

# ACHIEVING EXCELLENCE THROUGH CONTINUOUS IMPROVEMENT AND QUALITY ASSURANCE

Review of the ECEC Seventh-day Adventist  
Accreditation Tools

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# WHAT IS ACCREDITATION AND WHY DOES IT MATTER?

# OUR PURPOSE



**Robust structure for raising quality,  
achieving excellence, and delivering  
better outcomes for our children**

# OUR PURPOSE



A dynamic researched-based tool that assist Early Childhood Programs (ECP) in the self-assessment process that is context-specific, evidence-informed, and outcomes-focused

# OUR PURPOSE



Provides a lens through which ECPs can critically examine the extent to which they are meeting stakeholder expectations, delivering on system priorities, and implementing strategic initiatives

# GUIDING QUESTIONS



- How can we better integrate our faith?
- How can we support quality teaching and leadership?
- How can we develop and sustain strong partnerships?
- **How can we improve outcomes for all children?**

# HOW WE'RE IMPROVING



# EMBRACING STANDARDS

With good reason, many educators have become wary of standards. At times, standards have constricted learning and have encouraged a one-size-fits-all mentality. But standards can also be **visionary** and **empowering**, for children and professionals alike. (Hyson, 2003). It is our hope that the standards for our early childhood programs can provide something more valuable than a list of rules for programs to follow but will be, *inspiring, encouraging, energizing* and **empowering**.





## The Core of Adventist Education



# The Core of Adventist Education

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

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



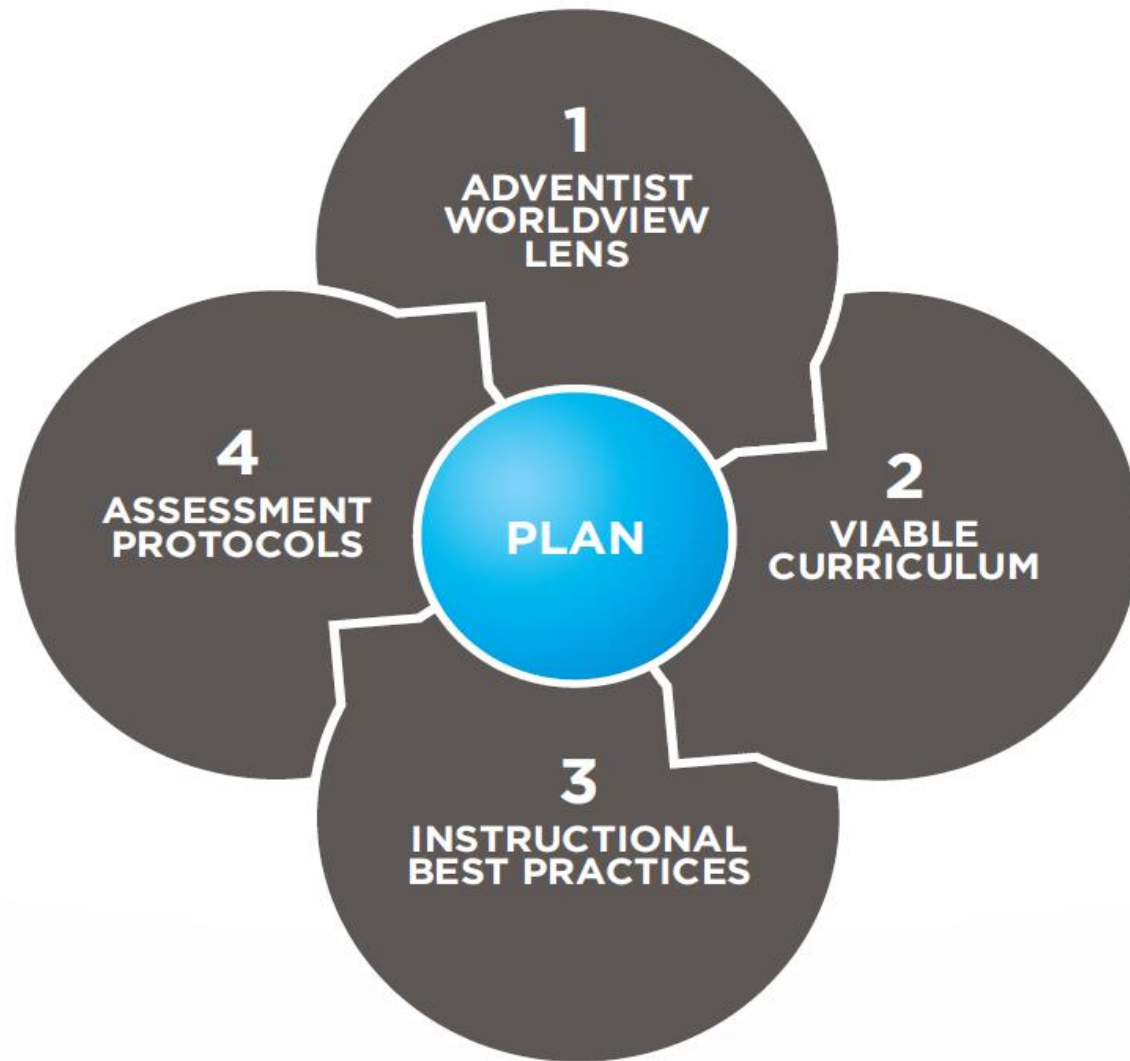
Philosophy of Adventist Education

# PURPOSE



## 1. Philosophy and Mission

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



Curriculum Supports

# 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.

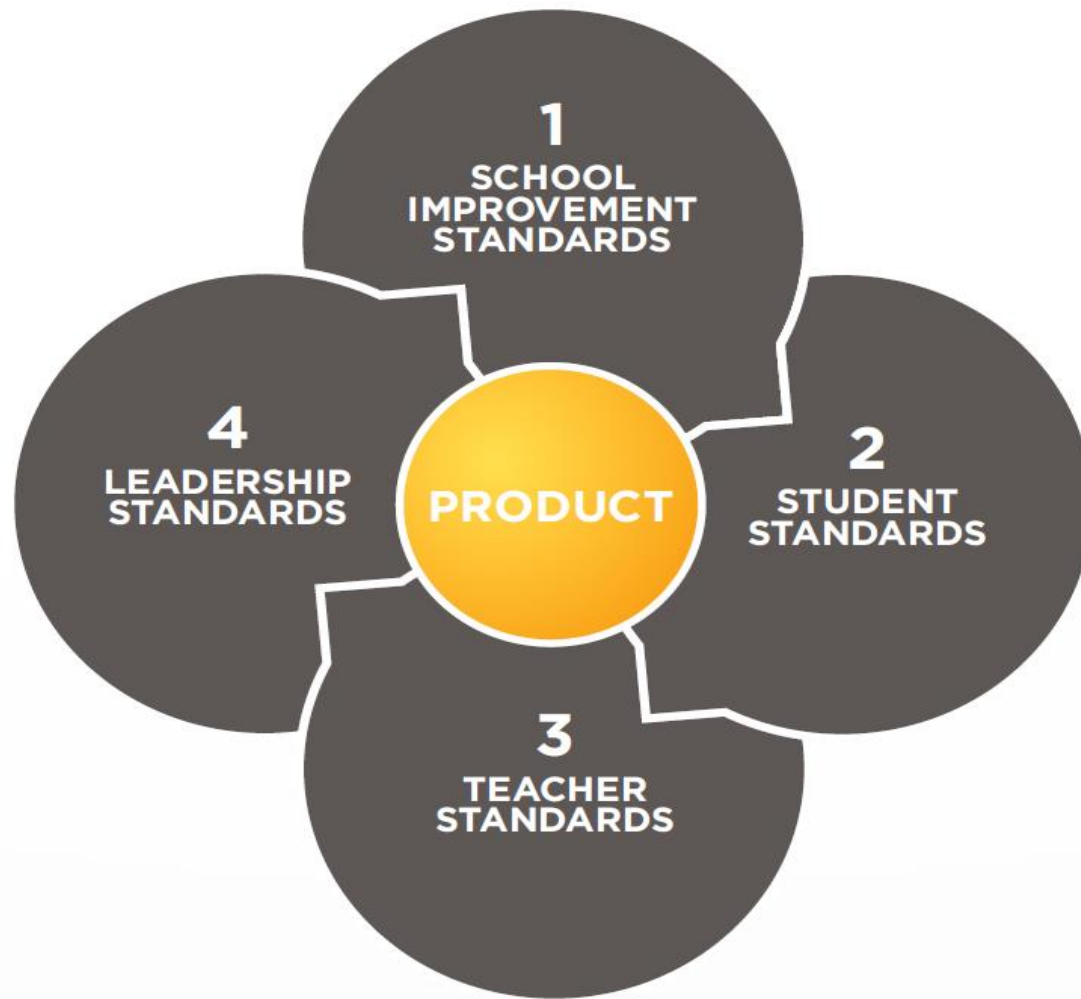


Instructional Supports

# PRACTICE

- **5.Sustainable Leadership—Administration and school** board ensure the effective and successful operation of the ECP.
- **6.Learning Climate—The learning environment is designed** and maintained to promote student learning and to support the school'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 personnel.
- **8.Communication and Collaboration—Communication** and collaboration among the ECP, church, school and community are essential to providing an effective educational program.





Assessment Supports

# PRODUCT



- **9.ECP Improvement—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

# ALIGNMENT

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

# INDICATORS



# INDICATORS



Ratings are simply evidence-informed, “on balance judgments” of an ECP’s performance on a particular spectrum.

# INDICATORS



Because programs are diverse and complex, they are encouraged to **focus more on the journey**, rather than obtaining a particular rating.

# INDICATORS



A journey can only be well planned from an accurate starting point and this is what the ratings set out to establish. The expectation at the core of the process is that **all programs demonstrate a commitment to continuous improvement.** Going through the process of reviewing the components is only a means to an end.

# INDICATORS



The most important outcome is to see a ***change in program culture*** that positively impacts teaching and learning.



# THE SELF STUDY PROCESS



# ESSENTIAL QUESTIONS



- How are we doing?
- How do we know?
- What are we going to do now?

# NAD 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.

# SAMPLE FORMAT

## 1 Standard for Philosophy and Mission

<p><b>STANDARD:</b></p> <p>The philosophy and mission statement give direction to the school's program, and are developed and approved cooperatively by the administration, staff, and school board and reflect the Seventh-day Adventist worldview and educational philosophy.</p>	<p><b>SUGGESTED EVIDENCES:</b></p> <ul style="list-style-type: none"> <li>• school improvement plan</li> <li>• school philosophy and mission statement</li> <li>• lesson plans</li> <li>• curriculum maps</li> <li>• website</li> <li>• brochures</li> <li>• school bulletin and/or student handbook</li> <li>• newsletters</li> <li>• school logo</li> <li>• minutes of meetings such as Home and School, school board meetings, faculty meetings</li> <li>• parent and student surveys</li> <li>• stakeholder surveys</li> </ul>	
<p><b>INDICATORS OF IMPLEMENTATION</b></p> <p>1. The school's philosophy and mission statement reflect the Seventh-day Adventist worldview and educational philosophy and are integrated in its school-wide goals and practices.</p>	<p><b>EVIDENCES</b></p>	<p><b>RATING</b></p> <p> <input type="radio"/> 4 Exceptionally Met  <input type="radio"/> 3 Met  <input type="radio"/> 2 Partially Met  <input type="radio"/> 1 Not Met         </p>
<p><b>SCHOOL RESPONSE</b></p>		

# TOOLS TO SUPPORT



# RESOURCES



- Online Training
- 2016-2017 Pilot
- Accreditation Tool Kit

*AND WHATEVER YOU DO,  
DO IT HEARTILY, AS TO  
THE LORD... COLOSSIANS 3:23*

