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

improvement

engagement

satisfaction

success

growth

learning
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

- **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?
The Core of Adventist Education

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

<table>
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<tr>
<th>PURPOSE</th>
<th>What is the philosophical foundation?</th>
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<td>PLAN</td>
<td>How can curriculum support the philosophical foundation?</td>
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<td>PRACTICE</td>
<td>How can instruction support the philosophical foundation?</td>
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<tr>
<td>PRODUCT</td>
<td>How can assessment support the philosophical foundation?</td>
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Philosophy of Adventist Education

1. Learners will choose to accept God as the Creator and the Redeemer.
2. Learners will grow in their knowledge and understanding of God's creation.
3. Learners will creatively apply their spiritual, physical, intellectual, and social-emotional knowledge.
4. Learners will demonstrate their commitment to the Creator through service to others.
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

1. Adventist Worldview Lens
2. Viable Curriculum
3. Instructional Best Practices
4. Assessment Protocols
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.
1. Sustainable Leadership
2. Learning Climate
3. Professional Learning
4. Communication & Collaboration

Instructional Supports
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

1. School Improvement Standards
2. Student Standards
3. Teacher Standards
4. Leadership Standards
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

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<td>Philosophy and Mission</td>
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<td>Child Learning: 1. ECP Purpose</td>
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<td>Instruction</td>
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<td>STANDARD II: Teaching</td>
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<td>IV: Nutrition and Food Services</td>
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<td>Assessment</td>
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<td>STANDARD III: Child in Progress</td>
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<td>V: Physical Environment</td>
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<td><strong>III: PRACTICE</strong></td>
<td>STANDARD I: Curriculum</td>
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<td>Sustainable Leadership</td>
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<td>VII: Family and Community Relations</td>
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<td>ECP Environment</td>
<td>STANDARD III: Community Relationships</td>
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<td>• Health and Safety</td>
<td>STANDARD VI: Teachers</td>
<td>STANDARD VII: Information Resources</td>
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<td>• ECP Facilities</td>
<td>STANDARD VII: Governance and Leadership</td>
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<td>B. Curriculum and Instruction 3. How Assessment Is Used</td>
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INDICATORS
Ratings are simply evidence-informed, “on balance judgments” of an ECP’s performance on a particular spectrum.
Because programs are diverse and complex, they are encouraged to focus more on the journey, rather than obtaining a particular rating.
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.
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.
1 Standard for Philosophy and Mission

**STANDARD:**
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.

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

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<th>INDICATORS OF IMPLEMENTATION</th>
<th>EVIDENCES</th>
<th>RATING</th>
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<tr>
<td>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.</td>
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**SCHOOL RESPONSE**

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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