



Adventist Education

A JOURNEY TO EXCELLENCE

STANDARDS FOR ACCREDITATION OF SEVENTH-DAY ADVENTIST EARLY CHILDHOOD EDUCATION AND CARE (ECEC) PROGRAMS

North American Division

Commission on Accreditation

Representing the Accrediting

Association of Seventh-day

Adventist Schools, Colleges,

and Universities, Inc.

2016

Preface

This document, *Standards for Accreditation of Seventh-day Adventist Early Childhood Education and Care Programs*, is the basis for the evaluation and accreditation of all early childhood programs in the North American Division.

The Seventh-day Adventist early childhood programs offer opportunities for children birth to five years of age to extend their learning experience, before formal schooling, in a developmentally appropriate environment. Based on age, levels of development, and learning styles, such an environment fosters natural curiosity and stimulates cognitive, physical, social, emotional and spiritual growth. Standards which serve as the foundation of best practices of caring for and educating young children serve as the standards of the evaluation and accreditation process.

This instrument is the basis for the self-study. The instrument contains instructions and details the responsibilities for those persons and teams involved in the evaluation process and for completing the self-study. The completed self-study instrument becomes the Self-study Report.



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Philosophical Foundation of Adventist Education

PHILOSOPHY

The Seventh-day Adventist Church recognizes God as the ultimate source of existence, truth, and power. In the beginning God created in His image a perfect humanity, a perfection later marred by sin. Education in its broadest sense is a means of returning human beings to their original relationship with God. The distinctive characteristics of this Adventist worldview, built around creation, the fall, redemption, and re-creation, are derived from the Bible and the inspired writings of Ellen G. White.

The aim of true education is to restore human beings into the image of God as revealed by the life of Jesus Christ. Only through the guidance of the Holy Spirit can this be accomplished. An education of this kind imparts far more than academic knowledge. It fosters a balanced development of the whole person—spiritual, physical, intellectual, and social-emotional—a process that spans a lifetime. Working together, homes, programs, and churches cooperate with divine agencies to prepare learners to be good citizens in this world and for eternity.

MISSION

To enable learners to develop a life of faith in God, and to use their knowledge, skills, and understandings to serve God and humanity.

VISION

For every learner to excel in faith, learning, and service, blending biblical truth and academic achievement to honor God and bless others.

Source: *The Core of Adventist Education Curriculum*



PHILOSOPHICAL FOUNDATION OF ADVENTIST EDUCATION

ECEC Philosophy

The Core of Adventist Education Curriculum, aligned with the Journey to Excellence document, provides the basis for the ECEC Philosophy and Goals of the ECEC programs.

The ECEC Philosophy serves as the foundational framework and is reflective of the values, beliefs, and practices inherent in all Seventh-day Adventist ECEC programs. The Philosophy is based on current research and best practices in the field of ECEC as well as the expertise and experiences of those in the field. The current ECEC philosophy was adopted by the North American Division of the Seventh-day Adventist Church and the philosophy that follows can also be found in the Working Policies of the North American Division.

It is only through daily interaction with Christ-centered, caring adults that young children will learn the importance and develop the habit of beholding Christ's loveliness (White, 1995). Learning to behold Christ means that children are given daily opportunities to talk about Him, search for truth, understanding, and practicality, and learn to see and desire all that is lovely, holy, uplifting and pure (Nichol, 1957; White, 1961). In so doing, young children will "become changed, morally assimilated to the One who is perfect in character" (Nichol, 1957).

North American Division Early Childhood Education and Care (ECEC) has its foundation in the Biblical imperative for purposeful training of the young child. We are admonished to teach the words of Holy Script "diligently unto thy children," and to "train up a child in the way he should go" (Deuteronomy 6:7, and Proverbs 22:6, KJV). The North American Division recognizes that the early education and care of young children is the beginning of a continual growth process. "Too much importance cannot be placed upon the early training of children. The lessons learned, the habits formed, during the years of infancy and childhood, have more to do with the formation of the character and the direction of the life than have all the instruction and training of after years" (Ministry of Healing, p. 380).



PHILOSOPHICAL FOUNDATION OF ADVENTIST EDUCATION

ECEC PHILOSOPHY (CONTINUED)

In writing to parents and teachers, Ellen G. White said: “No work ever undertaken by man requires greater care and skill than the proper training and education of youth and children” (White, 1954/2002, CG, p. 39, ¶1). “True education is not the forcing of instruction on an unready and unreceptive mind” (White, 1903/2002, Ed., p. 41, ¶2). “True education... has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers” (White, 1903/2002, Ed., p. 13, ¶1). Such harmonious development is found in the study of God’s law, the Bible, nature, service to others and “useful occupation” (White, 1903/2002, Ed., p. 21, ¶3). Hence, the “first object of education is to direct our minds” and those of our children to God’s revelation of Himself (Matthew 6:22; Psalms 111:10; Proverbs 9:10; White, 1903/2002, Ed., p. 16, ¶4). An education of this kind imparts far more than academic knowledge. It is a balanced development of the whole child with time dimensions that span eternity. Therefore, the ECEC program, the home, and the church cooperate together with Divine agencies in preparing young learners for citizenship here on this earth and in the New Earth to come.*

Adventist ECEC programs seek to nurture the minds of young children, strengthening their ability to be thinkers rather than mere reflectors of the thoughts of others, to provide loving service rather than seeking selfish ambition, to maximize their potential, and to appreciate all that is beautiful, true, and good.* In partnership with the home and church, it is essential that a balanced ECEC program meet the needs of a child’s spiritual, physical, intellectual, social, and emotional development from birth to entrance into formal schooling. This focus has the full intention of affirming the value of each child and family, bringing them closer to Christ.



PHILOSOPHICAL FOUNDATION OF ADVENTIST EDUCATION

Core Goals

I. Learners will choose to accept God as the Creator and the Redeemer.

- **Acceptance of God:** Surrender one's whole life to God, develop a relationship with Jesus Christ, and allow the Holy Spirit to work in one's life. (J2E.1)

II. Learners will grow in their knowledge and understanding of God's creation.

- **Aesthetic Appreciation:** Develop an appreciation of the beautiful, both in God's creation and in human expression, while nurturing individual ability in the fine arts. (J2E.9)

III. Learners will creatively apply their spiritual, physical, intellectual, and social-emotional knowledge.

- **Healthful, Balanced Living:** Accept personal responsibility for achieving and maintaining optimum physical, mental, and spiritual health. (J2E.5)
- **Intellectual Development:** Adopt a systematic, logical, and biblically-based approach to decision making and problem solving when applied to a developing body of knowledge. (J2E.6)
- **Communication Skills:** Recognize the importance of effective communication and develop the requisite skills. (J2E.7)
- **Personal Management:** Function responsibly in the everyday world using Christian principles of stewardship, economy, and personal management. (J2E.8)
- **Interpersonal Relationships:** Develop a sense of self-worth, skills in interpersonal relationships, an understanding of the responsibilities of family membership, and the ability to respond with sensitivity to the needs of others. (J2E.3)

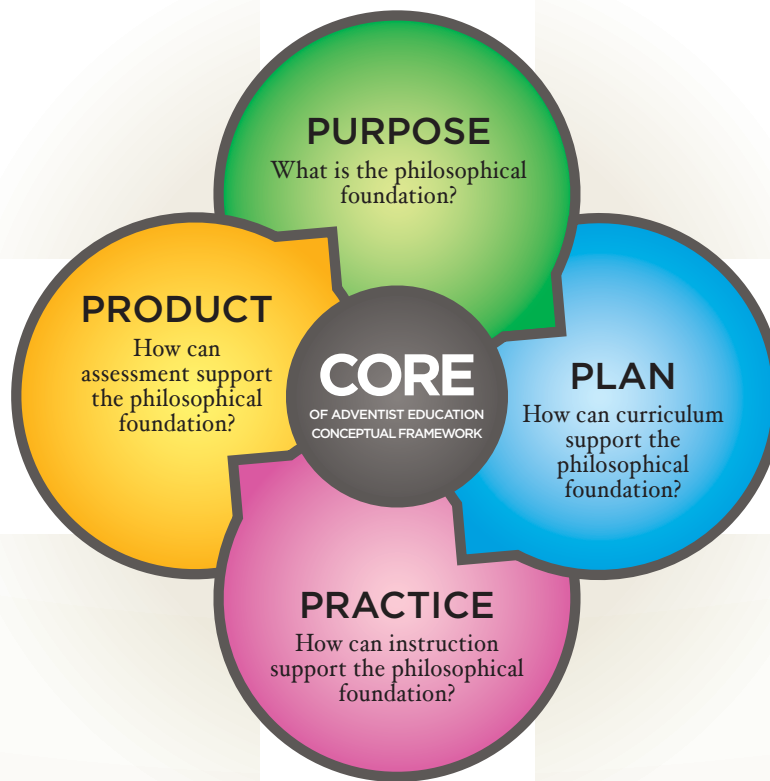
IV. Learners will demonstrate their commitment to the Creator through service to others.

- **Responsible Citizenship:** Develop an understanding of cultural and historical heritages; affirm a belief in the dignity and worth of others; and accept responsibility for local, national, and global environments. (J2E.4)
- **Commitment to the Church:** Desire to know, live, and share the message and mission of the Seventh-day Adventist Church. (J2E.2)
- **Career and Service:** Develop a Christian work ethic with an appreciation for the dignity of service. (J2E.10)

J2E is Journey to Excellence



PHILOSOPHICAL FOUNDATION OF ADVENTIST EDUCATION



The Core of Adventist Education

The CORE of Adventist Education Conceptual Framework includes four overlapping components, with accompanying essential questions:

- | | |
|-----------------|---|
| PURPOSE | What is the philosophical foundation? |
| PLAN | How can curriculum support the philosophical foundation? |
| PRACTICE | How can instruction support the philosophical foundation? |
| PRODUCT | How can assessment support the philosophical foundation? |



WHAT IS ACCREDITATION?

NAD Accreditation of Early Childhood Education Programs

The Adventist Accrediting Association (AAA) is the denominational accrediting authority for all educational institutions operated in the name of the Seventh-day Adventist Church. It fosters close cooperation among the educational institutions of the Adventist system and effective working relationships with other educational organizations or institutions, accrediting agencies, and government departments of education.

The AAA provides a process by which the educational community holds an institution accountable for its own objectives. It assures the church and constituency that an accredited Adventist educational institution offers programs of quality to the youth of the church and provides professional personnel who meet both church and national/provincial standards. This process ensures a basis for reciprocity among Adventist schools.

The standards for accreditation of Seventh-day Adventist schools and early childhood programs are the basis for the evaluation and accreditation of all educational institutions in the North American Division.

The accreditation process:

- Assists each Early Childhood Program in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for child 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, and parents in a meaningful evaluation of the program.
- Provides an independent review of the Self-study Report.
- Provides the basis for action plans to address areas needing improvement.
- Provides the basis for determining a term of accreditation.
- Assists in providing external validation with regional and/or national accrediting associations.

The North American Division Commission on Accreditation (NADCOA) serves as the agent of the AAA for accreditation of all schools and early childhood programs in the North American Division. The duties and functions of the NADCOA are to:

1. Establish standards for quality education.
2. Adopt criteria, guidelines, and procedures for accreditation visits.
3. Periodically review the accreditation status of each ECP in the North American Division.
4. Determine the data to be collected for the periodic evaluation of schools and ECPs.
5. Review the Visiting Team Report, determine the term of accreditation for each ECP, and forward recommendations to the AAA for final action.
6. Review appeals from schools and ECPs regarding the recommendations of the Visiting Team.
7. Consider all matters referred to the NADCOA by the North American Division Office of Education, General Conference Department of Education, and/or the AAA.
8. Initiate, process, and revise reports, recommendations, and resolutions for action by the AAA.





WHY DOES ACCREDITATION MATTER?

Rationale for Accreditation Standards

*"Whatever you do, work
at it with all your heart,
as working for the Lord
and not for man."*

Colossians 3:23

According to the National Association for the Education of Young Children (NAEYC), "The process [of accreditation] is designed to focus on evidence of a program's ability to meet the program standards and accreditation criteria consistently over time. Evidence includes observable evidence that can be directly seen—in classroom practices or as part of the program facility; survey evidence that reflects the opinions of key program stakeholders including families and teaching staff; and portfolio evidence that is specifically collected by program staff to document the policies, procedures, and practices for individual classrooms as well as the overall program.

Fundamental to accreditation is the quality of the educational program and care experienced by children.

FOUNDATIONAL BELIEFS & VALUES

The Core of Adventist Education is grounded in the worldview of the Seventh-day Adventist Church, and ECP improvement should always be viewed through the lens of our core beliefs and values.

ATTAINMENT OF EXCELLENCE

Excellent programs demonstrate a commitment to ongoing self-assessment, evidence-informed practice, and strategic planning. Reflective practices assist programs to focus on important questions, such as: How can this ECP better demonstrate and integrate its faith and philosophy? How can this ECP help children become successful learners and informed citizens? How can this ECP support quality teaching and leadership? How can this ECP develop and sustain strong partnerships? How can this ECP improve outcomes for all children?

CONTINUOUS IMPROVEMENT

Achieving excellence requires a commitment to continuous improvement and quality assurance with energies and resources directed towards the improvement of teaching and learning within a standards-based framework.



WHY DOES ACCREDITATION MATTER?

Standards for Accreditation

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

Standards for accreditation of Seventh-day Adventist early childhood programs have been established for the four domains: Purpose, Plan, Practice, Product. These domains identify the Core of Adventist Education (see page VIII) and are in alignment with A Journey to Excellence and The Core of Adventist Education Curriculum. The Standards offer a shared vision of Seventh-day Adventist education, but to make the vision real, the details must be constructed uniquely and personally, within particular communities of learners. Thus, quality educational programs may look very different from one another. In the same way, good educational programs should find many pathways to help our children meet high standards, so that they can effectively achieve academic success and become effective witnesses of the mission of the church.

I: PURPOSE

1. **Philosophy and Mission**—The philosophy and mission statement reflect the Seventh-day Adventist worldview and educational philosophy and give direction to the ECP's program, and are developed and approved cooperatively by the administration, staff, and ECP board.

II: PLAN

2. **Curriculum**—The curriculum is the core of the educational program providing for the spiritual, mental, physical, social, and emotional development of children and preparing them for this world and for eternity.
3. **Instruction**—The instructional program is aligned with curriculum design and assessment practices and provides for a variety of learning experiences, consistent with the ECP's philosophy, goals, and standards, and actively engages children in learning.
4. **Assessment**—Assessment data informs changes in curriculum and instruction.

III: PRACTICE

5. **Sustainable Leadership**—Administration and ECP board ensure the effective and successful operation of the ECP.
6. **ECP Environment**—The ECP environment is designed and maintained to promote child learning and to support the ECP's mission and goals.
7. **Professional Learning**—Administration and faculty collaborate to develop and implement professional learning opportunities to enhance the ongoing growth and development of ECP personnel.
8. **Communication and Collaboration**—Communication and collaboration among the ECP, families, constituency and community are essential to providing an effective educational program.

IV: PRODUCT

9. **ECP Improvement**—The accreditation process assists a ECP in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for child learning are accomplished as well as in providing the basis for action plans to address areas needing improvement.



WHY DOES ACCREDITATION MATTER?

Alignment of Standards with Early Childhood Accrediting
and Professional Organizations

AAA STANDARDS (2015)	NAEYC STANDARDS	MSA-CESS STANDARDS (2013)	QRIS	WASC STANDARDS (2014)	NCPSA STANDARDS (2010)
I: PURPOSE Philosophy and Mission		STANDARD I: Mission		A. Organization for Child Learning: 1. ECP Purpose	I: Philosophy, Governance, and Administration
II: PLAN Curriculum Instruction Assessment	STANDARD II: Curriculum STANDARD III: Teaching STANDARD IV: Assessment of Child in Progress	STANDARD VIII: Educational Program STANDARD XI: Child Life and Activities	Learning Environment Group Size and Ratios	B. Curriculum and Instruction: 1. What Children Learn 2. How Children Learn 3. How Assessment Is Used	III: Curriculum
III: PRACTICE Sustainable Leadership ECP Environment • Learning Climate • Health and Safety • ECP Facilities • Information Resources and Technology Professional Learning Communication and Collaboration	STANDARD II: Curriculum STANDARD I: Relationships STANDARD VII: Families STANDARD VIII: Community Relationships STANDARD V: Health STANDARD VI: Teachers STANDARD X: Leadership and Management STANDARD IX: Physical Environment	STANDARD X: Child Services STANDARD VII: Health/Safety STANDARD XII: Information Resources STANDARD II: Governance and Leadership STANDARD IV: Finances STANDARD VI: ECP Climate/ Organization	Administrative Policies Family Involvement Professional Development Staff Qualifications and Compensation Licensing Status	A. Organization for Child Learning: 2. Governance 3. ECP Leadership 4. Staff 5. ECP Environment C. Support for Child Personal and Academic Growth: 1. Child Connectedness 2. Parent/Community Involvement D. Resource Management and Development: 1. Resources 2. Resource Planning	II: Personnel IV: Nutrition and Food Services V: Physical Environment VI: Health and Safety VII: Family and Community Relations
IV: PRODUCT ECP Improvement		STANDARD III: ECP Improvement Planning STANDARD V: Facilities STANDARD IX: Assessment and Evidence of Learning	Program Evaluation	A. Organization for Child Learning: 6. Reporting Child Progress 7. ECP Improvement Process B. Curriculum and Instruction 3. How Assessment Is Used	III: Curriculum

AAA is Accrediting Association of Seventh-day Adventist
Schools, Colleges, and Universities, Inc.

NAEYC is the National Association of the Education of Young Children

NCPSA is National Council for Private School Accreditation

MSA-CESS is Middle States Association of Colleges and Schools
-Commission on Elementary and Secondary Schools

QRIS is the Quality Rating and Improvement System

WASC is National Western Association of Schools and Colleges



Adventist Education
A JOURNEY TO EXCELLENCE

HOW DO WE PROCEED WITH ACCREDITATION?

Overview of Roles and Responsibilities

The success of the evaluation process depends upon the cooperative efforts of the following: Early Childhood Program (ECP) board, director, teachers, personnel, members of constituent churches, and personnel from the union and local conference offices of education. The primary responsibilities of those involved in the accreditation process are indicated below.

1. NORTH AMERICAN DIVISION COMMISSION ON ACCREDITATION

The North American Division Commission on Accreditation (NADCOA) is responsible for establishing and voting guidelines, criteria, and procedures for the evaluation of schools and early childhood programs, as well as vote terms of accreditation. It officially represents the AAA in the North American Division.

2. NORTH AMERICAN DIVISION OFFICE OF EDUCATION

This office is responsible for supervising the accreditation process in the North American Division. The vice president for education serves as chair of the NADCOA.

3. UNION CONFERENCE OFFICE OF EDUCATION

The responsibility of this office is to in-service the local conference office of education and ECP personnel on the evaluation process. The union conference office of education is responsible for overall supervision of the evaluation process in the union conference. The union associate responsible for early childhood programs serves as the chair of the visiting committees for early childhood programs or designates a chairperson.

4. LOCAL CONFERENCE OFFICE OF EDUCATION

In collaboration with the Union Conference, this office is responsible for overall supervision of the evaluation process for the Early Childhood Programs in the conference and for reviewing and approving self-study documents before distribution to the Visiting Team.

5. DIRECTOR OF ECP

The director is responsible for organizing and supervising the self-study process for the ECP.

6. ECP BOARD

The local ECP board is responsible for providing support to the ECP director and teams in the preparation of the Self-study Report. This ECP board is to review and approve the Self-study Report, including all action plans.



HOW DO WE PROCEED WITH ACCREDITATION?

OVERVIEW OF ROLES AND RESPONSIBILITIES (CONTINUED)

7. STANDARDS ASSESSMENT TEAMS

The Standards Assessment Teams (SAT) are composed of staff, parents, and ECP board members and are responsible for assessing the ECP 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 ECP. Qualified representatives with early childhood experience including, but not limited to, having a degree and/or experience in an early childhood education setting, should be included as team members.

8. COORDINATING TEAM

The Coordinating Team is composed of the ECP director and representatives from the ECP board and other SAT members. It is responsible for:

- a. Appointing between 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 time line.
- c. Identifying and building consensus on significant ECP-wide areas needing improvement.
- d. Overseeing the development of ECP-improvement action plans.
- e. Establishing an ongoing follow-up process to monitor the implementation and accomplishment of each action plan.

9. VISITING TEAM

The Visiting Team is responsible for:

- a. Preparing for the on-site visit by reading and analyzing the Self-study Report for the purpose of drafting preliminary commendations and recommendations.
- b. Validating the Self-study Report by observing the ECP in operation; visiting classes; and interviewing administrators, teachers, children, and others.
- c. Preparing a report that commends the ECP for its areas of strength, validates action plans, and recommends specific actions to support ECP improvement.
- d. Recommending a term of accreditation based on the Self-study Report and on-site findings.



HOW DO WE PROCEED WITH ACCREDITATION?

Checklist for the North American Division Office of Education

The responsibilities of the North American Division Office of Education are to:

A. BEFORE THE VISIT

- ☐ 1. Communicate with the union conference office of education to:
 - a. Confirm the schedule for ECP evaluations, interim reviews and revisits.
 - b. Provide access to the materials that Visiting Team chairs are to submit to the North American Division Office of Education.
- ☐ 2. Update the term schedule of ECP evaluations, interim reviews, and revisits to be conducted each year.
- ☐ 3. Provide materials for an orientation for all key stakeholders.

B. AFTER THE VISIT

- ☐ 1. Schedule the annual meeting of the North American Division Commission on Accreditation.
- ☐ 2. Chair the North American Division Commission on Accreditation (NADCOA) which votes the terms of accreditation.
- ☐ 3. Send copies of the Commission on Accreditation minutes to each union conference office of education.
- ☐ 4. Send the Certificate of Accreditation for each ECP evaluated to the Union following the actions of NADCOA and the AAA.
- ☐ 4. Archive a copy of the Self-study Report, Visiting Committee Report, and Certificate for each ECP evaluated.



HOW DO WE PROCEED WITH ACCREDITATION?

Checklist for Union Conference Office of Education

The responsibilities of the union conference office of education are to:

A. BEFORE THE VISIT

- ☐ 1. Confirm with the North American Division Office of Education (NADOE) the schedule of ECP evaluations, interim reviews, and revisits to be conducted during the next year.
- ☐ 2. Ensure that each ECP has access to the self-study documents and other material needed for the Self-study Report.
- ☐ 3. Provide orientation sessions, including action plan development, as needed for local conference office of education personnel and the director of the ECP to be evaluated during the following year.
- ☐ 4. Identify the chair, in collaboration with the Conference, for each Visiting Team. The visiting committee chair must have NCPSA and/or MSA certification.
- ☐ 5. Provide the name of the chair and other pertinent information regarding the evaluation visit for ECPs to the union director of education.
- ☐ 6. Establish the date for the on-site visit with the Visiting Team chair, local conference office of education, and the center director. At the discretion of the chair, 1 to 3 days may be scheduled for the on-site visit.
- ☐ 7. Notify the NADOE of the date(s) for on-site visits.
- ☐ 8. Appoint the Visiting Team members, in collaboration with the conference. The union early childhood associate shall serve as the visiting committee chair. Additionally, the conference early childhood associate and 2 to 5 qualified peers shall complete the team. The final number of team members shall be determined at the discretion of the chair.
- ☐ 9. Provide the visiting committee with necessary resources.
- ☐ 10. Cooperate with regional accrediting associations in identifying the representative(s) to serve on the Visiting Team and inform the Visiting Team chair.
- ☐ 11. Review and approve the Self-study Report or return it for revisions if necessary in a timely manner.

B. DURING THE VISIT

- ☐ 1. Attend each visit and participate as requested by the chair.
- ☐ 2. Attend the oral report session and the exit report presentation.

C. AFTER THE VISIT

- ☐ 1. Assist, as requested, the local conference office of education and the director in developing plans for implementation of the approved action plans and the recommendations in the Visiting Team Report.
- ☐ 2. Send the Certificate of Accreditation to each local Conference.
- ☐ 3. Archive a copy of the Self-study Report, Final Visiting Committee Report, Term of Accreditation, and Certificate for each ECP evaluated.



HOW DO WE PROCEED WITH ACCREDITATION?

Checklist for Local Conference Office of Education

The responsibilities of the local conference office of education are to:

A. BEFORE THE VISIT

- ☐ 1. Cooperate with the union conference office of education in providing an orientation session for the stakeholders of the ECP to be evaluated during the next year.
- ☐ 2. Consult and assist the ECP administration in the preparation of the Self-study Report.
- ☐ 3. Review the Self-study Report or return it for revisions if necessary and then send it to the Union for final approval.
- ☐ 4. Work with Union Office to appoint the Visiting Team on-site members.
- ☐ 5. It is the responsibility of the local conference office of education to cover the expenses of the visiting team members (excluding union or other conference office employees) such as mileage, hotel, per diem for travel days, substitutes, etc. and provide the reimbursement form at the time of the site visit.

B. DURING THE VISIT

- ☐ 1. Attend each visit and participate as requested by the chair.
- ☐ 2. Attend and/or conduct the orientation session.
- ☐ 3. Provide information as requested by the Visiting Team chair.
- ☐ 4. Attend or conduct the oral report session and the exit report presentation.

C. AFTER THE VISIT

- ☐ 1. Send the Certificate of Accreditation to each ECP evaluated following the actions of the North American Division Commission on Accreditation.
- ☐ 2. Maintain a permanent file on each ECP that contains copies of the Self-study Report, the Visiting Team Report, interim progress reports, interim reviews, revisit reports, term of accreditation, and certificate.



HOW DO WE PROCEED WITH ACCREDITATION?

Checklist for the Director

The responsibilities of the director are to:

A. BEFORE THE VISIT

- ☐ 1. Collaborate with the local and/or union offices of education in selecting the date for the evaluation visit and informing the ECP board and staff.
- ☐ 2. Lead the ECP board in a review of the previous Visiting Team Report, Interim Review, or Revisit Report, and determine the status of each recommendation.
- ☐ 3. Arrange for the ECP board and staff orientation, including action-plan development, with the union conference office of education and/or local conference office of education.
- ☐ 4. Make recommendations to the ECP board for the Coordinating Team members. This team should be composed of the following:
 - a. The director as chair or co-chair.
 - b. Teacher and ECP board representatives.
 - c. Parents and other constituent church members.
- ☐ 5. Develop a time line (see Coordinating Team timeline) for the completion of the Self-study Report.
- ☐ 6. Establish standards assessment teams for the Standards section. Where possible, the teams (3-5 members) are to represent staff, parents, and ECP board members.
- ☐ 7. Provide access to the following materials to the chair of each standards assessment team:
 - a. General Instructions for completing the Self-study Report for each team member.
 - b. Appropriate pages from the Self-study Report and the corresponding instructions.
- ☐ 8. Assist the Coordinating Team in the preparation of action plans.
- ☐ 9. Seek ECP board approval for the action plans developed during the preparation of the Self-study Report.
- ☐ 10. Complete the ECP Profile section of the Self-study Report.
- ☐ 11. Complete the Progress Report section of the Self-study Report.
- ☐ 12. Lead the Coordinating Team in copy editing the self-study report, checking for accuracy and completeness.



HOW DO WE PROCEED WITH ACCREDITATION?

CHECKLIST FOR THE DIRECTOR (CONTINUED)

- ☐ 13. Seek ECP board approval of the Self-study Report.
- ☐ 14. Provide notification to the local conference office of education that the Self-study Report is ready for their approval at least 45 days prior to the visit.
- ☐ 15. After Union approval of the Self-study Report, make the report available to the ECP board members and the ECP teachers and staff.
- ☐ 16. Cooperate with the local conference office of education and Visiting Team chair regarding plans for the visit.
- ☐ 17. Collect and organize the evidences.
- ☐ 18. Prepare a private meeting room with tables, chairs, extension cords, projector, screen, and the evidences for the Visiting Team as needed.

B. DURING THE VISIT

- ☐ 1. In consultation with the Visiting Team chair, arrange meetings of appropriate ECP groups. Consider having substitute teachers/volunteers available to facilitate time for interviews with teachers.
- ☐ 2. Coordinate with the Visiting Team chair in arranging a meeting of the teachers, staff, available ECP board members for the exit report of the Visiting Team.
- ☐ 3. Ensure that the treasurer is available during the Site Visit.

C. AFTER THE VISIT

- ☐ 1. Review the Visiting Team Report with the ECP board, teachers, and staff to prioritize and begin implementation of action plans and recommendations.
- ☐ 2. Review annually the Visiting Team Report and/or the Interim Review or Revisit Report(s) with the ECP board and submit annual written progress report on implementing the action plans and recommendations.
- ☐ 3. Cooperate with the union and/or local conference office of education in setting the date for any required reviews or revisits.
- ☐ 4. Archive copies of the Self-study Report, the final Visiting Team Report, Revisit Reports, and Interim Review Reports as part of the permanent records of the ECP.
- ☐ 5. Once you receive it, hang your certificate proudly in your ECP program.



HOW DO WE PROCEED WITH ACCREDITATION?

Checklist for ECP Board

The responsibilities of the ECP board chair and members are to:

A. BEFORE THE VISIT

- ☐ 1. Collaborate with the director in the evaluation process.
- ☐ 2. Participate in a review of the previous Visiting Team Report, Interim Review Report, or Revisit Report, and determine the status of each recommendation.
- ☐ 3. Approve the members of the Coordinating Committee as recommended by the director.
- ☐ 4. Serve on the Coordinating Committee and the Standards Assessment Teams as appointed.
- ☐ 5. Study and approve action plans developed in conjunction with the preparation of the Self-study Report.
- ☐ 6. In consultation with the local conference office of education, approve budgetary provisions for expenses connected with the evaluation process.
- ☐ 7. Study and approve the Self-study Report to be submitted to the local conference office of education.

B. DURING THE VISIT

- ☐ 1. Be available as requested by the Visiting Team chair.
- ☐ 2. Meet with the teachers, staff, and the Visiting Team for the exit report.

C. AFTER THE VISIT

- ☐ 1. Review the Visiting Team Report to prioritize and begin implementation of action plans and recommendations.
- ☐ 2. Review annually the Visiting Team Report and/or the Interim Review or Revisit Report(s) and maintain an annual written record of progress in implementing the action plans and recommendations.



HOW DO WE PROCEED WITH ACCREDITATION?

Checklist and Time Line for Coordinating Team

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
☐	1. Participate in orientation for the Standards for Accreditation of Seventh-day Adventist schools and ECPs.	8-12 <i>Lead time depends on ECP size.</i>
☐	2. Study and discuss the Standards for Accreditation of Seventh-day Adventist ECPs to understand the purpose of the evaluation process and directions for completing the self-study document.	8-10
☐	3. Develop a time line for completing each section of the Self-study Report.	8-10
☐	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
☐	5. Provide access to the following materials to each standards assessment team: a. Standards for Accreditation of Seventh-day Adventist ECPs. b. The appropriate standards section from the self-study instrument.	8-10
☐	6. Assist the director in completing the ECP Profile and Progress Report.	6-8
☐	7. Coordinate the completion of parent and stakeholder surveys.	3-5
☐	8. Review and copy edit the standards assessment teams reports to ensure consistency of style and grammatical correctness.	3-5
☐	9. Develop action plans based on significant areas of needed improvement. Review action plans with faculty and staff, and revise as needed.	3-5
☐	10. Present to the ECP board all action plans approved by the Coordinating Team for final approval.	2-4
☐	11. Present the Self-study Report to the ECP board for final approval.	2-4
☐	12. Submit the Self-study Report to the local and/or union conference office of education.	> 1.5 <i>Within 6 weeks.</i>



HOW DO WE PROCEED WITH ACCREDITATION?

Checklist for Standards Assessment Team Members

The responsibilities of each Standards Assessment Team member are to:

BEFORE THE VISIT

- ☐ 1. Participate in orientation for the Standards for Accreditation of Seventh-day Adventist ECPs.
- ☐ 2. Study the Standards for Accreditation of Seventh-day Adventist ECPs to gain an understanding of the purpose for the entire evaluation process.
- ☐ 3. Complete the assigned standards areas and collect supportive evidences to be provided for the Visiting Team.
- ☐ 4. Prepare the report for the assigned section(s) and suggest areas of needed improvement that may be developed into action plans by the Coordinating Team.
- ☐ 5. Provide the chair of the Coordinating Team with access to the completed report.



SECTION 2 : Self-study Report

2	Self-Study Process
3	Required Evidences Supporting the ECP Profile
4	Coordinating and Standards Assessment Teams
5	Early Childhood Program Profile
15	Progress Report
17	Standards for Accreditation
18	PURPOSE
19	Standard 1: Philosophy and Mission
21	PLAN
22	Standard 2: Curriculum
27	Standard 3: Instruction
30	Standard 4: Assessment
34	PRACTICE
35	Standard 5: Sustainable Leadership
42	Standard 6: ECP Environment
58	Standard 7: Professional Learning
60	Standard 8: Communication and Collaboration
63	PRODUCT
64	Standard 9: ECP Improvement
66	Surveys
77	Action Plans



SELF-STUDY REPORT

Self-Study Process

The primary purpose of the self-study report is to advance a clearer understanding of your program and to promote self-improvement. The self-study report is most useful when it is analytical and focused on the future rather than being descriptive or defensive; when it is used to identify problems and to develop solutions to them; and when it identifies opportunities for growth and development (Middle States Association on Accreditation, 2007).

GENERAL INSTRUCTIONS FOR COMPLETING THE SELF-STUDY REPORT

Self-study is a procedure that should be on-going and allows you to describe, evaluate, and subsequently improve the quality of your program. Self-assessment involves the identification of your strengths and limitations and the development of an action plan that delineates the steps necessary to correct those limitations. Self-study requires a commitment to the process and to change in order to enhance your program.

Through the self-study procedure, your program will conduct a systematic and in depth examination of your program in light of your mission and the standards and criteria as defined in the NAD ECEC Teaching and Learning Standards. This type of evaluation will allow you to determine your progress to accomplishing your self-established goals and objectives through careful observation and evaluation of input obtained from key stakeholders directly and indirectly involved with the program.

HOW IS SELF-STUDY ACCOMPLISHED?

There is no single way to complete the task of self-evaluation. It may take as long as 6 to 18 months to complete the initial phase of self-assessment. At the end of that period, a working document should be developed that facilitates further program review and revision.

A well-planned and successful self-study must involve collection of data from those associated with the program directly or indirectly. Information must be obtained throughout each of the various stages of the study and should be obtained from a representative sample of the teachers, current and past families, constituents, community representatives, and the programs' governing body.

Self-study goes beyond data collection. Self-assessment will require you to assess your program's strengths and needs and to then develop a plan as to how you will alleviate limitations revealed by the data.

Once the Self-study process is completed, external peer reviewers (the Visiting Committee) will spend time reviewing your report and will then visit your program to confirm what has been reported. The visit will provide you the opportunity to showcase your program, to ascertain the feedback and suggestions from external ECEC experts, and to potentially obtain accreditation for your program.



SELF-STUDY REPORT

Essential Evidences Supporting the ECP Profile

The Required
Evidences serve
to provide support
and validate the
information and
data provided in
the ECP Profile.

Provide the Visiting Team access (digital or hardcopy)
to the following evidences:

- Annual progress report and interim or revisit reports
- Current class schedule(s)
- Current inventory of instructional equipment and supplies
- Current State License
- Employee Handbook
- Disaster plan that includes record of emergency drills
- ECP board minutes for at least one year
- ECP constitution and by-laws
- ECP improvement plan
- ECP marketing and recruitment plan
- ECP personnel meeting minutes
- ECP safety plan
- Facility Map and Floor Plans
- Financial statement for the last full fiscal year
- Hazardous material management plans (asbestos, chemicals, etc.)
- Last audited report with the statement
- Monthly financial statements for the current fiscal year
- Operating budget for current year
- Previous visiting team report
- Program bulletin/Parent Handbook
- Teacher Lesson Plans or Curriculum Map
- Technology plan that includes acceptable use policy for internet



SELF-STUDY REPORT

Coordinating Team and Standards Assessment Teams Membership

List the members of each team, along with contact information in the second column.

TEAMS	MEMBER NAME AND CONTACT INFORMATION
Coordinating Team	
Standards Assessment Teams	
Philosophy and Mission	
Curriculum	
Instruction	
Assessment	
Sustainable Leadership	
Environment	
Professional Learning	
Communication and Collaboration	
ECP Improvement	



SELF-STUDY REPORT

Early Childhood Program Profile

The Coordinating Team, with assistance from the director, is responsible for completing the ECP Profile.
The director may delegate responsibility for completion of applicable sections to others.

A. GENERAL INFORMATION

ECP Name _____ ECP ID _____
 Conference _____ Ages Served _____
 Address _____
 Director _____ Last Full Evaluation _____
 Superintendent _____ Last Interim/Revisit _____
 ECP Board Chair _____ State/Provincial Accreditation _____

B. ECP HISTORY

Include historical information about the school.

C. THE CONSTITUENCY

CHURCH NAME	CHURCH MEMBERSHIP	CHURCH TITHE LAST YEAR	CHURCH BUDGET LAST YEAR	ECP SUBSIDY THIS YEAR	CHILDREN IN THIS ECP	CHILDREN NOT IN THIS ECP
		\$	\$	\$		
		\$	\$	\$		
		\$	\$	\$		
		\$	\$	\$		
		\$	\$	\$		
TOTALS		\$	\$	\$		

Percentage of total ECP subsidy to total constituent tithe: _____%

Percentage of total ECP subsidy to total church budget: _____%

Percentage of Adventist children in constituent churches attending: _____%



EARLY CHILDHOOD PROGRAM PROFILE (CONTINUED)

D. SIGNIFICANT FINANCIAL DATA

1. Provide the following financial information from previous fiscal years:

2 YEARS AGO	1 YEAR AGO	FINANCIAL INFORMATION
		Annual operating income
		Budgeted operating expense
		Actual operating expense
		Actual operating gain (loss)
		Cost per child
		Tuition and fees per child (infant/toddler program)
		Tuition and fees per child (preschool program)
		Current child accounts receivable
		Non-current child accounts receivable before Allowance for Doubtful Accounts
		Percent of child account collected
		Commercial accounts payable
		Accounts payable to conference
		Total capital expenditures
		Total constituent church operating subsidy
		Regular conference subsidy (and union subsidy if applicable)
		Income from other sources
		Instructional materials/supplies expenditures
		Total library/media/technology expenses

2. Date of last audited financial statement: _____

3. Financial software package used: _____

4. Child Information System package used: _____

CONTINUES ON THE NEXT PAGE »



EARLY CHILDHOOD PROGRAM PROFILE (CONTINUED)

E. THE STAFF

1. Administrative and Instructional:

NAME	HIGHEST DEGREE	FT/PT*	ASSIGNMENT / RESPONSIBILITY	CERTIFICATIONS		YEARS OF EMPLOYMENT		
				TYPE	BY WHOM	SDA	NON-SDA	IN THIS ECP

* FT = Full-time, PT = Part-Time

EARLY CHILDHOOD PROGRAM PROFILE (CONTINUED)

2. Auxiliary/Classified:

NAME	FT/PT*	WORK ASSIGNMENT	YEARS OF EMPLOYMENT	YEARS EMPLOYED AT THIS ECP

* **FT** = Full-time, **PT** = Part-Time

EARLY CHILDHOOD PROGRAM PROFILE (CONTINUED)

3. Staff Data:

a. Indicate the staff Full-time Equivalents assigned to the following areas:

ASSIGNMENT	MEN	WOMEN	TOTAL
Administration			
Teachers			
Infant and Toddler Caregivers			
Teacher Aides			
Office Personnel			
Library / Media Center			
Food Service Providers			
Custodial / Grounds / Maintenance			
TOTAL			

b. Current administration and instructional staff reported in FTE: _____

c. Ratio of children to FTE instructional staff:

	INFANTS	12-23-MONTH-OLDS	2-YEAR-OLDS	3-YEAR-OLDS	4-YEAR-OLDS
Ratios to teachers					

d. Summary of academic preparation of administration and instructional staff (report highest degree held):

	NO DEGREE	ASSOCIATE'S	BACHELOR'S	MASTER'S	SPECIALIST	DOCTORATE
Men						
Women						
TOTAL						



EARLY CHILDHOOD PROGRAM PROFILE (CONTINUED)

4. Professional Activities and Memberships:

List all administrative and instructional staff members, their current professional memberships, and significant professional activities that have impacted instruction in the past two years.

NAME	PROFESSIONAL MEMBERSHIPS	PROFESSIONAL GROWTH ACTIVITIES

CONTINUES ON THE NEXT PAGE »

EARLY CHILDHOOD PROGRAM PROFILE (CONTINUED)

F. THE CHILDREN

1. Enrollment Profile:

AGE	OPENING ENROLLMENTS FOR THE LAST FIVE YEARS					FAMILIES IDENTIFIED AS SDA
	4 YEARS AGO	3 YEARS AGO	2 YEARS AGO	1 YEAR AGO	CURRENT	
0-12 Months						
13-24 Months						
25-36 Months						
37-48 Months						
49-60 Months						
60 Months +						
TOTALS						

2. Enrollment Data:

a. Percentage of total children from non-Adventist homes: _____

b. Projected total enrollment: Next year _____ In 2 years _____ In 3 years _____

What are these enrollment projections based on? _____

CONTINUES ON THE NEXT PAGE »



G. CURRICULUM AUDIT

[illegible]

EARLY CHILDHOOD PROGRAM PROFILE (CONTINUED)

H. GOVERNING BOARD MEMBERS

Please list all board members other than constituent church pastors and ECP Director. Specify each one's background qualifications or experience to represent an early childhood educational program (e.g., degree in early childhood education, experience working with children birth-8, etc.)

NAME	BACKGROUND / EXPERIENCE	YEARS OF SERVICE ON BOARD	TERM OF SERVICE BEGIN-END DATE	APPROVED DATE

CONTINUES ON THE NEXT PAGE »

EARLY CHILDHOOD PROGRAM PROFILE (CONTINUED)**I. PHILANTHROPY PROGRAM**

1. Briefly outline the ECPs development program including grant funding, fund raising, collaboration with community-based organizations, etc.

2. List the goals and accomplishments for the past three years, including total dollars raised, percentage of alumni contributing to the ECP, and percentage of church constituents and board members contributing to the ECP.

3. List the goals for increasing charitable giving in the immediate future.



SELF-STUDY REPORT

Progress Report

The previous Accreditation Team Report(s)—full evaluation visit, interim review, and/or revisit—are to be used as the basis for the Progress Report. This report states progress in implementing program-wide improvement action plans and all recommendations in the previous Accreditation Team Report. Use the accompanying table to report on action plans from the previous report.

PROGRESS REPORT FOR SCHOOLWIDE-IMPROVEMENT ACTION PLANS

Date of Last Evaluation: _____

ACTION PLAN NUMBER	#
ACTION PLAN GOAL	
IMPLEMENTATION STEPS	
	On time with original action plan timeline: ☐ YES ☐ NO
RESULTS OF EFFORTS	
BARRIERS TO FULFILLMENT	
CURRENT	☐ New Plan: Date Goal Set _____ ☐ In Progress: Expected Completion Date _____ ☐ Plan Not Begun ☐ Plan Completed

CONTINUES ON THE NEXT PAGE »



SELF-STUDY REPORT

PROGRESS REPORT (CONTINUED)

For recommendations, state the specific action that has been taken with supporting evidence/information, where applicable, and give the date of completion.

PROGRESS REPORT FOR RECOMMENDATIONS

RECOMMENDATION	ACTION	EVIDENCE	DATE COMPLETED
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			



SELF-STUDY REPORT

Standards for Accreditation

The following standards are to be met in all Seventh-day Adventist Early Childhood Programs. Included with the standards are indicators of implementation that identify the degree to which the standard has been effectively attained.

Each Standards Assessment Team is to:

1. Evaluate each standards statement and the indicators of implementation.
2. Collect and record evidences that support the implementation of the indicator. Make evidences available for the Visiting Team.
3. Complete the ECP response in a short narrative that describes how the evidences support the implementation of the indicator.
4. Determine by consensus the extent to which each indicator has been met.
5. Determine the overall rating for the standard.
6. If the overall rating is 2 or below, a recommendation for development of an action plan should be made to the Coordinating Team.

RATING LEVELS	SCORES	DESCRIPTORS
Exceptionally Met	4.0	Evidences provide strong support for the exceptional implementation of the indicator or standard
Met	3.0	Evidences provide sufficient support for the implementation of the indicator or standard
Partially Met	2.0	Evidences provide partial support for the implementation of the indicator or standard
Not Met	1.0	Evidences provide minimal or no support for the implementation of the indicator or standard





Philosophy of Adventist Education

The Seventh-day Adventist Church recognizes God as the ultimate source of existence, truth, and power. In the beginning God created in His image a perfect humanity, a perfection later marred by sin. Education in its broadest sense is a means of returning human beings to their original relationship with God. The distinctive characteristics of this Adventist worldview, built around creation, the fall, redemption, and re-creation, are derived from the Bible and the inspired writings of Ellen G. White.

The aim of true education is to restore human beings into the image of God as revealed by the life of Jesus Christ. Only through the guidance of the Holy Spirit can this be accomplished. An education of this kind imparts far more than academic knowledge. It fosters a balanced development of the whole person—spiritual, physical, intellectual, and social-emotional—a process that spans a lifetime. Working together, homes, early childhood programs, and churches cooperate with divine agencies to prepare learners to be good citizens in this world and for eternity.

Standard 1 measures how well the ECP achieves the purpose of Adventist education.

MISSION

To enable learners to develop a life of faith in God, and to use their knowledge, skills, and understandings to serve God and humanity.

VISION

For every learner to excel in faith, learning, and service, blending biblical truth and academic achievement to honor God and bless others.



SELF-STUDY REPORT

1 Standard for Philosophy and Mission

STANDARD:

The philosophy and mission statement give direction to the ECP's program, and are developed and approved cooperatively by the administration, staff, and ECP board and reflect the Seventh-day Adventist worldview and educational philosophy.

SUGGESTED EVIDENCES:

- ECP improvement plan
- ECP philosophy and mission statement
- lesson plans
- curriculum maps
- website
- brochures
- ECP bulletin and/or child handbook
- newsletters
- ECP logo
- parent surveys
- stakeholder surveys
- minutes of meetings such as Home and School, ECP board meetings, faculty meetings

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
1. The ECP's philosophy and mission statement reflect the Seventh-day Adventist worldview and educational philosophy and are integrated in its ECP-wide goals and practices.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
2. The ECP's philosophy and mission are expressed in a written statement and are clearly communicated to faculty, staff, children, parents, and constituents.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

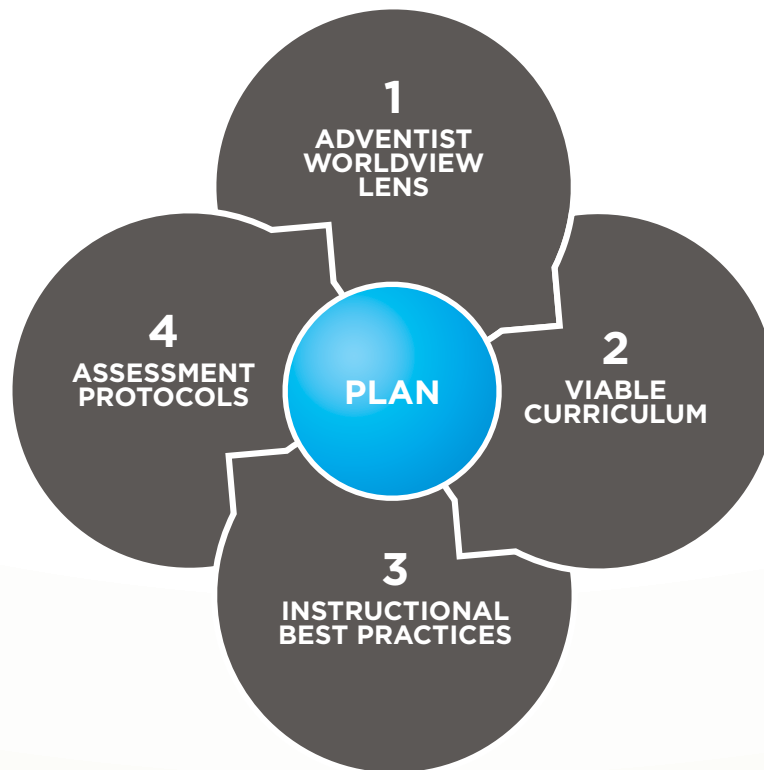
STANDARD FOR PHILOSOPHY AND MISSION (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
3. The ECP takes intentional steps to help children and their families understand and support the ECP's philosophy/mission.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
4. The ECP's mission statement is reviewed regularly by stakeholder groups to ensure that it is relevant and continues to meet the needs of children and constituency.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
5. The ECP systematically assesses its effectiveness in fulfilling its philosophy/mission.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

Overall Rating of the Standard for Philosophy and Mission: ☐ 1 ☐ 2 ☐ 3 ☐ 4



CORE

Curriculum Supports

The **ADVENTIST WORLDVIEW** serves as the lens for the curriculum development process. It can be thought of in terms of four parts: What is God's intention? *Creation*; How has God's purpose been distorted? *The Fall*; How does God help us to respond? *Redemption*; and How can we be restored in the image of God? *Re-creation*. These parts help structure and support the teaching and learning activities leading to the harmonious development of children, preparing them for this world and for eternity.

A **VIABLE CURRICULUM** is the core of the educational program, providing resources and time for the spiritual, mental, physical, social, and emotional development of learners. Adventist education standards, focusing on the knowledge, skills, and dispositions critical to learning in any one content area, serve as the framework for curriculum development. The process of curriculum mapping aligns these components across the grade levels in response to learner interests and needs.

INSTRUCTIONAL BEST PRACTICES, informed by research that identifies how children learn best, focus on developing learners that are "thinkers and not mere reflectors of other men's thoughts." (E. G. White) Teaching strategies and behaviors also meet the needs of individual learners and ensure whole-person learning. These practices and strategies are used flexibly to design an instructional framework for units and lessons.

ASSESSMENT PROTOCOLS are used to collect data that informs changes in curriculum and instruction. A variety of assessments that provide ongoing feedback are used to track child progress toward learning outcomes and to inform instruction. Assessment practices also enable children to develop self-assessment skills and manage their own learning.

Standards 2-4 measure how well teaching and learning activities are structured to prepare learners for this world and for eternity.



SELF-STUDY REPORT

2 Standard for Curriculum

STANDARD:

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

SUGGESTED EVIDENCES:

- curriculum maps
- lesson plans
- current class schedules
- NAD ECP developmental standards or curriculum guides
- ECP bulletin and/or child handbook
- child assessments
- child work
- portfolios
- projects and/or presentations
- ECP lunch program
- constituent communication such as newsletters
- ECP board minutes for at least one year
- operating budget for current year
- curriculum or academic standards committee minutes
- ECP improvement plan
- current inventory of instructional equipment and supplies

INDICATORS OF IMPLEMENTATION**EVIDENCES****RATING**

1. The ECP-wide curriculum is based on the Adventist worldview and reflects the stated mission and philosophy of the ECP.

- ☐ 4 Exceptionally Met
☐ 3 Met
☐ 2 Partially Met
☐ 1 Not Met

ECP RESPONSE**INDICATORS OF IMPLEMENTATION****EVIDENCES****RATING**

2. NAD Adventist education standards serve as the framework for curriculum development.

- ☐ 4 Exceptionally Met
☐ 3 Met
☐ 2 Partially Met
☐ 1 Not Met

ECP RESPONSE

STANDARD FOR CURRICULUM (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
3. The early childhood curriculum is inclusive of the following developmental domains: a. Cognition b. Physical/Motor c. Social/Emotional d. Spiritual e. Communication f. Language		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
4. The ECP-wide curriculum is inclusive of the following subject area standards: a. Bible b. Language Arts c. Mathematics d. Science e. Social Studies f. Health g. Physical Education h. Visual and Performing Arts i. Technology		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
5. The director ensures that the curriculum and instructional plans are organized, reviewed, and revised based on assessment data.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		



STANDARD FOR CURRICULUM (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
6. The ECP-wide curriculum promotes children' inquiry skills such as critical thinking, problem-solving, reasoning, and research skills.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
7. The ECP-wide curriculum promotes the development of child attitudes and habits such as persistence, managing impulsivity, respect for diversity, social skills, and responsibility.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
8. The ECP-wide curriculum includes opportunities for children to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle consistent with the Seventh-day Adventist health message.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		



STANDARD FOR CURRICULUM (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
9. The ECP-wide curriculum provides opportunities to engage in witnessing and service learning experiences.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
10. The ECP-wide curriculum considers the development, ages, cultures, abilities, interests, and needs of children.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
11. The ECP-wide curriculum resources are inclusive of developmentally appropriate books, materials, manipulatives that are approved by the local conference or Union office of education.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		



STANDARD FOR CURRICULUM (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
12. The ECP-wide curriculum is understood and supported by the ECP stakeholders.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
13. Co-curricular activities, such as field trips, extend the curriculum and are aligned with the ECP's mission and philosophy.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
14. Co-curricular activities are sufficient in number and variety to meet the needs and interests of all children.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

Overall Rating of the Standard for Curriculum: ☐ 1 ☐ 2 ☐ 3 ☐ 4

SELF-STUDY REPORT

3 Standard for Instruction

STANDARD:

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

EVIDENCES:

- classroom observations
- lesson plans
- child work or portfolios
- instructional materials and/or resources
- ECP bulletin or child handbook
- teacher's journal or log
- evidence of participation in or presentation of professional learning
- ECP improvement plan
- current inventory of instructional equipment and supplies
- financial statements of expenditures for instructional equipment and supplies

INDICATORS OF IMPLEMENTATION**EVIDENCES****RATING**

1. Educators create an environment that maintains children's engagement in the learning process in an age and developmentally appropriate manner.

- ☐ 4 Exceptionally Met
☐ 3 Met
☐ 2 Partially Met
☐ 1 Not Met

ECP RESPONSE**INDICATORS OF IMPLEMENTATION****EVIDENCES****RATING**

2. Educators provide opportunities for learners to connect the Adventist worldview with the knowledge, understanding, and skills acquired.

- ☐ 4 Exceptionally Met
☐ 3 Met
☐ 2 Partially Met
☐ 1 Not Met

ECP RESPONSE

STANDARD FOR INSTRUCTION (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
3. Educators are certified and/or qualified to teach the age levels for which they are assigned.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
4. Educators use a variety of instructional techniques aligned with best practices to address the diverse ages, cultures, abilities, interests, and needs of individual children.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
5. Educators use ample and appropriate materials, equipment, and resources to support instruction and learning.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		



STANDARD FOR INSTRUCTION (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
6. The instructional program considers the diverse ages, cultures, abilities, interests, and needs of individual children.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
7. Educators are reflective practitioners who think systematically about their practice, and refine their instructional practices based on child feedback/data.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

Overall Rating of the Standard for Instruction: ☐ 1 ☐ 2 ☐ 3 ☐ 4

SELF-STUDY REPORT

4 Standard for Assessment

STANDARD:

Assessment data informs changes in curriculum and instruction.

EVIDENCES:

- child progress reports
- tracking cards
- observational notes
- child portfolios
- samples of assessments used
- child feedback
- lesson plans
- meeting logs/notes
- ECP board and faculty meeting minutes
- curriculum maps
- child improvement plans
- data reports
- assessment results
- operating budgets
- REACH MAPS
- ECP improvement plan
- email, texts, Skype logs
- Health Screenings as Appropriate

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
1. Assessment data is used continuously to track child progress toward learning outcomes.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
2. Varied and appropriate assessments, aligned with best practices, are used to generate formative and summative data to provide instructional feedback.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

STANDARD FOR ASSESSMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
3. Teachers collaboratively and routinely share and analyze data within and across the programs to inform curriculum, instruction, and assessment.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
4. For children who are not meeting learning standards, appropriate strategies are implemented to ensure progress toward learning outcomes.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
5. Standards-based reporting practices are used.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		



STANDARD FOR ASSESSMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
6. Technology is used as a tool to collect, manage, and analyze data.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
7. Assessment results are used to make decisions regarding the selection and allocation of resources.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
8. Communication with families regarding children' progress is regular, productive, and meaningful.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		



STANDARD FOR ASSESSMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
9. Assessment results are the basis for making recommendations to families whose children may benefit from further evaluation.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
10. Administrators and teachers have the needed training, support, and resources to collect, analyze, and use assessment data effectively.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

Overall Rating of the Standard for Assessment: ☐ 1 ☐ 2 ☐ 3 ☐ 4



CORE

Instructional Supports

A successful Adventist ECP is one in which both teachers and children are always learning; change is ongoing at all levels. **SUSTAINABLE LEADERSHIP** is key to creating a culture that continuously builds the instructional and learning capacities of teachers and children. Fullan and others identify three types of support that educational leaders can develop to ensure an effective program.

A particular **ECP ENVIRONMENT** or culture needs to exist in an Adventist ECP that is designed and maintained to promote child learning, while supporting the ECP's mission and goals. The ECP environment should be safe, nurturing, and foster an appreciation for diversity among children. Teachers should demonstrate a shared identity and the commitment to work together for greater change.

Time for continuous **PROFESSIONAL LEARNING** opportunities can build the instructional capacity of teachers through the collective development of new knowledge, skills, and understandings. Professional learning should be driven by child learning needs and aligned with system-wide philosophy and goals. Focus should also be given to teachers' social learning which enhances the potential for change and sustainability. A recommended sequence for professional learning begins with individual inquiry of content through readings or presentations followed by communication and collaboration with other educators often in a job-embedded context.

COMMUNICATION AND COLLABORATION among ECP personnel, constituents, and community is essential to providing an effective ECP program. ECP leaders and teachers should collaborate to plan the instructional program, informed by assessment data. ECP personnel also need to consistently engage with and respond to parents, constituents, and the community as they develop ECP programs.

Standards 5-8 measure how well the ECP supports learner-centered practices.



SELF-STUDY REPORT

5 Standard for Sustainable Leadership

STANDARD:

Administration and ECP board ensure the effective and successful operation of the ECP.

SUGGESTED EVIDENCES:

- ECP improvement plan
- ECP board minutes
- personnel committee minutes
- staff meeting minutes
- safety committee minutes
- operating budget
- classroom supervision schedule and observation data
- spiritual plan
- non-instructional personnel job descriptions and performance review data
- ECP-wide curriculum goals
- ECP constitution and by-laws
- employee handbook
- state/provincial license
- education code
- data that tracks instructional strategies used and frequency of use
- ECP safety plan
- completed safety and security checklist
- ECP bulletin or child handbook
- financial statements
- audit report with the statement
- parent and staff surveys
- teacher supervision duty schedule
- locked files for immunization/health records and other confidential/sensitive documents

INDICATORS OF IMPLEMENTATION**EVIDENCES****RATING**

1. The administration and ECP board work cooperatively to develop and implement policies and practices, aligned with conference/union educational policies, the ECP constitution, and civil authorities (where applicable) to achieve a successful program.

- ☐ 4 Exceptionally Met
☐ 3 Met
☐ 2 Partially Met
☐ 1 Not Met

ECP RESPONSE**INDICATORS OF IMPLEMENTATION****EVIDENCES****RATING**

2. The administration and ECP board work collaboratively to review regularly, and update as necessary, the ECP constitution and bylaws.

- ☐ 4 Exceptionally Met
☐ 3 Met
☐ 2 Partially Met
☐ 1 Not Met

ECP RESPONSE

STANDARD FOR SUSTAINABLE LEADERSHIP (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
3. The ECP personnel communicates to parents the provisions of the Individuals with Disabilities Education Act/Canadian Human Rights Legislation for Children with Disabilities enrolled in private schools.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
4. The ECP uses a collaborative process to develop and implement a written strategic or long-range plan that is aligned with the ECP's mission and philosophy to continuously improve its educational program and services.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
5. The administration and school board demonstrate Christ-like behavior.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		



STANDARD FOR SUSTAINABLE LEADERSHIP (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
6. The administration and ECP board cooperate with the local conference office of education to identify qualified administrative, instructional, and non-instructional personnel for employment.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
7. The administration cooperates with the local conference office of education to ensure that administrative, instructional, and non-instructional personnel are oriented with written job descriptions, and aware of their influence on children, including their role as spiritual mentors.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
8. The administration and ECP board cooperate with local conference office of education to ensure compliance with governmental regulations and denominational policies regarding health and safety requirements and employment practices.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

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STANDARD FOR SUSTAINABLE LEADERSHIP (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
9. The administration cooperates with the local conference office of education to implement a plan of supervision and evaluation of personnel that fosters on-going professional growth.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
10. The administration and ECP board admit children based on policies and procedures consistent with its mission and philosophy and aligned with non-discriminatory policies.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
11. The administration ensures that teacher-child ratios and teacher class loads meet union, conference, and state/provincial regulations.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		



STANDARD FOR SUSTAINABLE LEADERSHIP (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
12. The director, as instructional leader, makes decisions and facilitates actions that focus on ECP-wide curriculum goals and child achievement.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
13. The director encourages and supports the use of innovative instructional strategies that enhance child learning.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
14. The director, in cooperation with the staff, creates a safe, nurturing ECP environment that supports child learning and fosters an appreciation for diversity.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		



STANDARD FOR SUSTAINABLE LEADERSHIP (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
15. The administration ensures that ECP grounds are safe, secure, and adequately supervised during ECP hours and at ECP functions.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
16. The administration ensures the security of all ECP, child, and ECP board documents, records, and information.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
17. The director maintains open lines of communication with all stakeholders to ensure effective community relations.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		



STANDARD FOR SUSTAINABLE LEADERSHIP (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
18. The ECP board cooperates with the local conference office of education to plan for and provide resources to ensure that sufficient funds are available for the annual budget and capital improvements.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
19. The ECP board provides fiscal oversight to ensure operation of the ECP on a sound financial basis.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
20. The ECP board develops policies to ensure implementation of sound financial record keeping, including child accounts.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

Overall Rating of the Standard for Sustainable Leadership: ☐ 1 ☐ 2 ☐ 3 ☐ 4



SELF-STUDY REPORT

6 Standard for ECP Environment

(Includes Learning Climate, School Facilities, Health and Safety, Information Resources and Technology Integration.)

STANDARD:

The ECP environment is designed and maintained to promote child learning and to support the ECP's mission and goals.

LEARNING CLIMATE

SUGGESTED EVIDENCES:

- written rules and procedures
- ECP bulletin and/or child handbook
- website
- child/parent consent/registration/acknowledgement forms
- parent surveys

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
1. ECP-wide rules and procedures for behavior are clearly communicated to parents, children, and personnel.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

STANDARD FOR ECP ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
2. The learning climate is positive, emotionally safe, nurturing, and welcoming.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
3. The learning climate promotes child core values such as self-discipline, responsibility, positive attitudes, and habits.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
4. The classroom environment is designed to stimulate learning and promote engagement.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		



STANDARD FOR ECP ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
5. ECP personnel are sensitive to the non-academic needs of children with a process in place to develop respectful relationships with children and to address children' spiritual, physical, emotional, and social needs.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
6. Diversity is honored and respected.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE



STANDARD FOR ECP ENVIRONMENT (CONTINUED)

ECP FACILITIES

SUGGESTED EVIDENCES:

- operating budget
- maintenance logs/records
- photos
- campus map and floor plans
- inspection reports
- certificates
- observations
- signage
- ECP improvement plan
- current inventory of instructional equipment and supplies
- finance committee minutes

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
7. The ECP's facilities , grounds, playgrounds, and equipment are appropriate and sufficient to support the ECP's philosophy/mission, the desired learner outcomes, and the educational program.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
8. The ECP's facilities include appropriate accommodations for: a. instruction b. administration c. child activities d. child services e. staff meetings f. storage of ECP property g. storage for child belongings		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE



STANDARD FOR ECP ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
9. The ECP board and administration allocate funds for maintenance and repairs of the ECP's facilities and equipment.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
10. The ECP's facilities, grounds, playground, and equipment are functional and maintained as per governmental regulations.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
11. The ECP is identified by an appropriate sign and displays the national flag.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		



STANDARD FOR ECP ENVIRONMENT (CONTINUED)

HEALTH AND SAFETY

SUGGESTED EVIDENCES:

- ECP safety plan
- written safety policies
- record of emergency drills
- annual safety audits
- health and safety training schedule / attendance record
- vehicle maintenance logs
- food service menus
- inspection reports
- observations
- hazardous material management plans (asbestos, chemicals, etc.)
- incident report form
- ECP improvement plan

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
12. The administration ensures a safe and healthy environment. a) Accessible and appropriate sinks and toilets for young children b) Diapering of infants and toddlers is in compliance with state and provincial regulations c) Model, teach and use appropriate hand washing skills and techniques		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
13. The ECP personnel annually review the board approved Emergency Preparedness Plan.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

STANDARD FOR ECP ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
14. Appropriate safety training is provided to relevant stakeholders.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
15. The ECP personnel conduct an annual safety audit to ensure that fire, health, and safety regulations are met.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
16. Emergency drills and exercises (such as fire, ECP lockdown, severe weather) are conducted as required by government and/or local regulations.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		



STANDARD FOR ECP ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
17. The ECP has an effective protocol for screening volunteers.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
18. The ECP has an effective system to control access to the ECP by non-ECP personnel.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
19. Emergency exit maps are prominently displayed in each room.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		



STANDARD FOR ECP ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
20. ECP personnel are trained to recognize and report signs of abuse, neglect, and/or distress in children.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
21. Procedures and resources are in place to respond to illnesses, medical conditions, medical emergencies, and medication storage and distribution.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
22. The drivers and vehicles used to transport children are in compliance with governmental regulations and denominational policies.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		



STANDARD FOR ECP ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
23. Food service, when provided, is in alignment with the Seventh-day Adventist health message and meets governmental regulations as well as nutritional guidelines.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
23a. As applicable, food, feeding, recording, and communication of food intake and times for infants and toddlers are in compliance with state and provincial regulations		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE



STANDARD FOR ECP ENVIRONMENT (CONTINUED)

INFORMATION RESOURCES (I.E., ELECTRONIC, PRINT, AND OTHER MEDIA)
AND TECHNOLOGY INTEGRATION

SUGGESTED EVIDENCES:

- informational and technology plan
- financial statements of expenditures for information resources and technology
- ECP board minutes
- meeting logs
- technology plan
- training logs
- acceptable use policy for internet
- lesson plans
- operating budget
- child use data
- ECP improvement plan
- current inventory of instructional equipment and supplies
- current class schedule

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
24. The ECP provides access to an adequate collection of appropriate information resources, including denominational publications, in print and/or electronic forms.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
25. The ECP has developed a philosophy for selecting and utilizing information resources and technology to positively impact child learning that maximizes financial and human resources.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE



STANDARD FOR ECP ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
26. The ECP has developed and implemented a board-approved information resources and technology plan that supports the programs' philosophy, mission, and child learning outcomes.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
27. The ECP has a process for annual revision and update of the information resources and technology plan.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
28. Professional learning is provided to support the use of information resources and technology integration.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		



STANDARD FOR ECP ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
29. The technology infrastructure and equipment are sufficient to support the ECP-wide child learning outcomes and operational needs.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
30. Information and technology resources are appropriately maintained and supported annually with funding from the ECP's budget.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
31. Training on the use of technology resources and equipment is provided to the staff and families as needed.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met
ECP RESPONSE		



STANDARD FOR ECP ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
32. The ECP has developed and implemented written policies and procedures for acceptable use of technology.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
33. ECP personnel systematically integrate technology so that all children develop a wide range of technological skills.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE



STANDARD FOR ECP ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
34. Children use digital media and environments to communicate and work collaboratively, locally and virtually, to support individual learning and contribute to the learning of others.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
35. Opportunities are provided for children to access, use and evaluate information, and integrate information literacy skills into all areas of learning as developmentally appropriate.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

Overall Rating of the Standard for ECP Environment: ☐ 1 ☐ 2 ☐ 3 ☐ 4

SELF-STUDY REPORT

7 Standard for Professional Learning

STANDARD:

Administration, ECP Board and faculty collaborate to develop and implement professional learning opportunities to enhance ongoing growth and development of ECP personnel.

SUGGESTED EVIDENCES:

- ECP improvement plan
- individual professional growth plans
- operating budget
- ECP calendars
- meeting logs/minutes
- ECP-wide goals
- written teacher reflections
- teacher portfolios
- teacher observation feedback
- professional library/resources

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
1. ECP personnel collaborate annually to develop and implement an ECP-wide professional learning plan that: • is driven by child learning needs, • is aligned to the system-wide and ECP-wide philosophy and goals, • includes continuous and varied professional learning opportunities.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
2. ECP personnel are implementing individual professional learning plans that: • are driven by child learning needs, • are aligned to the system-wide and ECP-wide philosophy and goals, • include continuous and varied professional learning opportunities.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

STANDARD FOR PROFESSIONAL LEARNING (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
3. The professional learning culture fosters collaborative learning opportunities within and across programs.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
4. ECP personnel are provided with the time, resources, and materials necessary to sustain professional learning.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
5. ECP personnel maintain appropriate certifications and/or endorsements as specified by state/provincial requirements.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

Overall Rating of the Standard for Professional Learning: ☐ 1 ☐ 2 ☐ 3 ☐ 4

SELF-STUDY REPORT

8 Standard for Communication and Collaboration

STANDARD:

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

SUGGESTED EVIDENCES:

- minutes from meetings (i.e. Home and ECP, church, and board meetings)
- current class schedules
- church bulletins
- website
- ECP newsletters/newspapers
- conference and union publications
- invitations to ECP activities
- child participation in church services and activities
- exit interview protocols
- service projects
- ECP bulletin and/or child handbook
- ECP marketing, recruitment, and retention plan
- calendars

INDICATORS OF IMPLEMENTATION**EVIDENCES****RATING**

1. ECP personnel engage with and respond to constituency and community needs when planning ECP activities, programs, and services.

- ☐ 4 Exceptionally Met
☐ 3 Met
☐ 2 Partially Met
☐ 1 Not Met

ECP RESPONSE**INDICATORS OF IMPLEMENTATION****EVIDENCES****RATING**

2. ECP personnel develop and maintain consistent and collaborative communication with parents, administrators, colleagues, and constituents.

- ☐ 4 Exceptionally Met
☐ 3 Met
☐ 2 Partially Met
☐ 1 Not Met

ECP RESPONSE

STANDARD FOR COMMUNICATION AND COLLABORATION (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
3. ECP personnel and constituent church pastor(s) collaborate to mutually support ECP and church programs and activities.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
4. ECP personnel foster partnerships with local community organizations to encourage opportunities such as community-based learning projects, service learning and financial support.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE



STANDARD FOR COMMUNICATION AND COLLABORATION (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
5. ECP personnel collaborate with parents of home-schooled children, neighboring programs (SDA, public and/or private), and other educational entities.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
6. ECP personnel develop and maintain a formalized ECP marketing, recruitment, and retention plan.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

Overall Rating of the Standard for Communication and Collaboration: ☐ 1 ☐ 2 ☐ 3 ☐ 4



CORE

Assessment Supports

An Early Childhood Program should systematically collect and analyze data in four domains to inform the change process. The end goal of all the domains is increased child achievement. ECP accreditation is a cumulative look at the total educational program through the eyes of all key stakeholders: leadership, teachers, children, ECP board, parents, and constituency. Evidence is gathered regarding the degree to which the educational program meets the **ECP IMPROVEMENT STANDARDS** and indicators of implementation for Seventh-day Adventist ECPs. The standards and indicators address factors that have been identified as affecting child achievement.

CHILD STANDARDS, what learners should know (content) and be able to do (skills), serve as the framework for curriculum design, the instructional program, and assessment practices. Standards in Seventh-day Adventist programs reflect the Adventist worldview and are informed by consideration of national and provincial/state standards. Assessment data is gathered and analyzed to determine if learners have met the standards and to inform curriculum and instructional planning.

Marzano notes that there are interdependent relationships among teachers, educational leadership, and child performance. The classroom behaviors of teachers and the vision and practices of leadership positively affect child performance when there are common goals and a common language of instruction. **TEACHER STANDARDS AND LEADERSHIP STANDARDS** address vertical as well as horizontal alignment across the system. ECP leadership evaluation is focused on the extent to which leaders produce results in the actions of teachers; teacher evaluation is focused on the extent to which teachers produce specific results in child achievement.

The early learner standards are assessed in Standard 4. Teacher and leadership standards are assessed at the conference and are not a part of this accreditation process.

Standard 9 provides opportunity for the ECP to reflect on the accreditation process and self-study findings to inform the revision of the ECP improvement plan and the development of action plans that address areas needing improvement.



SELF-STUDY REPORT

9 Standard for ECP Improvement

STANDARD:

The accreditation process assists an ECP in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for child learning are accomplished as well as in providing the basis for action plans to address areas needing improvement.

EVIDENCES:

- self-study report
- action plans

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
1. The self-study process is coordinated and monitored to ensure the development and implementation of an ECP improvement plan.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
2. ECP-wide areas needing improvement are collaboratively identified by stakeholders.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

STANDARD FOR ECP IMPROVEMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
3. ECP-improvement action plans are developed to address the identified needs.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
4. An ongoing follow-up process is established to monitor the implementation and accomplishment of each action plan.		☐ 4 Exceptionally Met ☐ 3 Met ☐ 2 Partially Met ☐ 1 Not Met

ECP RESPONSE

Overall Rating of the Standard for ECP Improvement: ☐ 1 ☐ 2 ☐ 3 ☐ 4

SURVEYS

Instructions for Administering Constituent/Stakeholder Survey

The study committee assigned to complete the standard for Learning Climate should also oversee the administration of the Stakeholder/Constituent Survey. Follow these instructions:

**ADMINISTRATION OF
STAKEHOLDER/CONSTITUENT SURVEY**

The Constituent/Stakeholder Survey is to be distributed to all non-parent constituent church members and local members of non-constituent churches, and made available to others (non-parent) with vested interest in the success of the early childhood program. An accompanying letter from the director should indicate the purpose of the survey as an integral part of the program evaluation process and solicit full participation.

In consultation with the local conference office of education, the director and/or study committee may add questions that would be useful in assessing the quality of locally developed programs and initiatives.

**TABULATION OF RESPONSES TO THE
STAKEHOLDER/CONSTITUENT SURVEY**

Respondents should return the completed survey sealed in an enclosed envelope to the early childhood program facility. Preserving confidentiality and security is imperative.

The sealed surveys are to be given to the Visiting Committee chair, who will oversee their review. A report of Constituent/Stakeholder Survey responses will be provided to the early childhood program administration and governing board by the Visiting Committee.



SURVEYS

Constituent/Stakeholder Survey

INSTRUCTIONS

Your opinion about the quality of the ECP program is important. Please complete this survey. Do not sign your name—your responses will remain confidential. Return it to the early childhood program facility sealed in the envelope provided. For questions 1-10, rate your responses by circling the number that corresponds with your level of agreement with the statements. (Number 1 indicates no agreement with the statement, and 5 indicate strong agreement.) You may add a brief comment about any statement. Upon completion of the ranked response items, answer the open-ended questions 11-13.

How many years have you been a stakeholder of this early childhood program? _____

STRONGLY
DISAGREE DISAGREE NEUTRAL AGREE STRONGLY
AGREE

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

- 1.** Adequate information on the early childhood program's governance, policies and practices is available to stakeholders.
- 2.** Communication and reports from the early childhood program's administration to its stakeholders are regular and adequate.
- 3.** The director and staff display resourcefulness and positive community relations.
- 4.** The administration facilitates a good working relationship among all early childhood program personnel.
- 5.** The administration makes itself available and responds to stakeholders in a timely fashion.
- 6.** I feel that stakeholders are respected by the administration.
- 7.** The administration maintains a consistently safe, healthy and orderly environment for children and adults.
- 8.** The educational program offered at this early childhood program is of high quality.
- 9.** This early childhood program administration maintains and follows its claimed mission, vision, and purpose.
- 10.** Stakeholders have adequate opportunity to give input to the administration and governance.



CONSTITUENT/STAKEHOLDER SURVEY (CONTINUED)

11. What do you consider to be the strengths of the governance and administration? _____

12. What areas could be improved; what suggestions would you offer for improvement? _____

13. Additional concerns or comments: _____



SURVEYS

Instructions for Administering Teacher/Caregiver/Staff Survey

The study committee assigned to complete the standards for Early Childhood Program Activities and Early Childhood Program Services should also oversee the administration of the Teacher/Caregiver/Staff Survey. Follow these instructions:

ADMINISTRATION OF TEACHER/CAREGIVER/STAFF SURVEY

The Teacher/Caregiver/Staff Survey is to be given to all program personnel. An accompanying letter from the early childhood program director should indicate the purpose of the survey as an integral part of the early childhood program evaluation process and solicit full participation. The letter should also instruct the personnel to return the completed survey sealed in an enclosed envelope to the early childhood program facility. Preserving confidentiality and security is imperative.

The sealed surveys are to be given to the Visiting Committee chair, who will oversee their review. A report of Teacher/Caregiver/Staff Survey responses will be provided to the early childhood program administration and governing board by the Visiting Committee.



SURVEYS

Teacher/Caregiver/Staff Assessment Survey

INSTRUCTIONS

Your opinion about the quality of the Early Childhood Program (ECP) is important. Please complete this survey. Your responses will remain confidential. For questions 1-12, rate the Early Childhood Program (ECP) by circling the number that corresponds with your level of agreement with the statements. (Number 1 indicates no agreement with the statement, and 5 indicates strong agreement.) You may add a brief comment about any statement. Upon completion of the ranked response items, answer the open-ended questions 13-17.

How long have you worked at this early childhood education and care program?

CIRCLE ONE:

1 to 12
months1 to 3
years3 to 6
yearsmore than
6 years

STRONGLY
DISAGREE DISAGREE NEUTRAL AGREE STRONGLY
AGREE

1 2 3 4 5

1. The program administration keeps me informed of working policies, schedules, procedures, and any changes thereof in a timely manner.

1 2 3 4 5

2. Staffing at this early care and education program is good and fair; there are no discriminatory problems.

1 2 3 4 5

3. I feel accepted and respected by my coworkers.

1 2 3 4 5

4. Staff are usually involved in the development and implementation of new programs.

1 2 3 4 5

5. The governance, administration and program offered where I work is high quality.

1 2 3 4 5

6. The administration assists me in developing professionally.

1 2 3 4 5

7. Positive teamwork and collaboration among staff members is high.

1 2 3 4 5

8. Reports from program governance and civil authorities containing information that affects my work/responsibilities are shared with me by my administration in a timely manner.



TEACHER/CAREGIVER/STAFF ASSESSMENT SURVEY (CONTINUED)

STRONGLY
DISAGREE DISAGREE NEUTRAL AGREE STRONGLY
AGREE

1 2 3 4 5

9. The administration models maintaining a healthy, safe and orderly environment.

1 2 3 4 5

10. The everyday working relationship among the personnel in my specific area (e.g. food service, classroom, front office) is amiable and professional.

1 2 3 4 5

11. The due process provided by the administration for seeking solutions is adequate. The educational program and care offered at this early childhood program is of high quality.

1 2 3 4 5

12. I feel that my suggestions to the administration regarding curriculum, classroom management, programming, building parent and community relations are appreciated and taken into consideration.

13. Why did you choose to work at this early childhood program, and what do you like most about your work? _____

14. What do you consider to be the strengths of this early childhood program? _____

CONTINUES ON THE NEXT PAGE »



TEACHER/CAREGIVER/STAFF ASSESSMENT SURVEY (CONTINUED)

15. What areas of the early childhood program could be improved? _____

16. What suggestions would you offer the administration for improvement? _____

17. Additional concerns or comments: _____



SURVEYS

Instructions for Administering Parent Survey

The study committee assigned to complete the standard for Communication and Collaboration should also oversee the administration of the Parent Survey. Follow these instructions:

ADMINISTRATION OF PARENT SURVEY

The Parent Survey is to be sent to all parents of all children. An accompanying letter from the director should indicate the purpose of the survey as an integral part of the ECP evaluation process and solicit full participation. The letter should also instruct the parents to return the completed survey sealed in an enclosed envelope to the ECP.

The sealed surveys are to be given to the Visiting Team chair, who will oversee their review. A report of Parent Survey responses will be provided to the ECP by the Visiting Team.



SURVEYS

Parent Survey

INSTRUCTIONS

Your opinion about the quality of the Early Childhood Program (ECP) is important. Please complete this parent survey. Your responses will remain confidential. For questions 1-12, rate the Early Childhood Program (ECP) by circling the number that corresponds with your level of agreement with the statements. (Number 1 indicates no agreement with the statement, and 5 indicates strong agreement.) You may add a brief comment about any statement. Upon completion of the ranked response items, answer the open-ended questions 13-17.

How long have you had a child in this ECP? _____ Age(s) of your child(ren): _____

STRONGLY
DISAGREE DISAGREE NEUTRAL AGREE STRONGLY
AGREE

- | STRONGLY
DISAGREE | DISAGREE | NEUTRAL | AGREE | STRONGLY
AGREE | |
|----------------------|----------|---------|-------|-------------------|---|
| 1 | 2 | 3 | 4 | 5 | 1. I am informed of the early childhood programs and policies. |
| 1 | 2 | 3 | 4 | 5 | 2. Reports concerning my child's development and progress are adequate. |
| 1 | 2 | 3 | 4 | 5 | 3. I feel welcome at the early childhood program facility. |
| 1 | 2 | 3 | 4 | 5 | 4. Children have access to a variety of resources to help them develop and succeed in learning. |
| 1 | 2 | 3 | 4 | 5 | 5. The early childhood program is helping my child grow in a relationship with Jesus. |
| 1 | 2 | 3 | 4 | 5 | 6. My child receives adequate help from early childhood program personnel. |
| 1 | 2 | 3 | 4 | 5 | 7. The early childhood program accommodates children with disabilities and/or developmental delays. |
| 1 | 2 | 3 | 4 | 5 | 8. The children and teachers / caregivers have a good working relationship. |

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PARENT SURVEY (CONTINUED)

STRONGLY
DISAGREE DISAGREE NEUTRAL AGREE STRONGLY
AGREE

① ② ③ ④ ⑤

9. The early childhood program provides children and staff with a safe and orderly environment for learning.

① ② ③ ④ ⑤

10. The early childhood program is preparing children to continue their education and development at more advanced levels.

① ② ③ ④ ⑤

11. Teachers / caregivers hold high expectations for learning, growth and development.

① ② ③ ④ ⑤

12. The educational program and care offered at this early childhood program is of high quality.

13. Why have you chosen this early childhood program for your child(ren) to attend?

14. What do you consider to be the strengths of the early childhood program?



15. What areas of the early childhood program could be improved, and what suggestions would you offer for improvement?

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ACTION PLANS

Instructions for Developing Program-wide Improvement Action Plans

Program-wide improvement action plans are a vital outcome of the evaluation process. The development of action plans provides the ECP 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 will be created in significant program-wide areas that need improvement.

A program-wide improvement action plan is a detailed description of a strategic initiative. It includes a clear objective, action steps for implementing the plan, a time line, an estimate of necessary resources (financial, human, educational, etc.), and the person(s) responsible for completing each step. Action plan forms follow.

All program-wide improvement action plans will be drafted by the Coordinating Committee and approved by the ECP board. Action plans will be based on identified needs of the ECP program that have been included in the completed Self-study Report sections. These action plans should incorporate the information from stakeholder, teacher, and parent surveys, and the findings and recommendations made by study committees and/or ECP personnel.

**PROCEDURES FOR DEVELOPING PROGRAM-WIDE
IMPROVEMENT ACTION PLANS**

- A.** The Coordinating Team will do the following:
1. Develop all program-wide improvement action plans with a clearly stated and measurable objective that is aligned with one of the nine standards.
 2. Identify and develop a reasonable number of achievable, specific action plans produced by the self-study process.
 3. Use the action plan form that follows (one form for each plan) and complete each draft plan, fully identifying the action steps to be taken, the responsible person(s), a multi-year timeline for implementing, and estimated resources required.
 4. Ensure that the director, teachers, and staff review all draft action plans before sending them to the ECP board for review and approval.
 5. Submit final drafts of all action plans to the ECP board for approval.
 6. Include all program-wide improvement action plans as the final section of the Selfstudy Report.
- B.** The ECP board will approve all program-wide improvement action plans prior to their inclusion in the Self-study Report.



ACTION PLANS

PROGRAM-WIDE IMPROVEMENT ACTION PLAN # _____

Standard: _____

Objective: _____

ACTION STEP NUMBER	PERSON(S) RESPONSIBLE	ACTION STEPS	DATE / TIMELINE	ESTIMATED RESOURCES