REPORT OF THE VISITING COMMITTEE TO

**NAME OF SCHOOL**

of the

(Name of Conference) of Seventh-day Adventists

FOCUS ON LEARNING

FOR SEVENTH-DAY ADVENTIST SCHOOLS

IN THE PACIFIC UNION CONFERENCE



Prepared for the:

(NAME OF CONFERENCE) BOARD OF EDUCATION

on behalf of the

NORTH AMERICAN DIVISION COMMISSION ON ACCREDITATION

OF THE ADVENTIST ACCREDITING ASSOCIATION, INC.

(Date of Accreditation Visit)

**ACCREDITATION VISITING COMMITTEE REPORT**

**NAME OF SCHOOL**

(School Address - Street)

(School Address – City, State, Zip)

Adventist School ID: \_\_\_\_\_\_\_\_\_

Date of Accreditation Visit

Members of the Visiting Committee:

Name – Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Committee Chair

Name – Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name – Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name – Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Submitted to:*

(NAME OF CONFERENCE) BOARD OF EDUCATION

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NORTH AMERICAN DIVISION COMMISSION ON ACCREDITATION

OF THE ADVENTIST ACCREDITING ASSOCIATION, INC.

**Chapter I Progress Report**

**Summary:** Comment on areas such as:

* The school’s major changes and follow-up process
* How the school, through its action plan, has accomplished each of the growth areas for continuous improvement, including the impact on student learning

**Areas of Strength for Chapter I:**

1. …

**Areas for Growth for Chapter I:**

1. …

**Important Evidence:** (List evidence from self-study that supports areas of strength and growth)

**Chapter II Student/School Profile: School and Constituency**

**Summary:** Comment on areas such as:

* Description of the students and community served by the school
* The school’s analysis of student achievement/assessment data (IA, MAP, etc.)
* Other pertinent data (facilities, finances and subsidy, accreditation history, enrollment/student demographics, faculty/staff, Home and School Association, etc.)

**Areas of Strength for Chapter II:**

1. …

**Areas for Growth for Chapter II:**

1. …

**Important Evidence:** (List evidence from self-study that supports areas of strength and growth.)

**Chapter III Self Study Findings**

**Category A: Organization for Student Learning**

**Category B: Curriculum, Instruction, and Assessment**

**Category C: Support for Student Personal, Academic, and Spiritual Growth**

**Category D: Resource Management and Development**

**Category A – Organization for Student Learning:**

**Summary of A1 – School Mission,** comment on areas such as:

* The school’s stated vision and mission of what students should know and demonstrate
* The effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes
* All stakeholders demonstrating an understanding of, and commitment to, the vision mission and schoolwide learner outcomes
* Degree of consistency between the school mission, the schoolwide learner outcomes, and the school program

**Summary of A2 – Governance,** comment on areas such as:

* Governing board policies that support the achievement of the schoolwide learner outcomes and academic standards based on data-driven decisions for the school
* Governing board delegating the implementation of policies to the professional staff
* Governing board approving and monitoring the schoolwide action plan

**Summary of A3 – Leadership,** comment on areas such as:

* The broad-based collaborative planning to assess data to determine student needs and monitor results and impact on student success
* The school’s action plan being directly correlated to and driven by the analysis of student achievement data
* School leadership and staff demonstrating shared decision-making and responsibility for implementing practices, programs, actions, and services that support students learning
* The school having effective structures for internal communication, planning, and resolving differences

**Summary of A4 – Staff,** comment on areas such as:

* The qualified staff facilitating achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation and ongoing professional development
* A systematic approach to continuous improvement through professional development based on student performance data and student needs
* The school implementing a clear system to communicate administrator and faculty policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff

**Summary of A5 – School Environment,** comment on areas such as:

* The school demonstrating caring, concern, and high expectations for students that honors individual and cultural differences
* School facilities being safe, functional, well-maintained, and adequate to meet the students’ learning needs and support the educational program
* Mutual respect and effective communication between staff, students, and parents
* The support and encouragement for teachers to use innovative approaches to enhance student learning

**Summary of A6 – Reporting Student Progress,** comment on areas such as:

* Effective processes in place to keep the board and parents informed about student progress toward achieving the academic standards and the schoolwide learner outcomes
* The school having an effective system to monitor all students’ progress toward meeting the academic standards and schoolwide learner outcomes
* School’s analysis of student achievement/assessment data (IA, MAP, etc.)
* The school using assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process

**Summary of A7 – School Improvement Process,** comment on areas such as:

* The school’s planning processes being broad-based and collaborative, with a commitment of the stakeholders
* The school’s action plan being directly correlated to the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes, and academic standards
* Evidence of systems alignment in areas of professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement

**Areas of Strength for Category A:**

1. …

**Areas for Growth for Category A:**

1. …

**Important Evidence:** (List evidence from self-study that supports areas of strength and growth.)

**Category B – Curriculum, Instruction, and Assessment:**

**Summary of B1 – What Students Learn,** comment on areas such as:

* The school providing an effective, rigorous, relevant, and coherent curriculum that supports academic standards
* The congruence between the actual concepts and skills taught, the schoolwide learner outcomes, and academic standards

**Summary of B2 – How Students Learn,** comment on areas such as:

* Students being actively engaged in learning and using resources beyond the limits of the textbook such as collaborative activities, technology, and library/media resources
* Students demonstrating skills in critical thinking, problem solving, knowledge, and application
* Students demonstrating their involvement in learning to assist in achieving the academic standards and schoolwide learning outcomes through presentations, individual and group work, discussions, investigations and experiments, and performances

**Summary of B3 – How Assessment is Used,** comment on areas such as:

* The correlation of assessment to schoolwide learner outcomes, curricular objectives, course competencies, and instructional approaches
* Student work demonstrating an understanding and application of knowledge and skills
* Modifications and revisions in the curriculum and instruction as a result of student assessment
* The allocation of resources, including the provision for professional development opportunities, based upon assessment of the schoolwide learner outcomes

**Areas of Strength for Category B:**

1. …

**Areas for Growth for Category B:**

1. …

**Important Evidence:** (List evidence from self-study that supports areas of strength and growth.)

**Category C – Support for Student Personal, Academic, and Spiritual Growth:**

**Summary of C1 – Student Connectedness,** comment on areas such as:

* The school having available adequate services, including referral services, to support all students in areas such as health, personal counseling, and academic assistance
* School leadership and staff ensuring that support services and related activities have a direct relationship to student involvement in learning

**Summary of C2 – Parent/Community Involvement,** comment on areas such as:

* The school implementing strategies and processes for the regular involvement of parents and the community
* The school using community resources to support students such as professional services, business partnerships, speakers, etc.
* The school ensuring parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program

**Summary of C3 – Witnessing and Community Service Activities,** comment on areas such as:

* Student engagement in witnessing and community service activities that are consistent with the school’s philosophy, goals, mission, and schoolwide learner outcomes
* Community resources being utilized to support students in community service activities

**Areas of Strength for Category C:**

1. …

**Areas for Growth for Category C:**

1. …

**Important Evidence:** (List evidence from self-study that supports areas of strength and growth.)

**Category D – Resource Management and Development:**

**Summary of D1 – Resources,** comment on areas such as:

* The relationship between the resource allocation decisions, the school’s vision, mission, and student achievement of the schoolwide learner outcomes and the academic standards
* School leadership and staff being involved in resource allocation decisions
* School facilities being adequate, safe, functional, well-maintained, and support the school’s mission, desired learning goals, and educational program
* Effective policies and procedures in place for acquiring and maintaining adequate instructional materials and equipment

**Summary of D2 – Resource Planning,** comment on areas such as:

* The school having developed and implemented a long-range resource plan
* Stakeholder involvement in future resource planning
* School marketing strategies to support the implementation of the developmental program

**Areas of Strength for Category D:**

1. …

**Areas for Growth for Category D:**

1. …

**Important Evidence:** (List evidence from self-study that supports areas of strength and growth.)

**Chapter IV Synthesis of Schoolwide Strengths and Growth Areas for**

**Continuous Improvement**

**Synthesize the Schoolwide Areas of Strength** (These should be documented in other sections of the report)

3. …

**The Visiting Committee has also Identified Additional Areas of Strength:**

1. …

**Synthesize the Schoolwide Areas for Growth.**

* **Growth areas should be identified by the school in Chapters III and V)**
* **The Visiting Committee may identify additional areas to be added to the action plan**

**The Visiting Committee concurs with the school’s identified growth areas for continuous improvement that are outlined in the schoolwide action plan. These are summarized below:**

1. …

**The Visiting Committee has also identified additional areas for growth that need to be addressed:**

1. …

**Chapter 5: Ongoing School Improvement (Action Plan)**

* **Include a brief summary of the schoolwide action plan**
* **Comment on:**
* **Adequacy of the schoolwide action plan in addressing the identified areas for growth**
* **Action plan steps enhancing student learning**
* **Action plan being a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., technology plan, staff development plan, etc.)**
* **Action plan being feasible within existing resources**
* **Commitment of all stakeholders to the action plan (schoolwide and systemwide)**
* **Existing factors that support school improvement**
* **Impediments to school improvement action plan that the school will need to overcome**