

**SEVENTH-DAY ADVENTISTS  
EDUCATION: PROVIDING  
SUBSTANTIALLY  
EQUIVALENT EDUCATION**



GLOBAL  
PERSPECTIVE

- Seventh-day Adventist Education started in the year 1853 in Buck's Bridge, New York.
- Currently Adventist schools can be found in 50 countries.
- 85,000 teachers,
- 1.5 million students,
- 7,500 schools
- The Adventist school system is one of the largest Christian educational systems in the world (NAD Dashboard 2022).

# MISSION OF ADVENTIST EDUCATION

- To enable learners to develop a life of faith in God, and to use their knowledge, skills, and understandings to serve God and humanity.
  - To develop the “whole person” concept (physically, socially, emotionally, and spiritually) in each student, educate them to accept service as a way of life, to be sensitive to the needs of people at home and in society, and to become active members in the Church.

# TEACHER PREPARATION

- Adventist K-12 teachers are required to:
  - Hold a minimum of a bachelor's degree
  - Be certified
    - Teacher certification is organized into three levels of certificates: Basic, Standard, and Professional.

# ADVENTIST ACCREDITATION ASSOCIATION (AAA)

- The Association of Seventh-day Adventist Colleges and Secondary Schools formed with its executive arm, the Board of Regents, to accredit Adventist schools in the Autumn of 1928 and was renamed the Adventist Accreditation Association in 1997.
- <https://www.adventistaccreditingassociation.org>

# ACCREDITATION

- The Adventist Accreditation Association (AAA) is the denominational accrediting authority for all educational institutions (PK-12, higher education & graduate studies) operated by the Seventh-day Adventist Church. It fosters close cooperation among the Adventist system's academic institutions and effective working relationships with other educational organizations or institutions, accrediting agencies, and government education departments.

## National Council for Private School Accreditation (NCPSA)

- The Adventist Accreditation Association (AAA) is an affiliate of the National Council for Private School Accreditation (NCPSA) member. NCPSA regularly reviews its member organizations in a peer review process.

[https://ncpsa.org/about\\_us/](https://ncpsa.org/about_us/)

# ACCREDITATION STANDARDS

**1. Philosophy and Mission**

**2. Curriculum**

**3. Instruction**

**4. Assessment**

**5. Sustainable Leadership**

**6. School Environment**

**7. Professional Learning**

**8. Communication and  
Collaboration**

**9. School Improvement**



## AAA ACCREDITATION STATUS

- AAA accreditation process is an ongoing six-year cycle of quality whereby the school demonstrates the capacity, commitment, and competence to support high-quality student learning and continuous school improvement within the context of the Adventist Worldview. Every school must send a status report once a year and participate in a site review at least once in person by AAA at the mid-cycle or a maximum of four. Visits from the superintendent and Union Education Directors' office are done throughout the period of accreditation.

## UNDERSTANDING VERMONT STATE LAWS

- The Vermont State Board of Education's Rule 2200 establishes the framework for approving and regulating independent schools in Vermont. These rules ensure that private schools meet the state's educational quality standards, provide equitable access to education, and operate in alignment with public interests. The primary aspects of Rule 2200 are:  
Approval Requirements:
- Compliance and Accreditation:
- Curriculum and Learning Environment:
- Special Education
- Oversight

## AAA ALIGNMENT WITH VERMONT'S RULE 2200 REGULATIONS

- AAA aligns with Vermont's Rule 2200 regulations to provide private schools with compliance for educational standards, diversity, and special education provisions. According to Rule 2200, independent schools seeking state approval must comply with Vermont's standards on nondiscrimination, quality of instruction, and facilities, among other criteria. AAA accreditation includes a similar commitment to diversity, equitable access, and safety, aligning with Vermont's educational objectives to create inclusive environments that foster cultural awareness and respect for diversity.

## AAA ALIGNMENT WITH VERMONT'S RULE 2200 REGULATIONS CONT'D

- AAA's nine standards, which cover curriculum, instructional practices, and school environment, also align with Vermont's requirements for independent schools to maintain a safe, supportive, and culturally sensitive learning environment. Section 2227 specifically outlines the criteria by which Vermont recognizes accrediting agencies like AAA. These standards require a curriculum informed by research, tracking student progress, and creating a learning environment that supports equitable access, fostering a safe and inclusive space for all students.

## AAA ALIGNMENT WITH VERMONT'S RULE 2200 REGULATIONS CONT'D

- The Adventist Accreditation Association (AAA) aligns with Vermont's Rule 2200 requirements for curriculum and instruction by adhering to standards that promote academic excellence, inclusivity, and student well-being. AAA aligns with specific Vermont requirements under Rule 2200 in the following areas:
- Curriculum Development
- Instructional Quality and Assessment
- Inclusivity and Equity in Education
- Student Life

# STUDENT EXPECTATIONS

## ELEMENTARY SCHOOLS

- Bible & English Language Arts
- Mathematics & Science
- Social Studies & Health
- Physical Education & Visual and Performing Arts
- Modern/World Languages
- Technology
- Standardized Tests: MAP (Measure of Academic Progress)

## SECONDARY SCHOOLS

- Bible & English Language Arts
- Mathematics & Science  
(Chemistry/Physics/Integrated & Gen Science)
- History & Health
- Physical Education
- Visual and Performing Arts
- Modern/World Languages & Technology
- Regents Exam/SAT/ACT
- MAP (Measure of Academic Progress)

# COGNITIVE GENESIS STUDY RESULTS SHOWED:

Achievement of students in SDA Schools is:

## **Above the national average**

- in **all** subjects (science being one of the highest)
- for **all** grade levels

## **Above predicted/expected achievement**

- in **all** subjects
- for **all** grade levels
- for **all** school sizes
- **regardless of ability level**

# PROJECT DESIGN

