Introduction

The document which follows is a comprehensive outline of standards which should be present in a school identified as an Adventist School of Distinction in the New York Conference. It recognizes that becoming an Adventist School of Distinction is an on-going process and that any school is likely to have areas of relative strengths and weaknesses. The purpose of the form is to facilitate the process of growth by guiding administrators and teachers in continuous evaluation of their progress, and by helping to identify areas which will be their next focus for growth.

At the end of the standards there are three sets of numbers in parentheses. The first set of numbers beginning with “J2E” correlates standards of this document to the *Journey to Excellence* standards. The second set of numbers indicates that the standard with which they are associated is related to one of eight principles which the Atlantic Union Curriculum Committee has identified as elements which collectively make Adventist education unique. The principles are as follows:

Principles of Adventist Education as Outlined in the Book *Education*

1. Principle: Holy Scripture reveals God as the complete and perfect standard of all truth (*Education,* pg.17)
2. Principle: Train students to be Spirit-led thinkers rather than mere reflectors of others’ thoughts (*Education,* pg. 17)
3. Principle: Inspire in students the joy of service (*Education,* pg.16)
4. Principle: Teach Students to Communicate With God (*Education,* pg. 14)
5. Principle: Help students experience God’s character as revealed in nature (*Education,* pg.100)
6. Principle: Character building is the most important work ever entrusted to Adventist educators. (*Education,* pg.225)
7. Principle: Health should be faithfully guarded because it promotes the development of a strong mind and a well balanced character. (*Education,* pg. 195)
8. Principle: Discipline must be redemptive in nature, intentionally designed to restore erring individuals to right relationship with God and fellow man. (*Education,* pg. 287)

The last number, a 1, 2, or 3 printed in red, indicates the relative value of the item in creating an Adventist School of Distinction. All items on the innovation configuration are considered important but some are clearly more essential than others. In order for a school to be awarded the status of an Adventist School of Distinction, the school must achieve a score of at least 139 points, which is 90% of the points possible.

Spirituality Standards

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| Exemplary | Progressing | Unacceptable |
| All teachers’ lives give clear evidence of a personal relationship with Jesus and of being Spirit led. (J2E 1,2) (Ed2) (3) | Most teachers’ lives give clear evidence of a personal relationship with Jesus and of being Spirit led. | Few teachers’ lives give clear evidence of a personal relationship with Jesus and of being Spirit led. |
| Prayer is consistently encouraged throughout the school day including at unplanned times. (J2E 1,2) (Ed4) (3) | Prayer is inconsistently encouraged throughout the school. | Most prayer is routine or ritualistic.  |
| Nearly all students feel safe to express their spirituality. (J2E 1,2) (Ed2) (3) | Some students feel safe to express their spirituality. | Few students feel safe to express their spirituality. |
| All students are systematically assisted to develop servant leadership skills. (J2E 1,2,3,4) (Ed3) (3) | Students are inconsistently assisted to develop servant leadership skills.  | Students are not assisted to develop servant leadership skills.  |
| Spiritual instruction is consistently authentic, age appropriate, and meets students’ needs. (J2E 1,2) (Ed1,2,4,6,8) (3)  | Some spiritual instruction is authentic, age appropriate and meets students’ needs. | Spiritual instruction is typically not meeting students’ spiritual needs.  |
| Students are systematically taught to value the Bible as the complete and perfect standard of truth and guide for life. (J2E 1,2) (Ed1) (3) | Students are casually taught to value the Bible as the complete and perfect standard of truth and guide for life. | Students are not taught to value the Bible as the complete and perfect standard of truth and guide for life. |
| Many bulletin boards and displays represent the importance of spirituality. (J2E 1,2) (Ed1,2,6) (1) | Few bulletin board and displays represent the importance of spirituality. | Bulletin boards and displays do not represent the importance of spirituality.  |
| Administrators, teachers, pastors, and school board members frequently share their personal spiritual stories with students. (J2E 1,2) (Ed2,6) (3) | Administrators, teachers, pastors, and school board members occasionally share their personal spiritual stories with students.  | Few, if any, adults share their personal spiritual stories with students.  |
| A systematic plan is in place to teach the fundamental beliefs of the Seventh-day Adventist Church. (J2E 1,2) (Ed1,2,4,6,7,8)  (3)  | A casual plan is in place to teach the fundamental beliefs of the Seventh-day Adventist Church.  | There is not a plan to teach the fundamental beliefs of the Seventh-day Adventist Church. |
| Most students apply biblical principles to their everyday life. (J2E 1,2) (Ed1,2,3,4,6,7)  (3)  | Some students apply biblical principles to their everyday life. | Few, if any, students apply biblical principles to their everyday life. |
| Most students understand and appreciate the impact of physical health on spiritual well-being. (J2E 5) (Ed7) (3) | Some students understand and appreciate the impact of physical health on spiritual well-being. | Few, if any, students understand and appreciate the impact of physical health on spiritual well-being. |
| The school holds at least two carefully planned weeks of prayer each year. (J2E 1,2) (Ed1,2,4,6) (3) | The school holds one week of prayer each year.  | The school does not hold weeks of prayer each year.  |
| Baptismal classes are available to every student for whom they are age appropriate. (J2E 1,2) (Ed1,2,4,6) (3) | Baptismal classes are available to some students for whom they are age appropriate. | Baptismal classes are not available to students for whom they are age appropriate.  |
| The school culture intentionally creates respect for diversity, teaching that acceptance leads to unity through Jesus. (J2E 3,4,7) (Ed3,6) (3) | Evidence exists of growing respect for diversity but not some students/groups continue to feel stigmatized.  | Students with disabilities and from minority cultures experience disrespect and intolerance.  |
| The school has a published conflict resolution procedure based on Matthew 18 which is consistently implemented. (J2E 3,4) (Ed1,2,6) (3) | The school has a published conflict resolution procedure based on Matthew 18 which is inconsistently implemented.  | The school does not have a published conflict resolution procedure, has one which is not biblically based, or one which is not consistently implemented.  |
| An active Home and School organization systematically encourages families to create spiritually strong homes. (J2E 1,2) (Ed1,2,4,6, 7, 8) (3)  | An active Home and School organization casually encourages families to create spiritually strong homes. | The school does not have an active Home and School organization, or it does not address spiritual needs of families. |
| The school supports the local Seventh-day Adventist church through intentional participation in Sabbath services and other programs. (J2E 1,2) (Ed3,4) (3) | The school supports the local Seventh-day Adventist church through occasional participation in Sabbath services and other programs.  | The school rarely, if ever, supports the local Seventh-day Adventist church.  |
| All members of the school board and many members of the constituency consistently and frequently pray for the teachers, students, and mission of the school. (J2E1,2) (Ed4) (3) |  Some members of the school board and/or constituency consistently and frequently pray for the teachers, students, and mission of the school. | Few, if any, members of the board and/or constituency pray for the teachers, students, and mission of the school.  |

Professionalism Standards

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| Exemplary | Progressing | Unacceptable |
| Rapport and communication is intentionally built with constituents, parents, students, community, pastor/teaching colleagues, and conference office. (J2E 3) (3) | Rapport and communication is casually built with constituents, parents, students, community, pastor/teaching colleagues, and conference office.  | Rapport and communication is minimal with constituents, parents, students, community, pastor/teaching colleagues, and conference office.  |
| There is a specific plan for meeting visitors and students in a welcoming manner. (J2E 3,7) (2) | There is an inconsistent plan for meeting visitors and students in a welcoming manner. | There is a no plan for meeting visitors and students in a welcoming manner. |
| School wide communication to parents is regular, frequent, and informative. (3) | School wide communication to parents is irregular or infrequent.  | School wide communication to parents is virtually nonexistent.  |
| Faculty/staff are consistently professional in appearance and behavior. (3) | Faculty/staff are inconsistently professional in appearance and behavior. | Faculty/staff are not professional in appearance and behavior. |
| Faculty/staff consistently attend and participate in Sabbath School and worship services. (J2E 2) (3) | Faculty/staff inconsistently attend and participate in Sabbath School and worship services. | Faculty/staff do not attend or participate in Sabbath School and worship services. |
| Board members consistently support school events. (2) | Board members occasionally support school events. | Board members rarely support school events.  |
| The Home and School organization has strong leadership and systematically supports the mission of the school. (2) | The Home and School organization casually supports the mission of the school.  | There is not an active Home and School organization, or there is one which minimally supports the mission of the school.  |
| Administrators, teachers, students, and board members can repeat the mission statement from memory, and support it. (2) | Some administrators, teachers, students, and board members can repeat the mission statement from memory, and support it. | Few, if any, of the administrators, teachers, students, and board members know and support the mission statement. |
| The school’s logo and mission statement are prominently displayed via:1. School sign.2. Website.3. Brochures/promotional material.4. Handbook.5. Application Form. (1) | The school’s logo and mission statement are prominently displayed via some of the following :1. School sign.2. Website.3. Brochures/promotional material.4. Handbook. 5. Application Form. | The school’s logo and mission statement are not prominently displayed or these do not exist. |
| Administrators, teachers, and the school board have and use a written plan for all of the following:1. Analyzing enrollment trends.2. Recruitment of students.3. Analyzing satisfaction levels of students and parents, including students who leave. 4. Analyzing the implementation of the  school’s mission and vision statements.5. A specific short and long range marketing plan. (1) | Administrators, teachers, and the school board have and use a written plan for some of the following:1. Analyzing enrollment trends.2. Recruitment of students.3. Analyzing satisfaction levels of students and parents, including students who leave. 4. Analyzing the implementation of the  school’s mission and vision statements.5. A specific short and long range marketing plan. | Administrators, teachers, and the school board have and use a written plan for few, if any, of the following:1. Analyzing enrollment trends.2. Recruitment of students.3. Analyzing satisfaction levels of students  and parents, including students who leave.4. Analyzing the implementation of the  school’s mission and vision statements. 5. A specific short and long range marketing plan. |
| The administration and school board provide an appealing and current school website that has:1. User-friendly set-up.2. Mission statement.3. Distinctly SDA flavor.4. School handbook.5. Calendar of events.6. School application7. Tuition information.8. Contact information. (1) | The administration and school board provide an appealing and current school website that has some of the following:1. User-friendly set-up.2. Mission statement.3. Distinctly SDA flavor.4. School handbook.5. Calendar of events.6. School application7. Tuition information.8. Contact information. | The administration and school board does not provide a school website, or has one that has few of the following:1. User-friendly set-up.2. Mission statement.3. Distinctly SDA flavor.4. School handbook.5. Calendar of events.6. School application7. Tuition information.8. Contact information. |
| Administrators, teachers, students, parents, and school board members know and understand their own personal learning style and how it affects their learning and relationship with others. (J2E 3) (2) | Some administrators, teachers, students, parents, and school board members know and understand their own personal learning style and how it affects their learning and relationship with others. | Few, if any, of the administrators, teachers, students, parents, and school board members know and understand their own personal learning style and how it affects their learning and relationship with others. |
| The school has current certification with the Accrediting Association of Seventh-day Adventists with an on-going plan for addressing recommendations. (3) | The school has current certification with the Accrediting Association of Seventh-day Adventists but no on-going plan for addressing recommendations. | The school does not have current certification with the Accrediting Association of Seventh-day Adventists. |

Classroom Management Standards

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| Exemplary | Progressing | Unacceptable |
| Classroom management styles are consistently Holy Spirit directed and systematically develop positive character traits in students. (J2E 1,2,3,4,5,6,7,8,10) (Ed1,2,4,6,8) (3) | Classroom management styles are inconsistently Holy Spirit directed and only occasionally focus on development of positive character traits in students. | Classroom management styles are not Holy Spirit directed and do not develop positive character traits in students. |
| Individual social/emotional/spiritual needs of students are recognized and there is a plan for meeting them. (J2E 1,3,5,7,8) (Ed2,4,6,8) (3)  | Individual social/emotional/spiritual needs of some students are recognized and planned for.  | Individual social/emotional/spiritual needs of students are not often recognized. |
| An inclusive classroom and school culture is intentionally created, ensuring that all students are valued members of the school community. (J2E 3,4) (Ed2,3,6) (3) | An inclusive classroom and school culture is casually created, so that most students are valued members of the school community.  | An inclusive classroom and school culture is not created.  |
| Clear and respectful boundaries are established by all teachers and students. (J2E 3,4) (Ed6,8) (3) | Clear and respectful boundaries are established by most teachers and students. | Clear and respectful boundaries are established by few, if any, teachers and students. |
| Discipline is redemptive in nature, meaning that it seeks to restore students to a right relationship with God and fellow humans. (J2E 1,3,4,8) (Ed6,8) (3) | Some discipline is redemptive in nature. | Little discipline is redemptive in nature. |
| Intrinsic motivation is systematically developed in students. (J2E 1,3,4) (Ed6,8)  (3) | Intrinsic motivation is casually developed in students. | Intrinsic motivation is not developed in students. |
| Teachers show they are endeavoring to collaborate with other Education Professionals throughout the year. (3)  | Teachers show they are endeavoring to collaborate with other Education Professionals throughout the year. | Teachers do not show they are endeavoring to collaborate with other Education Professionals throughout the year.. |

Instructional Standards

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| Exemplary | Progressing | Unacceptable |
| Most instruction is taught in an integrated fashion across the curriculum areas where developmentally appropriate. (J2E 1,5,6,9,10) (Ed1,2,4) (3) | Some instruction is taught in an integrated fashion across the curriculum areas where developmentally appropriate. | Little, if any, instruction is taught in an integrated fashion across the curriculum areas. |
| Instruction is engaging and relevant to all or nearly all students. (J2E5,6,8,9,10 ) (Ed2)  (3) | Instruction is engaging and relevant to some students. | Instruction is not engaging and relevant to students. |
| Cooperative learning strategies are used frequently and effectively. (J2E 3,4,6,7,8) (Ed3,6) (3) | Cooperative learning strategies are used occasionally in increasingly effective ways. | Cooperative learning strategies are used infrequently or ineffectively.  |
| Instruction consistently accommodates multiple intelligences. (J2E 3,4,6,7,9) (Ed2)  (3) | Instruction occasionally accommodates multiple intelligences. | Instruction infrequently accommodates multiple intelligences. |
| Principles of differentiated instruction guide nearly all lesson and instruction. (J2E 6,7,8,9,10) (Ed2) (3) | Principles of differentiated instruction guide some lesson planning and instruction. | Principles of differentiated instruction guide little lesson planning and instruction. |
| Instruction consistently facilitates learning at higher levels of thinking and problem solving. (J2E 4,6,7,9,10) (Ed2) (3) | Instruction inconsistently facilitates learning at higher levels of thinking and problem solving. | Instruction does not facilitate learning at higher levels of thinking and problem solving. |
| Most Bible, social studies, science and leadership projects are service oriented and reach out to the community. (J2E 3,7,10) (Ed3) (3) | Some Bible, social studies, science and leadership projects are service oriented and reach out to the community. | Few, if any, Bible, social studies, science and leadership projects are service oriented and reach out to the community. |
| Students have frequent opportunities to learn in, from, and about nature. (J2E 1,5,6) (Ed5) (3) | Students have some opportunities to learn in, from, and about nature. | Students have few, if any, opportunities to learn in, from, and about nature. |
| Technology is integrated in instruction daily. (J2E 6,7,8,10) (2) | Technology is integrated in instruction frequently. | Technology is integrated in instruction infrequently.  |
| Students have frequent access to authentic and student-valued audiences for their work. (J2E 6,7,10) (2) | Students have occasional access to authentic and student-valued audiences for their work.  | Students have few, if any, access to authentic and student-valued audiences.  |
| Students understand the goals of instruction and know how they will be expected to demonstrate mastery. (J2E 6,8,10) (3) | Some students understand the goals of instruction and know how they will be expected to demonstrate mastery.  | Few, if any, students understand the goals of instruction or know how they will be expected to demonstrate mastery.  |  |  |
| Assessment strategies are systematically authentic, varied, frequent, individualized, mastery-based, and are created collaboratively with students. (J2E 3,5,6,8) (Ed2) (3) | Assessment strategies are inconsistently authentic, varied, frequent, individualized, progress-based, and are created collaboratively with students. | Few assessment strategies are authentic, varied, frequent, individualized, progress-based, and are created collaboratively with students. |
| Students effectively lead parent/teacher conferences using portfolios. (J2E6,7,8)(2) (2)  | Students lead parent/teacher conferences but are inadequately prepared. | Students do not lead parent/teacher conferences.  |
| A continuous progress, mastery-based report card is in use. (3) |  | A continuous progress, mastery-based report card is not in use.  |
| A culture of excellence is systematically cultivated between teachers and among students. (3) | A culture of excellence is casually cultivated between teachers and among students.  | A culture of excellence is not cultivated or is minimally cultivated.  |

Physical Environment Standards

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| Exemplary | Progressing | Unacceptable |
| The school has a written master technology plan that includes all of the following:1. Maintaining current technology.2. Wireless internet access.3. Internet safety software.4. Proper licensing of all software.5. Appointed IT person.  (1) | The school has a written master technology plan that includes some of the following:1. Maintaining current technology.2. Wireless internet access.3. Internet safety software.4. Proper licensing of all software.5. Appointed IT person. | The school does not have a written master technology plan or has one that includes few of the following:1. Maintaining current technology.2. Wireless internet access.3. Internet safety software.4. Proper licensing of all software.5. Appointed IT person. |
| A systematic plan exists for maintaining current library/media resources for teachers and students. (J2E 6,7) (2) | A casual plan exists for maintaining current library/media resources for teachers and students. | No plan exists for maintaining current library/media resources for teachers and students. |
| Food served in the school consistently meets high nutrition standards. (J2E 5) (Ed7) (2) | Food served in the school occasionally meets high nutrition standards. | Food served in the school rarely, if ever, meets high nutrition standards. |
| All school environments are physically safe and free of toxins. (J2E 5) (Ed7) (3) |  | Not all school environments are physically safe and free of toxins. |
| The interior and the exterior of the school are attractively and clearly marked for easy access. (1) | Portions of the school are attractively and clearly marked for easy access. | Little, if any, of the school is attractively and clearly marked for easy access. |
| All school environments are organized, free of clutter, and clean. (J2E 8,9) (Ed7) (2) | Most school environments are organized, free of clutter, and clean.  | Some school environments are organized, free of clutter, and clean.  |
| The school is consistently well-maintained and attractive. (J2E 8,9) (2) | The school is frequently well-maintained and attractive. | The school is rarely well-maintained and is not attractive. |
| Colors and décor throughout the school are brain compatible. (J2E 8,9) (1) | Colors and décor in most of the school are brain compatible. | Colors and décor throughout the school are not brain compatible. |
| Student work is frequently and tastefully displayed. (J2E 8,9) (1) | Student work is occasionally displayed. | Student work is not displayed or is displayed in a haphazard manner. |
| The physical plant fully supports individuals with mobility and other disabilities. (J2E3,4) (2) | The physical plant partially supports individuals with mobility and other disabilities. | The physical plant does not support individuals with mobility and other disabilities. |

160 points 144 points=90%