

WHY DOES ACCREDITATION MATTER?

Standards for Accreditation

Standards are ideals for quality educational programs that are specific, attainable, and measurable. They describe an effective program that leads to continuous ECP improvement and results in improved child learning.

Standards for accreditation of Seventh-day Adventist early childhood programs have been established for the four domains: Purpose, Plan, Practice, Product. These domains identify the Core of Adventist Education (see page VIII) and are in alignment with A Journey to Excellence and The Core of Adventist Education Curriculum. The Standards offer a shared vision of Seventh-day Adventist education, but to make the vision real, the details must be constructed uniquely and personally, within particular communities of learners. Thus, quality educational programs may look very different from one another. In the same way, good educational programs should find many pathways to help our children meet high standards, so that they can effectively achieve academic success and become effective witnesses of the mission of the church.

I: PURPOSE

1. **Philosophy and Mission**—The philosophy and mission statement reflect the Seventh-day Adventist worldview and educational philosophy and give direction to the ECP's program, and are developed and approved cooperatively by the administration, staff, and ECP board.

II: PLAN

2. **Curriculum**—The curriculum is the core of the educational program providing for the spiritual, mental, physical, social, and emotional development of children and preparing them for this world and for eternity.
3. **Instruction**—The instructional program is aligned with curriculum design and assessment practices and provides for a variety of learning experiences, consistent with the ECP's philosophy, goals, and standards, and actively engages children in learning.
4. **Assessment**—Assessment data informs changes in curriculum and instruction.

III: PRACTICE

5. **Sustainable Leadership**—Administration and ECP board ensure the effective and successful operation of the ECP.
6. **ECP Environment**—The ECP environment is designed and maintained to promote child learning and to support the ECP's mission and goals.
7. **Professional Learning**—Administration and faculty collaborate to develop and implement professional learning opportunities to enhance the ongoing growth and development of ECP personnel.
8. **Communication and Collaboration**—Communication and collaboration among the ECP, families, constituency and community are essential to providing an effective educational program.

IV: PRODUCT

9. **ECP Improvement**—The accreditation process assists a ECP in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for child learning are accomplished as well as in providing the basis for action plans to address areas needing improvement.

