The Continuous School Improvement Workbook

A Partnership Between Adventist Education and Education for the Future

Module 1
Workbook Purpose & Intent

OVERVIEW

School improvement is a continual process, not just an event. The SWUC leadership team and Education for the Future have partnered to create this workbook, specifically for Adventist educators, to provide professional learning in redefining improvement within the context of Continuous School Improvement Planning as an ongoing process, and linking it to accreditation. The modules focus on building staff capacity to use data for Continuous School Improvement, starting with an overview of the process and leading through each stage of the Continuous School Improvement framework to the final process of accreditation. Each module contains activities and provides multiple resources to support the learning process and practical implementation of the work described.

Learner outcomes include:

1. Shifting the focus of our improvement efforts from simple compliance to committing to using data for Continuous School Improvement, while connecting the work to accreditation.
2. Understanding that the Continuous School Improvement framework honors Adventist education as the essential vehicle for the practical expression of faith-based values and beliefs.
3. Using data and staff engagement to identify what is working and not working to meet the needs of learners.
4. Using multiple measures of data (demographic, perception, student learning, programs and processes) to create a shared vision to improve teaching and learning.
5. Developing a Continuous School Improvement Plan to implement the shared vision, focused on implementing the leadership structure, professional learning, collaborative strategies, and partnerships needed to achieve the goals.
6. Using evaluation strategies to measure the effectiveness of your improvement efforts.

READ

This workbook is explicitly intended to be used alongside ***Data Analysis for Continuous School Improvement, 4th ED***, authored by Victoria L. Bernhardt. **DA4** contains an in-depth description of the work of school improvement, a thorough case study, and facilitation guides for staff engagement. This 'Read' section will provide reference to specific sections in the text, which can be ordered by using the following link:

https://www.routledge.com/Data-Analysis-for-Continuous-School-Improvement/Bernhardt/p/book/9781138294622

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DO

Do the work. This workbook is intended to support the work of improvement, from both process and product perspectives. This section will contain downloadable resources for doing the work of continuous improvement in your learning organization, such as templates, staff engagement facilitation guides, and important handouts for use in group work.

REFER

Know what it looks like. We want you to know what it would look and feel like to be doing the work of improvement in your organization. This section will contain a variety of reference resources to support your improvement efforts, such as links to videos with further information, additional text or document references, and examples of the work.

REFLECTION QUESTIONS

Be reflective. What are the central ideas that you should reflect upon as you do the work of improvement? This section will contain reflection questions so you can check your understanding of the content covered in the module before moving on.

Module Topics	Module Objectives
Module 1: Overview	Workbook overview of purpose/intent.
Module 2: Adventist Education	Overview Adventist education and its commitment to excellence, with links to Continuous School Improvement and accreditation.
Module 3: Continuous School Improvement Framework and Data	Introduce the Continuous School Improvement Framework and the use of multiple measures of data to identify needs.
Module 4: Where are we now?	Explore trends and patterns in your data using a profile, identifying strengths, challenges, and implications for planning.
Module 5: How did we get to where we are?	Explore undesirable results using the Problem Solving Cycle.
Module 6: Where do we want to be?	Create a shared mission and vision using core values and beliefs for curriculum, instruction, assessment, and environment.
Module 7: How do we get to where we want to be?	Develop a Continuous School Improvement plan, supported by leadership structure, professional learning, and partnerships.
Module 8: Are we making a difference?	Employ evaluation strategies to measure the effectiveness of the Continuous School Improvement plan.
Module 9: Link to Accreditation	Link Continuous School Improvement Planning to accreditation.

Module 2
Adventist Education

OVERVIEW

Understand the link of Adventist education to Continuous School Improvement and Accreditation. Adventist education in the Southwestern Union is committed to excellence. Excellent schools demonstrate a commitment to ongoing self-assessment of their **product**, evidence-informed **practice**, and Continuous School Improvement **Plan**ning. Continuous School Improvement Planning, in particular, is a process that honors the **purpose** of Adventist education, the belief that Adventist education is the essential vehicle for the expression of faith-based values and beliefs at all levels.

Excellent schools are not produced by chance or as the result of a single change event. Excellence is about building a culture that encourages continual, planned improvement. With renewed **purpose**; effective **plans** for improvement; and innovative, research-based **practices**; a quality educational **product** will emerge that is focused on the relevancy of teaching and learning for the 21st century.

These principles of Adventist education (**Purpose, Plan, Practice, Product)** are articulated in the Education by Design Framework which serves to redefine accreditation, in the context of Continuous School Improvement Planning, as a continuous process rather than a single event that recurs every six years. As Adventist educators, we hold onto a thread that is unchanging—our **purpose** or mission. We continually focus on educating the whole person—spiritual, physical, intellectual, and social-emotional—with the aim of preparing learners to serve God and humanity. This mission, and the related outcomes, serves to guide us as we adapt our **plans, practice, and product** to an ever-changing cultural context for teaching and learning in the 21st century.

Schools are perfectly designed to get the results they are getting now. If schools want different results, they must measure and then change their processes to create the results they really want.

Refer to these materials throughout the modules that link Adventist education to Continuous School Improvement: Essential Resources for Linking Adventist Education to Continuous School Improvement (CSI).

READ

Bernhardt, V.L. (2018). Data analysis for Continuous School Improvement (4th ed.). New York, NY: Routledge.

Chapter 2, pp. 20-25

https://www.routledge.com/Data-Analysis-for-Continuous-School-Improvement/Bernhardt/p/book/9781138294622

Download a book order form that contains a 20% off discount code.

Sinek, S. (2009). *Start with why*. New York, NY: Penguin.

DO

- PPT To Support This Module

Handouts:
- Link of Adventist Education to Continuous School Improvement and Accreditation
- Education by Design (Ebd) Framework
- Missional Outcomes for Adventist Education
- EbD Principles
- Continuous School Improvement (CSI) Framework
- Accreditation Standards
- Standards for Accreditation of Seventh-day Adventist Schools
- Focusing Direction with Multiple Measures of Data

REFER

Examples/Additional Reference Items:
- NAD Philosophy of Education
- Our Story, EbD Booklet
- SWUC Education Brand

Videos:
- Introduction to the Workbook
- Overview of Adventist Education
- Link of Adventist Education to CSI
- Link of CSI to Accreditation

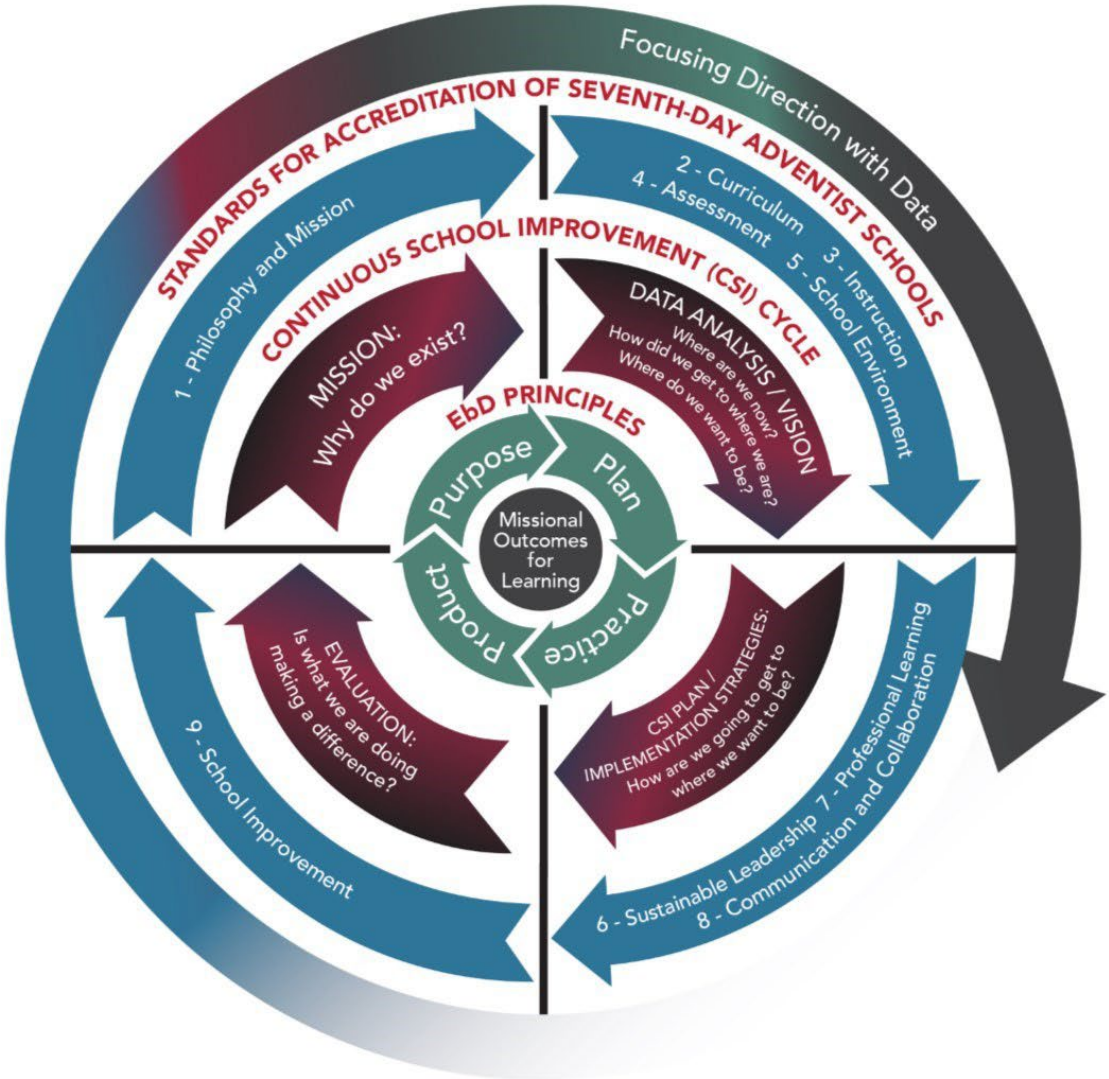
REFLECTION QUESTIONS

**Additional reflection Qs available at the end of each chapter.*

1. How is Adventist education and its commitment to excellence linked to continuous school improvement and accreditation?
2. What is my role in these processes?

Education *by Design*

FRAMEWORK



Module 3

Introducing The Continuous School Improvement Framework And Multiple Measures Of Data

OVERVIEW

Understand the framework. The Continuous School Improvement Framework, research-based and using data analysis to drive staff engagement for improvement, organizes the work into the following five questions:

1. ***Where are we now?*** Data analysis by looking at trends and patterns in data over time using a data profile, often associated with conducting a Comprehensive Needs Assessment.
2. ***How did we get to where we are?*** Data analysis focused on problem-solving undesirable results to identify contributing causes.
3. ***Where do we want to be?*** Using the findings of data analysis and staff engagement along with other core values and beliefs to define a shared mission and vision.
4. ***How are we going to get to where we want to be?*** Your School Improvement Plan is focused on the work and allocation of resources intended to realize the shared vision.
5. ***Is what we are doing making a difference?*** We embrace evaluation to make sure our improvement efforts are achieving the intended result(s).

The framework facilitates the transition from seeing school improvement as an "event" or based solely on compliance and accountability to a commitment to shared vision that is inclusive of both student achievement and faith identity, and the evidence created can be used to satisfy external functions such as the accreditation process.

Commit to multiple measures of data. Central to implementation of the framework is the use of data, specifically 'multiple measures of data' or 'comprehensive data analysis' that involves moving away from singular reactions to negative results, instead engaging the following 4 types of data at all levels:

- Demographic Data: Community, student, and staff demographic descriptors (i.e., enrollment, ethnicity/race, attendance, etc.).
- Perceptions Data: Assessing school culture/climate/environment via staff, student, and parent questionnaires.
- Student Learning Data: IOWA, diagnostic assessments, formative and summative assessments.
- School Processes Data: All work is a process. School process data includes programs, actions, changes, or functions that are intended to bring about a desired result.

Reflect on where your school is with Continuous School Improvement. Use the Continuous Improvement Continuums as a self-assessment tool to measure your school against the CSI Framework, specifically your approach, implementation, and outcomes relative to seven continuous improvement categories: Information and Analysis, Student Achievement, Quality Planning, Professional Learning, Leadership, Partnership Development, and Continuous Improvement and Evaluation.

READ

Bernhardt, V.L. (2018). Data analysis for Continuous School Improvement (4th ed.). New York, NY: Routledge.

Chapters 1, 2-6, 13

https://www.routledge.com/Data-Analysis-for-Continuous-School-Improvement/Bernhardt/p/book/9781138294622

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DO

- PPT To Support This Module

Facilitation Guides:

- Assessing Perceptions with Questionnaires, p 218.
- Continuous Improvement Continuums Facilitation Guide, p 193.
- Data Inventories, p 205.

Templates:

- Data Inventories
- To Do List
- SWUC Questionnaires

Handouts:

- CSI Framework and Multiple Measures of Data
- Continuous Improvement Continuums
- Input-Process-Outcome Activity

REFER

Examples/Additional Reference Items:

- Questionnaires as PDFs
- Timeline Example, p 170.

Videos:

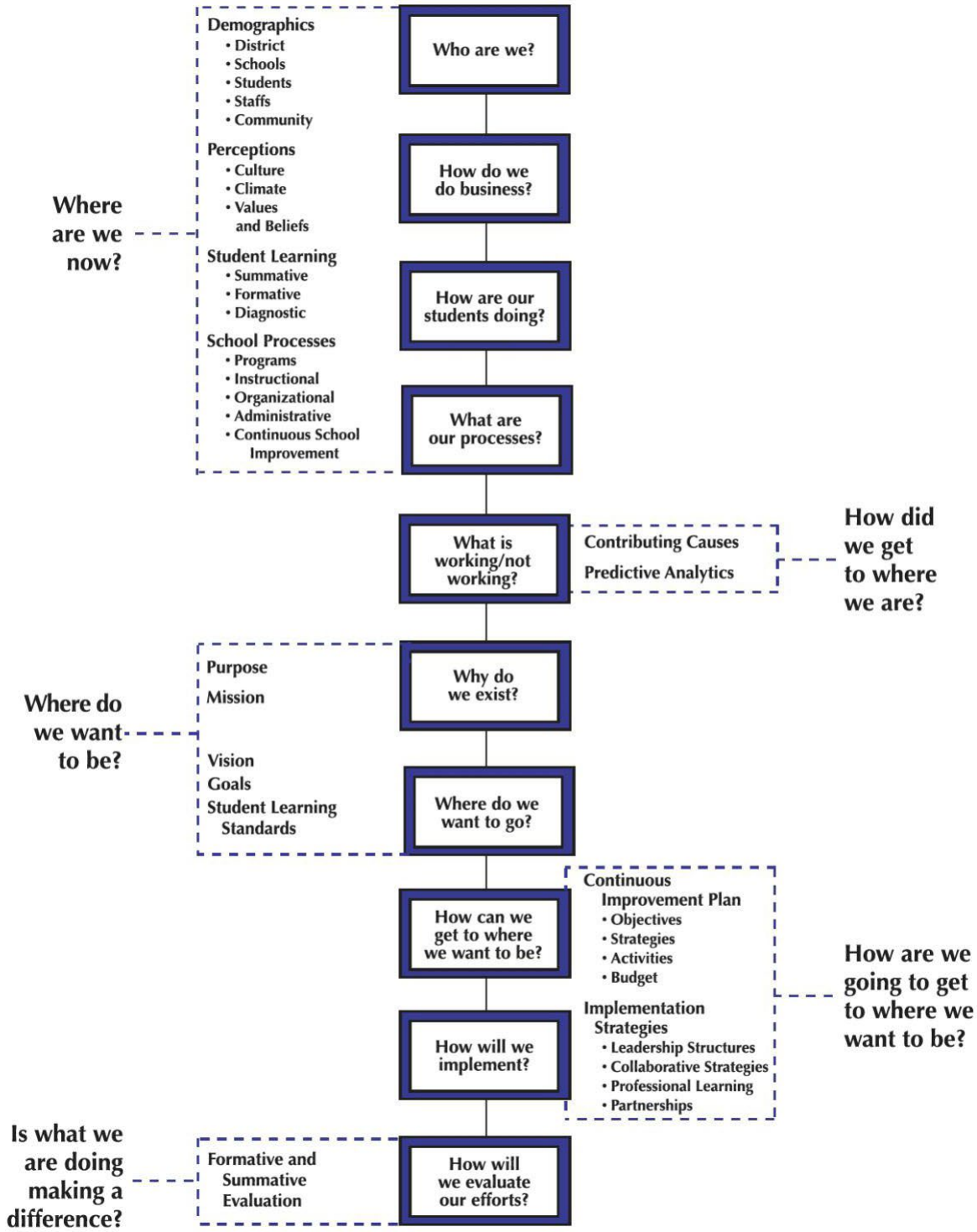
- CSI Framework
- Multiple Measures
- Data Prep
- Scenarios for Implementation
- Continuous Improvement Continuums
- Using a Case Study

REFLECTION QUESTIONS

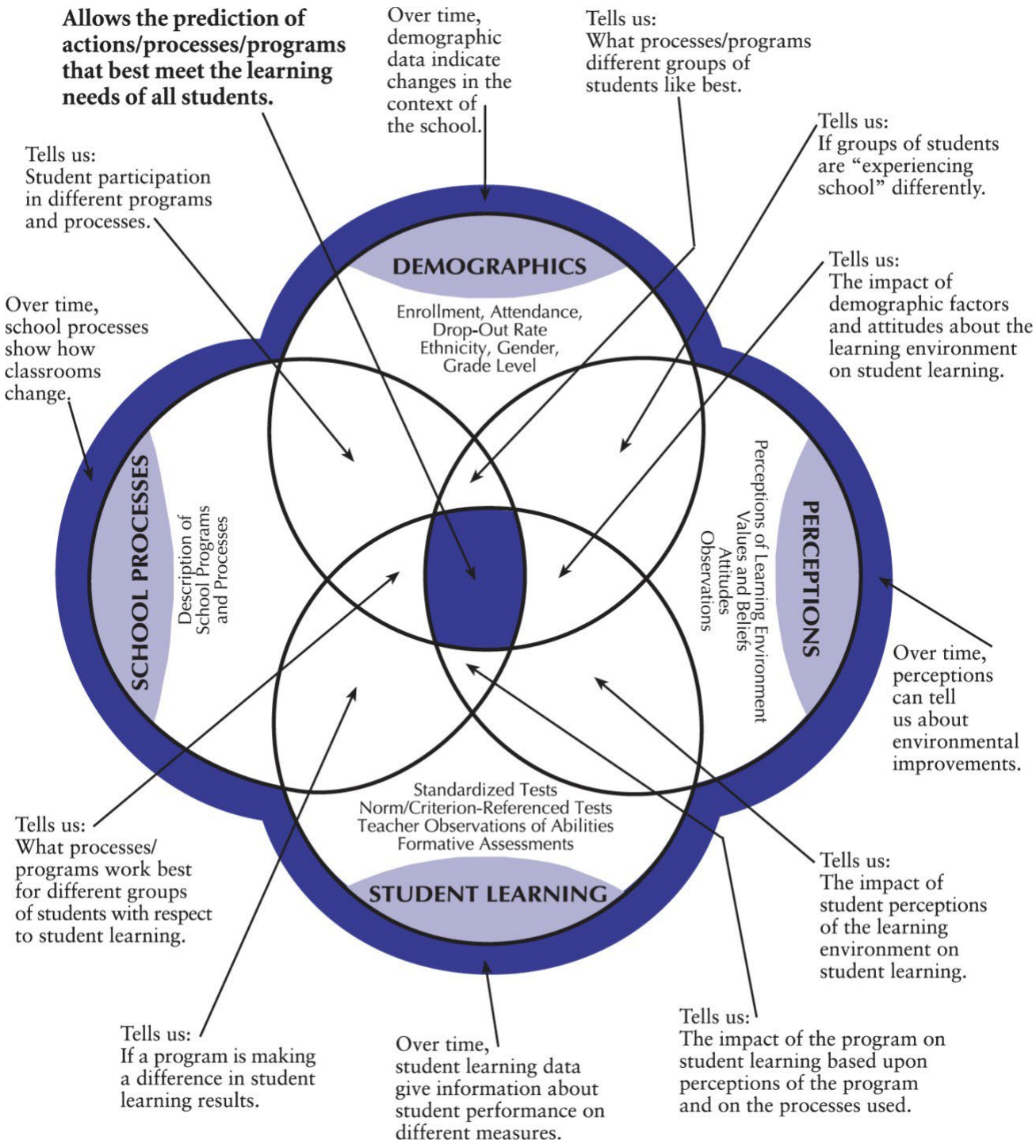
**Additional reflection Qs available at the end of each chapter.*

1. What is Continuous School Improvement?
2. Why is it important to have a framework for Continuous School Improvement?
3. What are the five essential questions of Continuous School Improvement?
4. Why are school process data important for Continuous School Improvement?
5. What did you learn about your school from completing the Continuous Improvement Continuums?

Module 3 (*continued*)
The Continuous School Improvement Framework



Module 3 (*continued*)
Multiple Measures Of Data



MODULE 4
Answering "Where are we now?" With a Data Profile As A Comprehensive Needs Assessment

OVERVIEW

Engaging Multiple Measures of Data Using a Data Profile
Continuous School Improvement requires a comprehensive and honest look at *all* your school's data, often referred to as conducting a Comprehensive Needs Assessment. Your data profile, the vehicle for doing this work, includes multiple measures of data, one for each section of the profile: Demographics, Perceptions, Student Learning, and School Process Data.

Build a data profile. For your work in answering the question "Where are we now?" you will build a data profile using the four categories of data to lead staff through discovery of your school's current reality. Steps in building your profile include:

- Contact the conference or union to obtain the Data Rollup Report after opening reports are frozen, which will provide you with demographic and student learning data.
- Schedule with the conference or union the collection and analysis of the surveys, which will provide you with perceptions data.
- Conduct an inventory and analysis of school programs and processes.

Use your data profile with staff. With the completed sections of your profile, a strengths/challenges/implications protocol is used with staff to note trends and patterns across data over time and across areas of data.

Begin to aggregate the implications for planning. Your next step involves aggregating the implications for planning from your staff engagement work. Looking across the four types of data allows schools to see what they are doing to get their current results, what is working, what is not working, and how this information correlates with results. At this point in the process, aggregating implications is the physical work of bringing together the implications for planning for at least two areas of data.

Dig deeper into your school programs and processes. All data analysis should be focused on the identification, ownership, internalization, improvement, and evaluation of school processes. As a result of your work with your profile and aggregating implications, you should be well on your way to identifying the key programs and processes that you need to work on to realize improved results. Tools include:

- ***The Program Evaluation Template*** for working on program/process design, support, and evaluation.
- ***Flowcharting*** is a great way to visually describe implementation of a program or process.
- A ***School Process Inventory*** is a great tool for looking across ALL of your organizational processes and programs.

You are heading down the path of creating the analysis that becomes your comprehensive needs assessments, informs planning and visioning, and provides the data needed for evaluation.

READ

Bernhardt, V.L. (2018). Data analysis for Continuous School Improvement (4th ed.). New York, NY: Routledge.

Chapters 7-8

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- PPT To Support This Module

Facilitation Guides:
- Strengths/Challenges/Implications, p 342.
- Aggregating Implications, p 342.
- Program Evaluation Template, p 252.
- Flowcharting School Processes, p 260.
- Process Inventory, p 214.

Templates:
- Program Evaluation Template

Handouts:
- Study Questions through Aggregating Implications
- Program Evaluation Template Example

REFER

Examples/Additional Reference Items:
- Data Profile Case Study, p 265.
- Strengths, Challenges & Aggregating Implications Example, pp 334-341.
- Program Evaluation Template Examples, pp 84-86, 111, 151, 160, 257, 258-259.
- Flowchart Examples, pp 262-264.
- Aggregated Implications, p 341.
- Accreditation Standards

Videos:
- Strengths, Challenges, Implications
- Aggregating Implications
- Using a Case Study
- Digging Deeper Into Process Data

REFLECTION QUESTIONS

**Additional reflection Qs available at the end of each chapter.*

1. Why is a school data profile important?
2. What are your school's strengths and challenges in each data category?
3. What are some implications for your Continuous School Improvement Plan?

MODULE 5
Answering "How did we get to where we are?" With The Problem Solving Cycle

OVERVIEW

While using a data profile is focused on trend analysis over time, an equally important area of engagement using data is how school staff use data to address undesirable results. This type of analysis should be happening regularly and at various levels of the organization. Often, it's a sore spot in terms of previous data use. When your school discovered gaps or undesirable results in the past, did you focus on identifying solutions immediately to close the gaps? School staff must utilize a strategy focused on multiple measures of data to uncover the real contributing causes and eliminate them. Effective data analyses and problem-solving methodologies embrace the following key principles of organizational improvement:

- Encourage staff identification and ownership of the process(es) at the root.
- Empower those that need to carry out change.
- Focus on comprehensive data analysis.
- Streamline the improvement process.

Embrace the Problem Solving Cycle. The Problem Solving Cycle is a great activity for getting all staff involved in thinking through undesirable results, or problems, before jumping to solutions:

- Start with brainstorming hunches and hypotheses so all staff can be heard. Staff members will share what they believe are the reasons for the undesirable results, which is an important opportunity to acknowledge specific challenges facing teachers. Once acknowledged, staff can go past them. Ultimately, staff begin to think how their current programs and processes might be contributing to the causes of undesirable results.
- Next, staff will need to determine what questions must be answered with data (and what data) before the "problem" can be solved. It is their idea to go deeper into the data—sometimes into areas they might not go to under typical situations. Staff members naturally use the multiple measures of data with this process. Deeper data analyses show what processes need to improve to get different results.

Revisit your aggregate implications for planning. Problem solving should provide you with further information to add to validate/invalidate your aggregate implications for planning.

Dig deeper into your school programs and processes. Have your process tools ready as staff use Problem Solving to identify current programs and processes that are contributing to the causes of undesirable results.

- ***The Program Evaluation Template*** for working on program/process design, support, and evaluation.
- ***Flowcharting*** is a great way to visually describe implementation of a program or process.
- A ***School Process Inventory*** is a great tool for looking across ALL of your organizational processes and programs.

READ

Bernhardt, V.L. (2018). Data analysis for Continuous School Improvement (4th ed.). New York, NY: Routledge.

Chapters 7-8

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- PPT To Support This Module

Facilitation Guides:

- Problem Solving Cycle Facilitation Guide, p 353.
- Aggregating Implications, p 342.
- Program Evaluation Template, p 252.
- Flowcharting School Processes, p 260.

Templates:

- Program Evaluation Template

Handouts:

- Problem Solving Cycle Study Sheet
- Program Evaluation Template Example

REFER

Examples/Additional Reference Items:

- Problem Solving Cycle, p 106.
- Program Evaluation Template Examples, pp 84-86, 111, 151, 160, 257, 258-259.
- Flowchart Examples, pp 262-264.
- Aggregated Implications, p 341.

Videos:

- Problem Solving Cycle
- Digging Deeper into Process Measurement After Problem Solving Undesirable Results
- Updating Aggregating Implications After Problem Solving Undesirable Results

REFLECTION QUESTIONS

**Additional reflection Qs available at the end of each chapter.*

1. What aspects of organizational improvement can be satisfied through effective problem solving?
2. Why is it important to understand how we got our current results?
3. As you look at your aggregated commonalities, how mightthey evolve given your work in problem solving?

MODULE 6
Answering "Where do we want to be?" With Mission & Vision

OVERVIEW

Be clear about the real definitions of Mission and Vision. Ultimately, a vision that is a few sentences of narrative information cannot be measured. Mission and vision are defined as:

- ***Mission***: Defines the fundamental purpose of an organization or an enterprise, describing why they exist. It is a short statement that is compiled after and representative of the core values and beliefs for vision.
- ***Vision***: Core values and beliefs inform the desired or intended future state of an organization or enterprise in terms of its fundamental objectives relative to key, core areas—curriculum, instruction, assessment, environment. Vision is putting action to values and beliefs. The vision is grounded in research on best practices that show staff how they might get different results with different processes.

Be clear about the real purpose of Mission and Vision. The critical goal of Adventist education is to make the Adventist worldview visible. To achieve this goal, a school must be intentional about informing and articulating a truly shared vision that serves as a vehicle for linking faith identity and student achievement. A school defines its future through its shared mission and vision, which must reflect the core values and beliefs of the system.

Mission and Vision are informed by core values and beliefs. Core values and beliefs are generated as a result of the school data analysis completed in questions one and two of the framework, and particularly by digging deeper into school programs and processes. Your school's values and beliefs are organized relative to curriculum, instruction, assessment, and environment, which are the factors that support effective learning for students. Often, core values and beliefs of the organization have been developed by the system in which they operate, independent of data analysis, or are otherwise pre-existing. In any of these instances, core values and beliefs absolutely should be validated and reinforced by data analysis.

Reviewing or restating your mission statement comes after the work of core values and beliefs. Mission is a short statement that represents the big, general ideas conveyed by your core values and beliefs. While a mission statement is often presented BEFORE a vision on paper, the work of creating a mission statement comes AFTER the core values and beliefs have been generated. Evaluate your mission statement's effectiveness in conveying the purpose of the school. Remember that being succinct is critical! As an example, the SWUC Education Mission Statement is: Collaborating for learning excellence through faith and service.

VISION defines the desired or intended future state of an organization or enterprise in terms of its fundamental objectives relative to key, core areas of operation (curriculum, instruction, assessment, environment).

READ

Bernhardt, V.L. (2018). Data analysis for Continuous School Improvement (4th ed.). New York, NY: Routledge.

Chapter 9

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- PPT To Support This Module

Facilitation Guides:
- Creating a Mission and Vision, p 358.

Templates:
- Vision Template
- Advanced Vision Template

Handouts:
- Core Values and Beliefs Study Sheet

REFER

Examples/Additional Reference Items:
- Core Values and Beliefs
- SWUC Core Values and Beliefs
- Mission and Vision, pp 363-366.
- Advanced Vision Example
- NAD Philosophy of Education

Videos:
- Mission & Vision
- Advancing the Essential Mandate of Adventist Ed (Faith Identity & Ed interwoven)

REFLECTION QUESTIONS

**Additional reflection Qs available at the end of each chapter.*

1. What is a shared vision?
2. Why is a shared vision important to Continuous School Improvement?
3. What is the difference between mission and vision? Why is it important to have both?

MODULE 7
Answering "How will we get to where we want to be?" With Continuous Improvement Planning

OVERVIEW

Develop Your Plan to Support Implementation of Your Shared Vision. Your school's Continuous School Improvement Plan defines the allocation of resources to implement your shared vision, so answers the question: "How are we going to get to where we want to be?" in the framework. The Plan is informed by the difference between the needs identified in data analysis (via your aggregated implications) and the shared vision. Your needs assessment work and the problem-solving cycle, in particular, identify specific needs of the school program and potential solutions. The mission and vision define teaching and learning excellence for which the school program should aim. So, aggregate implications for planning from comprehensive data analysis, compared to the shared vision, drive the contents of a highly effective plan. A plan that is clear and detailed, based on core values and beliefs and best practice research with support structures, gets implemented.

Link Your Plan to the Nine Standards of Accreditation. The development of a CSI Plan, then, provides the school an opportunity to transform its vision of excellence into strategic action steps that introduce change related to areas of need 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 or actions steps, person(s) responsible, resources, and timeline. Key elements in implementation of the plan include leadership structure, collaboration, professional learning, and partnerships.

The CSI Plan is a living document. Every year, you will examine your school's goals and objectives and analyze your data to determine if your goals have been met. Adjust your school improvement plan accordingly to ensure that all goals and objectives are being addressed. Think of how you will meet them and how they will be measured. Steps in the process:

1. **Set Goals.** Goals are the intended outcomes of the vision. They are stated in broad, general terms.
2. **Develop Rationale.** Write a rationale statement for each goal based on the needs identified through data analysis.
3. **Identify Objectives.** Objective statements are narrow, specific, and measurable. They must be grounded in the data.
4. **Determine measurement.** Determine what assessment tools and strategies will be used to know if the objectives have been met.
5. **Identify tasks.** List the actions that need to be accomplished to achieve the objectives.
6. **Identify person(s).** Identify the individual(s) or group(s) responsible for completing the tasks.
7. **Determine resources.** Determine the resources required of each task.
8. **Establish timeline.** Consider a reasonable timeline for the tasks.
9. **Vote approval.** Obtain approval for the CSI Plan from the School Board.
10. **Continue Cycle.**

READ

Bernhardt, V.L. (2018). Data analysis for Continuous School Improvement (4th ed.). New York, NY: Routledge.

Chapter 10

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- PPT To Support This Module

Facilitation Guides:
- Creating CSI Plan, p 370.
- Leadership Structure, p 378.
- Professional Learning Calendar, p 382.
- Creating Partnerships, p 384.
- Continuous School Improvement Planning Instructions

Templates:
- Sample Continuous School Improvement Plan

Handouts:
- Link of Adventist Education to Continuous School Improvement and Accreditation

REFER

Examples/Additional Reference Items:
- Examples of:
  - Plan, p 130.
  - Leadership Structure, p 138.
  - Partnerships, p 143.
  - Professional Learning Calendar, p 141.
- Accreditation Standards
- Standards for Accreditation of Seventh-day Adventist Schools
- Aggregated Implications, p 341.

Videos:
- Planning to Implement the Vision
- Planning to Implement the Vision (SWUC)
- Accreditation Standards

REFLECTION QUESTIONS

**Additional reflection Qs available at the end of each chapter.*

1. Why are leadership, professional learning, and partnership development important to Continuous School Improvement and the CSI Plan?
2. How does the CSI Plan and cycle fit in with the NAD school accreditation process, including the Self-study required every six years?

MODULE 8
Answering "Is what we are doing making a difference?" With Evaluation

OVERVIEW

Evaluation is necessary to make sure we are achieving our intended results. Evaluation involves measuring the impact of programs and processes that support implementation of the Continuous School Improvement Plan, so our work on **digging deeper into school programs and processes** will be the best, first place to start the work of evaluation:

- ***The Program Evaluation Template*** for working on program/process design, support, and evaluation.
- ***Flowcharting*** is a great way to visually describe implementation of a program or process.
- A ***School Process Inventory*** is a great tool for looking across ALL of organizational processes and programs.

Compare your process inventory with the findings of data analysis to identify the programs and processes that should be the focus of your improvement efforts. You should have a Program Evaluation Tool completed for each. This should be difficult work that requires reference to best practice, professional learning, and other resources. Flowcharting is a visualization of what each program would look like when fully implemented within the tool, or to design implementation strategies after the tool has been completed.

Equally important is evaluation of the system designed to support implementation of improvement strategies. While we have worked on implementation-level processes by using the tools listed above, the system of your learning organization can also be assessed by using the Continuous Improvement Continuums. It is the difference between asking about the implementation of an improvement strategy versus asking about how we support it, systemically. **Revisit the Continuous Improvement Continuums from Module 3 to measure your improvement work over time.** Use the Continuous Improvement Continuums as a self-assessment tool to measure your school against the CSI Framework, specifically your approach, implementation, and outcomes relative to seven continuous improvement categories: Information and Analysis, Student Achievement, Quality Planning, Professional Learning, Leadership, Partnership Development, and Continuous Improvement and Evaluation.

Link to Accreditation
Evaluation of the CSI goals and recommendations from the past accreditation visit should be conducted each year and Annual Program Reports are to be submitted in Accreditrac. In the 5th year of the accreditation cycle, schools will initiate the Self-study process, completing it in the 6th year, in preparation for the accreditation visit.

If you are not monitoring and measuring program implementation, the program probably does not exist. It doesn't exist the way you think it exists. Ultimately, what is not measured is marginalized…

READ

Bernhardt, V.L. (2018). Data analysis for Continuous School Improvement (4th ed.). New York, NY: Routledge.

Chapters 12, 14

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- PPT To Support This Module

Facilitation Guides:
- Program Evaluation Template, p 252.
- Flowcharting School Processes, p 260.
- Continuous Improvement Continuums Facilitation Guide, p 193.

Templates:
- Program Evaluation Template

Handouts:
- Program Evaluation Template Example
- Continuous Improvement Continuums
- Link of Adventist Education to Continuous School Improvement and Accreditation

REFER

Examples/Additional Reference Items:
- Program Evaluation Template Examples, pp 84-86, 111, 151, 160, 257, 258-259.
- Flowchart Examples, pp 262-264.
- CIC Sample Report, p 196.

Videos:
- Evaluating Improvement Efforts
- Evaluating Systems-Level Process Implementation and Our Progress Relative to the CSI Framework with the CICs

REFLECTION QUESTIONS

**Additional reflection Qs available at the end of each chapter.*

1. Why is evaluation important to Continuous School Improvement?
2. How do you evaluate your programs, processes, and vision, and how should you?
3. How do you evaluate your Continuous School Improvement plan, goals and objectives, and how should you?
4. How does the Continuous School Improvement framework help a school become a true learning organization?

MODULE 9
Accreditation

OVERVIEW

Know the Accreditation Standards

1. **Philosophy and Mission**—The philosophy, mission, and vision statements are learner-centered and 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, core values, and educational philosophy.
2. **Curriculum**—The curriculum is the core of the educational program providing for the spiritual, mental, physical, social, and emotional development of learners 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 school's philosophy, goals, and standards and actively engages students in learning.
4. **Assessment**—Assessment data informs changes in curriculum and instruction to support learning.
5. **Sustainable Leadership**—Administration and schoolboard ensure the effective successful operation of the school to promote learner success and well-being.
6. **School Environment**—The school 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 meet the needs of each learner and enhance the ongoing growth and development of school personnel.
8. **Communication and Collaboration**—Communication and collaboration among the school, constituency, and community are essential to providing an effective educational program for learners.
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 providing the basis for action plans to address areas needing improvement.

Complete the Self-study Report and Prepare for the Site Visit

As you work through the Continuous School Improvement process in year six of the accreditation cycle, certain information you collect and prepare will contribute to the Self-study Report that you complete in preparation for your school's accreditation visit. At the appropriate time in the accreditation cycle, this information will be uploaded into Accreditrac.

READ

- Link of Adventist Education to Continuous School Improvement and Accreditation

DO

- School and Board Orientation PPT
- Visiting Committee Orientation PPT

Facilitation Guides:
- Self-Study Report
- Preparing for the Site Visit
- Continuous School Improvement Planning Instructions

Templates:
- Sample Continuous School Improvement Plan
- SWUC Questionnaires
- Sample Visiting Committee Response
- Sample Visiting Committee Report

Handouts:
- Chairperson's Handbook
- Visiting Committee Handbook
- Essential Evidences
- Accreditation Status Criteria

REFER

Examples/Additional Reference Items:
- Standards for Accreditation of Seventh-day Adventist Schools
- EbD Framework
- Accreditation Standards

Videos:
- Link to Accreditation—Self-study Report
- Organizational Roles and Responsibilities for the Self-Study
- Steps in Completing the Self-Study
- Preparing for the Site Visit and What to Expect During the Site Visit
- The Visiting Committee
- What's Next

REFLECTION QUESTIONS

**Additional reflection Qs available at the end of each chapter.*

1. How does the accreditation process link to the Continuous School Improvement Cycle?
2. Does our mission drive all that we do?
3. Did our data inform the completion of the Self-study?