

1



2



3




WHY Believing in the education of all students in Seventh-day Adventist schools, we exist to inspire the continual improvement of students and educators to become "something better". (*Education*, page 296)

HOW We inspire a climate of improvement by:

- enhancing the effectiveness of teachers,
- strengthening the expertise of educational leaders,
- coordinating a cohesive school system.

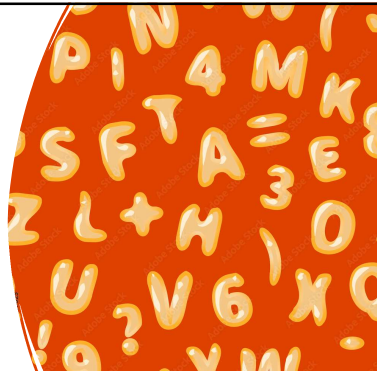
And . . .we cooperate in preparing citizens for this world, and the world to come.

4




Ed Council Overview

- SBL
- REACH
- MAP



5




Education Code

- Section C -- Curriculum
- Alignment with NAD Language: Philosophy, Goals, Course Names
- Alignment between sections: Elementary, Jr. Academy, Secondary: Exceptional Students, Clubs,
- Removal of Outdated References
- Library/Media – New Section C13
- Weekly Time Requirements –Elementary

6


Ed Code Squares



Miki Nelson Superintendent, Hawaii	Dacyl Galicia-Silveira Principal, Vegas Valley	Dan Nicola Principal, Monterey Bay
Bill Arnold, Associate Superintendent, SECC	Albert Miller Superintendent, Northern	Brooke Lemmon Principal, Oceanside
Heather Denton Principal, PUC Prep	Oscar Olivarria Principal, Glendale	Chris Juhl Superintendent, Arizona

7


The Pacific Union Education Code covers policies for Seventh-day Adventist education for ages birth – grade 12



False. A14-116 says that early childhood/pre-kindergarten are NOT covered by the Education Code.

8

Students can be assigned to a particular political candidate in order to earn points or credits for a class.



False. A11-132: Students may be required or allowed to participate in campaigns for candidates – NOT assigned a specific candidate.

9

A school applying to become a junior academy will earn accreditation in which of the following ways:

- (a) affiliate with a senior academy
- (b) continue with AAA accreditation only
- (c) Earn initial accreditation status with WASC within 3 years


(c) A14-122 E – must earn accreditation status with WASC within the 3 year probationary period



10

Graduation honors are to be based on criteria developed by the faculty and approved by the school board, and include the designation of valedictorian and salutatorian.

False. C11-120



11


What activity cannot be included in the four hours necessary to constitute a minimum school day?

C17-112: Lunch



12


When forming a multi-grade classroom and considering teacher load, students in grades TK, K, and 1 count as how many students each?



C17-132: 1.5

13


Accommodations made for a student should be noted on the report card.



False. C24-106

14


If the class size in an elementary classroom exceeds the limit for the teacher load, how do you solve the problem?



C17-132: 1 hour of teacher aide per student over the limit (up to 5 additional)

15


At what number of students requiring additional English language support must a school provide a certificated ESL teacher?



C21-110: 5

16

Dual credit may be granted for college/university courses completed through any community college.



False. C26-108 – SDA College/University ONLY

17


What is the first step in determining which employee will be cut when there must be a reduction in force (RIF)?



E10-172: Consideration of the instructional program offered by the school

18

When a non-regular provisional status teacher completes a contract, they should be provided with a detailed letter describing why a subsequent contract is not being offered.



False. E12-138

19

Name the two minimum requirements for a teacher to be eligible for regular status.



E11-108:

- (1) 3 years of fulltime denominational employment in a position that requires a certificate.
- (2) Valid denominational Standard or Professional certificate

20


If an employee's contract is completed and a subsequent contract is not offered, it's called a non-renewal.



False. E12-136 and related items uses ONLY the language of Completion of Contract

21

All transitional kindergarten policies apply equally to students as young as 4.0



False. A14-118 identifies two sets of TK policies: 4.9 and 4.0

22



Higher Education Reports
3:30 – 4:15
4:15 – 5:00



Balboa Room



Terrace Room

23




Spring Education Council
San Diego, CA
April, 2024

24


Escondido Adventist Academy
Praise Team

- Adam Washington, Chaplain
- Darena Shetler, Principal



25

The Rule of Education
Joey Oh



26

What Principals Will Tell You About SBL

- The Whys of SBL
 - Andrew Carpenter, Principal, Mile High Academy
- Data Driven
 - Craig Mattson, Principal, Northwest Christian School
- Collaborative Classrooms
 - Maurita Crew, Teaching Principal, Trout Creek Adventist School



27

"It is impossible to arrive at your destination unless you know where you are going."
- George Knight

28



29

One-size-fits-all education doesn't work.

Our Education System
"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."
- Albert Einstein

30

If the "job" is to disseminate, then the teacher is a disseminator and the student a receptacle. If the "job" is to encourage innovation, then the teacher must delve into what motivates and reaches the hearts and minds of learners and create environments ripe for risk taking. The learner's response is to take risks and create.
- Marie Alcock, Bold Moves, p 10.

31

"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."
— Alvin Toffler

32

"If you are not prepared to be wrong, you will never come up with something original. In education a mistake is the worst thing you can make."
— Sir Ken Robinson

33

Which shoe would you choose if you were going to run a 100 mile race?



Design Matters

34

Why Standards-based Learning



INTEGRATED AND HOLISTIC APPROACH TO LEARNING



FOCUS ON DECISION MAKING PRINCIPLES



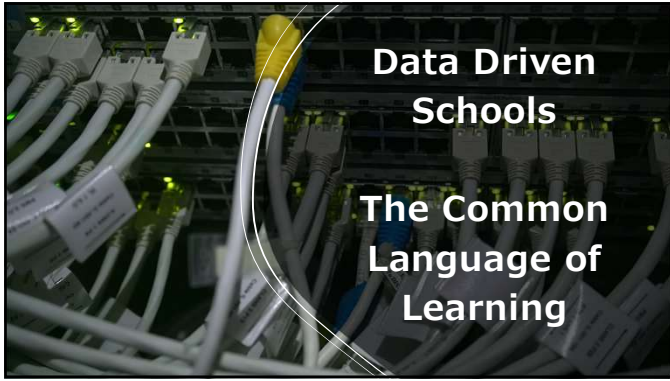
PERSONALIZATION OF LEARNING

35

Data Driven



36

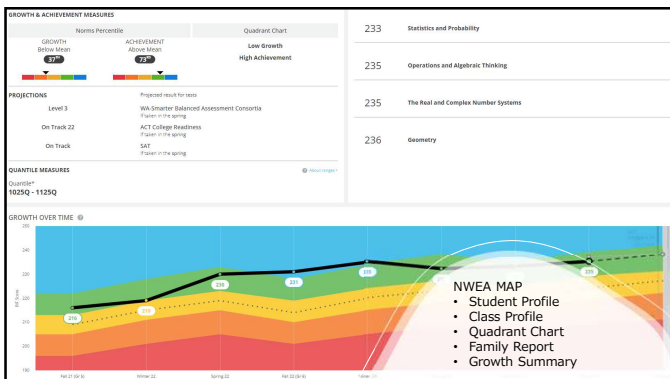


37

Academic Data EMPOWERS Teachers

- NWEA MAP Assessment Data
- Fluency & Progress Monitoring Assessments (easyCBM, ESGI, i-Ready)
- Online Platforms (Lexia, Dreambox, IXL, Reading Plus, Etc.)
- IEP/ISP - SD4 Plans
- Student Owned Data (Data Binders)
- Teacher Owned Data Boards

38



39

Learning Continuum – Standards-Based Data by RIT Ranges

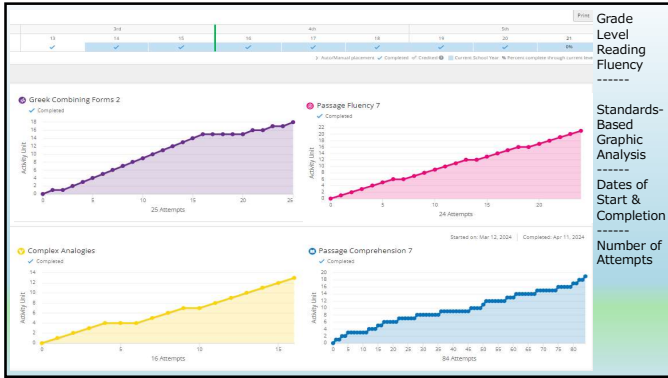
40

CBM Name	View Test	Score
1 Passage Reading Fluency 5_2	View	83 CWPM (90% Accuracy)
2 Passage Reading Fluency 5_3	View	115 CWPM (97% Accuracy)
3 Passage Reading Fluency 5_4	View	122 CWPM (98% Accuracy)

41

Usage and Progress	Usage	Units	Predictor
Last Week:	190m	22	On Target
Last Four Weeks:	449m	87	On Target
This Year:	43h-58m	559	On Target
No Weeks Meeting Usage This Year:		100%	

42



43

Action Plan

USAGE THIS WEEK
Needs 26 minutes
Actual: 34 | Target: 60

LESSONS
Spelling Rule: Doubling, Lesson 1
Spelling Builders
Needs Instruction: doubling rule
Not Delivered

SKILL BUILDERS
CS Level 12
Available Mar 1, 2024
Not Delivered

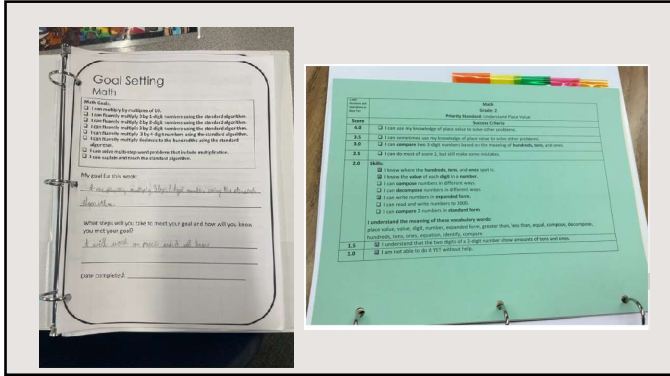
CERTIFICATES
CS Level 12
Available Mar 1, 2024
Delivered Mar 11, 2024

Lexia Data Drives Standards-Based Instruction

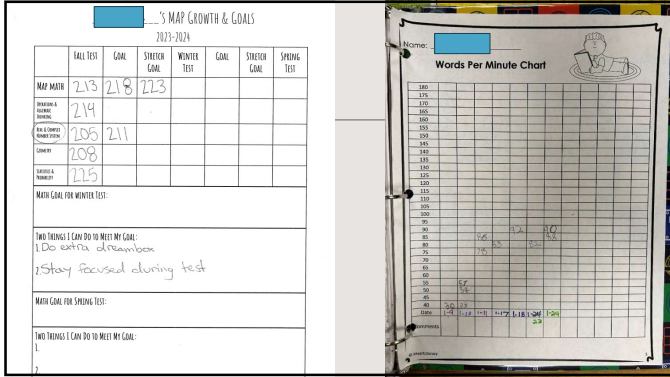
44

Individual Student Data Tracking Data Binders

45



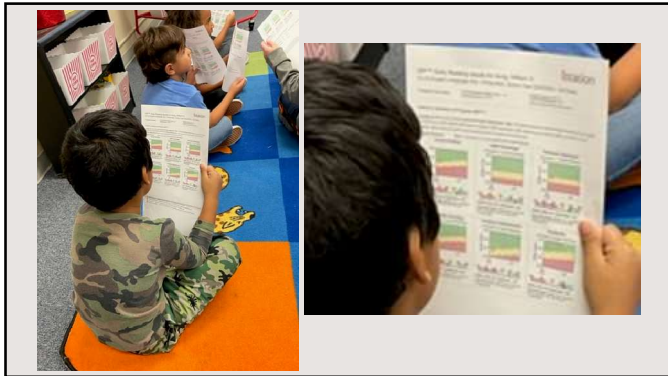
46



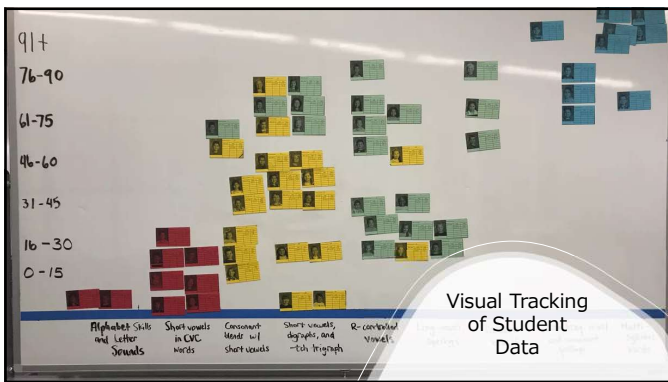
47



48



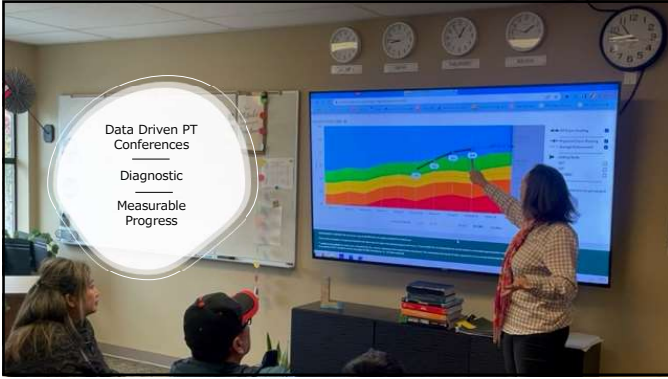
49



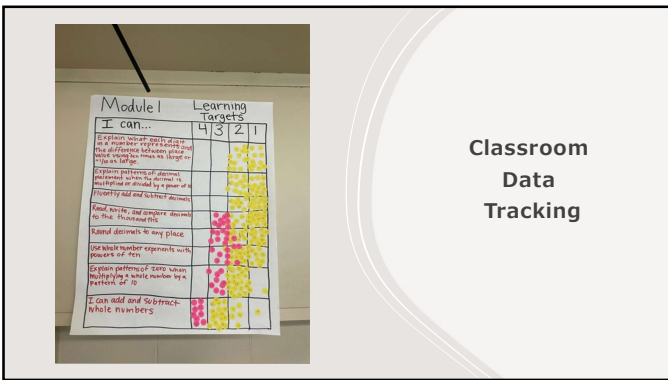
50



51

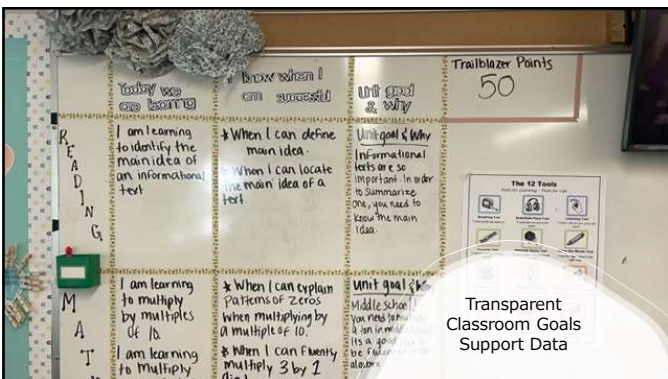


52



Classroom Data Tracking

53



Transparent Classroom Goals Support Data

54



55



56



57

What I Wish My Administrator Knew About REACH


Kathy Jefferson



58

Shop Talk – REACH

- K-12 and 9-12 Principals – Presidio Ballroom
- Elementary and K-10 Principals – Terrace Room
- Small School Teaching Principals – Balboa Room



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Spring Education Council

San Diego, CA
April, 2024

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San Diego Academy
High School Chorale

- Rhonda Goso, Music Director
- Shawn Thomas, Principal

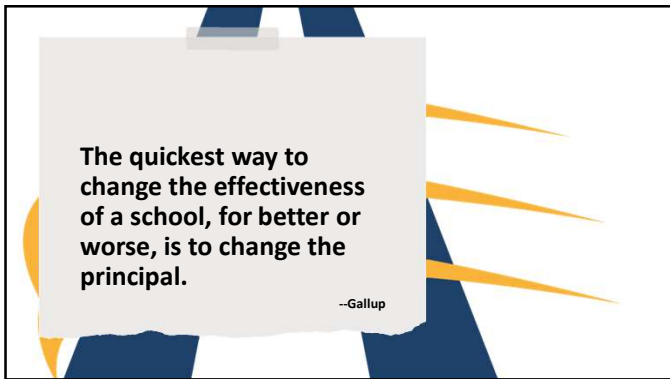


61

The Result of Education
Joey Oh



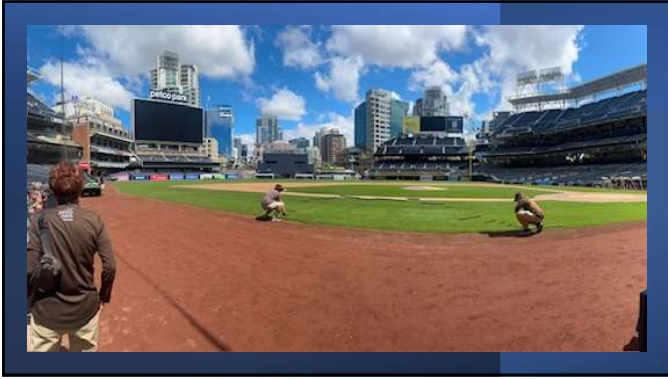
62



The quickest way to change the effectiveness of a school, for better or worse, is to change the principal.

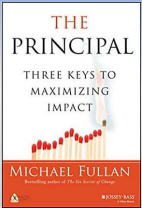
--Gallup

63



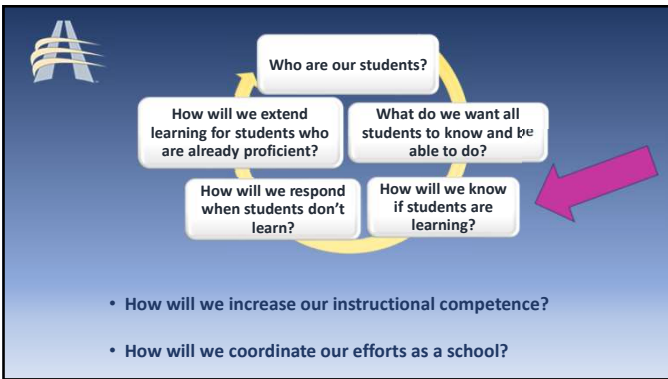
64

Fullan -- Definition



Lead the school's teachers in a process of learning to improve their teaching, while learning alongside them about what works and what doesn't.


65



66

Shared Beliefs
(Sharratt & Fullan)


- The principal is the lead learner
- All students can achieve high standards given the right time and the right support
- All teachers can teach to high standards given time and the right support
- **Quality assessment informs instruction**



67

Data

- Our data is used pervasively throughout planning, goal-setting, and improvement conversations.
- We use a consistent data-conversation process for analyzing our data
- We analyze data by student, classroom, subject, and school.
- We track our data throughout the school year and across years.
- We analyze data to assess what is working and what needs improving.




68

**Data Dynamos:
MAPping Student Success**



69


Measures of growth	
Iowa	MAP
Summative Assessment	Formative Assessment
Standardized	Adaptive
Once a year	Three times a year
Lag time in reporting	Immediacy of results
Snapshot	Streaming



70

Looking at NWEA MAP Reports

What does your data tell you?



71

Questions we should be asking...

- What?**
 - Look at your data – What happened? What do you observe? Describe what you see on this report. What does this report say?
- So what?**
 - Analyze your data – What was significant? What matters? What does this tell us about our program? About our learners? About where we should focus?
- Now what?**
 - Take action on your data – What are our next steps? How can we improve? What is needed to assist our learners in further growth?

72

Going back to 6th Grade Math...

Measures of Central Tendency

- 6.MCT2 Calculate the median of a data set.
- 6.MCT1 Calculate the mean of a data set.
- 6.MCT3 Calculate the mode of a data set.

73

The screenshot shows the nwea website dashboard. At the top, there are navigation tabs for 'Rostering', 'MAP Growth', and 'MAP Reading Fluency'. Below the navigation, there is a 'Welcome, Lynal' message and a 'Product News and Updates' section with filters for 'All', 'MAP Growth', 'MAP Accelerator', 'MAP Reading Fluency', 'Learning & Improvement Services', and 'Other'. Three news items are displayed: 'What's New for Back-to-School 2024', 'Join us in Denver, CO June 27-29, 2024', and 'Technical Updates for the 2024/25 School Year'.

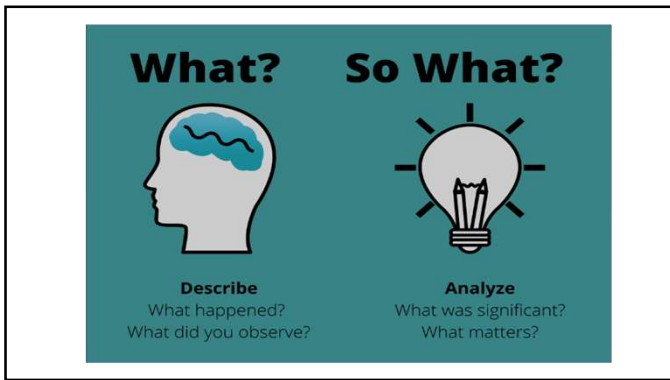
74

The screenshot shows a detailed view of the nwea website. It includes a description of MAP Growth as a dynamic adaptive assessment. There are sections for 'Testing' (Manage Test Sessions), 'Resources' (MAP Growth Student Resources), and 'Popular Reports' (School Profile, Class Profile). Each report section includes a brief description and a thumbnail image of the report interface.

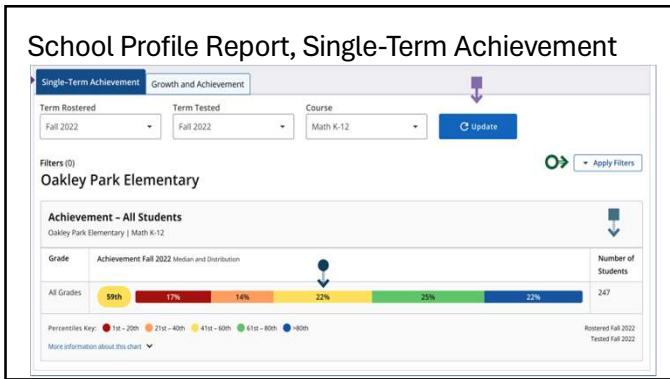
75



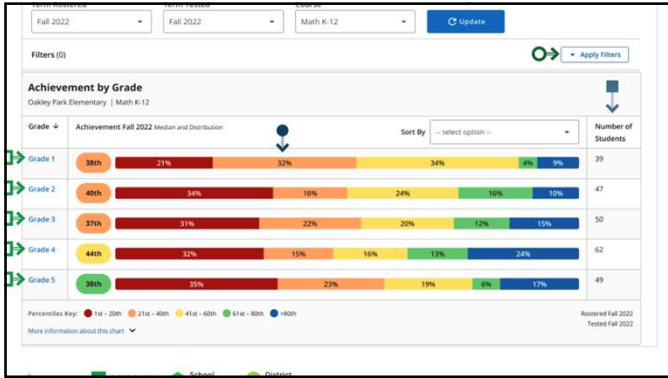
76



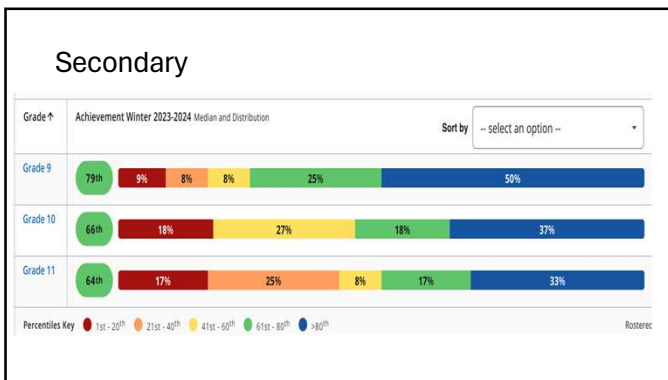
77



78




79




80

What?



Describe
What happened?
What did you observe?

So What?



Analyze
What was significant?
What matters?

81



82




83

Student Name (23)	Growth Percentile	Observed Growth	Projected Growth	Gender	Ethnicity	Programs
Bass, Yasmine	29th	-1	6	Female	White	--
Booth, Lea	77th	7	5	Female	Hispanic or Latino	(ELL) English Language Learner, (FRL) Free and R...
Byrd, Kiran	56th	5	6	Male	White	--
Chambers, Bertie	21st	2	4	Male	Hispanic or Latino	(ELL) English Language Learner, (FRL) Free and R... (ELL) English

Applied Filters:


84

What?



Describe
What happened?
What did you observe?

So What?



Analyze
What was significant?
What matters?

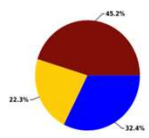
85

Projected Proficiency Summary

Math: Math K-12

Projected to: **NWEA Growth Linking Study** taken in spring

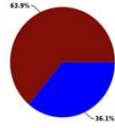
Grade	Student Count	Below Benchmark		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent
1	183	59	32.2%	53	28.9%	71	38.9%
2	192	54	28.1%	88	44.4%	72	37.5%
3	262	76	28.7%	187	71.3%	79	30.1%
4	187	77	41.2%	53	28.3%	57	30.5%
5	427	196	45.9%	81	18.9%	150	35.2%
6	492	260	52.8%	139	28.2%	193	39.0%
7	593	296	49.9%	111	18.7%	286	48.3%
8	648	324	49.8%	141	21.8%	183	28.2%
9	698	344	49.3%	142	20.2%	182	26.1%
10	690	329	47.7%	140	20.3%	221	32.0%
11	689	331	48.0%	140	20.3%	218	31.6%
Total	5581	2789	49.9%	1130	20.2%	1662	29.9%



Projected to: **SAT** taken in spring

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

Grade	Student Count	Not On Track		On Track	
		Count	Percent	Count	Percent
5	427	242	56.4%	185	43.6%
6	592	305	51.5%	287	48.5%
7	648	360	55.6%	288	44.4%
8	648	425	65.6%	223	34.4%
9	688	431	62.6%	257	37.4%
Total	3016	1865	61.8%	1151	38.2%

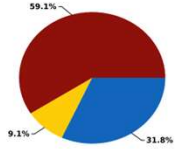


86

ected to: **ACT College Readiness** taken in spring

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

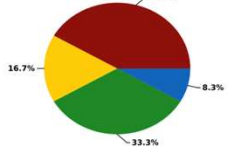
Grade	Student Count	Not On Track		On Track	
		Count	Percent	Count	Percent
9	11	6	54.5%	5	45.5%
10	11	7	63.6%	4	36.4%
Total	22	13	59.1%	9	40.9%



ected to: **CA-Smarter Balanced Assessment Consortium** taken in spring

View Linking Study: <https://www.nwea.org/resources/california-linking-study/>

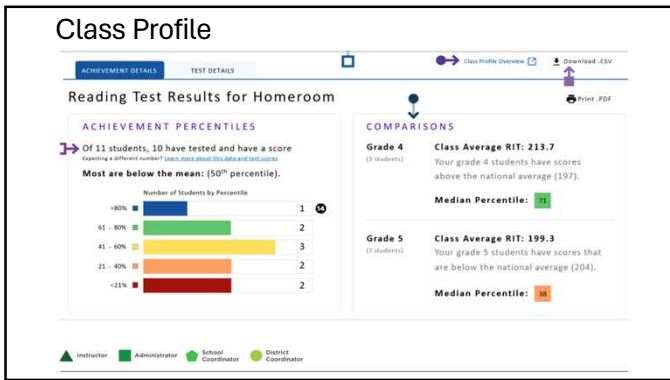
Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
11	12	5	41.7%	2	16.7%	4	33.3%	1	8.3%
Total	12	5	41.7%	2	16.7%	4	33.3%	1	8.3%



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88



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Class Profile report
Achievement details (2 of 2)


STUDENT DETAILS

Students	Grade	Percentile	ACHIEVEMENT			INSTRUCTIONAL AREAS RIT SCORES Growth: Reading 2-5		
			RIT	Lexia	Informational Text	Literature	Vocabulary Acquisition and Use	
Watkins, Lewis	5	8	177	145L - 295L	171	182	186	
Jones, Shelby	5	13	189	380L - 530L	195	187	198	
Scott, Virginia	5	25	196	515L - 665L	197	198	188	
Kennedy, Kelley	4	60	204	665L - 815L	211	206	210	
Grinstead, Odel	5	50	207	725L - 875L	201	209	201	
Stevens, Sadie	4	71	209	765L - 915L	204	200	215	
Carlin, Alzhia	5	60	211	800L - 950L	218	211	214	
Collins, Keith	5	64	213	840L - 990L	215	210	210	
Washington, Doris	4	95	228	1130L - 1280L	222	236	233	


Students	Grade	Percentile	ACHIEVEMENT			INSTRUCTIONAL AREAS RIT SCORES Growth: Reading 2-5 (Screen Reader Compatible)		
			RIT	Lexia	Informational Text	Literature	Vocabulary Acquisition and Use	
Gordon, Alfred	5	38	202	630L - 780L	200	195	192	

90

What? So What?



Describe
What happened?
What did you observe?




Analyze
What was significant?
What matters?

91

Prepare to test with the new Juniper secure Testing Browser, MAP Growth iPad app, Technology Guide, and NWEA System and Bandwidth Requirements.

MAP Growth Support Articles
Search the NWEA Knowledge Base for trending articles and support documentation.

What's New with MAP Growth?
Access the latest information on product updates and more.



Student Profile
Use this report to get a comprehensive view of student achievement and growth, including relative strengths and suggested focus areas.

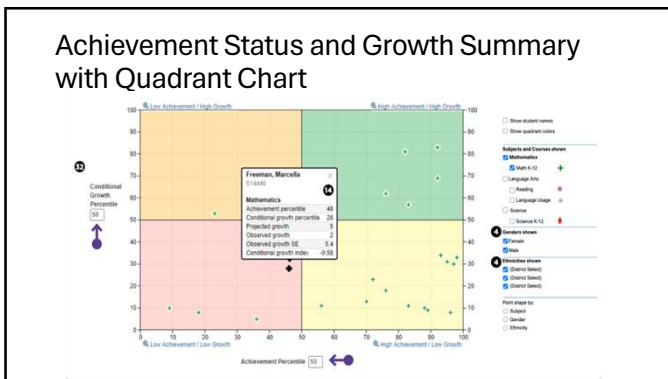
Other Reports

MAP Growth Reports
Gain insights into your MAP Growth results using a variety of available reports.

Operational Reports
Monitor testing progress and identify data issues that may affect reports.

Reports Queue
Retrieve PDF and spreadsheet reports that require time to process.

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Achievement Status and Growth Summary with Quadrant Chart (2 of 2)

Quadrant	Student Name	Student ID	FAD219 Grade	FAD219 Date	Achievement Status				Growth						
					Fall 2019 RIT Score	Fall 2019 Achievement Percentile Range	Winter 2020 RIT Score	Winter 2020 Achievement Percentile Range	Projected RIT Score	Projected Growth	Observed Growth	Student Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index
Mark K-12 27 Students															
	Alexander, Douglas	5	12/2019	215-218-232	69-79-78	215-217-231*	67-86-87*	229	8	-1	4.5	-7	No	-0.23	11
	Bissell, Ramona	5	12/2019	206-213-217*	61-66-70*	206-209-212	58-58-62	218	5	-4	4.81	8	No	-5.87	5
	Brown, Norma	5	12/19/2019	241-244-247	88-88-90	244-247-250	87-88-90	246	3	3	4	-2	NoI	-4.43	33
	Camp, Peter	5	12/20/2019	228-236-232	80-88-84	234-237-240	83-92-95	234	5	6	4.6	3	YesI	0.51	89
	Chapman, Elizabeth	5	12/16/2019	192-189-188	41-46-42	188-185-186	5-9-12	200	8	3	4.5	3	No	-3.28	10
	Chapman, Elizabeth	5	12/20/2019	200-204-211	61-67-63	211-214-217	62-68-70	214	6	6	3.9	2	Yes	0.90	14
	Chapman, Elizabeth	5	12/19/2019	241-244-247	88-88-90	239-242-245	84-90-97	246	3	-2	4.2	-7	No	-4.43	8
	Chapman, Richard	5	12/20/2019	224-227-230	80-88-81	234-237-240	80-82-94	233	6	10	5.5	4	Yes	0.87	83
	Chapman, Richard	5	12/19/2019	190-202-200*	24-32-41*	197-209-203	13-19-23	208	8	-2	4.91	8	No	-4.38	8
	Chapman, Rebecca	5	12/17/2019	207-204-210*	54-60-67*	209-212-217*	57-64-69*	216	5	2	5.01	-3	NoI	-6.58	28
	Chapman, John	5	12/12/2019	232-236-240*	81-86-88*	235-239-238	83-88-91	240	4	-3	5.11	-7	No	-3.29	10
	Chapman, Sam	5	12/20/2019	201-204-207	52-57-43	206-211-214	34-41-48	210	6	7	3.8	1	YesI	0.3	62
	Chapman, Sam	5	12/20/2019	235-238-239*	71-83-89*	235-239-234	71-82-88	239	5	4	5.01	1	YesI	0.19	57
	Chapman, Frank	5	12/20/2019	197-200-200	22-28-26	206-206-211	27-34-41	207	6	7	4.7	1	YesI	0.23	59
	Chapman, Frank	5	12/20/2019	239-239-236	74-82-87	239-234-239*	69-72-79*	239	8	1	5.1	-4	NoI	-6.71	23
	Chapman, Sara	5	12/20/2019	194-198-202*	37-39-31*	202-207-212*	21-32-42*	204	4	9	5.81	3	YesI	0.48	68
	Chapman, Sara	5	12/20/2019	241-244-249*	88-88-89*	241-246-249*	85-87-89*	246	4	1	5.41	-3	NoI	-8.50	30
	Chapman, Nathan	5	12/20/2019	203-208-209	34-42-50	206-211-214	33-41-48	212	6	5	4.5	-1	NoI	-8.10	46
	Chapman, Stephanie	5	12/20/2019	210-216-207*	51-66-51*	226-230-231*	76-83-87*	228	4	4	8.1	8	No	-3.26	11
	Chapman, Brady	5	12/16/2019	221-229-229*	77-88-89*	225-233-236	65-78-78	230	5	-2	5.31	-7	No	-4.16	13

94

WI 2024 Grade	WI 2024 Date	Winter 2023		Winter 2024		Student					Comparative		
		RIT Score Range	Achievement Percentile Range	RIT Score Range	Achievement Percentile Range	Projected RIT Score	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
Sort by student name													
10	2/5/24	242-245-248	74-79-83	241-244-247	68-73-78	247	2	-1	4.5	-3	No ¹	-0.52	30
10	2/5/24	199-202-205	7-9-12	218-221-224	26-31-37	205	3	19	4.5	16	Yes	2.45	99
10	2/5/24	235-238-241	62-66-73	238-241-244	62-66-74	240	2	3	4.6	1	Yes ²	0.08	53
10	2/5/24	219-222-225	31-37-43	230-233-236	47-53-60	225	3	11	4.7	8	Yes	1.25	90
12	2/5/24	200-203-206	5-7-10	197-201-205	6-8-11	205	2	-2	4.8	-4	No ¹	-0.33	37

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What?

So What?

Describe
What happened?
What did you observe?

Analyze
What was significant?
What matters?

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Questions we should be asking...

What?

- Look at your data – What happened? What do you observe? Describe what you see on this report. What does this report say?

So what?

- Analyze your data – What was significant? What matters? What does this tell us about our program? About our learners? About where we should focus?

Now what?

- Take action on your data – What are our next steps? How can we improve? What is needed to assist our learners in further growth?

97



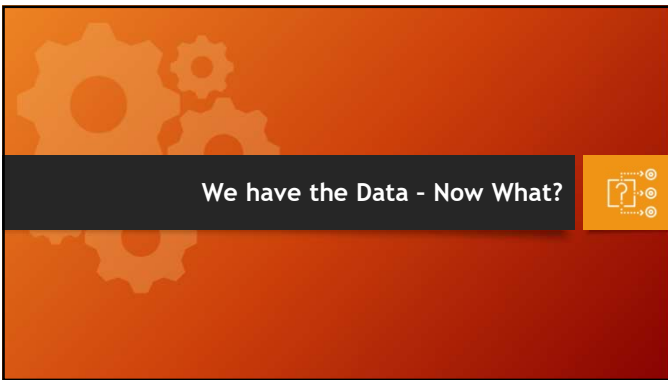
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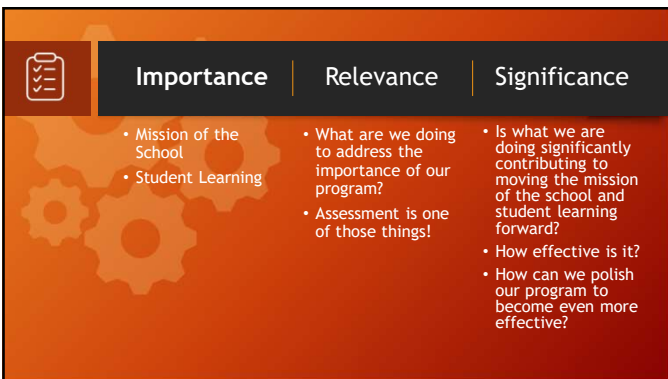
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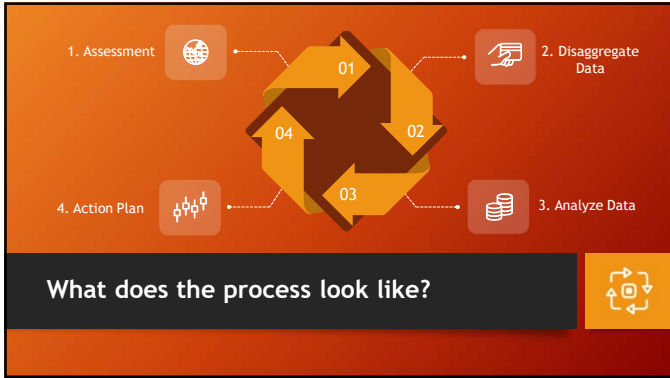
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What does the Data tell you?

- Student Achievement
- Student Proficiency
- Student Growth
- Disaggregated Data
 - By Grades
 - By Growth and Achievement levels
 - By Subjects and Content Domains
 - Gender
 - Ethnicity
 - Etc. - Room for creativity

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What are your next steps?

- Collect MAP Results
- Use School-Wide and Class Reports
- Discuss Trends/Patterns with your team
- Brainstorm Intervention Ideas that address trends and gaps

105

Conversations with the Team - PLC

1. How could you share this report with teachers or other staff? For what purpose? Stop, ponder and share.
2. How could you use this data with other school or local assessments to examine student achievement/growth?
3. How could this data guide school improvement planning at various levels?
4. What other questions or ideas does this information raise?

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PLC/Team Focus

1. Focus on Learning - Dufour's 4
 - What do we want all students to know and be able to do?
 - How will we know if they learn it?
 - How will we respond when some students do not learn?
 - How will we extend the learning for students who are already proficient?
2. Collective Responsibility
3. Results Oriented

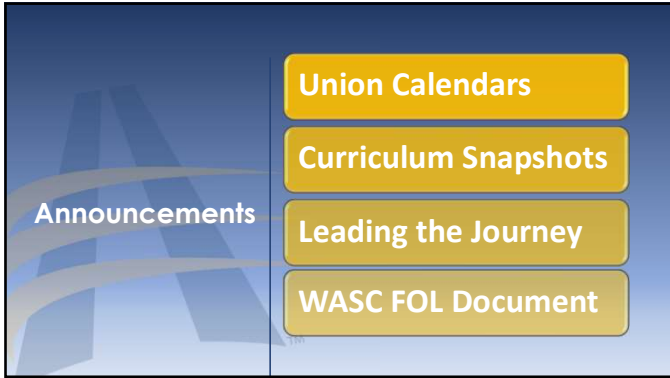
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Data

- Our data is used pervasively throughout planning, goal-setting, and improvement conversations.
- We use a consistent data-conversation process for analyzing our data
- We analyze data by student, classroom, subject, and school.
- We track our data throughout the school year and across years.
- We analyze data to assess what is working and what needs improving.



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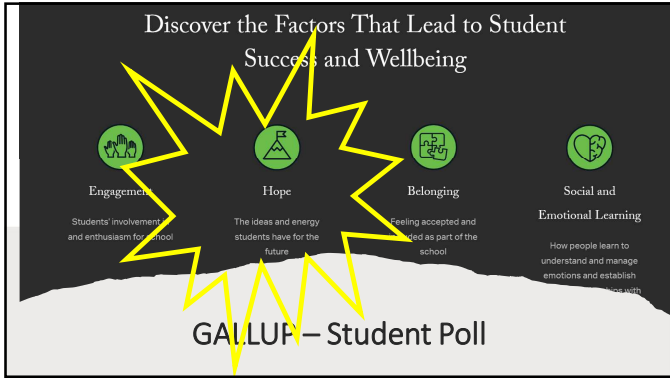
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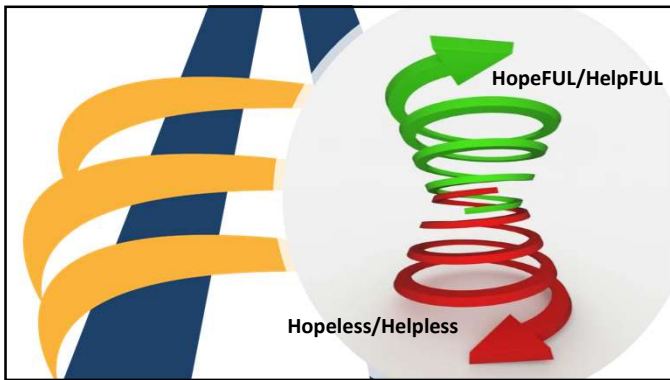
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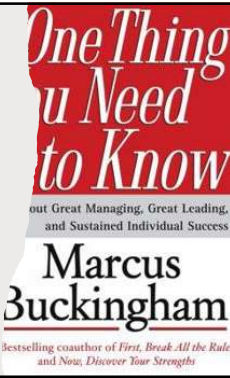
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Five Fears....and Needs

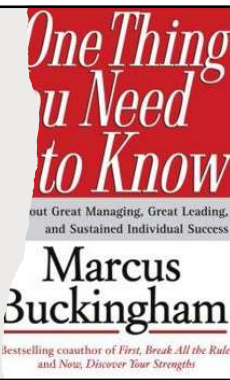
- Fear of Death – Need for Security
- Fear of the Outsider – Need for Community
- Fear of the Future – Need for Clarity
- Fear of Chaos – Need for Authority
- Fear of Insignificance – Need for Respect



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Five Fears....and Needs


- Fear of Death – Need for Security
- Fear of the Outsider – Need for Community
- **Fear of the Future – Need for Clarity**
- Fear of Chaos – Need for Authority
- Fear of Insignificance – Need for Respect



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“Effective leaders don’t have to be passionate. They don’t have to be charming. They don’t have to be brilliant. They don’t have to possess the common touch. They don’t have to be great speakers. What they must never forget the truth that of all human universals...our need for clarity, when met, is the most likely to engender in us confidence, persistence, resilience, and creativity.”

— Marcus Buckingham



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Blessing (adapted from Kate Bowler)

Oh God, these feel like darkening days, with little hope to be found. We cry out: Where are you, God? And where are your people, the sensible ones who fight for good? Why does the bad always seem to squeeze out all that is good?

Oh God, help us in our exhaustion and in our desperation. When we're tempted to throw our hands up in surrender, anchor us in hope.

Blessed are we with eyes open to see reality: the sickness and loneliness, the injustice, the misuse of power, violence, intimidation, the mockery of truth, and disdain for weakness, and worse...the seeming powerlessness of anyone trying to stop it.

Blessed are we who are worn out from cynicism that we feel we've earned. We who are running on fumes, without the promise of a destination.

God seek us out, and find us, and lead us to where hope lies, where your peaceable kingdom will come and your will be done on earth as it is in heaven.

Hope is an anchor dropped into the future. We feel you pulling us toward it once again.



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"Something better" is the watchword of education, the law of all true living.

— Education, p. 296

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