019.