

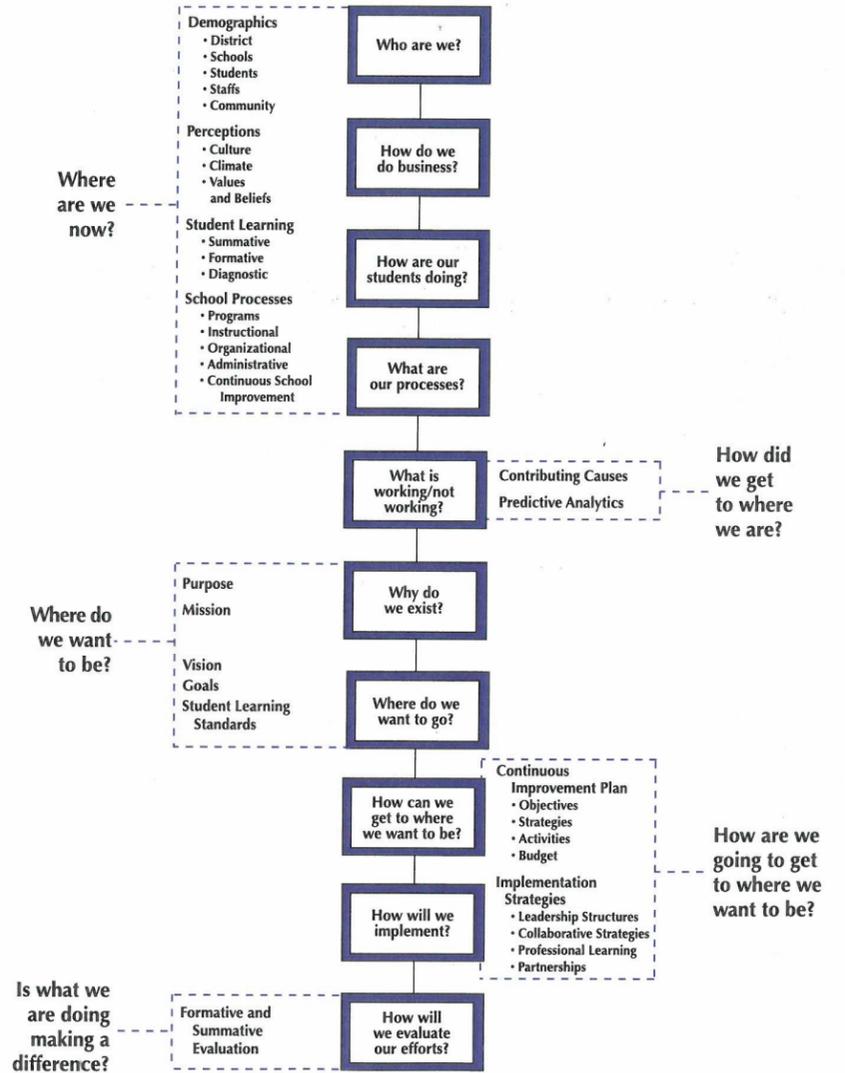


Dear Colleagues,

In the fall 2018 newsletter, we looked briefly at a framework (at right) that serves to link the concept of Continuous School Improvement in Adventist schools to accreditation. There is a benchmark activity that we will address in this newsletter that prepares a school to identify the initial steps for Continuous School Improvement.

Measuring a school's progress against identified criteria provides a benchmark that schools can use to see if their actions have created the results they intended and in determining next steps for improvement.

Figure 2.1  
CONTINUOUS SCHOOL IMPROVEMENT FRAMEWORK



Education for the Future Initiative Continuous Improvement Continuums INFORMATION AND ANALYSIS					
	One	Two	Three	Four	Five
Approach	Data or information about student performance and needs are not gathered in any systematic way; there is no way to determine what needs to change at the school, based on data.	There is no systematic process, but some teacher and student information is collected and used problem-solve and establish student learning standards.	Some data are tracked, such as drop-out rates and enrollment. Only a few individuals are asked for feedback about areas of schooling.	There is systematic reliance on hard data (including data for subgroups) as a basis for decision making at the classroom level as well as at the school level. Changes are based on the study of data to meet the needs of students and teachers.	Information is gathered in all areas of student interaction with the school. Teachers engage students in gathering information on their own performance. Accessible to all levels, data are comprehensive in scope and an accurate reflection of school quality.
Implementation	No information is gathered with which to make changes. Student dissatisfaction with the learning process is seen as an irritation, not a need for improvement.	Some data are tracked, such as drop-out rates and enrollment. Only a few individuals are asked for feedback about areas of schooling.	Some data are tracked, such as drop-out rates and enrollment. Only a few individuals are asked for feedback about areas of schooling.	Data are used to improve the effectiveness of teaching and learning. Historical performances are tracked and utilized for diagnostics. Student evaluations and performances are analyzed by teachers in all classrooms.	Innovative teaching processes that meet the needs of students are implemented to the delight of teachers, parents, and students. Information is analyzed and used to prevent student failures. Root causes are known through analysis. Problems are prevented through the use of data.
Outcome	Only anecdotal and hypothetical information is available about student performance, behavior, and satisfaction. Problems are solved individually with short-term results.	Little data are available. Change is limited to some areas of the school and dependent upon individual teachers and their efforts.	Some data are tracked, such as drop-out rates and enrollment. Only a few individuals are asked for feedback about areas of schooling.	An information system is in place. Positive trends begin to appear in many classrooms and schoolwide. There is evidence that these results are caused by understanding and effectively using data collected.	Students are delighted with the school's instructional processes and proud of their own capabilities to learn and assess their own growth. Good to excellent achievement is the result for all students. No student falls through the cracks. Teachers use data to predict and prevent potential problems.

Fall Assessment

Education for the Future Initiative Continuous Improvement Continuums INFORMATION AND ANALYSIS					
	One	Two	Three	Four	Five
Approach	Data or information about student performance and needs are not gathered in any systematic way; there is no way to determine what needs to change at the school, based on data.	There is no systematic process, but some teacher and student information is collected and used to problem-solve and establish student learning standards.	Some data are tracked, such as drop-out rates and enrollment. Only a few individuals are asked for feedback about areas of schooling.	There is systematic reliance on hard data (including data for subgroups) as a basis for decision making at the classroom level as well as at the school level. Changes are based on the study of data to meet the needs of students and teachers.	Information is gathered in all areas of student interaction with the school. Teachers engage students in gathering information on their own performance. Accessible to all levels, data are comprehensive in scope and an accurate reflection of school quality.
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Outcome	Only anecdotal and hypothetical information is available about student performance, behavior, and satisfaction. Problems are solved individually with short-term results.	Little data are available. Change is limited to some areas of the school and dependent upon individual teachers and their efforts.	Some data are tracked, such as drop-out rates and enrollment. Only a few individuals are asked for feedback about areas of schooling.	An information system is in place. Positive trends begin to appear in many classrooms and schoolwide. There is evidence that these results are caused by understanding and effectively using data collected.	Students are delighted with the school's instructional processes and proud of their own capabilities to learn and assess their own growth. Good to excellent achievement is the result for all students. No student falls through the cracks. Teachers use data to predict and prevent potential problems.

Spring Assessment

**Materials for Activity:** one set of Continuous Improvement Continuums (attached) enlarged to poster size, copies of the continuums for staff, colored dots, sticky notes

**Activity:**

1. Place the continuums on the walls around the room.
2. Introduce the first continuum—Information and Analysis. Ask staff to read their copy and see if they can recognize where the school is right now, with respect to Approach, Implementation, and Outcome.
3. Direct staff to walk over to the Information and Analysis Continuum on the wall and place a colored dot where they believe the school is with respect to Approach, Implementation, and Outcome.
4. Discuss the results to reach a consensus rating for each of the three areas. Write the ratings on sticky notes and place them on the large continuum to represent the consensus decision.
5. Repeat with the other continuums.

The results of this activity become part of the data that staff analyze in Step 1 of the Continuous School Improvement Framework.

## PURPOSE

- **Education Sabbaths**—Request Data Cards from the SWUC Office of Education, which can be used as bulletin inserts.



## PLAN

- **Pathways 2.0**—Implementation is scheduled for the 2019-2020 school year. Please see the textbook list for ordering.

[Elementary Textbook List](#)

[Pathways 2.0 webinar](#)

[Pathways 2.0 website](#)

- **STEM Grants**—Complete the [Robotics Challenge Application](#) and submit to the Union by June 28.

- **Technology Resources:**

[Sample Digital Media Policy](#)—As schools and families alike seek to help students strike a healthy balance with digital media use and also set firm boundaries and guidelines that can be referenced and enforced, a new Sample Digital Media Policy is now available which can be referenced/included in school handbooks.

[Zoom Pro](#)—If your school doesn't already have a video conferencing solution in place, you will certainly want to consider the special discounted pricing for NAD schools offered by Zoom! Zoom Pro starts at just \$50/year. If you already have Zoom but would like to renew with these heavily discounted prices, that works too! You may even be eligible for a pro-rated refund when taking advantage of this excellent deal!

[TDEC website](#)—Wanting to order digital resources for your school? Looking for information on Britannica Digital School resources, mobile devices, sample media policies, the digital storefront or other technology-related information? Those and many other resources including a technology blog can be found on the recently re-launched TDEC (Technology and Distance Education Committee) website.

## PRODUCT

- Continuous School Improvement (CSI) Handbooks will be available fall 2019.

## PRACTICE

- **Small School Workshop—July 8-11** at the Southwestern Union Conference Office. Contact your conference superintendent if you wish to attend. Please see the attached flyer.
- **2019-2020 SWUC Webinar Series**—Please see page 3 for the schedule.
- **Renewing Teacher Certification**—To renew or advance certificates, official transcripts must be emailed or mailed from the institution directly to the certification registrar.

### Basic Certificate

The Basic Certificate is valid for three years. If a teacher has completed three years of teaching at its expiration and an additional six academic semester hours in education or an area of endorsement, they can receive the Standard Certificate.

### Standard Certificate

The Standard Certificate is valid for five years. It can be renewed by completing 10 semester credits. Four of the credits must be academic in education or areas of endorsement. Six of the hours may be CEUs.

### Professional and Administrator Certificates

The Professional Certificate is valid for five years. It can be renewed by completing six semester hours. These hours may be upper-division or graduate academic courses in education or area of endorsement OR they can be CEUs. See the requirements for Elementary or Secondary Endorsement renewal courses.

### Conditional Certificate

The Conditional Certificate is valid for one year. It can be renewed by completing six semester hours of academic credit during each contract year until the requirements for the appropriate certificate or endorsement are met.

### Elementary Endorsement

If you have not previously done so, you must include courses in two of these areas for your renewal: fine arts methods, applied arts methods, PE methods, children's literature, teaching English language learners or multicultural education, religion methods.

### Secondary Endorsement

If you have not previously done so, you must include a course in at least one of these areas for renewal: inclusive or special education, multicultural education, teaching English language learners, theories of teaching and learning or secondary reading and writing in a content area.

- **SWAU Summer Classes**—Summer registration begins April 1 and closes May 6. Please email the certification registrar, [kamparan@swuc.org](mailto:kamparan@swuc.org), the classes you would like to take this summer. Remember to fill out the Non-Traditional Student OR Graduate Application emailed to you on March 4. It should be returned to the University.



**CREATION Health Guide for Students**  
Teachers Resource Center

### Attention Academy Health Teachers and Principals—

Please remember that the Creation Health textbook, “Live Healthy Be Happy” is a required textbook for all secondary health classes. Other resources may and probably should be used in addition to this textbook, but the use of this text is mandatory. The text is available both digitally and in hard copy. One concern that has been voiced in the past is that there is a lack of teacher resources. This is no longer true! If you were to print out all the teacher resources that are available online, it would be about two inches thick. This text was selected because it includes the Adventist worldview on our health beliefs and of course promotes a very healthy lifestyle.

In addition to the textbook Creation Health also has a “Campus Engagement” package. This package strives to promote a healthy lifestyle to the entire campus, both students and staff, not just those taking the health class. There is a fee for this, but Creation Health is willing to work with you on that and very likely you could get it free. The kit includes posters, flyers, floor stickers, and many other resources to promote a healthy lifestyle. It also comes with instructions on how to get the program running. It’s a great resource and something that all schools should get involved with.

For information go to the website, sign up, log on and find out what is available.

<https://creationhealthhighschools.com/>

### **New School Year Updates to Dashboard**

Remember to take a few minutes before school begins and keep your teacher and staff mailing addresses, phone numbers and email addresses correct in Dashboard. eCertification records and directory information will be updated from this source.



**2019-2020 Series**

## **Marketing Your School**

**4-5 pm CST**

September 5, 2019

**Marketing Basics** by Enga Almeida

November 7, 2019

**Facebook Presence** by Leona Harder

February 6, 2020

**Online School Rankings** by Robert Feters

April 2, 2020

**How to Engage Your Community** by Shaun Lazarus