

*EVALUATION
AND
ACCREDITATION*



EVALUATION - *the process of assessing school quality through self-study and peer review*



ACCREDITATION - certification
that a school meets established
standards of quality and is
achieving its goals within its
stated mission





**Evaluation and accreditation are essential components
of our Adventist EDGE initiative**

The Purpose of Evaluation

➔ Develop and

➔ Perpetuate

Quality Education

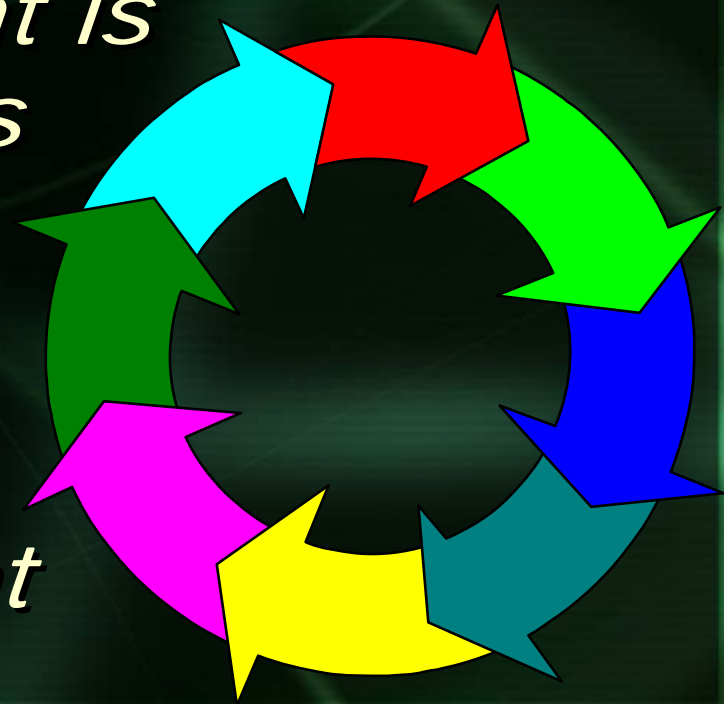


An Evaluation

- ➔ *clarifies a school's mission*
- ➔ *provides a school progress report*
- ➔ *fosters planning for improvement*
- ➔ *involves all school stakeholders*
- ➔ *forms the basis for accreditation*

"The Cycle of Excellence"

- ➔ *School improvement is a continuous process*
- ➔ *School evaluation is only a marker along the path of school improvement*



NAD School Evaluation is a three step process

➔ Self Evaluation
Self-Study Report



NAD School Evaluation is a three step process

➔ Self Evaluation

Self-Study Report (Which includes responding to your last evaluation's recommendations and action plans.)

➔ Peer Evaluation

Visiting Committee Report



NAD School Evaluation is a three step process

➔ Self Evaluation

Self-Study Report

➔ Peer Evaluation

Visiting Committee Report

➔ Implement School Improvement Plan

Progress Reports



WHO IS INVOLVED ?

- ➔ School Personnel
- ➔ Board Members
- ➔ Students
- ➔ Parents
- ➔ Constituents
- ➔ Other Adventist Educators

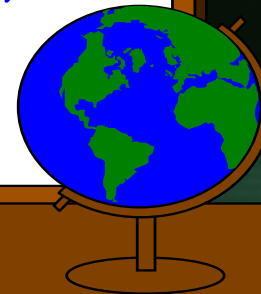


HOW ARE THEY INVOLVED ?



Helping with the Self-Study

- study committees*
- completing surveys*
- board review*



Self-Study Committees

- ➔ **COORDINATING COMMITTEE**
- ➔ Philosophy & Constituency
- ➔ Administration & Staff Development
- ➔ Curriculum/Instruction & Media Center
- ➔ Student Activities & Services
- ➔ School Facilities & Technology Utilization

Coordinating Committee

Directs and oversees the whole process by:

- Developing a timeline for the Self-study
- Reviewing, copying and editing all reports
- Reviewing & recommending action plans
- Presenting action plans to the board
- Coordinates the publication of the self-study report

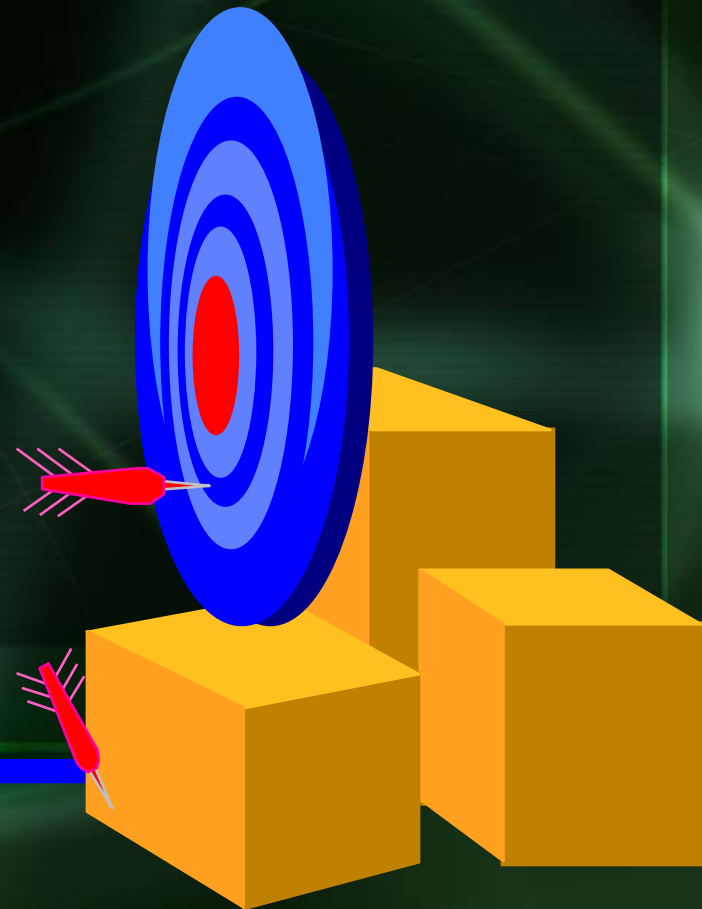


SELF-STUDY REPORT

EVALUATIVE CRITERIA

Narrative Edition

An instrument that is . . . *on target!*



An instrument that is . . . *narrative!*

➔ ***Adaptable***

➔ ***Accurate***

➔ ***Reliable***



An instrument that is . . . *based on school improvement planning!*

- ➔ **Dynamic**
- ➔ **Accountable**
- ➔ **Student Focused**
- ➔ **Maximizes Effectiveness**



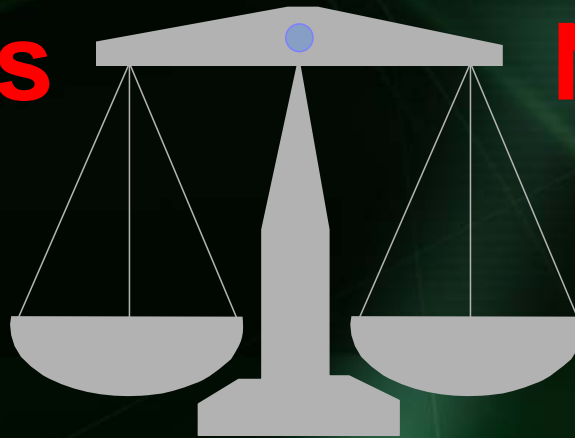
An instrument that is . . . *balanced!*

Accountability

Improving Quality

**SDA
System
Standards**

**Individual
School
Needs**



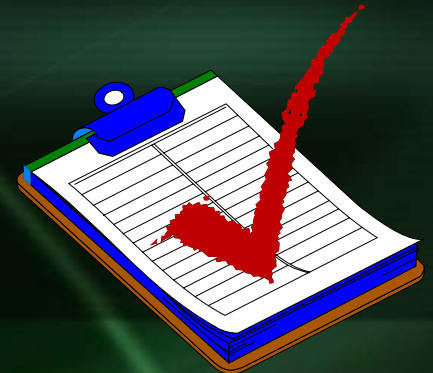
Features

- ➔ INTEGRATED INSTRUMENT
- ➔ IMPROVED SURVEYS
- ➔ SYSTEM-WIDE STANDARDS
- ➔ NARRATIVE RESPONSES
- ➔ SCHOOL IMPROVEMENT PLANS
- ACTION PLANS



Components

1. SCHOOL PROFILE
2. PROGRESS REPORT
3. SYSTEM-WIDE STANDARDS
4. SUBJECT AREAS
5. SURVEYS
6. Action Plans



10 Standards



Presents Ideals that
are



SPECIFIC



ATTAINABLE



MEASURABLE

10 Standards

- 
1. Philosophical Foundation (2)
 2. Community/Constituency (4)
 3. Administration & Finance (17)
 4. Staff Development (3)
 5. Curriculum & Instruction (7)

10 Standards

- 
6. Media Center (2)
 7. Student Activities (4)
 8. Student Services (7)
 9. School Facilities (4)
 10. Technology Utilization (3)

10 Standards

Administration:

Indicators of Implementation

- **Administrators serve as fiscal managers and operate the school on a sound financial basis. 1 2 3 4**

10 Standards

Curriculum & Instruction:

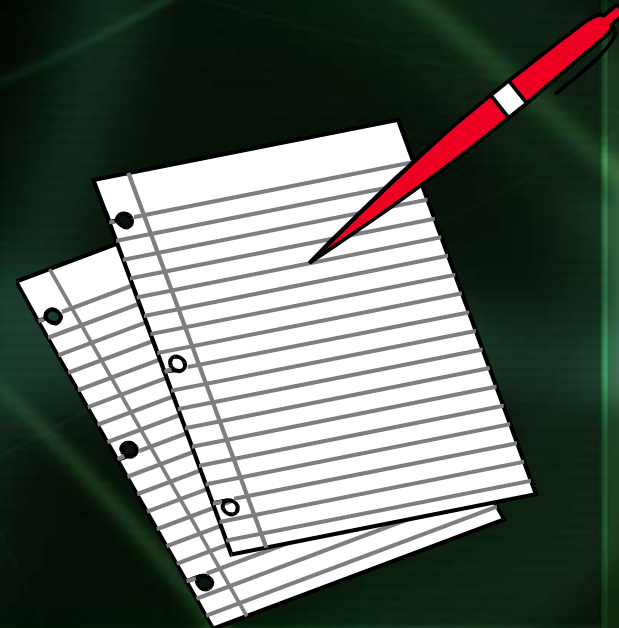
Indicators of Implementation

- Provides for a variety of learning experiences based upon differences in abilities, backgrounds, needs, interests, and student learning styles.

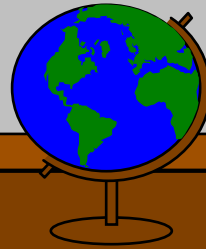
. 1 2 3 4

Response to ratings

Each of the ten standards will require a verification narrative explaining the rationale for the **total combined indicator rating** **NOT** a response for each indicator rating.



Subject Area Evaluation



Subject Areas

- ➔ Narrative Responses
- ➔ Integrate *"Journey to Excellence"*
Essential Core Elements

What is . . . *Journey to Excellence?*





A model for school improvement, Journey to Excellence provides resources for Adventist schools in the 21st century. It is a renewing cycle of improvement that results in quality Adventist schools.



63 ESSENTIAL CORE ELEMENTS
for curriculum in Seventh-day
Adventist Schools:

“Expressed as student learning results, these elements provide the basis for curriculum design and instructional planning.”

Subject Areas

- ➔ **Narrative Responses**
- ➔ **Integrate *"Journey to Excellence"***
Essential Core Elements
- ➔ **Identify Area Strengths**
- ➔ **Areas Needing Improvement**

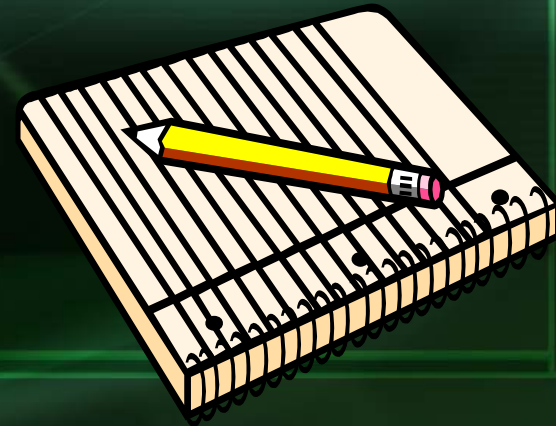
Surveys

- **Student Surveys**
 - Should be conducted and tabulated locally.
- **Parent Surveys**
 - Should be mailed to parents and returned in sealed envelopes to the local conference office for tabulation.
 - Results should be forwarded promptly to the principal so any adjustments needed in the school program can be reflected in the report.

Action Plans



Strategic plans for SCHOOL-WIDE improvement that will be the road map for your **JOURNEY TO EXCELLENCE** during the next term of accreditation.



SCHOOL IMPROVEMENT ACTION PLANS

Four (4) to seven (7)

SCHOOL-WIDE

improvement plans

SCHOOL-WIDE-IMPROVEMENT ACTION PLANS

- School-wide-improvement action plans are a vital outcome of the evaluation process.
- The development of action plans provides the school an opportunity to transform its vision of excellence into strategic-improvement action steps for introducing change and creating a higher level of accountability.

Action Plans Cont.

- All school-wide-improvement action plans will be written by the Coordinating Committee and approved by the school board.
- Action plans will be based on identified needs of the school program that have been included in the **completed** Self-study Report sections including the student and parent surveys.
- All subject area suggestions that become action plans should be included under the standard for Curriculum and Instruction.

The board will approve all school-wide-improvement action plans **prior** to their inclusion in the self-study report.

1. To keep the board informed about school improvement plans.
2. To be informed of and approve expenditures.

(Action Plans Cont.)

A school-wide-improvement action plan is a **detailed description of a strategic initiative**. It includes:

- A clear objective
- The person(s) responsible for completing each step
- Action steps for implementing the plan,
- A time line,
- An estimate of necessary resources (financial, human, educational, etc.),

School-wide-improvement Action Plan

Standard #:

Objective:

Action Plan #	Person(s) Responsible	Action Plan Steps	Date/ Time Line	Estimated Resources

**Approved &
Prioritized**

Action Plans

Marching Orders

Administration

Faculty

School Board



BASIS FOR ACCREDITATION

1. The degree to which the school is fulfilling its mission
2. Its planning **for** & implementation **of** school improvement
3. The evidence it shows in meeting the standards

VISITING COMMITTEE REPORT

-  **School Profile**
-  **Recommended Term**
-  **Commendations**
-  **Recommendations**
-  **Action Plans**



REPORT OF THE VISITING COMMITTEE
OF
Greatest Academy
OF THE
Best Conference in the NAD

EVALUATIVE CRITERIA
FOR
SEVENTH-DAY ADVENTIST SCHOOLS, GRADES 9-12
FORM B, NARRATIVE EDITION

DATES OF VISIT
April 5-8, 2005

Term of Accreditation

A one to five year term of accreditation that is based on the recommendation of the Visiting Committee.



Coordinating Committee

Directs and oversees the whole process by:

- **Developing a timeline for the Self-study**
- **Reviewing, copying and editing all reports**
- **Reviewing & recommending action plans**
- **Presenting action plans to the board**
- **Coordinates the publication of the self-study report**



TIME LINE

- **April of the year prior to your evaluation**
 - Staff and board orientation to evaluation process
 - Set up committees so they can work over the summer
 - Check status and make sure there is a **satisfactory** response to **ALL** of the previous evaluation's recommendations and action plans
- **Pre-session of your evaluation year**
 - Check progress of committees
 - Make sure teachers have begun work on subject area sections.

TIME LINE cont.

- **September**
 - Prepare and administer surveys
- **October**
 - Coordinating Committee should start editing the document.
- **November**
 - Coordinating Committee write Action Plans

TIME LINE cont.

- **December**
 - Final editing of document and action plans
- **January**
 - Final presentation of full document including **action plans** and **progress report** to board
- **February/March**
 - Print and mail copies to visiting committee
- **Actual Evaluation** –
- Evaluation Schedule

DOWNLOAD INFORMATION

- Evaluation Instruments can only be downloaded from nadeducation.org
 - PDF format requires the **FULL VERSION** of Adobe Acrobat to fill it out and print it.
 - A Word Perfect version can also be downloaded for a working model, but the PDF format will be the **only acceptable way to produce and print final copies.**



Advanc-ed.org is where the new standards can be found.

-7 standards

-56 indicators

NAD – SACS Comparisons

The purpose of this document is to demonstrate the North American Division evaluation instrument for an evaluation also fulfills the new SACS standards

NAD Evaluation Instrument	SACS Standards
<u>School Profile</u>	1.4 Develops and continuously maintains a profile of the school, its students, and the community. 4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations.
<u>Standard 1 – Philosophical Foundation</u> <i>The mission statement, philosophy, and purpose give direction to the school’s program, and they are developed and approved cooperatively by the administration, staff, and school board and reflect Seventh-day Adventist educational philosophy.</i>	<u>Standard 1 – Vision & Purpose</u> <i>The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.</i> 1.1 Establishes a vision for the school in collaboration with its stakeholders.
A. School’s mission statement, philosophy, and purpose are expressed in a written statement and made available to faculty, students, parents, and constituents.	1.2 Communicates the vision and purpose to build stakeholder understanding and support.
B. School’s mission statement, philosophy, and purpose are reviewed regularly to meet the changing needs of students and constituency.	1.3 Identifies goals to advance the vision 1.5 Ensures that the school’s vision and purpose guide the teaching and learning process. 1.6 Reviews its vision and purpose systematically and revises them when appropriate. 7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results) 7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning.

**We must develop
productive
Christ-like citizens
that live and share
the gospel of a
SOON coming Savior**

**In the highest sense, the work of education
and the work of redemption are one. Ed. 30**



**Jesus is coming soon!!
Take your children
with you to heaven!**



QUESTIONS?

EVALUATION INSERVICE



The End