

2018-2023 NAD Progress Report

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

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AT A GLANCE

	EARLY CHILDHOOD PROGRAMS	ECP CHILDREN	PK-12 SCHOOLS	PK-12 STUDENTS	COLLEGES/ UNIVERSITIES	COLLEGE/UNIVERSITY STUDENTS
2022-2023	152	4,193	* 721	50,895	13	20,953
2021-2022	173	3,808	* 732	49,497	13	20,939
2020-2021	159	3,052	736	45,096	13	22,464
2019-2020	187	5,894	750	50,317	13	21,104
2018-2019	153	5,167	799	51,905	13	27,835

*Reflects merging of several campuses.



ADVENTIST EDUCATION
 Journey to Excellence 2.0

The Why

CLEAR PURPOSE

Adventist Worldview

A worldview serves as a conceptual tool or framework for perceiving and interpreting reality, which, then, informs an organization's philosophy, mission/vision, and goals. From its inception, the Seventh-day Adventist church has held a unique philosophy and mission of education. Ellen G. White describes this when she states, "In the highest sense the work of education and the work of redemption are one, for in education, as in redemption, other foundation can no man lay than that is laid, which is Jesus Christ."

The Spirit of Prophecy provides numerous books and general statements of educational philosophy that Adventists believe are inspired by God. These books provide insight, such as: "The first great lesson in all education is to know and understand the will of God"; "Since God is the source of all true knowledge, it is, as we have seen, the first object of education to direct our minds to His own revelation of Himself"; and "Our institutions must be conducted on Christian principles if they would triumph over opposing obstacles."

Adventist Education has progressed over the past 170 years based on biblical teachings and the writings of Ellen White, covering philosophical concepts like: the origins of the physical world, the nature of man, knowledge and truth, educational excellence, religion in education, and the integration of faith and learning. George Knight expressed that "a major task of educational philosophy is to help educators think meaningfully about the total

educational and life process so that they will be in a better position to develop a consistent and comprehensive program that will assist their students in arriving at their desired goal." Today, this is done through the lens of contemporary education pedagogy that supports traditional Adventist core values, mission, and philosophy. Thus, enabling the Adventist worldview to be visible in student, teacher, and leadership standards.

Historically, Adventist schools have had excellent curricula, but it is the teachers who are the living curriculum. Nina Atcheson, author of secondary Encounter Bible, expressed to me that teachers "live and breathe their own walk with Jesus and ultimately teach from the overflow of their time with Him." From the CognitiveGenesis Study, we know that when children see spirituality modeled by three significant adults in their lives, they are much more likely to grow an authentic love for Jesus, themselves.

As we further develop best practices, the following have been implemented: 3 Angels' Messages curriculum was developed, 9th grade ByDesign Biology textbook has moved toward standards-based learning; the concern for emotional health has been demonstrated through the development of Mental Health Resources and Materials; and because we strive for excellence, it's evidenced in the release of Journey to Excellence 2.0, the adoption of a model of continuous improvement through the accreditation process.



The How

CORE ELEMENTS OF LEARNING, COLLABORATIVE CULTURE, CAPACITY BUILDING

For more information about Standards-based learning: www.adventistlearningcommunity.com/education

Standards-based Learning

The North American Division is leading a paradigm shift away from textbook driven classrooms and toward standards-based learning. This shift is so much more than looking at report card structures or aligning NAD standards to our classroom lessons. This shift, if done correctly, will change the way we teach our children and track their growth over time.

SBL is an innovation based on demonstration of mastery. Students choose or are assigned standards-aligned activities. Teachers assess the student output and choose the appropriate mastery level that was demonstrated.

SBL is powerful because it provides a framework to regularly measure student progress. When teachers have a continuous understanding of students' mastery, they can adapt instruction to better meet students' needs. This causes education to be more effective and engaging.

Evidence of successful standards-based education can be seen in schools throughout the nation that have made the switch as they are now experiencing measurable improvements in academic growth, student attitudes toward learning, and overall school culture.

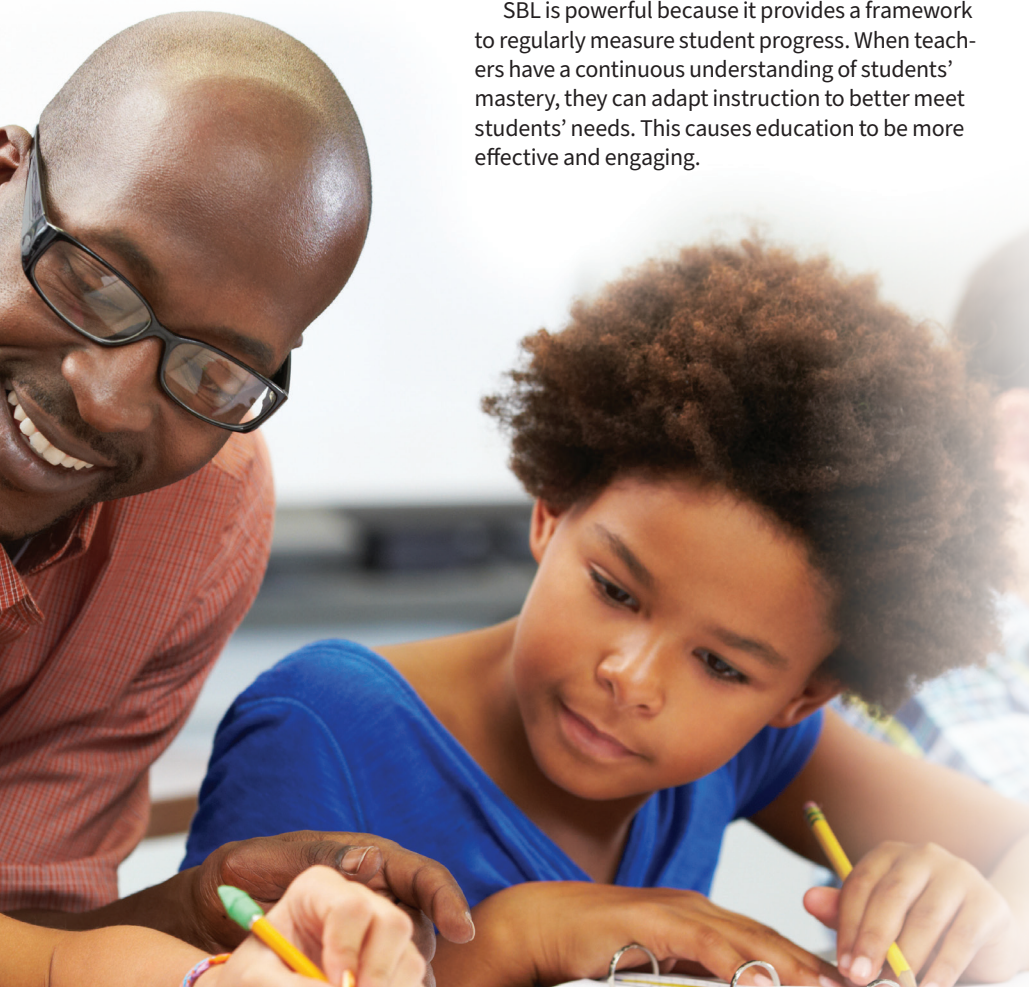
MAP Growth Assessments

Each student has their own talents, challenges, and ways of learning. Measuring student growth is valuable because it gives teachers information that helps them support learning for every student. MAP Growth is an online assessment for Grades K-12 in the subject areas of Science, Math, Reading and language usage that is available in both English and Spanish. MAP Growth reveals how much growth has occurred between testing events and, when combined with our norms, shows projected proficiency. Educators can track growth through the school year and over multiple years. This is a dynamic, adaptive online testing platform.

MAP Growth meets our Standards-based learning shift as teachers can have additional data based on the MAP reporting that drills down to student performance on each standard for the content tested. Ultimately, this is an additional tool that allows for student centered instruction as students can set personal goals, teachers can document student progress and parents have ongoing feedback on their child's performance. For more information: <https://curriculum.adventisteducation.org/testing.html>

Professional Learning Communities

The integration of school-based Professional Learning Communities is integral to achieving a collaborative culture. PLC teams focus their collaborative time on specifically discussing the following four areas of pedagogy: curriculum, instruction, assessment, and student growth tracking. Successful PLCs help teachers establish a sense of institutional alignment and the sharing of a common language for pedagogy. PLC teams work together to produce rich data in the form of written goal setting, student growth tracking, and common formative assessment strategies.



COLLABORATIVE CULTURE

A COLLABORATIVE CULTURE is an essential aspect of any successful organization. It is the result of intentionality, communication, and teamwork, which is fostered by trust and an understanding that we are better together. Working together as a team creates an environment of continuous improvement as individual skills and strengths are leveraged to achieve shared goals. A collaborative culture also allows for different perspectives to be explored, which leads to improved decision-making and innovative solutions.

The NAD Office of Education (NADOE) seeks to promote a culture of collaboration and synergy within its team, with its various partners, and among the different levels in Adventist Education. In particular, the NADOE works in collaboration with the Union Directors of Education to continually identify educators' needs and develop resources to support their instructional practice and ultimately enhance student achievement.

Adventist Education website

For example, the Adventist Education website has been redesigned! With intentional, targeted content and functionality, the update will prove useful to a wide variety of seekers, whether an educator looking for resources or an individual wanting more information about Adventist Education. The site, searchable

by geographic location, provides everything from a general quick view of Adventist schools in North America to social media access and websites with more specific information. Put yourself in the know and check out this new digital landscape in Adventist Education.

In addition, an Educators' Corner is in process which will bring a customizable search feature helping our educators access vetted resources specific to their areas.

AE-CONNECT

AE Connect is a brand-new student information system (SIS) designed uniquely for Adventist Education in cooperation with the North American Division Office of Education. One hundred ten PK-8 schools are on-boarding for the 2023-2024 school year. The full, robust version will be available to larger elementary schools and academies beginning Aug. 2024. For more information, visit ae-connect.info.

Adventist Learning Community

The NAD understands that professional development is key for educators to expand their knowledge, improve their skills, and become more effective in their practice. To this effect, the Adventist Learning Community (ALC) provides online professional development courses

that are self-directed and free of charge. The ALC offers courses and resources developed specifically for Adventist educators, meaning that current topics in education are approached through the lens of the Adventist worldview, beliefs, and principles. In addition, the ALC now hosts CIRCLE, a comprehensive database of Adventist Education resources which includes articles, research, shared units, and lesson plans.

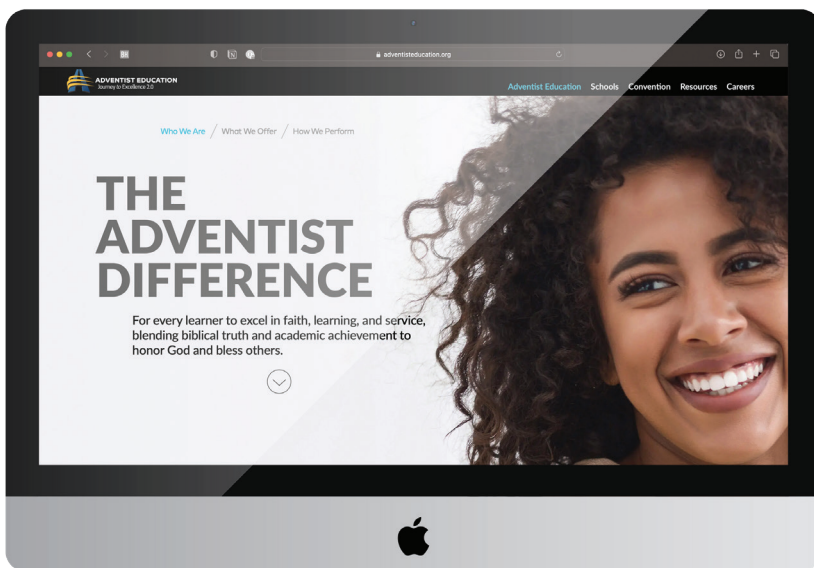
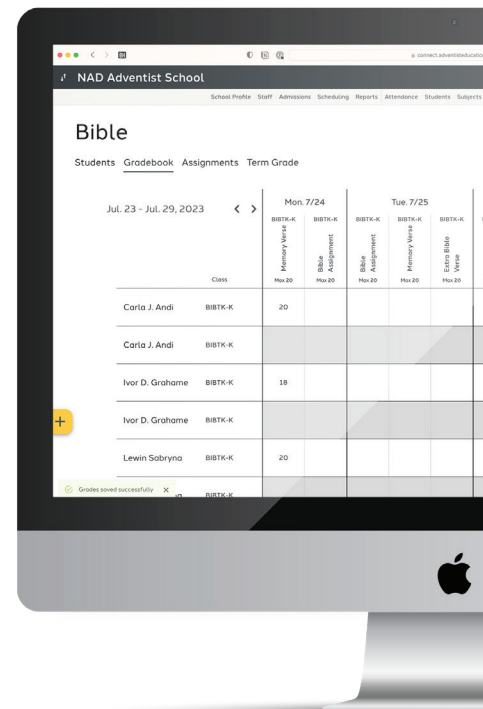
Adventist Teacher Connect

The ALC also hosts Adventist Teacher Connect, a free platform that provides a central connecting point for Adventist educators and schools. Here, they can connect with other educators and classrooms across the NAD and around the world and collaborate in joint virtual activities and projects. In addition, students can also engage in collaborative projects through Project-Based Learning (PBL) to find solutions to real-world problems at their school, communities and beyond. ATC offers PBL challenges for educators to facilitate projects that align the Adventist worldview and support the mission of the Church. Through technology and collaboration, educators can create innovative and meaningful learning experiences for their students.

SBL Toolbox

The NAD Office of Education in cooperation with the Adventist Learning Community are pleased to announce a new interactive digital database for teachers K-12 that is a one-stop shop for Standards-based Learning (SBL) resources.

As teachers are working in professional learning communities, complete the required



	Wed. 7/26	Thu. 7/27	Fri. 7/28	REPORTED GRADE
Bible Assignments				75%
Memory Verse				-
Bible Assignments				69%
Memory Verse				-
Bible Assignments				100%
Count Your Blessings				-

CAPACITY BUILDING

CAPACITY-BUILDING CAN BE defined as strengthening educators’ knowledge, abilities, and skills while improving organizational structures. Capacity-building is also the renovation produced and sustained over time from within the organization. Educating teachers about the challenges of today’s classrooms is complex and multifaceted. It requires ongoing training and preparation as well as continued support. In addition, shifts in the roles and duties of teachers have increasingly become more arduous.

Social distancing during the COVID-19 pandemic in 2020-2022 complicated the mental health challenges throughout our school systems. As a result, many educators, counselors, and school nurses across the NAD have reported that students are showing more signs of anxiety and depression than before the pandemic and are having trouble regulating their emotions, solving interpersonal conflicts, and concentrating on classwork.

Mental Health

The North American Division Office of Education (NADOE) responded to the increased need to address mental health challenges, including our children and youth’s emotional and behavioral needs. Two weeks into the pandemic, it became evident that we needed to help our schools build their capacity by providing several training courses, via Zoom, that incorporated positive, mental health coping

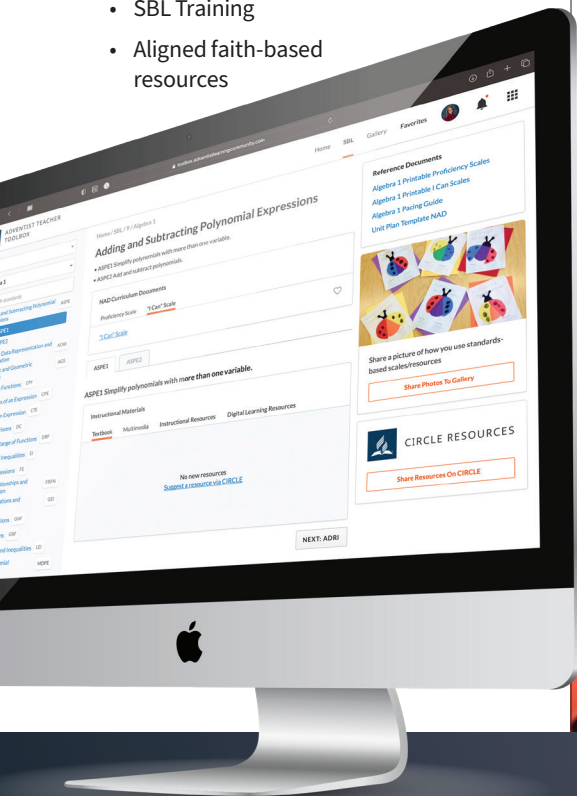
strategies. We recognize that our schools have limited school personnel, time, and resources to meet the ongoing social-emotional needs of each student. Therefore, NADOE developed an electronic Mental Health Toolkit and a mental health training for educators to awaken awareness and equip educators with the right tools to support students and their families experiencing personal problems. Also, social-emotional standards have been developed to help our educators incorporate them into the daily lesson delivery to improve student learning.

Early Childhood Curriculum

The North American Division Office of Education (NADOE) will release in 2024 the CREATION Kids 2.0 curriculum, designed to serve as instructional support for early childhood programs (centers and preschools) across the North American Division. CREATION Kids 2.0 was developed to facilitate the growth and development of young children’s minds, bodies, and spirits. The curriculum’s foundation is based on biblical principles, and the overarching curriculum framework embodies the eight principles of CREATION Health – Choice, Rest, Environment, Activity, Trust, Interpersonal Skills, Outlook, and Nutrition. In addition, the curriculum has hundreds of age-appropriate activities to meet the needs of the whole child, molding them to be competent learners.

training for SBL, have a supportive collaborative culture in their schools, and have a system for highly effective teaching, they will be given a login from their conference to access the resources including:

- K-12 Proficiency scales and student-friendly “I can” statements
- Prioritized standards in the four core subject areas ELA, Math, Social Studies, and Science
- Yearlong plans
- Vocabulary alignment
- Unit plans
- Resources
- SBL Training
- Aligned faith-based resources



Also, to be released in 2024, NADOE has developed an Infants, Toddlers, and Twos curriculum, which provides biblically based principles and ideas to help caregivers and teachers with children from birth to two-years-old. For example, the curriculum will have suggested songs, fine and gross motor skills activities, sensory development ideas, social & emotional tips, language and communication ideas, and more.

Pre-Kindergarten Assessment Toolkit

NADOE has also developed a Pre-Kindergarten Assessment Toolkit for children who enter four-year-old Pre-Kindergarten classrooms. There are several components found in the Pre-Kindergarten Assessment Toolkit. Each component provides critical information and assessment resources. Components included are: How to use the assessment toolkit, definitions, an attractive brochure for parents; approaches to learning; teacher observation information, optional Pre-Kindergarten Progress Report, Quarterly Pre-Kindergarten Progress Tracker, and much more. Each piece contributes to a robust Pre-Kindergarten assessment.

REACH – Creating Inclusive Classrooms

The updated 2023 NAD Reaching to Educate All Children for Heaven (REACH) Inclusion program offers support and resources to teachers and educational leaders to provide research-based practices that inform learning for all students. Evidence suggests that inclusive practices that are student-centered create a culture of teaching and learning that transcends curriculum, instruction, and assessment. The updated REACH Manual and website provide specific strategies, support, and resources that help teachers meet most students' needs and the particular and unique needs of students with disabilities. In addition, a training course on the Adventist Learning Community platform REACH – “Creating Inclusive Classrooms” can be launched from the REACH website. Visit our website at: reach.adventisteducation.org to download the manual and start the course at no charge.

ASSOCIATION OF ADVENTIST COLLEGES AND UNIVERSITIES (NORTH AMERICAN DIVISION)



ADVENTIST HIGHER EDUCATION'S

business model is being threatened both financially and from a value perspective. There are those who think that the future of residential higher education is doomed because many options for gainful employment are being suggested outside of the liberal arts baccalaureate degree concept (e.g., internet classes, certificates, internships, apprenticeships). On top of that, small and mid-sized institutions usually do not have the economies of scale to be innovative in confronting this new higher education reality.

But it is the conviction of Seventh-day Adventist higher education that there is nothing that can compete with the residential living learning environment for shepherding our young people through the life changing maturing events that occur as the young person leaves home and prepares for adult life. You cannot, for example, have the experience of singing in the choir on the internet or playing sports or living with others of similar age and faith experience. For that reason, the North American Division is seeking to strengthen all of our colleges and universities by making use of the new educational opportunities (e.g., certificates, online classes shared with other schools) so as to mitigate the rising cost of the on-campus experience.

There is a promising trend where multiple institutions are affiliating with shared services to provide better outcomes to students with the possibility of saving money as well. In this spirit our Adventist Colleges and Universities are working together in multiple ways to be leaders in this new educational world. Henry Ford said, “If you always do what you’ve always done, you’ll always get what you’ve always got.” We must move forward proactively and not just fall into the trap of wishing things would be like they used to be.

Some of our institutions are offering online health-oriented certificates (e.g., Medial Billing Specialist, Sterile Processing Technician,

Patient Care Technician, Pharmacy Technician) and technology certifications (e.g., Software Developer, Cybersecurity, Data Science) as an opportunity to connect students with our institutions and to bring more resources to our institutions.

The thirteen higher education institutions in the North American Division are collaborating for efficiency and mission strengthening in the following ways:

- Association of Adventist Colleges and Universities (AACU) builds relationships between colleges and Universities in the North American Division.
- Workforce Development Certificates—starting with seven of our institutions (AdventHealth University, Andrews University, Pacific Union College, Southern Adventist University, Union College, Washington Adventist University, and Walla Walla University).
- AACU offers a Mission Conference on maintaining spiritual focus in a secular world in August of 2023.
- Adventist Enrollment Association (AEA) collaborates in recruitment. Adventist Colleges and Universities - Faith, Friends, Future
- Adventist Accrediting Association (AAA) provides accreditation to all institutions affirming their SDA focus.
- Adventist Colleges Abroad (ACA) provides opportunities for students to broaden their education by attending a sister institution outside of the North American Division
- CAREonline provides course sharing options between Adventist Colleges & Universities
- The Higher Education Adventist Society shares scholarly work and builds relationships between faculty.



The What

COMMITMENT TO GROWTH

- ASDAL (Association of SDA Librarians)
- Providing Liaisons from our campuses to ACF (Adventist Christian Fellowship) to connect with Adventist students at public institutions.
- Partnering with the Center for Youth Evangelism (CYE) by hosting an Adventist Education building at the International Pathfinder Camporee—providing honors, activities, and special events.

So while there continues to be some pretty big threats to education in general, the future is bright for Seventh-day Adventist higher education if we maintain our focus on our mission of providing high quality education in a faith infused environment and we continue to collaborate with each other to the point where we would be seen as a comprehensive higher educational system that is recognized nationally for its academic quality and its focus on Christ. Students who obtain an education at one of our institutions will be thoughtful citizens who know how to be in the world but not of the world.

Romans 12:2 (NLT) Don't copy the behavior and customs of this world, but let God transform you into a new person by changing the way you think. Then you will learn to know God's will for you, which is good and pleasing and perfect.

May we continue to innovate and do all that we can to hasten the soon return of the Lord!



Passionately Curious— Adventist educators should be passionately curious, modeling the love of learning for their students and constantly seeking ways to teach in novel and innovative ways. Growth is the natural process of a healthy seed and in the same way growth is the evidence of a healthy educator, a realization that God has created us to be in a state of growth and expansion throughout eternity. The North American Division Office of Education (NADOE) has sponsored multiple growth opportunities through a variety of methods noted here and other places in this brochure.

Journey to Excellence 2.0, continues the invitation to empower teachers in their pursuit of excellent education. With this iteration, attention to resourcing and support of this pursuit is highlighted.

ASDASA 2021, during the COVID-19 pandemic, when large meetings were shut down across the world, NADOE sponsored ASDASA online, a virtual convention for Adventist education leaders, with breakouts and keynotes spread over three days.

Australia Educational Study Tour, a two-week expedition to visit nine Adventist and private schools on the east coast of Australia. Observing innovations in teaching, project-based learning, standards-based education, collaborative classrooms, cross-curriculum and grade level teaching, creative uses of open concept building and outdoor education, technology, and evangelism.

Educators' Convention 2023, meeting in Phoenix, Arizona, in August 2023, NADOE will host a convention focusing on training, connecting, and inspiring Adventist educators, division-wide, with over 300 breakouts, multiple keynotes, and other innovative learning opportunities.

You will find other ways highlighted in this brochure on how NADOE has continued to develop and provide for the growth of Adventist educators in the North American Division.



ADVENTIST EDUCATION
Journey to Excellence 2.0

COMMITMENT TO AN EDUCATIONAL JOURNEY TO EXCELLENCE IS AN **ON-GOING** AND **DEEP DEDICATION** TO **CONTINUOUS IMPROVEMENT** IN ADVENTIST EDUCATION'S MISSION, CURRICULUM, INSTRUCTION, ASSESSMENT, PROFESSIONAL LEARNING, AND SUPPORT SYSTEMS FOR LEARNING.

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