

2013-2018 NAD Education Report Card

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THE PURPOSE OF THIS REPORT CARD IS TO DESCRIBE THE STATUS OF EDUCATION IN THE NORTH AMERICAN DIVISION EARLY CHILDHOOD THROUGH HIGHER EDUCATION PROGRAMS.



AT A GLANCE

	EARLY CHILDHOOD CENTERS/PROGRAMS	BIRTH-AGE 4 CHILDREN	K-12 SCHOOLS	K-12 STUDENTS	COLLEGES/ UNIVERSITIES	COLLEGE/UNIVERSITY STUDENTS
2017-2018	152	5,558	776	51,697	13	23,568
2016-2017	153	5,167	799	51,905	13	27,835
2015-2016	196	5,891	803	52,820	13	24,469
2014-2015	192	7,350	800	51,336	13	21,177
2013-2014			822	51,560	13	21,684



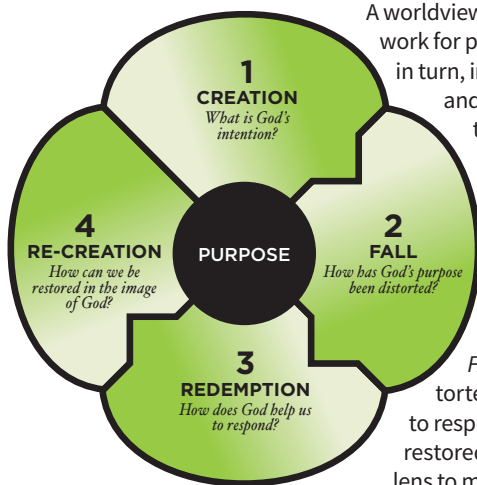
Adventist Education
A JOURNEY TO EXCELLENCE

STANDARDS

STANDARD 1—PHILOSOPHY AND MISSION

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

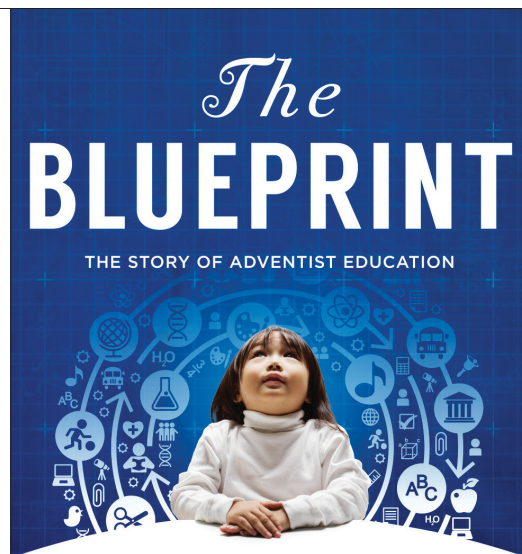
COMMENTS



Adventist Worldview

A worldview serves as a conceptual tool or framework for perceiving and interpreting reality, which, in turn, informs the philosophy, mission/vision, and goals of an organization. The Adventist worldview accepts the Bible as the standard by which everything else is measured. Four key concepts (with accompanying essential questions) emerge from a biblical worldview that can be used as a lens for the Adventist curriculum development process: **CREATION** (What is God's intention?), **FALL** (How has God's purpose been distorted?), **REDEMPTION** (How does God help us to respond?), and **RE-CREATION** (How can we be restored in the image of God?). NAD is using this lens to make the Adventist worldview visible in student standards as well as classroom resources.

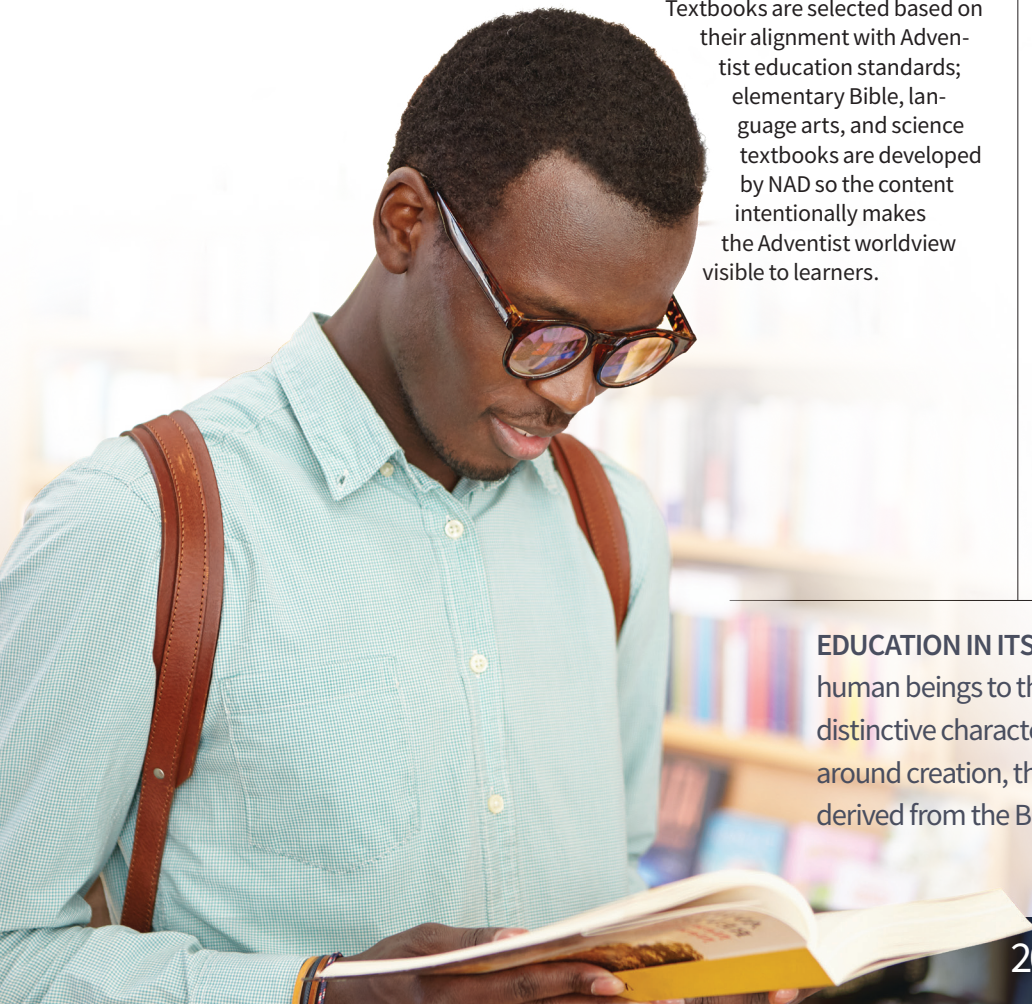
Textbooks are selected based on their alignment with Adventist education standards; elementary Bible, language arts, and science textbooks are developed by NAD so the content intentionally makes the Adventist worldview visible to learners.



Blueprint Film

The purpose is to not only make the Adventist worldview visible to students, but to share it with constituents and communities as well. The NAD Office of Education has collaborated with an award-winning independent film maker, Martin Doblmeier, to produce a one-hour film on Adventist education. The film was released in 2012 and has had rave reviews by audiences and families around the globe. This documentary-type film, "The Blueprint," has been shown on the Public Broadcasting Station (PBS) and PBS World; and it is estimated that 40-60 million people have had the opportunity to view it. Around Christmas 2014, the film was aired almost 800 times, in more than 75 markets within the USA, all within a two-week period! God has blessed the church with a Christian friend in Martin Doblmeier; his vision and determination to see this film succeed has been inspiring. God is using this project to share the Adventist philosophy of education and draw families into Adventist education.

The Blueprint DVD is available in English and Spanish at AdventSource.org.



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.

STANDARD 2—CURRICULUM

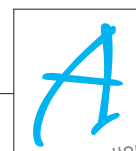
The curriculum is the core of the educational program providing for the spiritual, mental, physical, social, and emotional development of students and preparing them for this world and for eternity.

STANDARD 3—INSTRUCTION

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

STANDARD 4—ASSESSMENT

Assessment data informs changes in curriculum and instruction.



COMMENTS

Standards

NAD education is in the process of becoming a standards-based culture. Standards are important to ensure equity across schools so all learners have equal opportunities. Standards also provide a common language which enhances conversation, collaboration, and implementation planning in and among schools. And standards provide a framework for accountability. Specifically, *student standards* are what learners should know (content) and be able to do (skills). Standards in NAD Seventh-day Adventist schools reflect the Adventist worldview across the early childhood through grade 12 curricula as well as the integration of national and provincial/state standards. NAD *teacher and leadership standards* identify the knowledge, skills, and dispositions that are necessary to support student learning outcomes. NAD *school improvement standards* focus on the total educational program within the context of four domains—purpose, plan, practice, product—which inform the change process and lead to increased student achievement.

Pathways 2.0

Pathways 2.0: A Journey to Excellence Through Literacy! provides instruction in reading, writing, listening, and speaking. This biblically-based curriculum is built on the Adventist worldview and the belief that Christ is the model teacher. Pathways 2.0 recognizes the responsibility of nurturing excellence and service to others. The lessons found in each unit provide rigorous academic quality aligned with standards of proficiency in literacy.

Recognition and respect for the diversity in our world is seen through the choice of anchor texts and instructional lessons throughout the program. By exploring big ideas and varying answers to essential questions, students are led to understand that the Bible is the standard for learning and living a life of faith.

The NAD English Language Arts Standards are covered throughout the 9 theme units. Instruction is broken into three blocks: Word Study (vocabulary, spelling, phonemic awareness, and phonics), Reading Workshop (small- and whole-group), and Writing Workshop (writing, grammar, and handwriting).

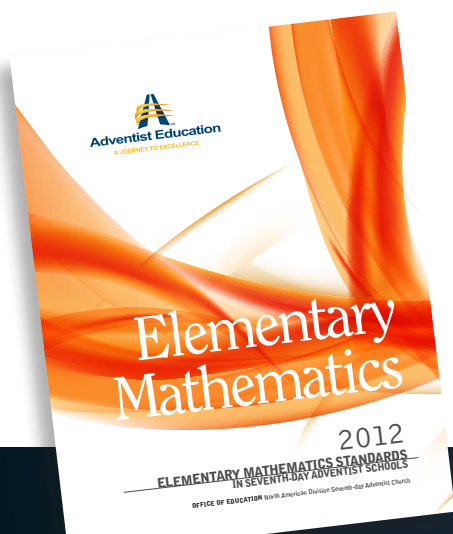
This new curriculum was piloted during the 2017-2018 school year and will be adopted for the 2019-2020 school year when all of the units are published for each grade level.

Early Childhood Curriculum

The NAD has developed three curriculum resources to serve as instructional supports for centers and classrooms. The *CREATION Kids* preschool curriculum as well as the *CREATION Kids* Infants, Toddlers and Twos curriculum are designed to facilitate the growth and development of young children, molding them to be competent learners and communicators who are confident in their sense of belonging, secure in the love of Christ and the Church, and healthy in mind, body, and spirit.

While the Bible serves as the foundation of the program, the overarching curriculum framework supports the eight principles of CREATION Health: Choice, Rest, Environment, Activity, Trust, Interpersonal Skills, Outlook, and Nutrition. Developmentally appropriate activities and evidenced-based instructional practices contribute to the overall integrity of the program.

Cobblestones, the third curriculum resource, is the Prekindergarten Companion to the *Stepping Stones* Kindergarten curriculum and is designed to assist teachers in meeting the needs of pre-kindergarten students (age 4) who are in pre-k and K combination classrooms.



Encounter is an engaging curriculum, using the Bible as the text book. It's exciting to see the Holy Spirit working in the lives of the students as they dig into God's word, and make it real in their own lives!

Judi Thompson | Head Teacher



Help for Multigrade Teachers

A new microsite, under the auspices of the North American Division Education Department, has been developed and launched in August of 2018. The site gathers all the resources presently available for small school teachers in one place. In addition, resources from other unions, trusted organizations, and educators are featured. Creative ideas are incorporated to help small school and multigrade teachers fulfill their many responsibilities. We encourage educators to visit the site and share their valuable input. The goal is a comprehensive and useful site that can assist and empower the busy multigrade teacher.

www.multigradeclassroom.com



Encounter Bible

Imagine a Bible class where every student's friendship with Jesus is nurtured through countless connection opportunities with Him and a growing, confident knowledge of Scripture so that they can be challenged to make an eternal difference in our world. Envision a learning context where students share in the power of story, then make discoveries for themselves, sense their place in the big picture, and grapple with real issues openly—a place where investigation and reflection on God's Word is central. Consider a setting where students from different faith backgrounds can discover truths straight from the Word and where the joy of discovery is meaningfully celebrated. The primary purpose of the Adventist Encounter Curriculum is to provide all our students, both elementary and secondary, with the opportunity to gain a solid, deep, and personal knowledge of the truths of the Bible and the Seventh-day Adventist fundamental beliefs; to respond to Christ's invitation to live in a lifelong, vibrant relationship with Him; and to be passionate about the salvation of others. The Adventist Encounter Curriculum is seamless rigorous, and intentional and uses the classroom context to help build a life-long relationship with Jesus Christ, using the Bible as the source of truth. It seeks to develop each students' personal friendship with God and develop reasons for faith, lifestyle choices, and ethical decision-making from an Adventist worldview, all the while nurturing interpersonal relationships and service to others. In short, it invites our students to be disciples of the Great Commission. Since the 2015-2016 school year, the Encounter Bible Curriculum for grades 1-12 has been adopted across the North American Division culminating with completion for the 2018-19 school year.

The most common comment amongst teachers currently teaching Encounter is that, "My students and I LOVE this new curriculum! They are much more engaged than in years past."

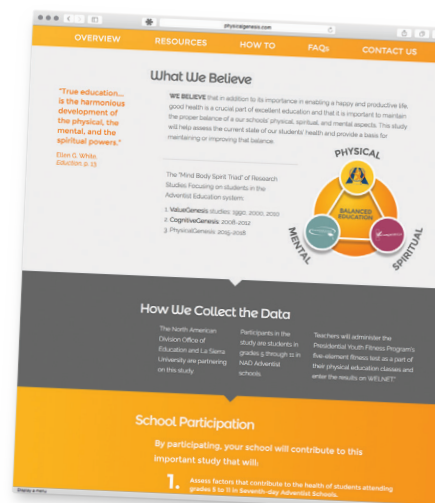
Because this curriculum is so different from our previous curriculum, it is a requirement for teachers to be Encounter trained prior to teaching. To date, 600 secondary teachers/administrators and 2564 elementary teachers/administrators have been trained in this powerful curriculum.

For more information about Encounter Bible curriculum, visit <http://encounter.adventisteducation.org>.

PhysicalGenesis

The NAD Office of Education in collaboration with Dr. Rob Thomas from La Sierra University completed its four-year division-wide health study for students in Adventist schools in grades 5-11 this past May. This study, known as *PhysicalGenesis*, compliments the *ValueGenesis* and *CognitiveGenesis* research projects and completes the series of three studies to explore the Body-Mind-Spirit triad of values which are so important to our church. *PhysicalGenesis* focused on the identification of the fitness levels of children and adolescents across the United States. During the spring of 2018 over 150 schools and 7,000 students participated!

A preliminary report of the results will be given at the NAD's K-12 teachers meetings in Chicago in August. The results will provide valuable insights regarding the fitness levels of students in the North American Division that can be used to inform teaching and learning practices for Health and Physical Education in our schools.



STANDARDS

STANDARD 5—SUSTAINABLE LEADERSHIP

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

STANDARD 6—SCHOOL ENVIRONMENT

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

STANDARD 7—PROFESSIONAL LEARNING

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

STANDARD 8—COMMUNICATION AND COLLABORATION

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

COMMENTS

Higher Education

The NAD higher education collaborative project among three institutions—Southern Adventist University, Southwestern Adventist University, and Union College—continues to grow and the indicators are that the project will continue to provide insight as to how all our institutions can work closer together. The NAD Office of Education has also re-established the Adventist College/University Teacher Education Program Endorsement process which focuses on determining a term of endorsement for the teacher education programs based on the degree to which they meet the denominational standards to prepare Adventist teachers for service in Seventh-day Adventist schools. This process is serving to create a stronger collaboration between the NAD Office of Education and teacher education programs, resulting in teacher candidates that understand the principles and philosophy of Adventist education and that are familiar with the resources that have been developed specifically for Adventist classrooms. As of January 1, 2016, all programs have been visited.

Professional Growth

Professional learning is critical to the sustainability of any complex system. Two NAD system-wide professional learning experiences are scheduled every six years: the NAD Teachers' Convention and the Association of Seventh-day Adventist School Administrators (ASDASA) Conference. In February 2015, ASDASA met in Dallas for administrators to share ideas, discuss challenges in Adventist education, grow professionally, and be spiritually fed. With the theme "Encounter Jesus: Experience Excellence," these educational leaders were encouraged to continue their Journey to Excellence to prepare learners for the 21st century as well as for eternity.

Centered on the theme "Encounter Jesus | Experience Excellence," the 2018 Division-wide Teachers' Convention is August 6-9 in Chicago, Illinois. With 180 breakout sessions, 200 exhibitor booths, and dozens of world-renowned speakers and performers, the upcoming Convention is designed to strengthen educators' relationships with Christ and to expand their professional knowledge.

Beyond these in-person experiences, the NAD offers educators professional learning opportunities anywhere and anytime on the Adventist Learning Community (ALC) website. When educators sign into the ALC using their Education Dashboard login, they can take over 1300 free educational specific professional development courses. When they complete a course on the ALC, their Union Registrar is notified via email, so their CEUs can be tracked on the eCertification system. Additionally, the ALC houses 5 Teacher Certification courses that fulfill professional advancement and maintenance requirements.

See what the ALC is all about at www.adventistlearningcommunity.com.

Technology Tools

The NAD Office of Education serves and supports our PK-12 schools on many technology-focused fronts:

ADVENTIST EDUCATION TOOLKIT

Our division-wide reporting portal that houses secure files, student and teacher ID managers, and reports created from the consolidated data from schools such as grades, attendance, demographic information, etc. continues to be fine-tuned to meet the needs of all levels.

eCERTIFICATION

A portal accessed through the Toolkit allows an educator to go online to review their denominational certification status and determine what is needed to renew or complete their certification.

RESOURCES

Access to Britannica Digital products (encyclopedia, images, eBooks) and Visual Thesaurus at no cost. Other resources are available at negotiated prices making it possible for even the smallest school to afford quality online content-related resources.

ADVENTISTEDUCATION.ORG

A helpful repository for the information you need as educators, as well as an avenue for you to share with others about our system. The site includes invaluable resources for all teachers, administrators, and pastors. It is the main port of entry for our curriculum microsides (Bible, Social Studies, PE, Language, Science, Math, and Technology). These sites are created specifically with the Adventist teacher in mind. The NAD employment site is also accessed through the website.

MULTIGRADECLASSROOM.COM

Find NAD resources and curriculum created to support multigrade teachers and their students as they navigate their complex role in a small school setting. All resources compiled in one awesome place!

TECHNOLOGY.ADVENTISTEDUCATION.ORG

Elementary technology standards embedded with practical ways to incorporate the standards into the curriculum.



STANDARDS

STANDARD 9—SCHOOL IMPROVEMENT

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

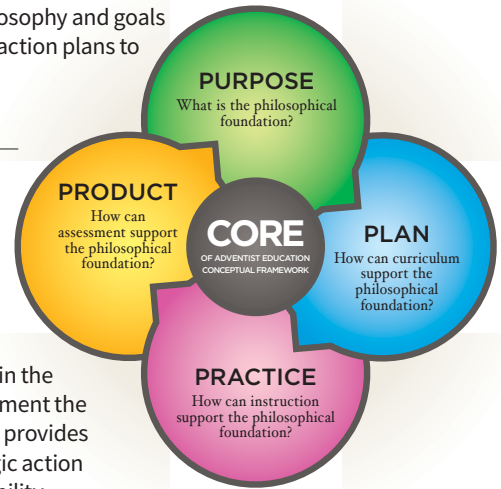
COMMENTS

Accreditation

The Standards for Accreditation of Seventh-day Adventist Schools have been recently revised to address the NAD's commitment to Continuous School Improvement. A Continuous School Improvement (CSI) Plan answers the question: "How are we going to get to where we want to be?" in the continuous school improvement cycle. The CSI Plan is necessary to implement the shared vision of the school's stakeholders. The development of a CSI Plan provides the school an opportunity to transform its vision of excellence into strategic action steps that introduce change and create a higher level of internal accountability.

The CSI Plan is comprised of multiple goals that align with one or more of the Standards for Accreditation of Seventh-day Adventist Schools and the school-wide learning outcomes. Each goal is further delineated to include specific objectives, measurement, tasks, person(s) responsible, resources, and timeline. In addition, the template allows for space to document future progress on the objectives.

The CSI Plan is created in response to the data analysis and the identified needs of the school program as described in the Self-study Report. All CSI Plans will be approved by the school board.



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