**Standard #7: PROFESSIONAL LEARNING**

L.PL.14 Promotes the personal and professional health, well-being, and work-life balance of staff (6h)

L.PL.13 Develops the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community (6g)

L.PL.12 Empowers and motivates staff to the highest levels of professional practice and continuous learning, improvement, and reflection (6f)

L.PL.11 Delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems (6i)

L.PL.10 Designs and implements job-embedded and other opportunities for professional learning collaboratively with staff (7f)

L.PL.9 Identifies research-anchored systems of supervision and evaluation (7e)

L.PL.8 Knows how to develop and implement a plan for professional learning (7d)

L.PL.7 Recruits, hires, supports, develops, and retains Christ-like, effective, and caring staff to create an effective team (6a)

L.PL.6 Identifies research-anchored practices for the development, implementation, and sustainability of professional learning and growth (6j)

L.PL.5 Understands how to collect, manage, analyze, and use data (6h)

L.PL.4 Knows how to identify and develop the capacity for professional learning (6j)

L.PL.3 Identifies research-anchored practices for the development, implementation, and sustainability of professional learning and growth (6j)

L.PL.2 Identifies research-anchored practices for the development, implementation, and sustainability of professional learning and growth (6j)

L.PL.1 Encourages and supports teachers in maintaining NAD certification/endorsements while maintaining one’s own (6a)

**Standard #8: COMMUNICATION AND COLLABORATION**

L.CC.15 Partners with the constituency and families to support learners in and out of school (8e)

L.CC.14 Engages in regular and open two-way communication with families, constituency and community for the benefit of learners (8b)

L.CC.13 Maintains a presence within the constituency and community to understand its strengths and needs, about the organization, learners, needs, problems, and accomplishments (8c)

L.CC.12 Is approachable, accessible, and welcoming to families, constituency, and community (8a)

L.CC.11 Knows how to communicate in an explicit and professional manner (8j)

L.CC.10 Seeks to make the organization more effective for each learner, staff member, family, and the constituency (10a)

L.CC.9 Uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the organization (10b)

L.CC.8 Understands how to collect, manage, analyze, and use data (10h)

L.CC.7 Strategically develop, implement, and evaluate actions to achieve the vision for the organization and learners (1d)

L.CC.6 Acknowledges the importance of change and recognizes systemic change processes and methods of continuous improvement (10c)

L.CC.5 Knows how to collaboratively develop a spiritual master plan that reflects the Adventist worldview (10j)

L.CC.4 Seeks to make the organization more effective for each learner, staff member, family, and the constituency (10a)

L.CC.3 Understands how to collect, manage, analyze, and use data (10h)

L.CC.2 Knows how to develop and implement a plan for professional learning (7d)

L.CC.1 Partners with the constituency and families to support learners in and out of school (8e)

L.SI.17 Manages uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts (10i)

L.SI.16 Seeks to make the organization more effective for each learner, staff member, family, and the constituency (10a)

L.SI.15 Seeks to make the organization more effective for each learner, staff member, family, and the constituency (10a)

L.SI.14 Adopts a systems perspective and promotes coherence among improvement efforts (10j)

L.SI.13 Assesses and develops the capacity of staff to assess the value and applicability of emerging innovation, and initiating and implementing improvement (10j)

L.SI.12 Recognizes systemic change processes and methods of continuous improvement (10c)

L.SI.11 Knows how to collaboratively develop a spiritual master plan that reflects the Adventist worldview (10j)

L.SI.10 Understands how to collect, manage, analyze, and use data (10h)

L.SI.9 Seeks to make the organization more effective for each learner, staff member, family, and the constituency (10a)

L.SI.8 Performance

L.SI.7 Performance

L.SI.6 Performance

L.SI.5 Performance

L.SI.4 Performance

L.SI.3 Performance

L.SI.2 Performance

L.SI.1 Performance

L.SI.0 Performance
Leadership Standards for Seventh-day Adventist Schools

**Purposes**

- **Standard #1: Develop Shared Understanding and Commitment**
  
  Develops shared understanding of and commitment to mission, vision, and core values with constituents and other stakeholders (1f)

- **Standard #2: Align and Focus Systems**
  
  Aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels to promote student learning (1g)

- **Standard #3: Develop Shared Leadership**
  
  Develops and promotes a vision for the school with all stakeholders (1h)

- **Standard #4: Create a Safe, Caring, and Healthy Environment**
  
  Promotes adult-student, student-peer, and school-community relationships that value and support the development and well-being of each learner (1i)

**Plan (Continued)**

**Standard #5: Sustainable Leadership**

- **Standard #6: Manage and Optimize Resources**
  
  Strategically manages resources, assigning and scheduling staff to roles and responsibilities that optimize their professional capacity to address individual learning needs (9b)

- **Standard #7: Manage Data and Communicate Information**
  
  Develops and maintains data and communication systems to deliver actionable information for classroom and school improvement (9g)

- **Standard #8: Manage Relationships and Employment**
  
  Manages school relationships and employment (hiring, transfer, retention, promotion, dismissal) (9i)

- **Standard #9: Manage Resources and Stewardship**
  
  Manages school resources and stewardship of the school's resources, and all aspects of school leadership (2a)

**Credits**

- Marcel Sargeant
  - North American Division Director of Secondary Education
  - Southwestern Adventist University Education Department Chairperson

- Arne Nielsen
  - L.PM.6: Demonstrates Christ-like behavior
  - L.I.10: Provides evidence to relevant stakeholders that learners are meeting measurable and reasonable learning goals

- Education standards, in general, serve as the basis for school improvement outcomes with the end goal of increased student learning.

- Notably, standards serve to describe a common vision for leading, teaching, and learning that is shared by the part of teachers and the vision and practices of the system of professional education. The standards identify the behaviors of teachers, and the vision and practice as outlined in the Marzano's Common Core Teaching Standards; NPBEA Professional Standards for Educational Leaders; InTASC Model Core Teaching Standards; and focus on factors that have particular circumstances and contexts.

- The educational leader supports the Seventh-day Adventist worldview and educational philosophy by ensuring the development, articulation, implementation, and stewardship of a shared learner-centered vision.

- The educational leader promotes the success and well-being of every learner by promoting successful learning and development of the whole child and for instructional and organizational practices that promote such success (1b)

- The standards recognize the role of equity and cultural responsiveness in promoting learners' academic success and well-being (1e)

- The educational leader makes certain the instructional program is aligned with curriculum design and continuous growth and improvement, applying relevant data, and program evaluation, evidence-based methods and values, and practices. The standards also emphasize the importance of leadership in the development, articulation, and implementation of the educational philosophy, mission, vision, and core values of the school.
Purpose

**Standard #1: Philosophy and Mission**

- Understands the philosophy, mission, vision, and core values of Seventh-day Adventist education.

**Standard #2: Organization**

- Complies with, and helps the school community understand, organizational policies, procedures, and processes.

**Standard #3: Instruction**

- Recognizes predominant instructional practices throughout the school(s).

**Standard #4: Assessment**

- Knows various types of data to collect and how to analyze, interpret, and apply the data.

**Standard #5: Curriculum**

- Understands how to delegate responsibilities appropriately.

**Standard #6: Organizational Climate and Culture**

- Provides opportunities for collaborative examination of practice, collegial feedback, and collective learning.

- Recognizes, respects, and employs each learner's strengths, diversity, and culture as assets for teaching and learning.

- Ensures that each learner is treated fairly, respectfully, and with an understanding of each learner's culture and context.

**Standard #7: School Improvement**

- Recognizes the role of equity and cultural responsiveness in promoting learners' academic success and well-being.

- Understands the social, cultural, and political dynamics of the constituency and the role they play in school improvement.

**Standard #8: Performance**

- Understands the role of equity and cultural responsiveness in promoting learners' academic success and well-being.

- Recognizes the role of equity and cultural responsiveness in promoting learners' academic success and well-being.
Leadership Standards for Seventh-day Adventist Schools

**PURPOSE**

<table>
<thead>
<tr>
<th>Standard #1:</th>
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<tbody>
<tr>
<td>L.PM.9</td>
<td>Reviews the mission and vision and adjusts them to changing expectations, opportunities, needs, and situations of schools and learners (1e)</td>
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<tr>
<td>L.PM.7</td>
<td>Identifies the capacity of schools and learners to achieve stated goals</td>
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<td>Ensures that clear, measurable, and relevant learning goals are established by learners, teachers, and community constituents</td>
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<td>L.C.7</td>
<td>Develops and manages productive relationships with the division, union, and conference offices and school board(s)</td>
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<td>L.C.6</td>
<td>Complies with, and helps the school community understand, organizational politics; local governing education laws and rules; and ethical and legal standards</td>
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<td>L.A.5</td>
<td>Knows, and differentiates among, leadership, administration, and management skills</td>
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<tr>
<td>L.I.6</td>
<td>Understands the function of data use and analysis in instructional planning and revision processes</td>
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<td>L.SL.26</td>
<td>Identifies situations in which group dynamics, leadership, and management practices influence instructional outcomes</td>
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<td>L.SL.23</td>
<td>Protects staff members' work and learning from disruption</td>
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<td>L.SL.20</td>
<td>Helps staff resolve personal and professional problems, and promotes a positive work environment</td>
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<td>Recognizes and utilizes collective efficacy and the impact of professional teams on the instructional program and assessment practices</td>
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### Leadership Standards for Seventh-day Adventist Schools

**PURPOSE**

The Leadership Standards for Seventh-day Adventist Schools guide the professional practice of educational leaders and teacher education programs to guide and align professional practice in relation to the development of knowledge, performance, and dispositions of educational leaders.

**STANDARD DESCRIPTION**

1. **L.PM.10**
   - Determines the mission and vision and adjusts them to changing expectations, opportunities, needs, and situations of schools and learners (1e)

2. **L.PM.4**
   - Articulates, advocates, and cultivates core values that define the culture and stress the imperative of learner-centered education; high

3. **L.PM.3**
   - Understands the philosophy, mission, vision, and core values of Seventh-day Adventist education

4. **L.PM.2**
   - Identifies and assesses the strengths, opportunities, needs, and limitations of schools and learners

5. **L.PM.1**
   - Coordinates the internal and external environment to optimize the design, implementation, and evaluation of educational programs

6. **L.C.3**
   - Identifies current curriculum trends in the country, state or province

7. **L.C.1**
   - Designs and maintains curricula that are comprehensive, coherent, and aligned with the philosophy, mission, vision, and core values of the school

8. **L.C.2**
   - Identifies content that is developmentally and culturally appropriate to the age, ability, and background of students

9. **L.A.3**
   - Differentiates instruction to meet the needs of all learners

10. **L.I.9**
    - Ensures instructional practice that is intellectually challenging, authentic to learner experiences,

11. **L.I.8**
    - Recognizes learner strengths, and is differentiated and personalized

12. **L.I.7**
    - Knows, and differentiates among, leadership, administration, and management skills

13. **L.SL.19**
    - Collaborates with board and constituency to regularly review and update the constitution and bylaws

14. **L.SL.13**
    - Acts according to and promotes the professional norms of integrity, fairness, transparency,

15. **L.SL.11**
    - Knows, and differentiates among, leadership, administration, and management skills

16. **L.OCC.24**
    - Encourages faculty-initiated improvement of programs and practices

17. **L.OCC.14**
    - Establishes and sustains a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the

18. **L.OCC.13**
    - Develops workplace conditions that promote effective professional development, practice, and student learning

19. **L.OCC.10**
    - Addresses matters of equity and acts with cultural competence and responsiveness in

20. **L.OCC.5**
    - Promotes the preparation of learners to live productively in and contribute to the diverse cultural contexts of a global society

21. **L.EQ.18**
    - Confronts and alters institutional biases of learner marginalization and low expectations associated

22. **L.EQ.9**
    - Encourages diversity among students, staff, leaders, families, and constituency

23. **L.EQ.8**
    - Promotes the preparation of learners to live productively in and contribute to the diverse cultural contexts of a global society

24. **L.EQ.7**
    - Confronts and alters institutional biases of learner marginalization and low expectations associated

25. **L.SL.4**
    - Knows, and differentiates among, leadership, administration, and management skills

26. **L.SL13**
    - Acts according to and promotes the professional norms of integrity, fairness, transparency,

27. **L.SL.11**
    - Knows, and differentiates among, leadership, administration, and management skills

28. **L.SL.1**
    - Collaborates with board and constituency to regularly review and update the constitution and bylaws

29. **L.SL.4**
    - Knows, and differentiates among, leadership, administration, and management skills

30. **L.SL13**
    - Acts according to and promotes the professional norms of integrity, fairness, transparency,
The following resources were referenced in developing the Leadership Standards for Seventh-day Adventist Schools:

- Leadership Standards for Accreditation of Seventh-day Adventist Schools
- NPBEA Professional Standards for Educational Leaders
- Council of Chief State School Officers
- International Technology, Pedagogy and Curriculum Standards
- United States Department of Education
- AASL Standards for School Library Media Programs
- AASL Librarian Performance Indicators
- AASL Core Competencies
- AASL nations
- American Samoa
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## PRACTICE (CONTINUED)

Encourages and supports teachers in maintaining NAD certification/endorsements while maintaining one's own

**L.PL.15**
Promotes the personal and professional health, well-being, and work-life balance of staff (6h)

**L.PL.16**

Empowers and motivates staff to the highest levels of professional practice and

**L.PL.12**

Designs and implements job-embedded and other opportunities for professional learning collaboratively with staff (7f)

**L.PL.5**
Identifies research-anchored systems of supervision and evaluation

**L.PL.3**
Understands how to use learner data to inform professional learning

**L.PL.1**
Identifies research-anchored practices for the development, implementation, and growth, guided by understanding of professional and adult learning and development, and driven by student data (6c)

**L.PL.6**

Performance

Reflective, Equity-minded, Growth-oriented, Perseverant, Systems-focused

## DISPOSITIONS

The educational leader collaborates with colleagues to develop professional capacity and

Adventist Worldview-focused, Collaborative, Ethical, Innovative

## STANDARDS

### Performance

**L.CC.1**
Understands how to communicate in an explicit and professional manner

**L.CC.1**
Knows how to collaboratively develop, implement, and review a school improvement plan

**L.CC.18**
Collaboratively develops effective schoolwide improvement action plans as a part of the comprehensive school improvement plan

**L.SI.18**
Collaboratively develops, implements, and regularly reviews a comprehensive school improvement plan, that includes a spiritual master plan, aligned with evidenced-based practices and the organization's philosophy, mission, vision, and core values

**L.SI.17**
Collaboratively develops, implements, and regularly reviews a comprehensive school improvement plan, that includes a spiritual master plan, aligned with evidenced-based practices and the organization's philosophy, mission, vision, and core values

**L.SI.14**
Adopts a systems perspective and promotes coherence among improvement efforts

**L.SI.11**
Employs situationally-appropriate strategies for improvement, including transformational and performance

**L.SI.10**
Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, and development, and promotes readiness, an imperative for improvement; instilling

**L.SI.9**
Prepares the organization and the constituency for improvement, promoting readiness, an imperative for improvement; instilling

**L.SI.7**
Strategically develop, implement, and evaluate actions to achieve the vision for the organization and learners (1d)

**L.SI.5**
Knows how to collaboratively develop, implement, and evaluate actions to achieve the vision for the organization and learners (1d)

**L.SI.3**
Knows how to collaboratively develop, implement, and evaluate actions to achieve the vision for the organization and learners (1d)

**L.SI.1**
Understands how to collect, manage, analyze, and use data

**L.SI.1**
Understands how to collect, manage, analyze, and use data

## OFFICE OF EDUCATION

North American Division Seventh-day Adventist Church

K-12 Leadership Standards

2017

Adventist Education K-12 Leadership Standards

InTASC Alignment

Standard #7: PROFESSIONAL LEARNING

- Assumes responsibility for one's own learning and effectiveness through reflection, study, and continuous learning, improvement, and reflection.
- Promotes the personal and professional health, well-being, and work-life balance of staff.
- Delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems.
- Provides adequate time and resources for the development and implementation of a continuous improvement plan.

Designs and implements job-embedded and other opportunities for professional learning collaboratively with staff.

- Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- Recognizes how to navigate change in the midst of ambiguity and competing demands and interests.
- Identifies research-anchored systems of supervision and evaluation to support the development of staff members' knowledge, skills, and practice.
- Knows how to develop and implement a plan for professional learning.

Standard #8: COMMUNICATION AND COLLABORATION

- Builds and sustains productive partnerships with public and private sectors (e.g., constituency, family, and the needs and priorities of learners, families, constituency, and community).
- Advocates for Adventist education, and the needs and priorities of learners, families, constituency, and community.
- Understands, values, and employs the constituency's and community's spiritual, cultural, social, intellectual, and political resources to promote learning and school improvement.
- Maintains a presence within the constituency and community to understand its strengths and needs.
- Partners with the constituency and families to support learners in and out of school.
- Creates and sustains positive, collaborative, and productive relationships with families, constituency, and community.
- Is approachable, accessible, and welcoming to families, constituency, and community.
- Understands effective collaborative practices that meaningfully engage all stakeholders.
- Identifies constituency and community needs, priorities, and resources.
- Recognizes the importance of disseminating information to stakeholders in a way that is relevant, timely, and comprehensive.
- Understands how to collect, manage, analyze, and use data.
- Delineates data to monitor and enhance student, teacher, and school performance.
- Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, and promote the core values of the organization.
- Manages uncertainty, risk, competing initiatives, and politics of change with courage and perseverance.
- Prepares the organization and the constituency for improvement, promoting readiness, an imperative for improvement; instilling a culture of continuous improvement.
- Employs situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- Develops technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the professional learning plan.
- Develops and promotes leadership among staff for inquiry, experimentation and innovation, and initiating and implementing improvement.
- Adopts a systems perspective and promotes coherence among improvement efforts.
- Recognizes systemic change processes and methods of continuous improvement.
- Understands how to collect, manage, analyze, and use data.
- Recognizes the importance of disseminating information to stakeholders in a way that is relevant, timely, and comprehensive.
- Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, and promote the core values of the organization.
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- Recognizes systemic change processes and methods of continuous improvement.
- Understands how to collect, manage, analyze, and use data.
Standard #7: PROFESSIONAL LEARNING

L.PL.11 Develops the capacity, opportunities, and support for teacher leadership and

L.PL.12 Empowers and motivates staff to the highest levels of professional practice and

L.PL.13 Provides adequate time and resources for the development and implementation of a continuous improvement plan

L.PL.14 Designs and implements job-embedded and other opportunities for professional learning collaboratively with staff (7f)

L.PL.15 Develops staff members' professional knowledge, skills, and reflective practice through differentiated opportunities for learning

L.PL.16 Encourages and supports teachers in maintaining NAD certification/endorsements while maintaining one's own

L.PL.17 Assumes responsibility for one's own learning and effectiveness through reflection, study, and

L.PL.18 Recognizes how to navigate change in the midst of ambiguity and competing demands and interests

L.PL.19 Understands how to use learner data to inform professional learning

L.PL.20 Identifies research-anchored practices for the development, implementation,

L.PL.21 Knows how to collaboratively develop a spiritual master plan that reflects the Adventist worldview

L.PL.22 Knows how to collaboratively develop, implement, and review a school improvement plan

L.PL.23 Knows how to collaboratively develop, implement and evaluate actions to achieve the vision for the organization and learners (1d)

L.PL.24 Recognizes systemic change processes and methods of continuous improvement

L.PL.25 Realizes the importance of disseminating information to stakeholders in a

L.PL.26 Recognizes the importance of advocating for Adventist education

L.PL.27 Realizes the direct role of the North American Division Standards for Accreditation of Seventh-day 

L.PL.28 Knows how to communicate in an explicit and professional manner

L.PL.29 Recognizes the need to engage in regular and open two-way communication with families, constituency and community

L.PL.30 Engages in regular and open two-way communication with families, constituency and community

L.PL.31 Makes the Adventist worldview visible in written and spoken communication

L.PL.32 Advocates for Adventist education, and the needs and priorities of learners, families, constituency, and community (8h, 8i)

L.PL.33 Partners with the constituency and families to support learners in and out of school (8e)

L.PL.34 Realizes the importance of advocating for Adventist education

L.PL.35 Knows how to communicate in an explicit and professional manner

L.PL.36 Recognizes the importance of disseminating information to stakeholders in a

L.PL.37 Engages in regular and open two-way communication with families, constituency and community

L.PL.38 Makes the Adventist worldview visible in written and spoken communication

L.PL.39 Advocates for Adventist education, and the needs and priorities of learners, families, constituency, and community (8h, 8i)

L.PL.40 Partners with the constituency and families to support learners in and out of school (8e)
### Leadership Standards

#### PRACTICE (CONTINUED)

**STANDARD DESCRIPTION**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>L.PL.16</td>
<td>Assumes responsibility for one’s own learning and effectiveness through reflection, study, and self-assessment.</td>
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<tr>
<td>L.PL.15</td>
<td>Promotes the personal and professional health, well-being, and work-life balance of staff (6h).</td>
</tr>
<tr>
<td>L.PL.14</td>
<td>Delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems (7d).</td>
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<tr>
<td>L.PL.13</td>
<td>Designs and implements job-embedded and other opportunities for professional learning collaboratively with staff (7f).</td>
</tr>
<tr>
<td>L.PL.12</td>
<td>Plans for and manages staff turnover and succession, providing opportunities for professional development (7g).</td>
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<tr>
<td>L.PL.6</td>
<td>Recruits, hires, supports, develops, and retains Christ-like, effective, and caring staff to create an effective team (6a).</td>
</tr>
<tr>
<td>L.PL.5</td>
<td>Knows how to develop and implement a plan for professional learning (6b).</td>
</tr>
<tr>
<td>L.PL.4</td>
<td>Identifies research-anchored systems of supervision and evaluation (6c).</td>
</tr>
<tr>
<td>L.PL.3</td>
<td>Identifies research-anchored practices for the development, implementation, and sustainability of professional learning and growth (6d).</td>
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<tr>
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<tr>
<td>L.CC.14</td>
<td>Builds and sustains productive partnerships with public and private sectors (e.g., constituency, churches, conference, union) to promote school improvement and learning (8j).</td>
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<tr>
<td>L.CC.13</td>
<td>Develops and provides the school as a resource for families, constituency, and community (8g).</td>
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<tr>
<td>L.CC.12</td>
<td>Understands, values, and employs the constituency's and community's spiritual, cultural, social, intellectual, and political resources to promote learning and school improvement (8f).</td>
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<tr>
<td>L.CC.11</td>
<td>Realizes the importance of advocating for Adventist education in the educational environment for learner success and well-being.</td>
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<tr>
<td>L.CC.10</td>
<td>Knows how to communicate in an explicit and professional manner (8e).</td>
</tr>
<tr>
<td>L.CC.9</td>
<td>Recognizes the importance of disseminating information to stakeholders in a timely manner through multiple channels and sources (8d).</td>
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<tr>
<td>L.CC.7</td>
<td>Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts (10i).</td>
</tr>
<tr>
<td>L.CC.6</td>
<td>Adopt a systems perspective and promotes coherence among improvement efforts (9j).</td>
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<tr>
<td>L.CC.5</td>
<td>Develop appropriate systems of data collection, management, analysis, and use, connecting as needed to the division, union, or conference office for support in planning, implementation, monitoring, feedback, and evaluation (10g).</td>
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<tr>
<td>L.CC.4</td>
<td>Recognizes systemic change processes and methods of continuous improvement (10h).</td>
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<tr>
<td>L.CC.3</td>
<td>Employs situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation (10e).</td>
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<tr>
<td>L.CC.2</td>
<td>Engages others in planning, implementation, and evaluation for continuous improvement (10d).</td>
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<tr>
<td>L.CC.1</td>
<td>Prepares the organization and the constituency for improvement, promoting readiness, an imperative for improvement; instilling commitment and encouraging participation from all stakeholders (10c).</td>
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<tr>
<td>L.SI.17</td>
<td>Supports the active and meaningful involvement of all members of the school community, including students, staff, parents, and the community, in planning, implementing, monitoring, and evaluating school improvement (10b).</td>
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<tr>
<td>L.SI.16</td>
<td>Adopt a systems perspective and promotes coherence among improvement efforts (10h).</td>
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<tr>
<td>L.SI.15</td>
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<td>L.SI.14</td>
<td>Recognizes systemic change processes and methods of continuous improvement (10h).</td>
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<tr>
<td>L.SI.13</td>
<td>Uses methods of continuous improvement to achieve the vision, fulfill the mission, and improve outcomes for learners (10a).</td>
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<tr>
<td>L.SI.12</td>
<td>Knows how to collaboratively develop a spiritual master plan that reflects the Adventist worldview (9f).</td>
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<td>L.SI.8</td>
<td>Recognizes systemic change processes and methods of continuous improvement (10h).</td>
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<td>L.SI.3</td>
<td>Knows how to collaboratively develop, implement, and review a school improvement plan (9g).</td>
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<td>Identifies constituency and community needs, priorities, and resources (9f).</td>
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<td>Knows how to collaboratively develop, implement, and review a school improvement plan (9g).</td>
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### OFFICE OF EDUCATION

North American Division Seventh-day Adventist Church