**Profile 2004 Final Report**
December 5, 2005
Tuscon, AZ

## Introduction

The Seventh-day Adventist (Adventist) church has emphasized the education of its children since shortly after its official organization in 1863. Schools were established to provide an education that was distinctly different from that found in the public schools of the time. While much public education focused on rote memorization of facts and long periods of sitting in ill-fitting seats, Ellen White encouraged the Adventist educators to teach children to be "thinkers, not mere reflectors of other men's thoughts" (1903, p. 19). In Battle Creek the denomination established in 1874 both a K-12 school and an institution of higher education which are still in operation. From that first K-12 school and its sister college, the denomination now supports one of the largest Protestant school systems in the world.

The North American Division (NAD), which is composed of the Adventist congregations in Bermuda, Canada, and the United States, operates hundreds of K-12 schools and 15 institutions of higher education. Of these higher education institutions, 11 prepare teachers for service in the division's K-12 schools. These schools are part of the worldwide educational ministry of the global Adventist church.

In keeping with the call to provide an education that was distinct, the NAD works to provide Adventist curriculum tools and resources for its teachers, administrators, and teacher educators. This curriculum work is guided by the North American Division Curriculum Committee (NADCC), which is composed of union- and division-level directors and associate directors of education, with representation from each of the 11 NAD colleges or universities that operate teacher preparation programs.

The NADCC is responsible for planning, designing, developing, distributing, implementing, and evaluating the division's curriculum. NADCC members take their jobs seriously, as they know their work influences the spiritual, mental, social, and physical development of thousands of children in the NAD school system. Additionally, many other divisions of the church around the world look to the example set by the NAD for guidance and insight. Since 1986-87 the NADCC has conducted regular, formal evaluations of its work

through the Profile Studies.  The present study is the ninth Profile study conducted for the NADCC.  Results of the Profile Studies help administrators, teachers, and teacher educators develop better understanding of each other's perceptions of curriculum and instruction issues and concerns in the division.  In many ways it is a "reality check" to see if the plans, processes, and products of the NADCC align with the concerns, needs and perceptions expressed by classroom teachers and mid-level educational administrators.

## Research Team

The research team for Profile 2004 consisted of several individuals from across the division.  While others were involved at the start, the following individuals (see Figure 1) were still active at the time of this report and contributed to this report.  Abbreviations in parentheses refer to the institution of higher education where the individuals work.  All graduate assistants were doctoral students at Andrews University at the time of this study.

Refer to Appendix A for Figure 1

## Focusing Profile 2004

**Focusing Process**

As is done in most evaluation studies, one of the first major tasks was to interview representative stakeholders to determine which issues were of greatest interest.  Telephone and personal interviews were conducted by members of the research team.  All union and division level administrators were sampled for telephone interviews.  Additionally a stratified random sample of conference educational administrators, K-12 principals, and K-12 teachers were selected for interview.  Stratification ensured that all unions in the NAD were sampled and at least one teacher and principal from all school types were selected for interview.  School types included boarding academy, day academy, junior academy, elementary, and multi-grade.  Due to scheduled travel and other commitments, some telephone interviews with sampled educators were unable to be completed.

The telephone interview protocol began with two holistic, open-ended questions:  "What do you feel are the most important issues facing the NAD educational system?  What do you see as the most important questions we need answered about NAD schools?"  If participants were unable to respond adequately to these prompts by supplying at least three ideas, the interview

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continued with specific questions based on data collected on previous Profile studies and current issues in educational practice.

The responses from the first two, open-ended questions were analyzed using an open-ended qualitative approach, letting themes and issues emerge from the data. Responses from the remaining questions were analyzed to see if fit with the associated prompt and to see if they informed the themes developed from responses to the first two questions.

**Research Questions**

As a result of the focusing process, the following questions were developed to guide this study, particularly the development of the survey instruments.

1. Are SDA teachers/administrators implementing preferred practices as identified in the Journey to Excellence (J2E) report? *Note: For this study data were collected on half of the preferred practices. The other preferred practices will be investigated in the next Profile study.* The preferred practices investigated in this study included the following:
   a. Leadership Development
   b. Diversity
   c. Educational Technology
   d. Staff Development
   e. Student Assessment
   f. Partnerships (academy, pastor, parent only)
2. What are stakeholders' perceptions of NAD curriculum materials in terms of:
   a. Availability
   b. Use
   c. Quality
   d. Support of the Adventist philosophy of education, and
   e. Correlation to national standards?
3. What are stakeholders' perceptions regarding priorities for future NAD curriculum projects?
4. What are stakeholders' perceptions of the following important educational issues facing the system?
   a. Students with special needs
   b. Home schooling
5. What do indicators tell us about the availability of quality teachers in the NAD?
6. How do finances affect NAD educational work?
7. What are stakeholder perceptions concerning governmental support of parochial schools through vouchers in the United States?

## Research Method

**Population and Sample**

Profile 2004 sought to paint a picture of educators' perceptions and concerns in the NAD educational system. Thus the population this study investigated included educators at all levels

and in all roles within the NAD. These included classroom teachers at the elementary and secondary level; educational administrators at the school, conference, union, and division levels; and teacher educators in the NAD teacher preparation programs.

As this survey was conducted by electronic means, available participants included all NAD educators with email addresses. As email addresses often change or may easily be mistyped in published or electronic lists, and thus undeliverable, the research team decided to over sample by inviting all educators with email addresses to participate in the study. The goal of over sampling was to obtain a comparable number of completed surveys to those received in previous Profile studies conducted via mail-out printed surveys.

**Instruments and Procedures**

Four separate survey instruments were developed for this study. The first targeted K-10 teachers and building-level administrators. The second was designed for senior academy teachers and building-level administrators. The third was for conference-, union-, and division-level administrators, while the fourth was developed for teacher educators at institutions of higher education.

As questions on different versions of the instrument were parallel, instrument development began by focusing on one of the instruments – that for the senior academy respondents. Over a period of months, a core team of five researchers developed and refined items that were designed to answer specific research questions. These items were distributed to a larger group of the research team for comment and feedback. After the senior academy instrument was completed on paper, it was converted to electronic form to be delivered via the CIRCLE website on the Internet. In converting each of the items to CIRCLE's electronic survey tool, the research team soon discovered unanticipated roadblocks to the study's progress. The electronic survey tool was incapable of hosting a survey instrument tool as large and complex as the one we had designed. Over a period of approximately six months, the Profile Project Director worked with the CIRCLE manager and programmer to work out the problems. After the senior academy instrument was completely online, it was duplicated. These duplicate copies were then edited to create the K-10, Administrator, and Teacher Educator survey instruments.

As a result of the delay in getting the survey instruments posted online, our planned timeline for data collection was scrapped. Instead of collecting data in February, a relatively

"calm" period of the school year, we asked sampled participants to complete the survey during April and May 2004, during the final weeks of the school year. The initial invitation to participate in the survey was distributed via email and followed by a reminder after about 10 days. The process of sending email reminders was repeated a total of seven times. Some reminders were distributed to the entire sampled group, while others were sent with a personal message to a specific group, such as the teacher educators. After each reminder was sent, the research team noted an increase in completed survey instruments. In June 2004, after the school year had ended for all Adventist K-12 schools, the data collection phase of this study was closed.

**Data Analysis**

Data from the electronic survey instruments were stored by the survey tool in comma delimited format Excel files. These files were supplied to the researchers by the CIRCLE administrator. All responses in text format were also supplied. The text format responses were printed and reviewed to determine if they represented a valid response and if they contained enough data to justify inclusion in analysis.

The Excel format files were cleaned by deleting rows representing invalid respondents. Coding was completed in Excel using the search-and-replace tool and proceeded column-by-column. Variable names were placed at the top of each column as coding progressed.

This initial report is based on a descriptive statistical analysis of the data. This analysis relied on frequency counts, percentages, means, standard deviations, medians, and modes. These statistical data were computed using the Statistical Package for the Social Sciences (SPSS) version 12. Data from this descriptive analysis are represented in table or graph form in the "Appendix" section of this report. Further analysis using inferential statistics will be conducted in during spring semester 2006 and those results will be presented in future articles.

Qualitative data was coding using emergent categories. Each open-ended statement from the survey instrument was read and analyzed. The content of each statement determined how it was categorized. If it fit within a category that already existed, then that category was used. If it did not fit into an existing category, then a new category was created. If a statement fit into more than one category, it was placed in all appropriate categories. All qualitative data was analyzed by at least two researchers to reduce the likelihood of researcher bias affecting the results.

**Limitations and Delimitations**

As this study was distributed electronically, only persons with electronic mail addresses were invited to participate. While most advisors to this research project felt that electronic mail was ubiquitous and would not negatively impact any specific group of potential respondents, it is possible that some group was under represented on this study. This may have occurred in two regions, or unions, of the North American Division. Those confe rences or unions who operate their own domains with electronic mail services for their employees may be over represented in these results when compared to those who do not.

Some constraints were placed on the original intent of this study by the technological challenges faced in placing the survey instrument online. Each survey item had to be entered multiple times into the electronic item database because they were lost. Within the database some items disappeared without reason, some were truncated and incomplete, some deleted items magically reappeared, and others had response patterns different from the original plan. As a result of these technical challenges, inadequate time was left for proofreading and perfecting the online instrument before administering the survey. Thus, one survey item might have been grammatically correct with no spelling errors on three of the survey instruments, but it would have an error on the fourth instrument. This caused frustrations for both respondents and researchers. In cases where items "vanished" or where the response options differed from one instrument to the other, the data was meaningless and had to be ignored. Thus, some items will have responses from two or three of the sampled groups when in reality they should have had responses from all sampled groups.

## Results

**A Snapshot of Respondents**

A total of 2,718 elementary and secondary teachers and administrators had email addresses available via printed or electronic lists. Of this number 540 responded, for a gross response rate of 19.9%. This total number of respondents is comparable, although a bit smaller, to previous Profile studies.

The largest number of responses came from the North Pacific Union (NPUC) and the fewest responses were from the Atlantic Union. In addition to the NPUC, five unions each accounted for more than 10% of the total respondents: the Seventh-day Adventist Church in Canada, the Columbia Union, the Lake Union, the Pacific Union, and the Southern Union. See Table 1 and Figure 2 for more details.

Refer to Appendix A for Figure 2

Refer to Appendix B for Table 1

Respondents fit into four broad job categories based on their job type. School-based personnel, including teachers and administrators, were categorized as elementary/junior academy (K-10) or senior academy (9-12). Administrators at the conference, union, and division levels were classified as system-level administrators. Professors in teacher education programs composed the fourth group. Two hundred ninety-four (294) elementary or junior academy teachers/principles, 174 academy teachers/principals, 46 system-level administrators, and 26 teacher educators responded to the Profile 2004 survey instrument (see Table 2).

Refer to Appendix B for Table 2

Respondents also varied by the number of years they had been employed in the Adventist system. Just over one-third of all respondents had worked in the system ten years or less. Over three-fourths of the respondents had worked between 1 and 25 years in the system. The largest single group of respondents (n=102, 19.1%) had worked in the Adventist system 6-10 years (see Table 3 and Figure 3).

Refer to Appendix A for Figure 3

Refer to Appendix B for Table 3

Respondents were also asked to describe their ethnic background. Some study participants did not provide information about their ethnicity. Of the 522 who did provide this information, the single largest group was Caucasian with over 80% of all respondents. All ethnic

groups were represented in the total sample of this study; however some specific ethnic groups were not represented in all four categories of job type (see Table 4).

Refer to Appendix B for Table 4

Gender was another demographic factor most participants provided. The majority of respondents were female (n= 309, 58.7%). Males accounted for 41.3% of all respondents.

**Preferred Practices**

This section of the report answers the question, "Are SDA teachers/administrators implementing preferred practices as identified in the Journey to Excellence (J2E) report?"

In interpreting these results one must remember that these data were collected in April and May, 2004. Some Union Conferences had not officially launched the Journey to Excellence initiative; therefore some teachers had not received any professional development related to J2E at the time of data collection. Thus, it would be expected that the awareness of J2E is more widespread now than then. For this study data were collected on half of the preferred practices. The other preferred practices will be investigated in the next Profile study. The preferred practices investigated in this study included the following:

a. Leadership Development
b. Diversity
c. Educational Technology
d. Staff Development
e. Student Assessment
f. Partnerships (one survey item only)

Awareness of J2E and Preferred Practices

A cluster of 11 survey items were designed to determine the level of awareness and use of J2E and its associated Preferred Practices. The first item asked, "Have you received a copy of the Journey to excellence (J2E) report?" Five hundred twenty-three educators responded to this item. The largest group of educators (n=251, 48.0%) agreed that they have received a copy. The second most common response was "no", with 168 (32.1%) saying they had not received a copy of the Journey to Excellence. Almost one-fifth of respondents (n=104, 19.9%) said they were "not sure" if they had received a copy of J2E. Whereas.

Ten items asked educators to rate their knowledge of each of the Preferred Practices listed in Journey to Excellence. Respondents were given six response options based on the Levels of Use concept developed by Hall and Hord (YEAR). These response options were: "never heard of", "aware of", "basic understanding", "attempted to use", "use regularly", and "advanced understanding". It should be noted that all of these responses were given in the context of understanding each item as a "preferred practice", not just in general terms. Table 5 presents the results for these items.

*Administrative leadership and development*. The most common response for administrative leadership and development, given by 94 educators (26.6%), was "never heard of" in terms of preferred practices. The second most common response was "aware of" reported by 85 respondents (24.0%). Respondents with "basic understanding" of administrative leadership and development totaled 65 (18.4%). Over one-tenth of respondents (n=42, 11.9%) indicated they had tried to use this preferred practice. Forty-seven educators (13.3%) reported they regularly used this practice. Advanced understanding of administrative leadership as a preferred practice was indicated by 21 educators (5.9%).

*Classroom instruction.* In responding to classroom instruction as a preferred practice, 80 educators (23.1%) indicated they had "never heard of" it. Forty-seven respondents (13.6%) were "Aware of" this preferred practice. Respondents with "basic understanding" of classroom instruction totaled 49 (14.2%). Over one-tenth of respondents (n=50, 14.5%) indicated they had tried to use this preferred practice. The most common response, given by 87 educators (25.1%) was "regular use" of this practice. Advanced understanding of classroom instruction as a preferred practice was indicated by 33 educators (9.5%).

*Climate.* In responding to climate as a preferred practice, 97 educators (27.4%) indicated they had "never heard of" it. Fifty-four respondents (15.7%) were "Aware of" this preferred practice. Respondents with "basic understanding" of climate totaled 34 (9.9%). Over one-tenth of respondents (n=39, 11.4%) indicated they had tried to use this preferred practice. The most common response, given by 95 educators (27.7%) was "regular use" of this practice. Advanced understanding of climate as a preferred practice was indicated by 27 educators (7.9%).

*Diversity.* In responding to diversity as a preferred practice, 85 educators (24.9%) indicated they had "never heard of" it. Fifty-eight respondents (17.0%) were "Aware of" this

preferred practice. Respondents with "basic understanding" of diversity totaled 38 (11.1%). Over one-tenth of respondents (n=41, 12.0%) indicated they had tried to use this preferred practice. The most common response, given by 95 educators (27.8%) was "regular use" of this practice. Advanced understanding of diversity as a preferred practice was indicated by 25 educators (7.3%).

*Educational Technology*. In responding to educational technology as a preferred practice, 81 educators (23.8%) indicated they had "never heard of" it. Forty-eight respondents (14.1%) were "Aware of" this preferred practice. Respondents with "basic understanding" of educational technology totaled 44 (12.9%). Over one-tenth of respondents (n=49, 14.4%) indicated they had tried to use this preferred practice. The most common response, given by 87 educators (25.5%) was "regular use" of this practice. Advanced understanding of educational technology as a preferred practice was indicated by 32 educators (9.4%).

*Integrated Curriculum*. In responding to integrated curriculum as a preferred practice, 78 educators (22.7%) indicated they had "never heard of" it. This was the most common response to this item. Fifty-three respondents (15.5%) were "Aware of" this preferred practice. Respondents with "basic understanding" of integrated curriculum totaled 38 (11.1%). Over one-fifth of respondents (n=74, 21.6%) indicated they had tried to use this preferred practice. "Regular use" of integrated curriculum was reported by 70 educators (20.4%). Advanced understanding of integrated curriculum as a preferred practice was indicated by 30 educators (8.7%).

*Partnerships*. In responding to partnerships as a preferred practice, 101 educators (29.5%) indicated they had "never heard of" it. This was the most common response to this item. Eighty-one respondents (23.7%) were "Aware of" this preferred practice. Respondents with "basic understanding" of partnerships totaled 49 (14.3%). Almost one-fifth of respondents (n=64, 18.7%) indicated they had tried to use this preferred practice. "Regular use" of integrated curriculum was reported by 38 educators (11.1%). Advanced understanding of partnerships as a preferred practice was indicated by 9 educators (2.6%). Of all ten preferred practices, this item had the lowest number of responses in the "regular use" and "advanced understanding" categories.

*Staff Development*.  In responding to staff development as a preferred practice, 82 educators (24.0%) indicated they had "never heard of" it.  Sixty-four respondents (18.7%) were "Aware of" this preferred practice.  Respondents with "basic understanding" of staff development totaled 49 (14.3%).  Over one-tenth of respondents (n=48, 14.0%) indicated they had tried to use this preferred practice.  The second most common response, given by 72 educators (21.1%) was "regular use" of this practice.  Advanced understanding of staff development as a preferred practice was indicated by 27 educators (7.9%).

*Student Assessment*.  In responding to student assessment as a preferred practice, 81 educators (23.5%) indicated they had "never heard of" it.  Fifty-two respondents (15.1%) were "Aware of" this preferred practice.  Respondents with "basic understanding" of student assessment totaled 35 (10.2%).  Over one-tenth of respondents (n=53, 15.4%) indicated they had tried to use this preferred practice.  The most common response, given by 102 educators (29.7%) was "regular use" of this practice.  Advanced understanding of student assessment as a preferred practice was indicated by 21 educators (6.1%).

*Time Utilization*. In responding to time utilization as a preferred practice, 94 educators (27.2%) indicated they had "never heard of" it.  Fifty-eight respondents (16.8%) were "Aware of" this preferred practice.  Respondents with "basic understanding" of time utilization totaled 37 (10.7%).  Almost one-fifth of respondents (n=65, 18.8%) indicated they had tried to use this preferred practice.  The second most common response, given by 75 educators (21.7%) was "regular use" of this practice.  Advanced understanding of time utilization as a preferred practice was indicated by 16 educators (4.6%).

Refer to Appendix B for Table 5

Six of these items had a bi-modal distribution, with the two modes being "Never heard of" and "Use regularly".  This indicates both a need for professional development targeted at selected preferred practices and a sizable number of educators already modeling these best practices for Adventist education.  Perhaps the educators who currently use each preferred practice will be able to assist in professional development or mentoring of those who do not currently use the practice.

Leadership Development

In the survey there were three questions, which had to do with principals' workshop. The first question asked K-12 respondents if they had ever attended the NAD principals' workshop. The other questions about the principals' workshop asked the respondents to respond on a Likert-scale to two prompts. The first prompt stated "I gained knowledge that helped in my administrative work." The second stated, "I gained skills that helped in my administrative work." In their response, 75 educators indicated they had attended one of these workshops. The results presented here are for those 75 individuals.

In response to the "I gained knowledge", no respondents disagreed. Five persons (6.7%) selected the neutral response. Forty-seven (62.7%) indicated agreement with the statement, while 22 (29.7%) strongly agreed. In response to the "I gained skills" item, only two respondents (2.7%) disagreed. Neutral responses were returned by 11 teachers (14.9%), 44 (59.5%) selected the "agree" response, and 17 (23.0%) indicated strong agreement.

Refer to Appendix B for Table 6

Of the persons who indicated they had attended a North American Division Principal's Workshop, 71 responded to the item that asked if they would like to receive additional professional development in the area of administration and leadership. Four respondents (5.6%) disagreed with the statement, indicating they were not interested in additional professional development (see Table 7). Neutral responses were returned by five individuals (7.0%). The largest number of responses indicated agreement (n=32, 45.1%) and strong agreement (n=30, 42.3%). Thus, while workshop participants indicated they had gained knowledge and skills for their administrative jobs, they still desired additional leadership development. An additional 26 respondents, who had not attended a Principal's Workshop, indicated they would like professional development in administrative leadership.

Refer to Appendix B for Table 7

Diversity

This section questioned about diversity in the context of ethnicity as well as using a variety of instructional practices to meet the needs of diverse learners. All participants, teachers, administrators, and teacher educators, were asked if they welcomed ethnic diversity in their

classrooms. An overwhelming majority of participants (n=424, 95.9%) indicated agreement or strong agreement with the idea of welcoming ethnic diversity in their classrooms. Only twelve (2.7%) disagreed or strongly disagreed, while six (1.4%) selected the neutral response (see Table 8). This response pattern is very affirming as many schools in the North American Division are ethnically diverse.

<div align="center">Refer to Appendix B for Table 8</div>

Next participants were asked if their non-textbook materials such as videos and magazines were sensitive to our diverse student population. Four hundred thirty-seven participants responded to this question. Three hundred fifty (80.1%) of participants indicated agree or strongly agree (see Table 9). Seventy-one respondents (16.2%) were neutral; and sixteen (3.0%) indicated disagree or strongly disagree. These responses are similar in pattern to those about welcoming students from diverse ethnic backgrounds.

<div align="center">Refer to Appendix B for Table 9</div>

<div align="center">Educational Technology</div>

The extent to which educational technology and equipments are available in schools and classrooms for instructional and communication purposes are shown in Tables 11 and 12. In both elementary and secondary schools, the most common technology that is available to both teachers and students appear to be computers, printers and internet access for teachers and students. The difference appears to be that these are mostly classroom-based in elementary schools while they are mostly computer-lab based in secondary schools. Over 80% of the teachers in elementary schools reported that computers for teachers and students, printers, and internet access for teachers are available in the classrooms while over 80% of secondary schools teachers reported that these are available in computer laboratories. In elementary schools, only 20%-30% of the teachers said computer projectors are available in classrooms or computer labs compared to 44% - 56% among secondary school teachers. However, about 42% of secondary school teachers reported that computers projectors are available in moveable carts. Smart boards are rarely available in both elementary and secondary schools. At least 50% of the teachers in both elementary and secondary schools reported that Copiers, VCR, TV, CD Player, Cassette

Player/Recorder, Overhead projector, and digital camera are available either in the classroom or in the school.  Less common are DVD players and video cameras.

Refer to Appendix B for Table 11 & 12

Among elementary school teachers, half to two-thirds reported that they use email, electronic grade books, audio-visual aids and the internet for instruction/communication on a regular basis (see Table 13).   The percentage is slightly higher among secondary school teachers (50% - 80%).  The copier appears to be the mostly widely used equipment in both elementary and secondary schools.  DVD players and Video cameras appear rarely used for instruction or communication purposes.  It is interesting to note that, although CD players, VCRs or TVs are quite readily available in classrooms and schools, less than half of the teachers in both elementary and secondary schools use them for instruction/communication.  Computer usage is shown in Table 14.  As the results indicate, computers are mostly used for word-processing, internet access, and email.  Less than half of the teachers use them for power-point presentation.  And they are rarely used for developing WebQuest or Teleconferencing/Web conferencing.

Refer to Appendix B for Table 13 & 14

It can be concluded that progress has been made in the past five years in terms of technology availability and use.  Educational technologies and equipment are now quite readily available in the classrooms and schools.  However they appear to be under-utilized for instruction/communication.  This should continue to be a topic for professional development in the K-12 arena.

Staff Development

K-12 teachers and administrators were asked about their perceptions of the value of summer workshops for professional development.  In their response, 367 respondents (85.6%) indicated that Summer Workshops were quite helpful or very helpful, 56 (13.1%) indicated that they were of little help, and 6 (1.4%) indicated that they were not helpful (see Table 15).

The second professional development option on the survey for K-12 teachers and administrators asked about having someone visiting teachers' classrooms. Many administrators and teachers feel that it is quite helpful to visit teachers' classroom to find out what is happening and give professional feedback for the purpose of professional development.  Over half of the respondents (n=222, 58.7%) said that classroom visits were quite helpful or very helpful, while

126 (33.3%) responded that it was of little help. Only a small number responded (n=30, 7.9%) that classroom visits were not helpful for professional development (see Table 15).

Refer to Appendix B for Table 15

The last professional development item that was asked to K-12 teachers and administrators asked about online courses or workshops. The majority of respondents indicated they were helpful. The following analysis are the respondents' responses, 143 (68.7%) said they are helpful or very helpful and 72 (21.9%) said they are of little help. 31(9.4%) respondents said they were of no help. Teachers are able to take online courses or workshops that cover important and timely topics in education. The online courses or workshops are intended for working teachers to upgrade and improve their teaching skills. These are self-paced courses and workshops, so participant can explore them on their own time

Three additional items were included on the elementary/junior academy survey instrument: conventions at the beginning of the school year, conference-sponsored workshops, and videotapes to accompany curricular materials. These items were "lost" on the other instruments due to technical difficulties related to putting the survey online. Thus the following data only reflects responses from elementary and junior academy teachers and school-level administrators.

When elementary school teachers were asked about beginning-of-the-year conventions, many teachers indicated that the conventions are helpful. In response, 170 elementary teachers (63.4%) indicated that these conventions were helpful or very helpful and 88 (32.8%) indicated that they were of little help. Ten respondents (3.7%) indicated that they were not helpful (see Table 16).

The majority of the elementary school teachers agreed that conference-sponsored workshops are helpful. In their response, 180 teachers (70.0%) indicated that conference-sponsored workshops were helpful or very helpful, while 66 (25.7%) indicated that they were of little help. Eleven teachers (4.3%) indicated these workshops were not helpful (see Table 16).

When asked if videos should accompany teaching materials, 125 elementary school teachers (62.8%) agreed that they were helpful or very helpful and 57 (28.6%) indicated that they were of little help. Seventeen respondents (8.5%) indicated videotapes would not help their professional development (see Table 16). This analysis shows that the majority of elementary teachers value teachers' conventions, conference-sponsored workshops, and videotapes as professional

development options.  The data from this section of the report supports the continuation of offering a variety of professional development options for NAD teachers to provide opportunities that will meet all teachers' needs.

Refer to Appendix B for Table 16


Student Assessment

As shown in Table 17, approximately 90% of the teachers reported that their schools participate in Union adopted standardized achievement testing program.  Only 12% of elementary school teachers and 24% of secondary schools teachers said that their schools participate in statewide standardized achievement program.  Most teachers (77.5%) reported that Union adopted testing program are conducted in the fall.  State testing appears to take place mostly in the spring, particularly in elementary schools (68.6% teachers reporting).

Refer to Appendix B for Table 17

The importance and use of union adopted standardized tests are shown in Table 18.  Only about half of the teachers (56.6% elementary school teachers and 49.4% secondary school teachers) said that these tests are important to their school boards or students' parents.  However, few teachers reported that these tests represent students' performance, or are aligned with their schools' curriculum.  For example, only 20% of elementary school teachers believe that results from these union adopted standardized tests represent their students' performance.  And only about 20% of the teachers reported that the tests are used to evaluate teaching methods, or used to assess student achievement or used to change curriculum.  Compared to elementary school teachers (5.2%), the proportion of secondary school teachers (43.5%) indicating that test results are used for student assessment is much larger.

Refer to Appendix B for Table 18

Table 19 shows the importance and use of state-wide standardized tests.  It should be noted that only 11.9% of elementary school teachers and 24.1% of secondary school teachers said that their schools participate in state-wide standardized testing program. As in the union adopted testing program, about half of the teachers said state-wide standardized tests are important to board members and parents. Among elementary school teachers, 46% said their schools use the test results to evaluate teaching methods while 40% said they were are used for

student assessment. Less than 20% of the teachers believe the test results represent their students' academic performance or that they are aligned with the school curriculum. Among secondary school teachers, about 80% concurred with elementary school teachers that state results do not represent their students' academic performance. However, 43% of these secondary school teachers believed test content are aligned with their school curriculum, but only one-third said that test results are used to evaluate teaching method or change curriculum content.

Refer to Appendix B for Table 19

There were 97 teachers (20.7%) who responded to three general questions about testing. Forty percent or less of the teachers said their schools have comprehensive assessment program or have well-organized assessment program. About 38% believed that students are 'test weary' from too much testing (see Table 20).

Refer to Appendix B for Table 20

Few teachers believe that standardized tests (union-adopted or state-wide) are aligned with their school curriculum or that the test results represent their students' academic performance. Perhaps it is for this reason that few schools use test results for student assessment, or improve teaching methods or change curriculum content. Questions then arise, such as, "Why should schools participate in these testing programs? How else do schools use these test results? Or do they use them at all?"

Partnerships

One open-ended response item on the Profile 2004 survey asked respondents to identify persons who were doing an exemplary job of developing and maintaining partnerships between the academy, pastors, and parents. Many respondents gave reasons for nominating specific individuals or schools: an individual's spirituality, exemplary work in teaching and learning, making a difference in the lives of students, communication with parents, partnership between schools, collaboration with church-school-community, helping struggling families, promoting Adventist education, rapport between teachers and students, exemplary leadership, maintaining quality standards, inclusion, and active involvement in the community.

Ninety-two individuals responded to this item. They named six institutions and sixty-seven individuals they felt met the stated criteria (see Figure 4). The individuals nominated represented 22 additional institutions. These nominees came from across the North American Division. At least one person mentioned was not an employee of the church, but rather a local lay member. Another nominee was a church pastor. The nominated individuals and institutions are listed below. They represent the good things that are occurring in our educational system and deserve our affirmation.

Refer to Appendix A for Figure 4

**NAD Curriculum Materials**

This section answers the question, "What are stakeholders' perceptions of NAD curriculum materials in terms of availability, use, quality, the support of the Adventist philosophy of education, and correlation to national standards?"

The narrative for this question is organized in the following manner. This section begins with a discussion of the availability and use of newly released curricular materials. Then the results for quality and the support of Adventist philosophy are presented. Next, all the data related to the Adventist Bible curriculum is shared. The section concludes with data concerning the relationship of national standards to the Adventist curriculum.

Availability of NAD Curriculum Materials

To determine whether or not NAD-prepared curriculum materials were available to teachers in the schools, we asked the teachers who taught each subject area to indicate if they had a copy of the curricular materials developed for their area. A large majority of teachers had a copy of the NAD-prepared curriculum guides, with response ranging from a low of 70.7 % of elementary teachers having a copy of the *K-8 Fine Arts Curriculum Guide* to a high of 81.4% of academy teachers having copies of the *9-12 Language Arts Curriculum* Guide or the *9-12 Modern Languages Curriculum Guide*. Fewer than 10% of teachers indicated they did *not* have a copy of any particular curriculum guide. Another percentage of respondents indicated they were not sure if they had a copy of the curriculum guide for their subject area (see Table 21).

A cross-tabulation report was generated to see if teachers who were new to the Adventist system, those with five or fewer years of experience, were the ones who were unsure about having copies of these NAD materials. For three curriculum guides, K-12 Mathematics, 9-12

Social Studies, and K-8 Language Arts, it was true that new teachers were more likely to select "Not Sure" as their response. It should be noted however that the largest percentage of new teachers indicated they did have copies of all curriculum guides. For the Health and Integrated Units supplementary materials, the persons responding "Not Sure" were fairly evenly distributed in terms of years of experience in the Adventist system (see Table 21).

Refer to Appendix B for Table 21

Use of NAD Curriculum Materials

Elementary and secondary teachers were asked about their use of NAD-produced curriculum guides in long term planning. The *K-8 Language Arts Curriculum Guide* appeared to be the most-used new curriculum guide, with more than 70% of teachers using it at least "sometimes." The *K-12 Mathematics Curriculum Guide* was used at least sometimes by 64.8% of respondents and the *9-12 Language Arts Curriculum Guide* was used by 62% of respondents. The other curriculum guides listed below were used by about half of the responding teachers. No data was reported for the *K-8 Fine Arts Curriculum Guide* due to an error on the survey instrument (see Table 22).

Refer to Appendix B for Table 22

Elementary teachers were also asked if they used two sets of supplementary materials, health and integrated units, for daily instruction. After eliminating those respondents who did not have these supplementary materials, at least one-fourth of the respondents indicated using these materials for instruction. Exactly 25% of the respondents indicated they used the Health Supplementary Materials while almost a third (31.4%) reported used of the Integrated Units Supplementary Materials for daily instruction (see Table 23).

Refer to Appendix B for Table 23

Quality of NAD Curriculum Materials

Two measures were collected in Profile 2004 that were designed to assess the quality of NAD-produced curriculum materials. Respondents were asked to rate curriculum materials regarding their usability (ease of use) and their ability to support best practices in a discipline.

*K-8 Fine Arts Curriculum Guide.* The largest number of responses to the ease of use of the *K-8 Fine Arts Curriculum Guide* was neutral (n= 128, 74.9%). Almost twice as many

teachers felt the *K-8 Fine Arts Curriculum Guide* was easy to use (n=28, 16.3%) as thought it were not easy to use (n=15, 8.8%) (see Table 24).

Refer to Appendix B for Table 24

Over eighteen percent of respondents (n=30, 18.3%) reported the *K-8 Fine Arts Curriculum Guide* represented best practices in fine arts education, more than four times as many who responded they believed the materials did not represent best practice (n=7, 4.3%). However, the largest number of respondents selected the neutral response option (n=127, 77.4%) (see Table 25).

Refer to Appendix B for Table 25

*K-8 Language Arts Curriculum Guide.* For the item "The Elementary Language Arts Curriculum Guide Is Easy to Use", the following figures were derived from the cross tabulation of 227 respondents.  Two hundred twenty elementary teachers completed this item.  One hundred thirteen of them (51.4%) indicated a neutral response, 87 (39.5%) agreed, and 3 strongly agreed while 2 strongly disagreed and 15 disagreed (see Table 26).  Seven teacher educators completed this item.  Three (42.9%) were neutral and 4 (57.1%) agreed.

The above findings indicate that elementary teachers, for the most part, appeared neither satisfied nor dissatisfied with the usability of the Elementary Language Arts Guide.  On the other hand, teacher educators were almost equally divided between neutral responses and responses in agreement.

Refer to Appendix B for Table 26

For the item "The Elementary Language Arts Curriculum Guide Represents Best Practice", the following figures were derived from the cross tabulation of 228 respondents.  Two hundred twenty-one elementary teachers completed this item (see Table 27).  One hundred forty of them (63.3%) were neutral, sixty-seven (30.3%) agreed, and two (0.9%) strongly agreed while 10 (4.5%) disagreed and two (0.9%) strongly disagreed.  Seven teacher educators responded. Five (71.4%) agreed, one (14.3%) was neutral, and one (14.3%) strongly disagreed.

Refer to Appendix B for Table 27

Again, the aforementioned findings seem to indicate that elementary teachers are, for the most part, not convinced that the Elementary Language Arts Curriculum Guide represents best practices.  On the other hand, a high majority of teacher educators agree that the Elementary

Language Arts Curriculum Guide does represent best practices. As mentioned before, one could generalize that these findings represent teachers' lack of familiarity with the material as compared to teacher educators, who, by the nature of their work, are often required to use and reference the Language Arts Curriculum Guide as they plan teacher education courses.

*K-8 Physical Education (PE) Curriculum Guide.* Responses about the quality of the K-8 PE Curriculum Guide is based on information received from 194 elementary and junior academy teachers. When asked about this guide's usability, the largest number of responses were neutral (n=116, 59.8%). One-third of respondents (n=65, 33.5%) agreed or strongly agreed that the guide was easy to use. Fewer than one-tenth (n=13, 6.7%) of the respondents indicated the guide was not easy to use (see Table 28).

Refer to Appendix B for Table 28

In responding to whether or not the *K-8 PE Curriculum Guide* represented best practices, elementary teachers were most likely to choose a neutral reply (n=124, 65.3%). While 25.8% of respondents (n=49) agreed or strongly agreed that the guide represented best practices, a small minority (n=15, 9.0%) disagreed or strongly disagreed with that statement (see Table 29).

Refer to Appendix B for Table 29

*Health Supplementary Material.* The largest number of responses to the ease of use of the Health Supplementary Materials was neutral (n= 112, 81.8%). More than twice as many teachers felt the materials were easy to use (n=17, 12.4%) as thought they were not easy to use (n=8, 5.8%) (see Table 30).

Refer to Appendix B for Table 30

Over sixteen percent of respondents (n=21, 16.3%) reported the Health Supplementary Materials represented best practices in health education, more than three times as many who responded they believed the materials did not represent best practice (n=6, 4.7%). However, the largest number of respondents selected the neutral response option (n=102, 79.1%) (see Table 31).

Refer to Appendix B for Table 31

*Integrated Units Supplementary Material.* When asked about the ease of use for the *Integrated Units Supplementary Material,* 101 respondents (86.3%) selected a neutral response. As with some other curriculum materials discussed in this section of the report, about twice as

many teachers (n=11, 9.4%) gave and agreement response as gave a disagree response (n=5, 4.3%) (see Table 32).

Refer to Appendix B for Table 32

When asked if the Integrated Units Supplementary Materials represented best practices, the largest number of responses was neutral (n=99, 88.4%). Four individuals disagreed or strongly disagreed (3.6%), while nine persons agreed or strongly agreed (8.0%) (see Table 33).

Refer to Appendix B for Table 33

*K-12 Mathematics Curriculum Guide.*  There were 341 valid responses to the item "The K-12 Mathematics Curriculum Guide is Easy to Use".  Over sixty percent of responses (n=138, 61.3%) from the elementary teachers were neutral concerning the ease of use of the mathematics curriculum guide. The percentage of those who agree or strongly agreed was 32.0% (n=72) while those who disagreed or strongly disagreed was 6.7% (n=15).

Most responses from secondary teachers were also neutral (n=36, 58.1%), with about a third of secondary respondents (n=21, 33.9%) agreeing or strongly agreeing that the math curriculum guide was easy to use. Five teachers (8.1%) selected disagree or strongly disagree to describe their perceptions of ease of use.  System Administrator were more positive in their responses than any other group (see Table 34).

Refer to Appendix B for Table 34

For Math textbooks there were and 333 valid responses to the item which asked if the *K-12 Mathematics Curriculum Guide* supported best practices in mathematics education (see Table 35). The proportions were almost the same as for the previous item, ease of use. Of these respondents 67% were elementary teachers, almost 18% secondary, 13% System Administrators and 2% teacher educators. We will look at the elementary teachers' responses first.

Elementary teachers were the largest group and for the most part they were neutral on this question (n=151, 67.7%).  While 55 (24.7%) of elementary/junior academy teachers agreed or strongly agreed that the math curriculum guide represented best practices, there was still a small group (n=17, 7.6%) that disagreed or strongly disagreed (see Table 35).

The majority of secondary teachers (n=38, 64.4%) also selected a neutral response.  The second largest group of respondents (n= 16, 27.1%) agreed or strongly agreed that the math curriculum guide represented best practices.  Approximately the same minority of responses

(n=5, 8.5%) disagreed or strongly disagreed that the mathematics curriculum guide represented best practices. System Administrators and Teacher Educators were much more likely to respond positively for this item than were the K-12 teachers (see Table 35).

Refer to Appendix B for Table 35

*9-12 Language Arts Curriculum Guide.* For the item Language Arts Curriculum Guide Is Easy to Use, the following figures were derived from the cross tabulation of secondary teachers (48), system administrators (40), and teacher educators (7). Of the 48 secondary teachers who responded, 21 (43.8%) were neutral, and 17 (35.4%) agreed while five strongly disagreed and five disagreed (a total of 20.8% in disagreement). In contrast, of the 40 system administrators, 17 (42.5%) were neutral and 21 (52.5%) agreed. Only two disagreed (5%). Of the seven teacher educators responding, three agreed (42.9%), two were neutral (28.6%), one disagreed (14.3%), and one strongly disagreed (14.3%) (see Table 36).

Refer to Appendix B for Table 36

One finds a more diverse distribution of responses among the secondary teachers and teacher educators than with the system administrators. Of possible concern is the fact that 20.8% percent of teachers and 28.6% of teacher educators disagreed that the language arts curriculum guide was easy to use. On the other hand, system administrators were more positively skewed. It is also interesting to note that not one individual in any of the three groups indicated strong agreement.

For the item Language Arts Curriculum Guide Represents Best Practice, the following figures were derived from the cross tabulation of secondary teachers (48), system administrators (40), and teacher educators (7). Of the 48 secondary teachers who responded, 32 (66.7%) were neutral and 10 (20.8%) agreed, while two strongly disagreed and four disagreed. Of the 40 system administrators, 14 (35%) were neutral, 23 (57.5%) agreed, and one (2.5%) strongly agreed. Only two disagreed (5.0%). Of the seven teacher educators responding, two agreed (28.6%), three were neutral (42.9%), and two disagreed (28.6%) (see Table 37).

Refer to Appendix B for Table 37

*9-12 Modern Languages Curriculum Guide.* When responding to the item asking about the usability of the Modern Languages Curriculum Guide, teachers were most likely to choose a neutral response (N=23, 59.0%). One-third (N=13) of the responding teachers agreed that the

guide was easy to use, while 3 (7.7%) disagreed or strongly disagreed with the guide's ease of use (see Table 38).

Refer to Appendix B for Table 38

When asked if the guide represented best practices in modern language instruction, the responses were slightly more negative than the responses for usability. The largest number of responses was again in the neutral category (N= 27, 67.5%). Ten percent of the respondents selected either strongly disagree or disagree (N=4). Just over one-fifth of the respondents agreed that the curriculum guide represented best practices in modern language instruction (N=9, 22.5%), while no respondents selected strongly agree (see Table 39).

Refer to Appendix B for Table 39

*9-12 Physical Education (PE) Curriculum Guide.* When asked about ease of use, only one teacher (2.9%) said the 9-12 PE Curriculum Guide was not easy to use. Again the largest percentage of respondents selected a neutral response (N=18, 52.9%). Over two-fifths of the respondents agreed with the statement that the guide was easy to use (N=14, 41.2%), while one person strongly agreed with the statement (2.9%) (see Table 40).

Refer to Appendix B for Table 40

When asked if the 9-12 PE Curriculum Guide represented best practices in physical education, teachers were again primarily neutral in their responses (n=20, 57.1%). The second largest response was agreement that the guide represented best practices (n=12, 34.3%). Only three teachers (8.6%) disagreed with the statement (see Table 41)

Refer to Appendix B for Table 41

*9-12 Social Studies Curriculum Guide.* For the item that asked participants to indicate if the Social Studies Curriculum Guide was easy to use, the following figures were derived from the cross tabulation of participants' responses. Ninety-four (94) respondents completed this item. Twenty-six secondary teachers (56.5%) indicated a neutral response, 14 agreed (30.4%), and two (4.3%) strongly agreed. One secondary teacher (2.1%) strongly disagreed and three disagreed (6.5%). Forty system administrators (42.6% of the total) responded to the same item. Fourteen (35%) were neutral and 25 agreed (62.5%), while only one disagreed (2.5%). Finally eight teacher educators responded to this item. Three responses (37.5%) were neutral, four agreed (50.0%), and one disagreed (12.5%) (see Table 42).

Refer to Appendix B for Table 42

The above findings indicate that secondary teachers were, for the most part, not clear as to whether or not the *9-12 Social Studies Curriculum Guide* is easy to use, as 56.5% indicated a neutral response. However, responses from system administrators were positively skewed. Teacher educators were almost equally divided between neutral responses and responses in agreement. Again, one could generalize that the large number of neutral responses are related to the respondent's lack of familiarity with the material.

For the item Social Studies Represents Best Practices, the following figures were derived from the cross tabulation of participants' responses. Ninety-five (95) respondents completed this item. Twenty-five secondary teachers (54.3%) indicated a neutral response, 14 (30.4%) agreed, and one (2.1%) strongly agreed. On the negative side, three (6.5%) strongly disagreed and three (6.5%) disagreed. Forty-one system administrators (43.2% of the total) responded to the same item. Eleven responses (26.8%) were neutral, 26 (63.4%) agreed, and two (4.9%) strongly agreed. No system-level administrators strongly disagreed and two (4.9%) disagreed. Finally eight teacher educator responded to this item. Two responses (25%) were neutral, four (50.0%) agreed, and two (25.0%) disagreed (see Table 43).

Refer to Appendix B for Table 43

The above findings indicate that secondary teachers were, for the most part, neither satisfied nor dissatisfied with Social Studies Represents Best Practices, as 54.3% of respondents provided a neutral response. However, responses from system administrators and teacher educators were positively skewed.

One could hypothesize that the large number of neutral respondents among the secondary teachers is an indicator that secondary teachers may not know what best practices are, and, as such, felt obliged to either indicate neutral or leave the question blank. Another possible explanation is that the teachers aren't familiar with the curriculum material and therefore don't know if it represents best practices in the field or not. That so many teacher educators (42.9%) indicated a neutral response seems troubling. Such ambiguity among teacher educators begs follow-up questions.

In general, for all curriculum items in this section, that so many respondents marked neutral responses would seem to indicate they are not as familiar as they felt they should be for

the information sought through the questionnaire.  In general teachers either are not acquainted well enough with the curriculum to judge its quality, or the teachers are not familiar enough with teacher friendly materials and best practices to be able to recognize if they are present in the NAD-produced materials.

The Seventh-day Adventist Religion Curriculum

The questions reported in this section were intended to be answered only by those teachers who taught Bible.  Secondary teachers were specifically asked if they taught Bible; only the responses of the 36 secondary teachers who answered yes to indicate they taught Bible were included in this analysis.  All secondary teachers who taught Bible said they had the Bible textbooks.  Elementary teachers were instructed to answer questions related to the Bible curriculum if they actually taught Bible.  For the elementary textbook, responses from the 142 teachers who said they had the Bible Textbook were analyzed.

Twenty-five (73.5%) secondary teachers and 108 (79.4%) elementary teachers used Bible textbooks.  Nine (26.5%) secondary teachers and 28 (20.6%) elementary teachers indicated that they do not use Bible textbooks (see Table 44).

Refer to Appendix B for Table 44

When asked if Bible Textbooks were easy to use, 77.1% of secondary teachers and 74.4% of elementary teachers agreed or strongly agreed.  Slightly over eleven percent (11.4%) of secondary teachers and seventeen percent (17.1 %) of elementary teachers were neutral on this matter (see Table 45).  Two secondary teachers and thirteen elementary teachers, who have Bible textbooks, did not answer this question.

Refer to Appendix B for Table 45

When asked if the Bible textbooks represented best practice in religious education, 40.0% of secondary teachers and 27.9% of elementary/junior high teachers were neutral.  Nine (25.7%)

secondary teachers and 16 (12.4%) Elementary teachers strongly disagreed or disagreed.

Twelve secondary teachers (34.3%) and seventy-seven elementary teachers (59.7 %) agreed or

strongly agreed that the Bible textbooks represent best practice in religious education. One

secondary teacher and thirteen elementary teachers, who have Bible textbooks, did not answer

this question (see Table 46). Table 47 presents the data for perceptions of the quality of the

Bible resource materials.

Twenty-eight (80.0%) secondary teachers and 114 (80.0%) elementary teachers agreed or

strongly agreed that Bible Textbooks supports the Seventh-day Adventist philosophy of

education. Four (11.4%) secondary teachers and twenty-one (16.2%) of elementary teachers

were neutral in their response. Three (8.3%) secondary teachers and five (3.8%) of elementary

teachers disagreed or strongly disagreed (see Table 48).

Correlations with "Use of the Materials"

When looking at the interaction of these items related to curriculum use and perceptions

of ease of use, quality, and support of Adventist philosophy, multiple correlations exist for most

curriculum products. For example, teachers' perceptions about several NAD-developed

curriculum products followed the following pattern. The teachers who *use* the curriculum

material are also more likely to say the guide is *easy to use*, it *represents best practices*, and it

*supports the Adventist philosophy of education*. This correlation pattern was evident for seven

NAD-produced curriculum products: the *K-8 Language Arts Curriculum Guide*, the *K-8

Physical Education Curriculum Guide*, *Elementary Health Supplementary Materials*, Elementary

Bible Textbook (*Exploring His Power*), the *K-12 Mathematics Curriculum Guide*, the *9-12

Modern Languages Curriculum Guide*, and the *9-12 Physical Education Curriculum Guide*.

While the other curriculum materials did not show correlations for each of these four items, all

showed correlations between two or more of these items.  Thus, in general the more positive a teacher in their perceptions of the use or quality of a particular curriculum material, the more likely they were to be positive in their other perceptions toward that material.  The one interesting exception was the secondary religion textbooks.  The responses to these items show a correlation between perceptions of ease of use and best practices, but no correlation to use of the textbooks.  In other words a teacher was just as likely to say the textbooks were easy to use, represented best practice, or supported the Adventist philosophy of education whether or not they used the textbooks.  It appears the reasons for non-use of the secondary Bible textbooks are not related to perceptions of curriculum quality.  See the Appendix for correlation tables for each curriculum product.

<div align="center">Support of the Philosophy of Adventist Education</div>

Two sets of questions asked in the Profile 2004 survey related to the distinctiveness of the Seventh-day Adventist education.   The first set of items gathered perceptions about how well the materials developed by the North American Division (NAD) help to meet the spiritual, social, cognitive/mental, and physical goals for students in the NAD K-12 school system.  The second set of items investigated how the NAD-developed curriculum materials support the Seventh-day Adventist philosophy.  Twelve different curriculum products are included in this analysis and discussion.

*Meeting the Spiritual, Social, Cognitive,*

*and Physical Goals of Adventist Education*

Four parallel items in the Profile 2004 survey asked respondents to indicate the extent to which the curriculum materials developed by the North American Division helped our school system meet it's stated spiritual, social, cognitive/mental, and physical goals for students. Response option for these items ranged from "very helpful." to "not helpful"

For instance, 519 (100%) teachers responded to the question, to what extent do the curriculum materials help to meet the spiritual goals for students?  The largest number of teachers (n=251, 48.4%) felt that the materials were "quite helpful."  The second largest number of respondents (n=136, 26.2%) agreed that the materials were "very helpful."  The third largest number of teachers (n=116, 22.4%) thought that the materials were of "little help."  And, the

least number of respondents (n=16, 3.1%) stated that the materials were "not helpful" (see Table 49).

Refer to Appendix B for Table 49

The next item asked, "To what extent do curriculum materials developed by the North American Division help [to] meet the [social goals] for students in your school? Five hundred, fifteen (100%) educators gave their feedback to this question. The majority of this number (n=221, 42.9%) felt that the curriculum materials were of "little help." Another group of educators (n=193, 37.5) believed that the materials were "quite helpful." A third group of teachers (n=68, 13.2%) saw the materials as "very helpful," while a small percentage of the respondents (n=33, 6.4%) claimed that the materials were "not helpful" in meeting the social goals for students in their schools (see Table 50).

Refer to Appendix B for Table 50

The next area that was assessed was the cognitive/mental goals. The question asked, "To what extent do curriculum materials developed by the North American Division help [to] meet the [cognitive/mental goals] for students in your school? Like in the previous question, 515 (100%) respondents reflected on this question. More than half of these people (n=269, 52.2%) agreed that the materials were "quite helpful." Another large number of teachers (n=161, 31.3%) thought that the materials were "very helpful." Another 70 (13.6%) educators were of the opinion that these curriculum materials were of "little help." However, a small number of 15 teachers (2.9%) disagreed completely that the materials were of any help (see Table 51).

Refer to Appendix B for Table 51

The final goals question asked related to how the materials helped to meet the physical goals for students. It asked, "To what extent do the curriculum materials developed by the North American Division help [to] meet the [physical goals] for students in your school? A total of 507 (100%) responses were elicited for this question. The largest number of these responses were obtained from 224 (44.2%) who saw the materials as "quite helpful." Another 174 (34.3%) teachers indicated that the materials were of "little help." Seventy teachers (13.8%) agreed that the materials were "very helpful," while 39 (7.7%) teachers disagreed completely to the materials being of any help to the physical goals for students in their schools (see Table 52).

Refer to Appendix B for Table 52

Responses to the question above resulted in a variety of responses from teachers who work with the students in the same system.  This response pattern may call for further study, as it may indicate a lack of collaboration among teachers, their colleagues, and possibly their employers.  Teachers in the NAD system need to get together with their colleagues to discuss the materials that they use in the classroom to see how these facilitate the goals set by the division.  Periodic professional development programs should be conducted after these materials are developed and while they are being used in the classroom to ensure that the teachers who use the materials understand and feel comfortable with them and are able to use them to attain the goals set for their students.

*Curricular Materials and Their*

*Support of Adventist Philosophy*

One K-12 curriculum guide, mathematics, was included in the Profile 2004 survey.  A total of 331 teachers, elementary and secondary, responded to the item that asked if the Mathematics Curriculum Guide supports the Adventist philosophy of education.  The largest number of teachers (N=153, 46.2%) agreed with the statement that the curriculum guide supports an Adventist philosophy of education.  The second largest number of respondents (N=148, 44.7%) provided a neutral response to this item.  Another 25 teachers (7.6%) indicated strong agreement with the statement.  Only five respondents (1.5%) indicated the curriculum guide did not support an Adventist philosophy (See Table 53).

Refer to Appendix B for Table 53

Elementary teachers were asked to evaluate several K-8 curricular items as to whether or not they support the Adventist philosophy of education.  These included the K-8 Curriculum Guides for Language Arts, Physical Education (PE), and Fine Arts.  Also included were the Health Supplementary Materials, Integrated Units Supplementary Materials, and the elementary Bible textbook released in 2003-04: *Exploring His Power*.

Responses in the two core curriculum areas, Language Arts and Bible, produced the same generally positive response pattern.  The largest number of respondents agreed that the curriculum guide or textbook supported the Adventist philosophy of education.  The second largest group of respondents provided a neutral response and the third most common response

was strong agreement (see Table 54). The responses toward the Bible textbook were more strongly positive than those toward the Language Arts Curriculum Guide.

Refer to Appendix B for Table 54

The pattern of responses for the other elementary curriculum items was different. The most common response for these items was neutral. The second largest number of responses indicated agreement. These were followed by those indicating they strongly agreed with the statement (see Table 55 and Table 56).

Refer to Appendix B for Table 55 & 56

A total of 48 (100%) teachers responded to whether or not the secondary social studies curriculum guides supported the SDA philosophy. A greater number (37) of these teachers (77.1%) were in agreement that the materials supported the philosophy of the church. Of these, six respondents (12.5%) indicated a strong agreement, while 31 of them (64.6%) simply agreed. Ten (20.8%) participants could not decide whether or not the materials supported the church's philosophy. Only one teacher (2.1%) disagreed completely that the curriculum materials supported the SDA philosophy (see Table 57).

Refer to Appendix B for Table 57

Eighty-three (100%) teachers provided responses to the question of whether the secondary Modern Languages curriculum materials supported the SDA philosophy. A little more than half were in agreement. Five of these people (6.0%) voted a strong agreement, while 39 of them (47.0%) just agreed. However, another 39 (47%) could not make a decision either way (see Table 58).

Refer to Appendix B for Table 58

Responding to the same question in relation to the secondary Language Arts curriculum guides, 96 teachers (100%) indicated their opinions. Patterning after the responses concerning the Modern Languages curricular guides, more than half of the respondents indicated that the Language Arts curriculum guides supported the philosophy of the Seventh-day Adventist church. Fifty nine of these respondents (61.5%) agreed, and four (4.2) strongly agreed. However, a large number of teachers (31 = 32.3%) provided a neutral response, and two (2.1%) disagreed completely that the Language Arts curriculum guides supported the SDA philosophy (see Table 59).

Refer to Appendix B for Table 59

Academy teachers' opinions were sought also regarding how the Physical Education curriculum guides supported the SDA philosophy. Seventy-nine respondents (100%) stated their opinions about this. Of this number, almost two-thirds of the people affirmed support of the philosophy in these guides. Whereas seven of these teachers (8.9%) affirmed these guides strongly, 44 (55.7%) of them had no problem agreeing. But another 26 teachers (32.9%) indicated neutrality, while two (2.5%) disagreed completely (see Table 60).

Refer to Appendix B for Table 60

In addition to the curriculum guides above, academy Bible textbooks were assessed to see if they represented the philosophy of the church. Of the 88 teachers (100%) who responded to this question, 75 (85.2%) of them indicated support of the SDA philosophy by the textbooks. Twenty-two of the 75 presented strong affirmation of the philosophy of the church by these materials. Fifty-three (60.2%) acknowledged that the materials were in support of the philosophy. Ten (11.4%) preferred to remain neutral; one (1.1%) disagreed completely, and two presented strong disagreement (see Table 61).

Refer to Appendix B for Table 61

The above responses by Seventh-day Adventist academy teachers as to the assuredness of the curricular guides they use in their classes reflecting the philosophy of the Seventh-day Adventist church present quite an interesting mix for each of the subject areas studied. The responses ranged from strong agreement to strong disagreement, with the exception of Modern Language curricular guides where there were no disagreements. Also, for each of the guides, only a small number of teachers (between 4 and 7, with the exception of Bible textbooks which had 22 responses) felt a strong conviction that the guides spoke to the SDA philosophy.

The large number of neutral responses to all the philosophy items is a cause for concern. This could indicate a perspective that the curricula materials are not particularly effectively in supporting Adventist philosophy. Another possible interpretation is that the teachers are unsure in their own understanding of the Adventist philosophy of education. Or perhaps these teachers have a theoretical understanding of the Adventist philosophy of education but are unable to decipher it in such guides. Whether one of these interpretations is more accurate than the other, or indeed if something else explains these responses, will require additional investigation. This

"soft" response to the support of an Adventist approach to education in our curriculum materials indicates that as a system we are faced with a serious challenge to maintaining the unique ethos of Adventist schools.

The leadership of the Adventist education system may want to provide additional professional development focused on the unique features of Adventist education, including our philosophical approach. This professional development would ideally bridge to the world of practice to help teachers understand the day-to-day implications of a particular philosophical approach.

<center>Correlation to national standards</center>

Of the 540 participants in this study, 524 responded to the item that stated "Standards developed by national professional organizations should be included in NAD Curriculum Guides." Less than ten percent of the respondents disagreed with the statement, while about one-fifth (20.4%) selected a neutral response. Almost half of respondents (48.3%) agreed with the statement, while another fifth (22.1%) strongly agreed with the statement (see Table 62). These results are represented graphically in Figure 5.

<center>Refer to Appendix A for Figure 5</center>

<center>Refer to Appendix B for Table 62</center>

Profile participants were given the opportunity to expand their ideas about the inclusion of national standards by a subsequent, open-response survey item, which stated "Explain any concerns you have about including national standards in North American Division Curriculum Guides." Over one-third of the respondents (206 or 39.3%) provided a response to this prompt. Responses were categorized according to the content of each comment. Thus a single comment was often placed in more than one category if the content was diverse. Analysis of the 206 comments resulted in the creation of 21 categories and 306 classifications across all categories.

*Maintaining Adventist Distinctiveness.* The largest category of comments (N=116, 37.9%) raised concerns about maintaining distinctively Adventist schools even if national standards were used in NAD curriculum guides. Some concerns highlighted the differences

between public and Adventist education, such as this comment from an elementary teacher, "My main concern is that they might cause some teachers to forget that the ultimate goal of our system should be to save our children for the Kingdom." Another elementary teacher said, "Public education is marching to a different drummer. The agenda of many that thwart and ridicule our belief system and mission is the agenda that is winning – whether it is taking God out of creation, [taking] God out of history, [or] denying Christian family values." One teacher educator emphasized the same idea, "[National standards] should be included to show intent to meet these standards inasmuch as they are in accord with Christian educational principles, but [they] should not be the foundation for [our] curriculum decisions."

A secondary teacher commented, "They should be included only as a courtesy so that there is no mistake that we are not obligated to follow them, but may as the opportunity arises." An elementary teacher agreed, "To some extent we do need to keep in touch with the national and state standards. But as an Adventist Christian school we have the right and freedom to have a different focus. We should not be afraid to go against the grain of regular education."

Other comments were more specific about the fact that Adventists have received counsel from God regarding our educational system. One elementary teacher said, "We must remain true to Biblical values and to the educational values given in the book Education (Ellen White). Not all secular curriculum goals are consistent with our beliefs."

A second teacher said, "I would hope that the blueprint that has been given is always our guide as we live in this world and prepare young minds to work in this world. However, I believe also that we should keep up with current trends as they do not cross or hinder our work . . ." Another elementary teacher lamented lost opportunity, "If we followed the instruction God has given, we would be the pace setters!"

Some respondents highlighted potential conflicts with the content of national standards, most commonly standards related to the teaching of evolutionary theory. One secondary respondent stated, "[I am concerned with] their prevalent use of Evolution theories, and some textbooks that have actually 'rewritten' history in order to make it politically correct. They go too far."

Many other comments made concerned the philosophical or world view differences between those who drafted the national standards and Adventist educators. This was succinctly stated by one secondary teacher, "I am not sure . . . any standards [that have been] developed would be compatible with our world view."

Some respondents were strongly opposed to the use of national standards at all (N=7, 2% of categorized responses). Some expressed this opposition in terms of maintaining the Adventist character of our schools. One administrator put it this way, "We should have our own standards. We are separate from the world. Let's stay separate."

A teacher educator agreed but with slightly different justification, "The North American Division has highly qualified personnel in all areas and is fully capable of designing its own standards. By adding national standards we would be increasing exponentially the work loads of curriculum workers. . ."

*Should We or Shouldn't We.* The second largest category of responses (N=49, 16.0% of categorized responses) was a cluster of comments as to whether or not Adventists should include national standards in their curriculum guides, and if yes, then how should those standards be used. Within this category, the largest number of responses indicated the standards should be merged if the specific standards were appropriate for Adventist education (N=20, 6.5% of categorized responses). Many of the comments shared in the preceding section are examples of

this category.  These respondents felt we should include national standards that were in agreement with Adventist educational philosophy and goals.

More than one-fourth of the responses in this category (N=14, 4.6% of categorized responses) expressed a desire to merge national standards and Adventist standards.  One secondary teacher expressed her opinion this way, "They should be included.  As times goes along and students are seeking a job or a position they are going to encounter other aspects [of knowledge] that are not included in our curriculum."  It should be noted that none of the comments in this category stated we should accept standards that were in conflict with Adventist theology or philosophy of education.  Perhaps these respondents assumed that any incorporation of national standards would be selective.

*Proceed with Caution.*  The third largest category of responses was composed of specific cautions about using national standards (N=39, 12.7% of categorized responses).  Some expressed the need to be cautious concerning educational fads, "I see fads come and go in Education.  I'd like much more to be driven by principle."  Others see the current standards movement as implemented in the United States and in conflict with good educational practices, "I believe that the national standards are great for reference, but would be very disappointed if we moved to the one size fits all testing process that seems to be rampant in America."

Perhaps this comment from an elementary teacher presents the strongest caveat, "I believe the USA public system is failing miserably.  Why should we buy into anything they are promoting when they can't even get their own act together?  They are heavily influenced by 'political correctness' regardless of whether or not it is ['spiritually correct']"

*Remaining Current and Competitive.*  Twenty-one (6.9% of categorized responses) referenced national standards as a way of helping the Adventist system remain "current" and stay

"competitive". These comments were most likely to come from elementary/junior academy teachers. Representative comments include the following: "We need to be aware of what the nation requires and be sure we are competitive." "We need to be on par or better than what the national standard expects if we want to claim that we offer competitive/superior education." "It will help many schools prove compliance with local or state standards. It can be an important recruiting tool."

*Local not National.* The fifth largest group of comments (n=14, 4.6% of categorized responses) were reminders that while national standards have been developed by professional organizations in the United States, those standards may or may not apply at the local level, particularly in Bermuda or Canada. One Canadian administrator indicated the difficulty of trying to integrate US national standards and each Canadian province's unique standards into the NAD curriculum guides, "We follow the provincial curriculum and integrate our church materials. Each province is different so [inclusion of each province's curriculum] would not be possible." A Canadian teacher stated, "We are in Canada and each province looks after education. Therefore it would be impossible to include the variations. Plus if you do USA stuff it doesn't apply." An elementary teacher from the United States also addressed this idea, "It will help many schools prove compliance with local or state standards."

**Curriculum Priorities**

This section of the report answers the question, "What are stakeholders' perceptions regarding priorities for future NAD curriculum projects?"

All survey respondents were invited to type in comments discussing what they viewed as the most important curriculum priorities for the North American Division. Of the 294 elementary and junior academy respondents, just over one-third (105) provided comments about

curriculum priorities.  Two of these were specific to the secondary curriculum and are not included with the elementary curriculum discussion.  The greatest number of comments clustered around four of the five core curriculum areas:  language arts, science, religion, and social studies.  Math was the only core curriculum area mentioned by fewer than 20% of the persons who wrote in comments (see Table 63).

Most comments related to curriculum priorities were focused on the reading curriculum.  Sixty-six persons, or 64% of those who wrote in comments, mentioned the elementary reading text books.  Several teachers indicated they knew a new reading series was under development and they were anxiously awaiting its arrival.  When comments about the reading curriculum are combined with comments related to the language arts curriculum, they total 80 comments.

Science was the second most-mentioned curriculum area.  Science was mentioned by 44 teachers (43%) as being a high priority for NAD curriculum development.  Of these 44 comments, 6 were specific to the lower grades textbooks, 10 were specific to the upper grades textbooks, 25 referred to all K-8 science curriculum resources, and 3 cited a need for multi-grade science materials.

The religion curriculum was mentioned by 39 respondents (38%) as a top priority for revision.  Almost all of these comments were directed at the general, K-8 religion curriculum or the upper grades religion curriculum.  Only two comments specifically mentioned the K-4 curriculum.  One person asked for a new curriculum for grades 9-10 religion classes.  Again, some teachers mentioned they were aware of work toward the development and release of the new grades 5-8 religion books.

The social studies curriculum was listed as a priority for future development by 22 (21%) individuals.  Two additional areas of concern were mentioned by about one-sixth of the respondents.  They were our multi-grade/multiage curriculum and the computer/technology curriculum.  Eighteen individuals made comments that didn't fit into a particular category of the school curriculum.

Curriculum priorities as expressed by senior academy teachers were quite different from those described by elementary or junior academy teachers.  Eighty high school educators responded to this question.  This report would focus only on the five categories with the largest

number of suggestions.  These included instructional strategies, curriculum development, technology, collaboration, and assessment.

Eighteen high school educators would like the NAD to place priority on curriculum projects that span across several areas of curriculum development.  For instance, four of these teachers indicated that they would like the division to conduct teacher training programs that would enable teachers to develop their own curriculum based on the national standards.  One would like to see relevant Bible curriculum using CD/DVD "rather than expensive consumable books."  Another would appreciate a correlation between the content of the curriculum guides and the Journey to Excellence goals.  One person suggested upgrading the computer curriculum guides in "digital format (PDF?)" since computer technology changes very fast.  Several requested a refining of the curriculum guides in all subject areas, and one asked that these guides be made succinct – one page.  Another teacher observed that the curriculum and challenge tests for the keyboarding and computer literacy courses are "grossly outdated".  Another requested some ESL (English as a Second Language) and Literacy guides.  One teacher requested a project on "integrated curriculum that are specially prepared with SDA perspectives".  This teacher observed that "many of the Christian curriculums have errors, especially the history curriculums. [Also] our understanding of religious liberty is contradicted."   One person recommended that the division should follow the model of the Alberta Province Curriculum, because it is the "best in North America", while another requested "more Canadian content or the flexibility to include Canadian content and provincial expectations."

Development of projects in instructional strategies is another area that teachers in the senior academy saw as needing immediate attention by the NAD.  Seventeen (17) teachers made comments that encompass a variety of areas.  One teacher requested project that would help with teaching emotional intelligence to students at all level, another called for project for developing the ITI (Integrated thematic instruction) model, another, for brain compatible learning, another for project based/real world learning and  ELRs, and one other person asked for materials in the area of block scheduling.  Three teachers seeks materials for helping students with special needs, one for help with students with diverse abilities, another for projects for students that are at risk, and another for advance students.  One teacher sees a need for teaching life skills.  This teacher sees not doing this as a "dichotomy for a church that claims to value strong family and children

who are raised to love the Lord not to mention our health message." One teacher would like to have "projects that include hands-on methods for teaching Algebra and Geometry." Finally, one teacher would appreciate curriculum projects that would focus on integrating values in all subject areas.

A third area of curriculum need that senior academy teachers would like to see the division work on within the next few years is that of technology. Comments from eight teachers ranged from upgrading computers, to "computer technologies – CTS – not just meaningless additions to current core classes," to re-introduction of applied technology courses that reflect a growth in the service sector", to the inclusion of new technology such as video editing, film making, etc, and finally to vocational technology.

In addition, respondents to this question thought about collaboration. Five individuals expressed need in this area. Two of these would appreciate the college and high school working together in major disciplines (English, Math, Sciences). And, five other teachers stated, in one way or another, a need for "helping upper elementary teachers prepare students for high school math and science. This, according to one of them, would help "raise entrance requirements" that would enable the students to "enter college in the Adventist system."

The last category of need that would be discussed in this report relates to assessment/testing/and test preparation. Of the five persons who commented about these, one would like to see books updated to include books for "advance placement and honors courses." One person would see materials that would help prepare students for placement tests. Another teacher would like the division to develop materials on assessment; another would appreciate materials on testing and test preparation.

Besides K-12 teachers who suggested curriculum priorities for the North American Division, teacher educators also had the opportunity to express their desires about what curriculum projects they would like the NAD to focus on in the next few years. Eighteen of these educators responded with 21 proposals. And, of these 21 proposals, only two requests were repeated by more than one individual.

Four of the teacher educators considered a matter of priority resource materials that would enable teachers to integrate faith and learning in all subject areas. One of these teachers would like to see "biblical theological foundations in this integrated curriculum." Another

educator requested for integrated curriculum projects that would incorporate "SDA lifestyle concepts." This respondent stressed the need to "rediscover our philosophy, and claimed that we have only "[paid] lip-service" to our philosophy. The fourth individual requested "educational technology guidelines and resources in the area of integration of faith and learning."

The second item that attracted more than one request is updating the reading and science series. Two teachers made these requests. Even though all the other suggestions received requests by single individuals, some of them are worthy of consideration as priority projects for the NAD. Most of these other ideas were similar to those suggested by K-12 teachers.

**Educational Issues**

This section answers the question, "What are stakeholders' perceptions of the following important educational issues facing the system? (a) Students with special needs (b) Home schooling".

To ascertain respondents' perceptions of including students with special needs in the regular classroom, two different yet similar items were used, based on the job type of the respondent. Teachers in the K-12 schools and the teacher educators were asked to respond to the statement, "I welcome students with special needs in my classroom." System-level administrators were asked to respond to the question, "Do you believe teachers should welcome students with special needs into their classrooms?" When responses to this item are aggregated for all respondents, 61.4% of respondents either agreed or strongly agreed. Only 10.2% of respondents disagreed. Almost a third of respondents (28.4%) gave a neutral response to this item (see Table 64 and Figure 6). When this item was analyzed by job type, it was discovered that K-12 teachers and system-level administrators were most likely to select "agree" in response to this item, while teacher educators were most likely to select "strongly agree" (see Table 65).

<div style="text-align:center">
Refer to Appendix A for Figure 6

Refer to Appendix B for Table 64

Refer to Appendix B for Table 65
</div>

Two items were included on the survey instrument to gather information about how Adventist schools are interfacing with parents who educate their children at home. The first item

asked the respondent to estimate the percentage of children from their local church who were being schooled at home.  The most common answer to this item was "I don't know."  However, elementary teachers and system-level administrators were more likely to report they knew the percentage of children being home schooled than were secondary teachers.  Teachers educators were not asked to respond to this item (see Table 66).

<div align="center">Refer to Appendix B for Table 66</div>

The second item related to home schooling asked respondents to indicate which of the following services their school provided to home school parents and children: art instruction, music instruction, physical education, library access, or access to core curriculum guides.  The most commonly reported services provided home school families were music instruction (n=165) and library access (n=130) (see Table 67).

**Teacher Quality and Commitment**

This section of the report answers the question, "What do indicators tell us about the availability of quality teachers in the NAD?"

The Profile 2004 survey collected information on three measures of teacher quality and asked for nominations of excellent educators throughout the U.S., Canada, and Bermuda. Indicators of quality included the highest degree earned, current certifications, and continuing education (work toward new or renewed certification). Analysis of these three indicators reveals that NAD educators on the whole are well trained and experienced.

<div align="center">Degrees Held</div>

In terms of the highest degree completed, patterns were evident, based on the respondents=job descriptions. Secondary teachers tended to hold more advanced degrees than elementary teachers. Likewise, system-level administrators tended to hold more advanced degrees than K-12, and teacher educators tended to have earned more advanced degrees than all other respondents.

Elementary teachers with bachelor=s degrees (47.6 percent) only slightly outnumbered those with Master=s degrees (47.2 percent) (see Figure 7). More than half (59.5 percent) of academy educators indicated they held a Master=s degree, while 35.3 percent held a bachelor=s degree. More than two-thirds of system-level administrators (71.7 percent) had Master=s degrees; 26.1 percent held degrees beyond that level. As would be expected, teacher educators had the largest percentage (88.0 percent) of doctoral degrees. The traditional Adventist emphasis on preparation for service through education is reflected in the fact that more than 60 percent of all respondents had earned Master=s degrees or higher.

Refer to Appendix A for Figure 7

Teaching Certification

The Seventh-day Adventist Church in North America issues teaching certificates to persons who meet minimum standards. In each category, the largest percentage of respondents indicated they currently held the Professional Certificate, the highest teaching qualification issued by the church (see Figure 8). For K-12 teachers, the second highest number of respondents held the Standard Certificate, which requires completion of a bachelor=s degree and course requirements plus three years of successful teaching in the Adventist system. A little more than 10 percent of the K-12 respondents indicated that they held Conditional Certificates, typically issued to those who have completed a bachelor=s degree or perhaps even hold a state teaching certificate but have not completed the specific Adventist requirements for certification.

Forty-five percent of all respondents indicated they held no form of state or provincial certification. This could explain some of the negative comments about Adventist teachers= qualifications if people equate the lack of a state/provincial certificate with inadequate teaching preparation. However, some states and provinces do not require private school teachers to hold state credentials, so the church has not pushed teachers to maintain dual certifications except where it is required.

Refer to Appendix A for Figure 8

Continuing Education

The third measure of teacher quality included in this study was continuing education. The largest number of respondents in each category reported that they were working toward renewal of their current certificate. The second largest group of K-12 teachers reported working toward their Professional Certificate. A large number of K-12 teachers and system-level administrators said they were not working on any certificate. There could be several reasons for this response pattern. Two of these reasons could be: Respondents were partway through their certification period would not need to work toward renewal for another year or two. Other respondents might be planning to retire before their current certificate expires.

<div align="center">Commitment to Adventist Education</div>

Several survey questions measured teachers= commitment to the Adventist educational system: (1) How many years have you worked in the system? (2) How likely are you to stay at your present school for the next three years? and (3) How likely are you to stay at any Adventist school for the next three years?

The average elementary teacher had worked 15.25 years for the church; the average secondary teacher 16.74 years. The median number of years reported by elementary teachers was 14, for secondary teachers, it was 16 years. These values indicate a fairly even distribution of less- and more-experienced teachers.

For both elementary and secondary teachers, commitment to the Adventist system increased with years of experience in the system until retirement age (see Figures 9 & 10). Perhaps those less committed to the system are weeded out as time goes on, and teachers nearing retirement may feel reluctant to leave a system in which they have invested so much time and energy. More than 60 percent of K-12 teachers indicated they would very likely or quite likely stay at their present school, and an even higher percentage indicated they would stay with the Adventist system. For elementary teachers, this number dropped after 31 years in the system.

<div align="center">Refer to Appendix A for Figures 9 & 10</div>

The largest group to say they probably would not stay in their present school were K-12 teachers with five or fewer years of teaching experience (25 percent). Still, only 15 percent indicated they were unlikely to stay in the Adventist system (see Figures 11 & 12). For teachers with 6-10 years of experience, 18 percent indicated they would not likely stay at their present school, while only 10 percent said they probably would not stay within the Adventist system.

These figures are consistent with turnover rates in American public schools (Darling-Hammond, (2003). Only as teachers approach retirement age, after 26 or more years of service, does this pattern change.

<div style="text-align:center">Refer to Appendix A for Figures 11 & 12</div>

By the time K - 8 respondents had worked 26-30 years in the system, just as many teachers said they were leaving their present school as were leaving the Adventist system. Qualitative data from Profile 2004 indicate this is primarily because of retirement plans. (This pattern was not seen in responses from secondary teachers.)

It is clear from the Profile 2004 data that a large majority of NAD educators are well educated, properly certificated, and committed to employment within the Adventist educational system. As the church faces the challenges of filling every position in every school with highly qualified and committed people, we must remember the importance of partnering. Our administrators must partner with Adventist teacher-preparation institutions to encourage more Adventist youth to go into teaching. We must work together with our members and students. And most important, we must partner with Christ for true transformation to occur, and to accomplish our goals.

**Finances**

This section of the report answers the question, "How do finances affect NAD educational work?"

Several items were included on the Profile instrument that asked educators to indicate how much effect finances had on certain aspects of the K-12 school program. The first concerned enrollment from constituents. When asked to what extent do financial status affect the number of students from the constituency who attend our school, forty percent (40.2%) of respondents indicated a great effect, forty-one percent (41.3%) indicated a moderate effect, while almost nineteen percent (18.5%) reported little or no effect. Only one hundred and eighty-nine (189) of the five hundred and forty (540) respondents answered this question.

The second financial item concerned the competitiveness of the school's program. In response to the effect of finances on the competitiveness of the schools' program four hundred and sixty-five (465) teachers responded: 198 (42.6%) of them indicated a great effect; 187

(40.2%) indicated a moderate effect; 68 (14.6%) indicated little effect. Only 12, almost three percent (2.6%) of respondents who answered this question indicated no effect.

When asked how finances affected the ability of their school to adopt new NAD curriculum, four hundred and sixty-five (465) individuals responded: 133 (28.6%) indicated a great effect; 169 (36.3%) indicated moderate effect. One hundred thirteen (25.2%) reported little effect. Ten percent (10%) of respondents indicated that finances had no effect on the acquisition of new NAD Curriculum materials.

Two hundred and eighteen (51.2%) of respondents indicated that the financial status of their school had a great effect on availability of technology. One hundred and thirty-two (31.0%) of respondents reported a moderate effect; fifteen percent (15.0%) reported little effect; and almost three percent (2.8%) reported no effect. Four hundred and twenty-six (426) individuals responded to this item.

When asked how the financial status of the school impact teacher's personal effectiveness one hundred ninety-seven individuals responded. This question was only asked to senior academy teachers. Fifteen percent (15.0%) indicated little effect while slightly over sixteen percent (16.2%) reported a great effect. Close to sixty-nine percent (68.5%) of respondents indicated little or no effect.

These findings reveal that the availability of new technology, competitiveness of the school's program, and the number of students from the constituency who attend NAD schools are the three areas significantly affected by the financial status of schools in North American Division. About eighty-three percent (82.8%) of respondents indicated great or moderate effect for effect on the competitiveness of schools' program: slightly over eighty-two percent (82.2%) indicated moderate or great effect in response to effect on availability on new technology: close to eighty-two (81.5%) percent indicated moderate or great effect for effect on number of students from constituency who attend our schools.

If parents' perceptions are similar to those expressed here by teachers, then this financial impact on school quality may nudge some parents to pursue alternative educational institutions for their children. Others may perceive the lack of new technology as a severe flaw in the quality of the school's program.

Sixty-five (65.0%) percent of respondents indicated that the financial status of the school had moderate or great effect on the adoption of new NAD curriculum. This would indicate that

principals and Conference Education directors are giving priority treatment to making new curriculum and curriculum materials available to teachers. This is a positive indicator but what could be done to reduce the correlation between financial status of schools and the availability of new NAD curriculum. This issue requires more in-depth investigation.

Close to fifty-two percent (51.7%) of secondary teachers reported that financial status of school had moderate or great effect on teachers' personal effectiveness. Teachers are doing their jobs regardless of the financial climate of the school. One question that arises from this finding, however, is "Are the teachers affirmed, adequately compensated, and mentored in a manner comparable to the daily service they render?" A related question is "How do we prevent teacher burnout?" Further dialogue, inclusive of teachers and their administrative personnel, is needed to identify solutions.

In Adventist schools, the issue of finance is often closely tied to the issue of enrollment. Due to the tuition-driven nature of most of our schools, this finance-enrollment relationship is unlikely to change in the near future. Therefore some items were included on the Profile 2004 instrument concerning influences on enrollment.

When asked to what extent the socio-economic status of the local constituency affected school enrollment almost five percent (4.8%) said little effect; seventeen percent (17.0%) said little effect while seventy-eight percent (78.0%) indicated great or moderate effect. Four hundred seventy-six respondents answered this question.

When asked how perceptions of teacher quality affected enrollment four hundred seventy-one respondents answered this question. Three hundred sixteen (67.1%) reported moderate or great effect: one hundred nine (23.1%) said little effect; and forty-six (9.8%) perceived no effect. Perceptions of SDA Education/Curriculum had a greater impact on enrollment than perceptions of teacher quality: three hundred fifty-three respondents (75.1%) perceived moderate or great effect, ninety-three (19.8%) perceived little effect, and twenty-four (5.1%) of respondents perceived no effect on enrollment as a result of SDA Education/Curriculum.

Next participants were asked about their perceptions of school enrollment in relation to school location; four hundred seventy individuals responded. Three hundred sixteen (67.2%) indicated the location of the school had a moderate or great effect; one hundred eleven (23.6%) indicated little effect; and forty-three (9.1%) indicated no effect.

These findings indicate that teachers perceive socio-economic status as the greatest factor impacting enrollment in NAD schools.  A second contributing factor is constituents' perception of SDA Education, followed by location of school then perception of teacher quality.

**Government Funding**

This section of the report answers the question, "What are stakeholder perceptions concerning governmental support of parochial schools through vouchers in the United States?"

Participants were invited to share their perceptions of whether or not schools in the United States should accept Government funding and impact they perceive it would have on their schools.  When asked if Government funding would increase enrollment three hundred sixty-two educators (72.8%) indicated agreement or strong agreement; sixty-two (12.4%) were neutral; and seventy-four (14.9%) disagreed.  Four hundred ninety-eight individuals responded to this question.

When asked if government funds would lead to government involvement in the administration of the local school, three hundred fifty-five participants (71.7%) indicated agreement or strong agreement:  fifty-two participants (10.5%) selected a neutral response; and eighty-eight (27.3%) indicated they disagreed or strongly disagreed.  Four hundred ninety-five participants answered this question.

Two hundred ninety-three participants (59.3%) agreed or strongly agreed that government funds would improve their schools' situation.  One hundred six (21.5%) participants were neutral on this question:  ninety-five participants (19.2%) disagreed or strongly disagreed.  Four hundred ninety-four participants answered this question. When questioned about whether accepting government funding were against their religious convictions two hundred forty-eight (50.0%) agreed or strongly agreed:  one hundred eight (21.8%) were neutral; one hundred forty participants (28.2%) disagree or strongly disagreed.  Four hundred ninety-six participants responded to this question.

Teachers believe that accepting government funding would boost their enrollment and financial status but half of them are resistant to accepting government funding because they believe that it is against their religious convictions.  A significant number of teachers remained neutral on the matter.  Are participants really neutral or are they not sure about their belief system with regards to this issue?  Could it be that respondents from the church in Canada remained neutral on the matter since government funding is already a reality in some provinces?

Could it also be that because this is perceived to be a sensitive issue participants prefer to refrain from sharing their option on the issue?  This issue lends itself for further investigation as it is important that those who teach our young are sure about their religious convictions.

## Recommendations

1. Continue to highlight J2E and its Preferred Practices.

2. Provide continued professional development opportunities in each preferred practice in an effort to reduce the number of educators who say they have "never heard of" a preferred practice.

3. Seek ways to provide additional leadership development to interested teachers and principals.

4. Affirm teachers' positive attitudes toward diversity in their classrooms.

5. Continue to encourage teachers' use of diverse instructional strategies as one method of meeting the needs of the diverse learners in our classrooms.

6. Provide on-going professional development specific to the use of NAD curriculum materials.

7. Clearly identify unique features and perspectives of Adventist education and communicate those throughout the church community.

8. Clearly identify national, state, or provincial standards that are in conflict with Adventist theology and/or philosophy of education.

9. Give study to developing Adventist materials designed for including students with special needs.

10. Encourage teachers to seek additional training in relation to students with special needs.

11. Provide training at Adventist institutions of higher education to help teachers learn how to serve students with special needs.

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Appendix A

Figures

Figure 1

*Profile 2004 Research Team Members*

| | |
|---|---|
| Larry Burton, Project Director (AU) | June Fiorito (CaUC) |
| Pretoria Gittens-St. Juste, Project Manager | Jimmy Kijai (AU) |
| [Graduate Assistant] [AU] | Faith-Ann McGarrell [Graduate Assistant] |
| Frances Bliss (OC) | [AU] |
| Myrna Colon (SAU) | Paul Mosheti [Graduate Assistant] [AU] |
| Lee Davidson (AU) | Constance C. Nwosu (CaUC) |
| Carolyn Doss (CaUC) | Ray Ostrander (AU) |
| Robert Egbert (WWC) | Jerry Thayer (AU) |

Figure 2

*Respondents by Union Conference*

**Union Conference**
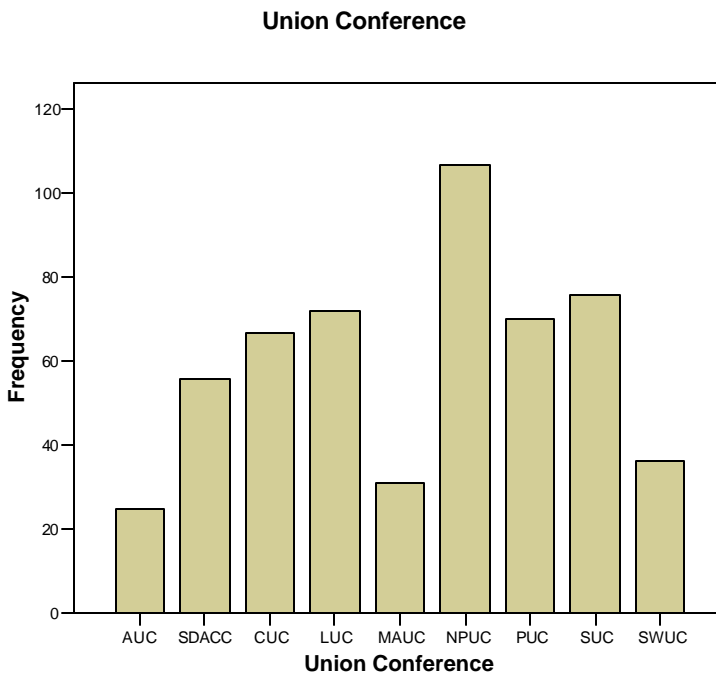
Figure 3

*Respondents by Years in Adventist System*

**SDA Years by Categories**
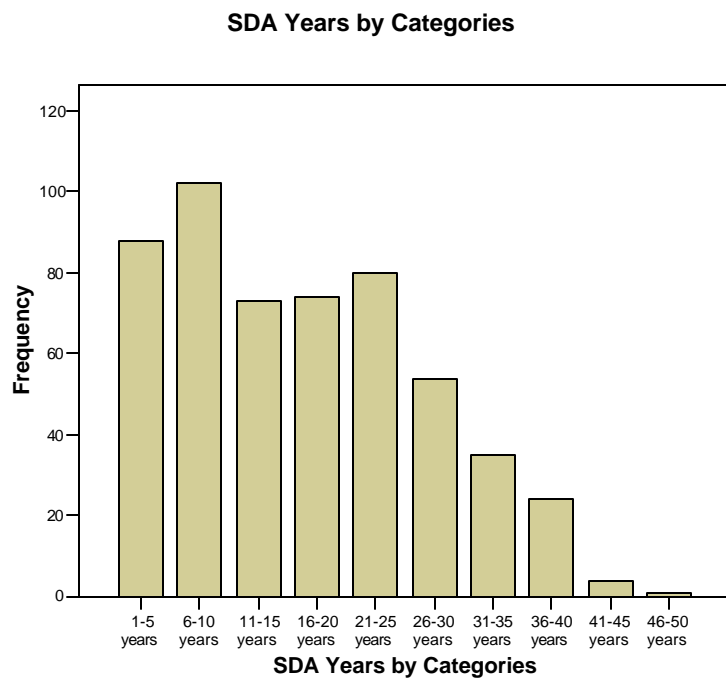
Figure 4

*Positive Examples of Home-Church-Academy Partnership*

| Institutions | Individuals, continued |
|---|---|
| Andrews Academy | Holm, Mark |
| Avalon Adventist Academy | Honey, Kevin |
| Collegedale Academy | Housing, Sherry |
| Fraser Valley Adventist Academy | Hurd, Alan |
| Milo Adventist Academy | Jamieson, Tracey |
| Tri City Junior Academy | Jeffery, Dave |
| **Individuals** | Kossick, Kevin |
| | Kruger, Judy |
| Aaron, Robin | Lay, Andrew |
| Anderson, Richard | Lee, Deb |
| Bair, Timothy | Lee, Tom |
| Baker, Glen | Lenz, Ruth |
| Becker, Mark | Lewis, Sharon |
| Branon, Kathy | Light, Del |
| Brayton, Myrna C | Litchfield, Le Claire |
| Burgin - Hall, Judy | Livesay, Barbara |
| Carey, Phil | Longhofer, Wayne |
| Cheeseman, Jane | Lund, Connie |
| Cone, Jesse | Mathis, Don |
| Coon, Jay | McKenzie, Roo |
| Corbin, Gary | Messenger, Jacqueline |
| Cornell, Mr (Highland Academy) | McGuire, Tommy |
| Cox, Michelle | Moore, Wanda |
| Crabtree, Lynden | Newhart, Glen |
| Crosby, Gale | Nugent, Betty |
| Dawes, Sonia | Pega, Wendy |
| DeVore, Candy | Roehl, Louis |
| Dudley, Don | Shaw, Ken |
| Dunston, Lowell | Sheridan |
| Farmer, William | Short, Don |
| Gabrys, Steve | Smith, Ken |
| Gardner, David | Smith, Kristie |
| Gatama, Peter | Smith, Wayne |
| Graham, Denise | States, Ernest |
| Hall, David | Turner, Ron |
| Hallam, Keith | Yount, Lorene |
| Hansen, Lyle | Ziesmer, Craig |
| Harter, Alex | |

Figure 5

*Inclusion of National Standards*

**Inclusion of National Standards**
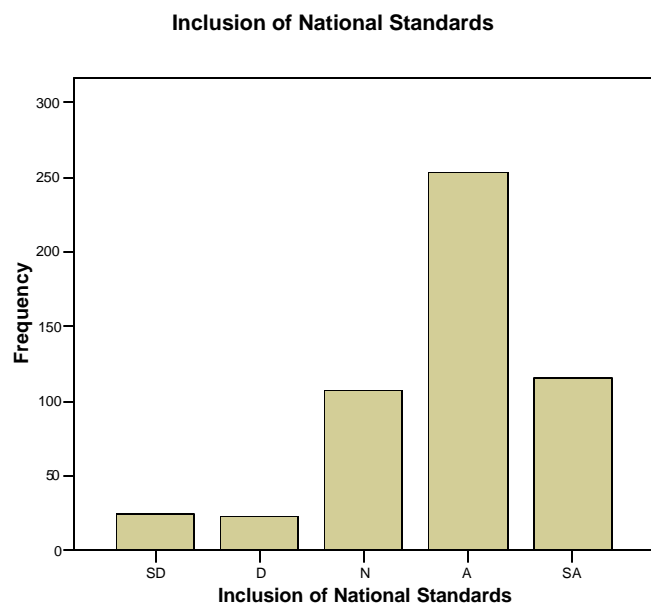


Figure 6

*I welcome students with special needs in my classroom*

**Special Needs Students in Classroom**

56
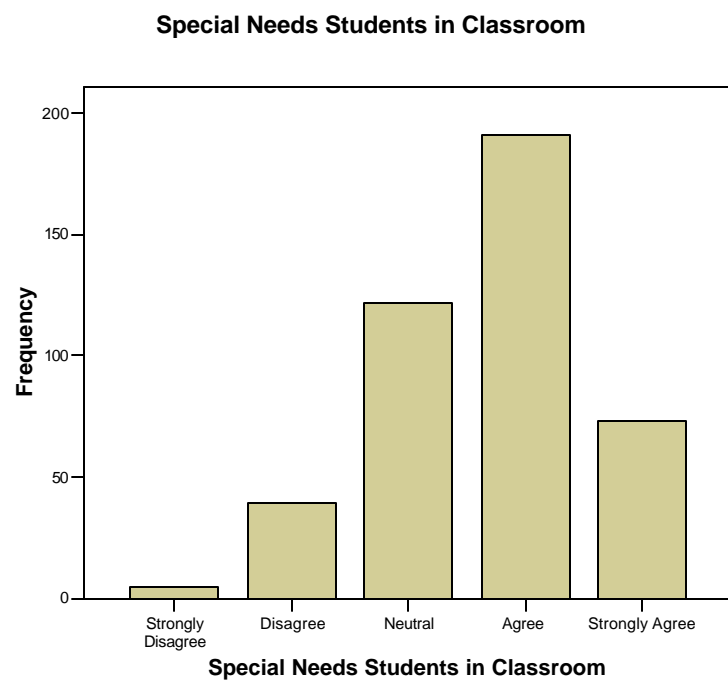
Figure 7

*Highest Degree Earned*
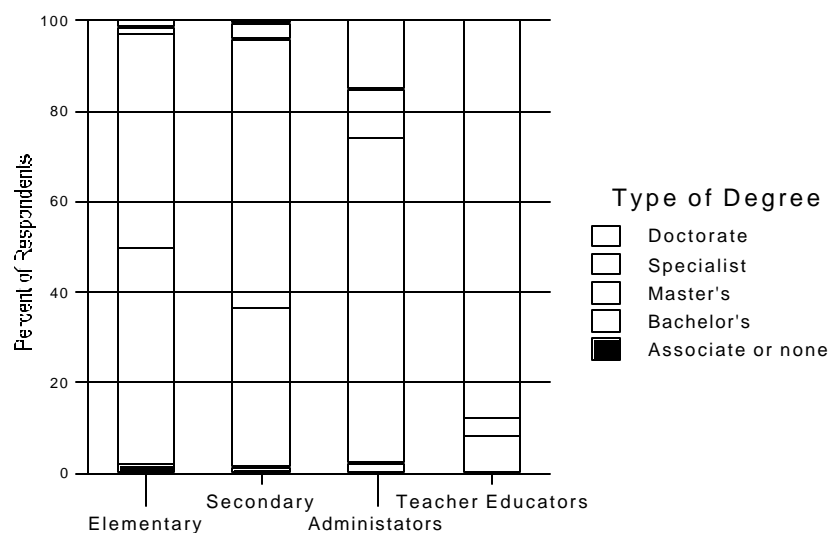


Figure 8

*Adventist Certifications*
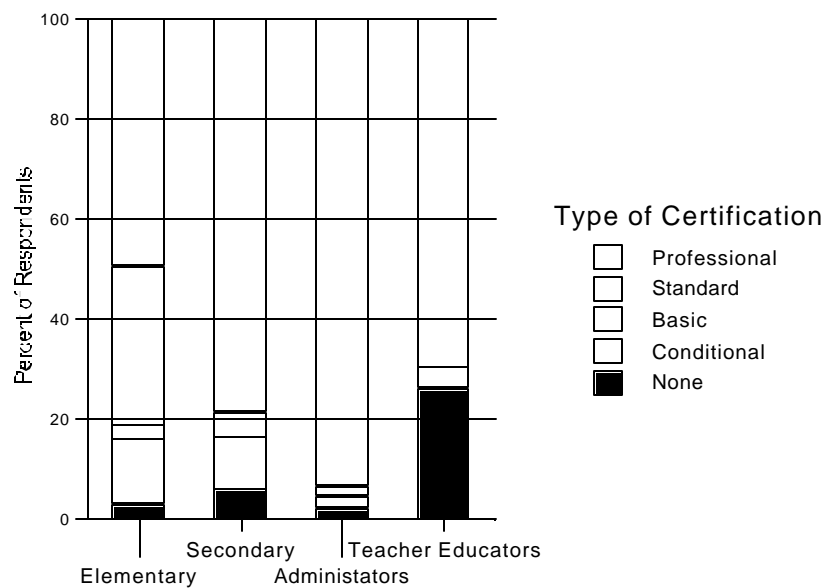
Figure 9

*Elementary Teachers' Commitment to the System*
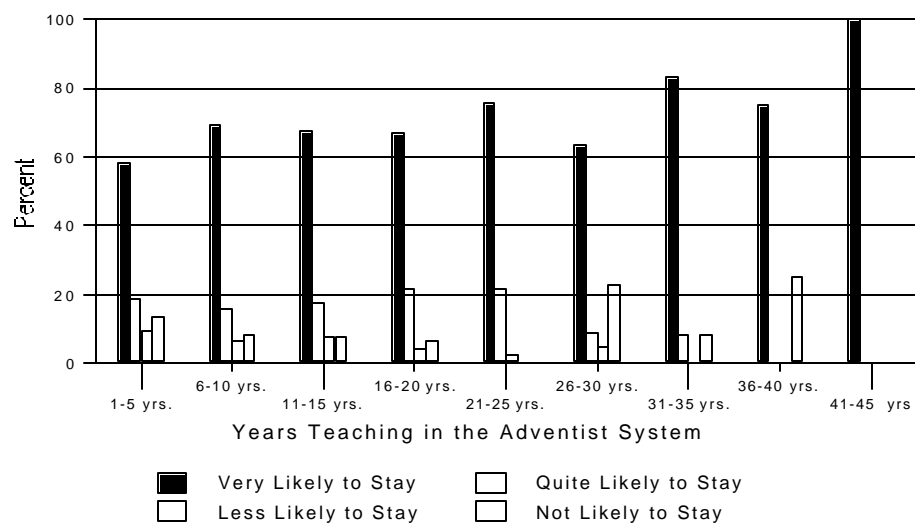


Figure 10

*Secondary Teachers' Commitment to the System*
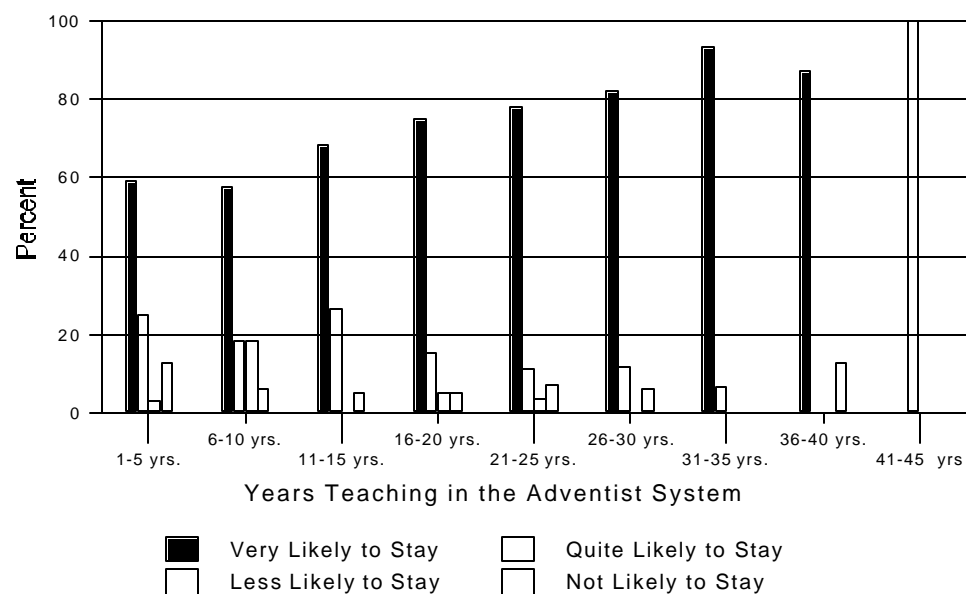
Figure 11

*Elementary Teachers' Commitment to the Current School*
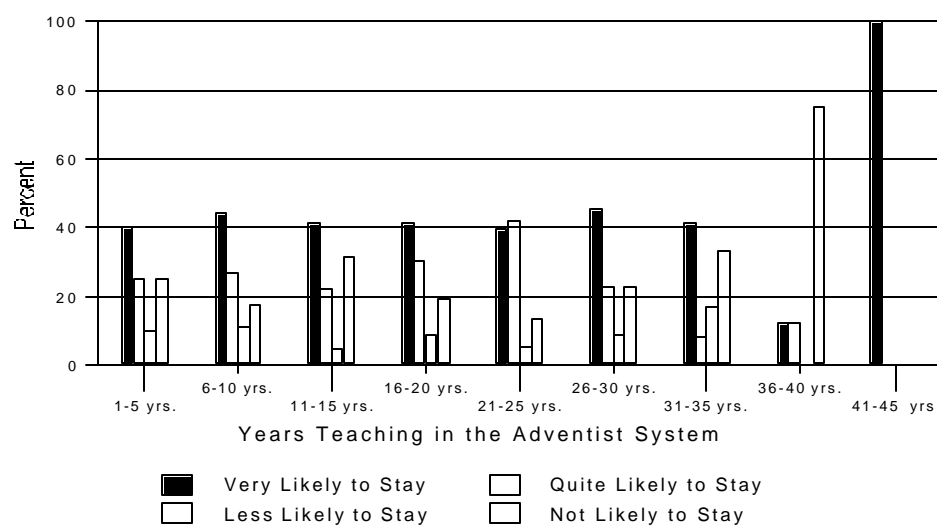


Figure 12

*Secondary Teachers' Commitment to Current School*
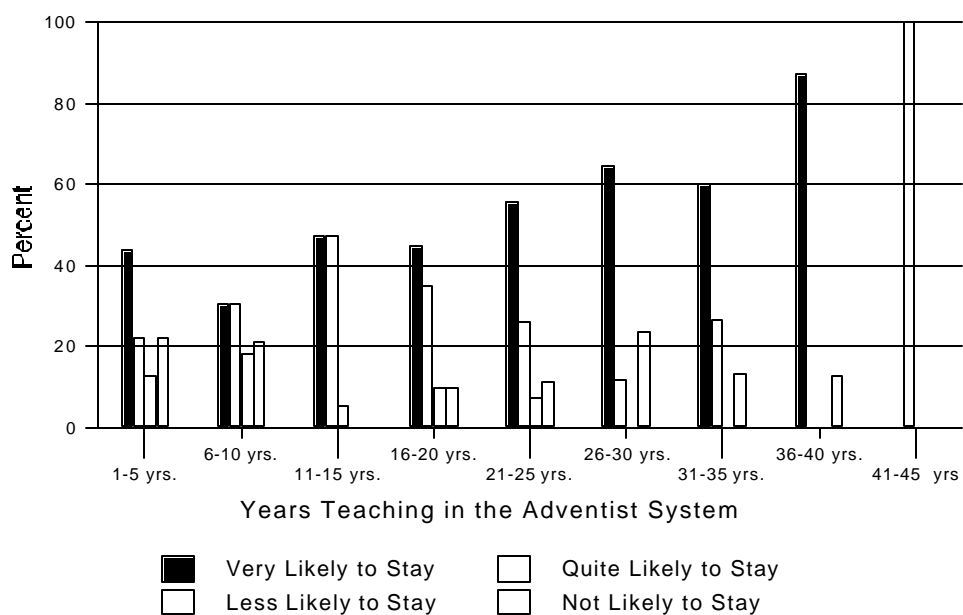
Appendix B

Tables

Table 1

*Respondents by Union Conference*

| | Frequency N=540 | Percent | Cumulative Percent |
|---|---|---|---|
| Atlantic Union Conference | 25 | 4.6 | 4.6 |
| SDA Church in Canada | 56 | 10.4 | 15.0 |
| Columbia Union Conference | 67 | 12.4 | 27.4 |
| Lake Union Conference | 72 | 13.3 | 40.7 |
| Mid-America Union Conference | 31 | 5.7 | 46.5 |
| North Pacific Union Conference | 107 | 19.8 | 66.3 |
| Pacific Union Conference | 70 | 13.0 | 79.3 |
| Southern Union Conference | 76 | 14.1 | 93.3 |
| Southwestern Union Conference | 36 | 6.7 | 100.0 |

Table 2

*Respondents by Type of Job*

| | Frequency N=540 | Percent | Cumulative Percent |
|---|---|---|---|
| Elementary Teacher | 294 | 54.4 | 54.4 |
| Secondary Teacher | 174 | 32.2 | 86.7 |
| System Administrator | 46 | 8.5 | 95.2 |
| Teacher Educator | 26 | 4.8 | 100.0 |

Table 3

*Respondents by Years in Adventist System*

| | Frequency N=535 | Percent | Cumulative Percent |
|---|---|---|---|
| 1-5 years | 88 | 16.4 | 16.4 |
| 6-10 years | 102 | 19.1 | 35.5 |
| 11-15 years | 73 | 13.6 | 49.2 |
| 16-20 years | 74 | 13.8 | 63.0 |
| 21-25 years | 80 | 15.0 | 77.9 |
| 26-30 years | 54 | 10.1 | 88.0 |
| 31-35 years | 35 | 6.5 | 94.6 |
| 36-40 years | 24 | 4.5 | 99.1 |
| 41-45 years | 4 | .7 | 99.8 |
| 46-50 years | 1 | .2 | 100.0 |

Table 4

*Respondents by Ethnicity*

|  | Frequency N=522 | Percent | Cumulative Percent |
|---|---|---|---|
| Asian | 11 | 2.1 | 2.1 |
| Black, African | 5 | 1.0 | 3.1 |
| Balck, Caribbean | 20 | 3.8 | 6.9 |
| Black, North American | 19 | 3.6 | 10.5 |
| Caucasian | 430 | 82.4 | 92.9 |
| Hispanic | 26 | 5.0 | 97.9 |
| Middle Eastern | 2 | .4 | 98.3 |
| Mixed Race | 5 | 1.0 | 99.2 |
| Native American | 2 | .4 | 99.6 |
| Pacific Islander | 2 | .4 | 100.0 |

Table 5

*Awareness of Preferred Practices*

| Question | Never heard of | Aware of | Basic understanding | Attempted to use | Use regularly | Advanced Understanding | Total |
|---|---|---|---|---|---|---|---|
| Administrative leadership | 94 (26.6)* | 85 (24.0) | 65 (18.4) | 42 (11.9) | 47 (13.3) | 21 (5.9) | 354 |
| Classroom Instruction | 80 (23.1) | 47 (13.6) | 49 (14.2) | 50 (14.5) | 87 (25.1) | 33 (9.5) | 346 |
| Climate | 94 (27.4) | 54 (15.7) | 34 (9.9) | 39 (11.4) | 95 (27.7) | 27 (7.9) | 343 |
| Diversity | 85 (24.9) | 58 (17.0) | 38 (11.1) | 41 (12.0) | 95 (27.8) | 25 (7.3) | 342 |
| Educational Technology | 81(23.8) | 48 (14.1) | 44 (12.9) | 49 (14.4) | 87 (25.5) | 32 (9.4) | 341 |
| Integrated Curriculum | 78 (22.7) | 53 (15.5) | 38 (11.1) | 74 (21.6) | 70 (20.4) | 30 (8.7) | 343 |
| Partnerships | 101 (29.5) | 81 (23.7) | 49 (14.3) | 64 (18.7) | 38 (11.1) | 9 (2.6) | 342 |
| Staff Development | 82 (24.0) | 64 (18.7) | 49 (14.3) | 48 (14.0) | 72 (21.1) | 27 (7.9) | 342 |
| Student Assessment | 81 (23.5) | 52 (15.1) | 35 (10.2) | 53 (15.4) | 102 (29.7) | 21 (6.1) | 344 |
| Time Utilization | 94 (27.2) | 58 (16.8) | 37 (10.7) | 65 (18.8) | 75 (21.7) | 16 (4.6) | 345 |

*number of respondents with percents in parentheses

Table 6

*Knowledge and Skills Gained at Principal's Workshop*

|  | Knowledge Gained at Workshop | | | Skills Gained at Workshop | | |
|---|---|---|---|---|---|---|
|  | Frequency N=74 | Percent | Cumulative Percent | Frequency N=74 | Percent | Cumulative Percent |
| Strongly Disagree | 0 | 0.0 | 0.0 | 0 | 0.0 | 0.0 |
| Disagree | 0 | 0.0 | 0.0 | 2 | 2.7 | 2.7 |
| Neutral | 5 | 6.8 | 6.8 | 11 | 14.9 | 17.6 |
| Agree | 47 | 63.5 | 70.3 | 44 | 59.5 | 77.0 |
| Strongly Agree | 22 | 29.7 | 100.0 | 17 | 23.0 | 100.0 |

Table 7

*I Would Like Additional Professional Development in Administration*

|  | Frequency N=71 | Percent | Cumulative Percent |
|---|---|---|---|
| Strongly Disagree | 1 | 1.4 | 1.4 |
| Disagree | 3 | 4.2 | 5.6 |
| Neutral | 5 | 7.0 | 12.7 |
| Agree | 32 | 45.1 | 57.7 |
| Strongly Agree | 30 | 42.3 | 100.0 |

Table 8

*Diversity in Classroom*

|  | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| Strongly Disagree | 11 | 2.5 | 2.5 |
| Disagree | 1 | 0.2 | 2.7 |
| Neutral | 6 | 1.4 | 4.1 |
| Agree | 116 | 26.2 | 30.3 |
| Strongly Agree | 308 | 69.7 | 100.0 |

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Table 9

*Use of Non-textbook Materials*

|  | Frequency N=437 | Percent | Cumulative Percent |
|---|---|---|---|
| Strongly Disagree | 3 | .7 | .7 |
| Disagree | 13 | 3.0 | 3.7 |
| Neutral | 71 | 16.2 | 19.9 |
| Agree | 241 | 55.1 | 75.1 |
| Strongly Agree | 109 | 24.9 | 100.0 |

Table 10

*Use of Varied Instruction to Meet Diverse Needs*

[Purposefully omitted at this time]

Table 11

*Availability of Educational Technology*

---

**Available for Instructional Use in the Classroom**

|  | **Elementary (N=294)** | **Secondary (N=174)** | **Total (N=468)** |
|---|---|---|---|
| Computer for teacher | 84.1 | 77.6 | 82.1 |
| Printer | 86.1 | 67.2 | 79.3 |
| Internet Access for teachers | 80.3 | 75.9 | 78.6 |
| Computer for students | 80.6 | 41.4 | 66.0 |
| Internet access for students | 61.9 | 42.0 | 54.5 |
| Computer Projector | 20.4 | 43.7 | 29.1 |
| SMART Boards | 2.4 | 2.3 | 2.4 |

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**Available for Instructional Use in an Accessible Computer Lab**

|  | **Elementary (N=294)** | **Secondary (N=174)** | **Total (N=468)** |
|---|---|---|---|
| Computer for students | 59.9 | 86.8 | 69.6 |
| Printer | 57.5 | 83.3 | 67.1 |
| Internet Access for teachers | 52.7 | 81.6 | 63.5 |
| Internet access for students | 52.7 | 81.0 | 63.2 |
| Computer for teacher | 51.0 | 81.0 | 62.2 |
| Computer Projector | 27.2 | 56.3 | 38.0 |
| SMART Boards | 5.4 | 3.4 | 4.7 |

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**Available for Instructional Use on check-out Cart**

|  | **Elementary (N=294)** | **Secondary (N=174)** | **Total (N=468)** |
|---|---|---|---|
| Computer Projector | 13.9 | 42.5 | 24.6 |
| Computer for teacher | 6.1 | 15.5 | 9.6 |
| Internet Access for teachers | 4.1 | 10.9 | 6.6 |
| Printer | 5.8 | 6.3 | 6.0 |
| Computer for students | 4.1 | 7.5 | 5.3 |
| Internet access for students | 2.7 | 6.3 | 4.1 |
| SMART Boards | 1.7 | 1.1 | 1.5 |

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Table 12

*Availability of Instructional Equipment*

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**Available in the Classroom**

| | Elementary (N=294) | Secondary (N=174) | Total (N=468 |
|---|---|---|---|
| VCR | 76.2 | 81.6 | 78.2 |
| Television | 74.8 | 76.4 | 75.4 |
| CD Player | 76.2 | 61.5 | 70.7 |
| Cassette Tape Player/Recorder | 78.6 | 43.7 | 65.6 |
| Overhead Projector | 65.6 | 63.2 | 64.7 |
| DVD Player | 29.6 | 47.1 | 36.1 |
| Technical Support | 20.7 | 43.7 | 29.3 |
| Digital Camera | 29.6 | 25.3 | 28.0 |
| Copier | 23.1 | 17.2 | 20.9 |
| Video Camera | 13.9 | 17.2 | 15.2 |
| Fax | 11.9 | 13.2 | 12.4 |

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**Available in the School**

| | Elementary (N=294) | Secondary (N=174) | Total (N=468 |
|---|---|---|---|
| Copier | 84.4 | 88.5 | 85.9 |
| Fax | 76.2 | 87.9 | 80.6 |
| Television | 66.0 | 79.9 | 71.2 |
| VCR | 66.0 | 78.7 | 70.7 |
| Overhead Projector | 61.2 | 80.5 | 68.4 |
| CD Player | 55.8 | 69.5 | 60.9 |
| Cassette Tape Player/Recorder | 55.8 | 66.7 | 59.8 |
| Technical Support | 47.6 | 77.0 | 58.5 |
| Digital Camera | 51.4 | 66.1 | 56.8 |
| DVD Player | 35.0 | 67.8 | 47.2 |
| Video Camera | 27.2 | 63.8 | 40.8 |

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Table 13

*Frequency of Use for Instruction/Communication\**

| | Elementary (N=294) | Secondary (N=174) | Total (N=468) |
|---|---|---|---|
| Email | 67.7 | 75.3 | 70.5 |
| Electronic Grade Book | 54.1 | 81.0 | 64.1 |
| Audio-visual aids | 53.0 | 51.1 | 52.4 |
| Internet | 49.6 | 50.6 | 50.0 |
| Parent/Student Newsletters | 55.4 | 33.3 | 37.2 |
| Class/school webpage | 19.7 | 32.7 | 24.6 |
| Power Point Presentation | 12.9 | 21.8 | 16.3 |
| Educational chat room | 1.0 | 2.2 | 1.5 |
| | | | |
| Copier | 90.1 | 87.3 | 89.1 |
| CD Player | 45.6 | 21.3 | 36.5 |
| VCR | 35.3 | 35.0 | 35.2 |
| Television | 29.3 | 32.8 | 30.5 |
| Overhead Projector | 31.0 | 24.1 | 28.4 |
| Cassette Taper Recorder/Player | 40.8 | 5.7 | 27.8 |
| Fax | 19.1 | 27.6 | 22.2 |
| Digital Camera | 19.7 | 14.9 | 17.9 |
| DVD Player | 9.9 | 12.6 | 10.9 |
| Video Camera | 2.3 | 8.1 | 4.5 |

*Note: Figures are percent of respondents using the equipments 'regularly' or 'always'.

Table 14

*Computer Usage*

| Usage | Elementary (N=294) | Secondary (N=174) | Total (N=468 |
|---|---|---|---|
| Word Processing | 92.2 | 82.2 | 88.5 |
| Internet | 87.8 | 70.1 | 81.2 |
| Email | 86.1 | 70.7 | 80.3 |
| Presentations (i.e. Power Point) | 46.9 | 49.4 | 47.9 |
| Developing WebQuest | 12.6 | 11.5 | 12.2 |
| Teleconferencing/ Web Conferencing | 6.1 | 9.8 | 7.5 |

Table 15

*Benefit of Selected Experiences for Professional Development*

| Type of Professional Experience | N | Very helpful | Quite helpful | Of little help | Not helpful |
|---|---|---|---|---|---|
| Summer Workshops | 429 | 178 (41.5)* | 189 (44.1) | 56 (13.1) | 6 (1.4) |
| Classroom Visits | 378 | 79 (20.9) | 143 (37.8) | 126 (33.3) | 30 (7.9) |
| Online courses/workshops | 329 | 83 (25.2) | 143 (43.5) | 72 (21.9) | 31 (9.4) |

*Number of responses with percents in parentheses

Table 16

*Elementary Teachers' Perception of Professional Development Experiences*

| Type of Professional Experience | N | Very helpful | Quite helpful | Of little help | Not helpful |
|---|---|---|---|---|---|
| Teacher Conventions | 268 | 62 (23.1)* | 108 (40.3) | 88 (32.8) | 10 (3.7) |
| Conference workshops | 257 | 60 (23.3) | 120 (46.7) | 66 (25.7) | 11 (4.3) |
| Videotapes | 199 | 42 (21.1) | 83 (41.7) | 57 (28.6) | 17 (8.5) |

*Number of responses with percents in parentheses

Table 17

*Percent of teachers indicating school participation*
*in Union Adopted  and State-wide Testing Program*

| Statement | Elementary (N=294) | Secondary (N=174) | Total (N=468) |
|---|---|---|---|
| **Union Testing Program** | | | |
| Participate in Union Standardized Testing Program | 92.2 | 89.7 | 91.2 |
| *When Test is administered: | | | |
|     Fall | 78.2 | 76.3 | 77.5 |
|     Spring | 14.4 | 4.5 | 10.8 |
|     Fall & Spring | 7.0 | 14.7 | 9.8 |
| *Correct Testing Time | 44.6 | 57.1 | 49.2 |
| **State Achievement Testing Program** | | | |
| Participate in State Testing Program | 11.9 | 24.1 | 16.5 |
| **When Test is administered: | | | |
|     Fall | 22.9 | 31.0 | 27.3 |
|     Spring | 68.6 | 28.6 | 46.8 |
|     Fall & Spring | 0.0 | 35.7 | 19.5 |
| **Correct Testing Time | 37.2 | 54.8 | 46.8 |

*Percentage is based on those who reported participating in Union Adopted Testing Program
**Percentage is based on those who reported participating in state testing program.

Table 18

*Percent of Teachers Reporting Importance and Use*
*of Union-Adopted Standardized Tests*

| Statement | Elementary (N=271) | Secondary (N=156) | Total (N=427) |
|---|---|---|---|
| Standardized tests important to board members. | 62.0 | 47.4 | 56.6 |
| Standardized tests important to parents of students. | 67.8 | ** | 49.4 |
| Represents full spectrum of students' academic performance. | 19.9 | ** | 12.6 |
| Content is aligned with curriculum content. | 28.8 | 30.8 | 29.5 |
| Use test results to evaluate teaching methods. | 29.6 | ** | 18.8 |
| Use test results for student assessment. | 5.2 | 43.5 | 19.2 |
| Changed curriculum content due to involvement in standardized testing program. | 25.8 | 20.5 | 23.9 |

**These were not asked of Secondary School Teachers

Table 19

*Percent of Teachers Reporting Importance and Use of State Standardized Tests*

| Statement | Elementary (N=35) | Secondary (N=42) | Total (N=77) |
|---|---|---|---|
| Standardized tests important to board members. | 48.6 | 50.0 | 49.4 |
| Standardized tests important to parents of students. | 57.2 | ** | 24.0 |
| Represents full spectrum of students' academic performance. | 11.4 | 19.0 | 15.6 |
| Content is aligned with curriculum content. | 17.1 | 42.8 | 31.2 |
| Use test results to evaluate teaching methods. | 45.7 | 33.3 | 39.0 |
| Use test results for student assessment | 40.0 | ** | 18.2 |
| Changed curriculum content due to involvement in standardized testing program. | 20.0 | 31.0 | 26.0 |

**These were not asked of Secondary School Teachers.

Table 20

*Percent of Teachers 'Agreeing' to Statements about Testing*

| Statement | Elementary (N=45) | Secondary (N=52) | Total (N=97) |
|---|---|---|---|
| Students are 'test weary' from too much testing. | 40.0 | 36.5 | 38.1 |
| School has comprehensive assessment program. | 28.8 | 39.6 | 34.4 |
| School has well-organized assessment program. | 34.1 | 45.9 | 40.2 |

Table 21

*Availability of NAD-prepared Curriculum Materials*

| | Have N (%) | Do Not Have N (%) | Not Sure N (%) |
|---|---|---|---|
| Elementary Level Material | | | |
| Fine Arts Curriculum Guide | 157 (70.7) | 65 (29.3) | -- |
| Language Arts Curriculum Guide | 208 (80.3) | 18 (6.9) | 33 (12.7) |
| Physical Education Curriculum Guide | 177 (73.1) | 21 (8.7) | 44 (9.4) |
| Health Supplementary Materials | 94 (45.0) | 115 (55.0) | -- |
| Integrated Units Supplementary Materials | 55 (26.3) | 154 (73.7) | -- |
| K-12 Level Curriculum Material | | | |
| Mathematics Curriculum Guide | 273 (74.0) | 33 (8.9) | 63 (17.1) |
| Secondary Level Material | | | |
| Language Arts Curriculum Guide | 57 (81.4) | 5 (7.1) | 8 (11.4) |
| Modern Languages Curriculum Guide | 48 (81.4) | 3 (5.1) | 8 (13.6) |
| Physical Education Curriculum Guide | 43 (78.2) | 4 (7.3) | 8 (14.5) |
| Social Studies Curriculum Guide | 56 (73.7) | 7 (9.2) | 13 (17.1) |

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Table 22

*Use of NAD-prepared Curriculum Materials for Long-term Planning*

|  | Always N (%) | Regularly N (%) | Sometimes N (%) | Never N (%) |
|---|---|---|---|---|
| Elementary Level Materials | | | | |
| Language Arts Curriculum Guide | 15 (6.4) | 42 (18.0) | 109 (46.8) | 67 (28.8) |
| Physical Education Curriculum Guide | 5 (2.4) | 23 (11.1) | 85 (40.9) | 95 (45.7) |
| K-12 Level Materials | | | | |
| Mathematics Curriculum Guide | 15 (4.7) | 56 (17.6) | 135 (42.5) | 112 (35.2) |
| Secondary Level Materials | | | | |
| Language Arts Curriculum Guide | 1 (2.0) | 11 (22.0) | 19 (22.0) | 19 (38.0) |
| Modern Languages Curriculum Guide | 2 (4.9) | 9 (22.0) | 11(26.8) | 19 (46.3) |
| Physical Education Curriculum Guide | 2 (5.7) | 6 (17.1) | 8 (22.9) | 19 (54.3) |
| Social Studies Curriculum Guide | 4 (0.9) | 10 (19.6) | 12 (23.5) | 25 (49.0) |

Table 23

*Use of NAD-prepared Curriculum Materials for Daily Instruction by Teachers who have the Materials*

| Elementary Level Curriculum Material | No N (%) | Yes N (%) |
|---|---|---|
| Health Supplementary Materials | 63 (75.0) | 21 (25.0) |
| Integrated Units Supplementary Materials | 35 (68.6) | 16 (31.4) |

Table 24

*Elementary Fine Arts Curriculum Guide Easy to Use*

|  | Frequency N=171 | Percent | Cumulative Percent |
|---|---|---|---|
| Strongly Disagree | 3 | 1.8 | 1.8 |
| Disagree | 12 | 7.0 | 8.8 |
| Neutral | 128 | 74.9 | 83.6 |
| Agree | 24 | 14.0 | 97.7 |
| Strongly Agree | 4 | 2.3 | 100.0 |

Table 25

*Elementary Fine Arts Curriculum Guide Represents Best Practice*

|  | Frequency N=164 | Percent | Cumulative Percent |
|---|---|---|---|
| Strongly Disagree | 2 | 1.2 | 1.2 |
| Disagree | 5 | 3.0 | 4.3 |
| Neutral | 127 | 77.4 | 81.7 |
| Agree | 26 | 15.9 | 97.6 |
| Strongly Agree | 4 | 2.4 | 100.0 |

Table 26

*Elementary Language Arts Curriculum Guide Easy to Use (Elementary Teachers' Responses)*

|  | Frequency N=220 | Percent | Cumulative Percent |
|---|---|---|---|
| Strongly Disagree | 2 | 0.9 | 0.9 |
| Disagree | 15 | 6.8 | 7.7 |
| Neutral | 113 | 51.4 | 59.1 |
| Agree | 87 | 39.5 | 98.6 |
| Strongly Agree | 3 | 1.4 | 100.0 |

Table 27

*Elementary LA Curriculum Guide Represents Best Practice*

|  | Frequency N=221 | Percent | Cumulative Percent |
|---|---|---|---|
| Strongly Disagree | 2 | 0.9 | 0.9 |
| Disagree | 10 | 4.5 | 5.4 |
| Neutral | 140 | 63.3 | 68.8 |
| Agree | 67 | 30.3 | 99.1 |
| Strongly Agree | 2 | 0.9 | 100.0 |

Table 28

*Elementary PE Curriculum Guide Easy to Use*

|  | Frequency N=194 | Percent | Cumulative Percent |
|---|---|---|---|
| Strongly Disagree | 1 | 0.5 | 0.5 |
| Disagree | 12 | 6.2 | 6.7 |
| Neutral | 116 | 59.8 | 66.5 |
| Agree | 59 | 30.4 | 96.9 |
| Strongly Agree | 6 | 3.1 | 100.0 |

Table 29

*Elementary PE Curriculum Guide Represents Best Practice*

|  | Frequency N=190 | Valid Percent | Cumulative Percent |
|---|---|---|---|
| Strongly Disagree | 2 | 1.1 | 1.1 |
| Disagree | 15 | 7.9 | 8.9 |
| Neutral | 124 | 65.3 | 74.2 |
| Agree | 45 | 23.7 | 97.9 |
| Strongly Agree | 4 | 2.1 | 100.0 |

Table 30

*Elementary Health Supplementary Materials Easy to Use*

|  | Frequency N=137 | Valid Percent | Cumulative Percent |
|---|---|---|---|
| Strongly Disagree | 1 | 0.7 | 0.7 |
| Disagree | 7 | 5.1 | 5.8 |
| Neutral | 112 | 81.8 | 87.6 |
| Agree | 16 | 11.7 | 99.3 |
| Strongly Agree | 1 | 0.7 | 100.0 |

Table 31

*Elementary Health Supplementary Materials Represent Best Practice*

|  | Frequency N=129 | Valid Percent | Cumulative Percent |
|---|---|---|---|
| Strongly Disagree | 1 | 0.8 | 0.8 |
| Disagree | 5 | 3.9 | 4.7 |
| Neutral | 102 | 79.1 | 83.7 |
| Agree | 18 | 14.0 | 97.7 |
| Strongly Agree | 3 | 2.3 | 100.0 |

Table 32

*Integrated Units Supplementary Materials Easy to Use*

|  | Frequency N=117 | Percent | Cumulative Percent |
|---|---|---|---|
| Strongly Disagree | 1 | 0.9 | 0.9 |
| Disagree | 4 | 3.4 | 4.3 |
| Neutral | 101 | 86.3 | 90.6 |
| Agree | 10 | 8.5 | 99.1 |
| Strongly Agree | 1 | 0.9 | 100.0 |

Table 33

*Integrated Units Supplementary Materials Represent Best Practice*

|  | Frequency N=112 | Percent | Cumulative Percent |
|---|---|---|---|
| Strongly Disagree | 1 | 0.9 | 0.9 |
| Disagree | 3 | 2.7 | 3.6 |
| Neutral | 99 | 88.4 | 92.0 |
| Agree | 8 | 7.1 | 99.1 |
| Strongly Agree | 1 | 0.9 | 100.0 |

Table 34

*K-12 Mathematics Curriculum Guide: Ease of Use by Type of Job*

| Type of Job | Math is Easy to Use | | | | | Total |
|---|---|---|---|---|---|---|
| | SD | D | N | A | SA | |
| Elementary Teacher | 2 | 13 | 138 | 69 | 3 | 225 |
| Secondary Teacher | 2 | 3 | 36 | 19 | 2 | 62 |
| System Administrator | 0 | 0 | 17 | 25 | 3 | 45 |
| Teacher Educator | 0 | 1 | 3 | 3 | 2 | 9 |
| Total | 4 | 17 | 194 | 116 | 10 | 341 |

Table 35

*The K-12 Mathematics Curriculum Guide: Best Practices by Type of Job*

| Type of Job | Best Practices in Math | | | | | Total |
|---|---|---|---|---|---|---|
| | SD | D | N | A | SA | |
| Elementary Teacher | 1 | 16 | 151 | 50 | 5 | 223 |
| Secondary Teacher | 2 | 3 | 38 | 14 | 2 | 59 |
| System Administrator | 0 | 1 | 12 | 27 | 3 | 43 |
| Teacher Educator | 0 | 0 | 2 | 4 | 2 | 8 |
| Totals | 3 | 20 | 203 | 95 | 12 | 333 |

Table 36

*The 9-12 Language Arts Curriculum Guide: Ease of Use by Type of Job*

| Type of Job | Lang Arts is Easy to Use | | | | Total |
|---|---|---|---|---|---|
| | SD | D | N | A | |
| Secondary Teacher | 5 | 5 | 21 | 17 | 48 |
| System Administrator | 0 | 2 | 17 | 21 | 40 |
| Teacher Educator | 1 | 1 | 2 | 3 | 7 |
| Total | 6 | 8 | 40 | 41 | 95 |

Table 37

*The 9-12 Language Arts Curriculum Guide: Best Practices by Type of Job*

|  | Best Practices in Lang Arts | | | | | Total |
| Type of Job | SD | D | N | A | SA | |
|---|---|---|---|---|---|---|
| Secondary Teacher | 2 | 4 | 32 | 10 | 0 | 48 |
| System Administrator | 0 | 2 | 14 | 23 | 1 | 40 |
| Teacher Educator | 0 | 2 | 3 | 2 | 0 | 7 |
| Total | 2 | 8 | 49 | 35 | 1 | 95 |

Table 38

*Modern Language Curriculum Guide is Easy to Use*

|  | Frequency N=39 | Valid Percent | Cumulative Percent |
|---|---|---|---|
| SD | 1 | 2.6 | 2.6 |
| D | 2 | 5.1 | 7.7 |
| N | 23 | 59.0 | 66.7 |
| A | 13 | 33.3 | 100.0 |
| SA | 0 | 0 | 100.0 |

Table 39

*Modern Language Curriculum Guide Represents Best Practices*

|  | Frequency N=40 | Valid Percent | Cumulative Percent |
|---|---|---|---|
| SD | 1 | 2.5 | 2.5 |
| D | 3 | 7.5 | 10.0 |
| N | 27 | 67.5 | 77.5 |
| A | 9 | 22.5 | 100.0 |
| SA | 0 | 0 | 100.0 |

Table 40

*9-12 Physical Education Curriculum Guide is Easy to Use*

|    | Frequency N=34 | Valid Percent | Cumulative Percent |
|----|------|------|-------|
| SD | 1    | 2.9  | 2.9   |
| D  | 0    | 0.0  | 2.9   |
| N  | 18   | 52.9 | 55.9  |
| A  | 14   | 41.2 | 97.1  |
| SA | 1    | 2.9  | 100.0 |

Table 41

*9-12 Physical Education Curriculum Guide Represents Best Practices*

|    | Frequency N=35 | Valid Percent | Cumulative Percent |
|----|------|------|-------|
| SD | 1    | 2.9  | 2.9   |
| D  | 2    | 5.7  | 8.6   |
| N  | 20   | 57.1 | 65.7  |
| A  | 12   | 34.3 | 100.0 |
| SA | 0    | 0.0  | 100.0 |

Table 42

*9-12 Social Studies Curriculum Guide: Easy to Use by Type of Job*

|                       | Soc St. Easy to Use | | | | | Total |
|-----------------------|-----|---|----|----|----|-----|
| Type of Job           | SD  | D | N  | A  | SA |     |
| Secondary Teacher     | 1   | 3 | 26 | 14 | 2  | 46  |
| System Administrator  | 0   | 1 | 14 | 25 | 0  | 40  |
| Teacher Educator      | 0   | 1 | 3  | 4  | 0  | 8   |
| Total                 | 1   | 5 | 43 | 43 | 2  | 94  |

Table 43

*9-12 Social Studies Curriculum Guide: Best Practices by Type of Job*

| Type of Job | Soc St. Represents Best Practices | | | | | Total |
|---|---|---|---|---|---|---|
| | SD | D | N | A | SA | |
| Secondary Teacher | 3 | 3 | 25 | 14 | 1 | 46 |
| System Administrator | 0 | 2 | 11 | 26 | 2 | 41 |
| Teacher Educator | 0 | 2 | 2 | 4 | 0 | 8 |
| Total | 3 | 7 | 38 | 44 | 3 | 95 |

Table 44

*Use Bible Textbooks*

| | Secondary Bible Textbooks | | | Elementary Bible Textbook: *Exploring His Power* | | |
|---|---|---|---|---|---|---|
| | Frequency N=34 | Percent | Cumulative Percent | Frequency N=136 | Percent | Cumulative Percent |
| Yes | 25 | 73.5 | 73.5 | 108 | 79.4 | 79.4 |
| No | 9 | 26.5 | 100.0 | 28 | 20.6 | 100.0 |

Table 45

*Bible Textbooks are Easy to Use*

| | Secondary Bible Textbooks | | | Elementary Bible Textbook | | |
|---|---|---|---|---|---|---|
| | Frequency N=35 | Percent | Cumulative Percent | Frequency N=129 | Percent | Cumulative Percent |
| SD | 0 | 0.0 | 0.0 | 5 | 3.9 | 3.9 |
| D | 4 | 11.4 | 11.4 | 6 | 4.7 | 8.5 |
| N | 4 | 11.4 | 22.9 | 22 | 17.1 | 25.6 |
| A | 20 | 57.1 | 80.0 | 59 | 45.7 | 71.3 |
| SA | 7 | 20.0 | 100.0 | 37 | 28.7 | 100.0 |

Table 46

*Bible Textbooks Represents Best Practices in Religious Education*

| | Secondary Bible Textbooks | | | Elementary Bible Textbook | | |
|---|---|---|---|---|---|---|
| | Frequency N=35 | Percent | Cumulative Percent | Frequency N=129 | Percent | Cumulative Percent |
| SD | 1 | 2.9 | 2.9 | 3 | 2.3 | 2.3 |
| D | 8 | 22.9 | 25.7 | 13 | 10.1 | 12.4 |
| N | 14 | 40.0 | 65.7 | 36 | 27.9 | 40.3 |
| A | 10 | 28.6 | 94.3 | 56 | 43.4 | 83.7 |
| SA | 2 | 5.7 | 100.0 | 21 | 16.3 | 100.0 |

Table 47

*Bible Resource Materials Represent Best Practices in Religious Education*

| | Secondary Bible Resource Material | | | Elementary Bible Resource Material | | |
|---|---|---|---|---|---|---|
| | Frequency N=35 | Percent | Cumulative Percent | Frequency N=130 | Percent | Cumulative Percent |
| SD | 2 | 5.7 | 5.7 | 5 | 3.8 | 3.8 |
| D | 10 | 28.6 | 34.3 | 14 | 10.8 | 14.6 |
| N | 12 | 34.3 | 68.6 | 42 | 32.3 | 46.9 |
| A | 10 | 28.6 | 97.1 | 53 | 40.8 | 87.7 |
| SA | 1 | 2.9 | 100.0 | 16 | 12.3 | 100.0 |

Table 48

*Bible Textbooks Support the Adventist Philosophy of Education*

| | Secondary Bible Textbooks | | | Elementary Bible Textbook | | |
|---|---|---|---|---|---|---|
| | Frequency N=35 | Percent | Cumulative Percent | Frequency N=130 | Percent | Cumulative Percent |
| SD | 2 | 5.7 | 5.7 | 2 | 1.5 | 1.5 |
| D | 1 | 2.9 | 8.6 | 3 | 2.3 | 3.8 |
| N | 4 | 11.4 | 20.0 | 21 | 16.2 | 20.0 |
| A | 21 | 60.0 | 80.0 | 65 | 50.0 | 70.0 |
| SA | 7 | 20.0 | 100.0 | 39 | 30.0 | 100.0 |

Table 49

*To what extent do curriculum materials developed*
*by the NAD help to meet the spiritual goals for the students?*

| Responses | Number of Respondents | % of Respondents |
|---|---|---|
| Very helpful | 136 | 26.2 |
| Quite helpful | 251 | 48.4 |
| Little help | 116 | 22.4 |
| Not helpful | 16 | 3.1 |
| Total | 519 | 100 |

Table 50

*To what extent do curriculum materials developed*
*by the NAD help to meet the social goals for the students?*

| Responses | Number of Respondents | % of Respondents |
|---|---|---|
| Very helpful | 68 | 13.2 |
| Quite helpful | 193 | 37.5 |
| Little help | 221 | 42.9 |
| Not helpful | 33 | 6.4 |
| Total | 515 | 100 |

Table 51

*To what extent do curriculum materials developed*
*by the NAD help to meet the cognitive/mental goals for the students?*

| Responses | Number of Respondents | % of Respondents |
|---|---|---|
| Very helpful | 161 | 31.3 |
| Quite helpful | 269 | 52.2 |
| Little help | 70 | 13.6 |
| Not helpful | 15 | 2.9 |
| Total | 515 | 100 |

Table 52

*To what extent do curriculum materials developed*
*by the NAD help to meet the spiritual goals for the students?*

| Responses | Number of Respondents | % of Respondents |
|---|---|---|
| Very helpful | 70 | 13.8 |
| Quite helpful | 224 | 44.2 |
| Little help | 174 | 34.3 |
| Not helpful | 39 | 7.7 |
| Total | 507 | 100 |

Table 53

*The Math Curriculum Guide Supports*
*the Adventist Philosophy of Education*

| Response | Number of Respondents | % of Respondents |
|---|---|---|
| Strongly Disagree | 2 | 0.6 |
| Disagree | 3 | 0.9 |
| Neutral | 148 | 44.7 |
| Agree | 153 | 46.2 |
| Strongly Agree | 25 | 7.6 |
| Total | 331 | 100.0 |

Table 54

*The Language Arts Curriculum Guide/Bible Textbook*
 *Support the Adventist Philosophy of Education*

| | Language Arts Curriculum Guide | Bible Textbook: *Exploring His Power* |
|---|---|---|
| Response | Number of Respondents (%) | Number of Respondents (%) |
| Strongly Disagree | 1 (0.4) | 2 (1.1) |
| Disagree | 2 (0.9) | 4 (2.3) |
| Neutral | 102 (45.1) | 54 (31.0) |
| Agree | 111 (49.1) | 70 (40.2) |
| Strongly Agree | 10 (4.4) | 44 (25.3) |
| Total | 226 (100.0) | 174 (100) |

Table 55

*The Physical Education Curriculum Guide/Fine Arts Curriculum Guide Support the Adventist Philosophy of Education*

| Response | Physical Education Curriculum Guide Number of Respondents (%) | Fine Arts Curriculum Guide Number of Respondents (%) |
|---|---|---|
| Strongly Disagree | 1 (0.5) | 0 (0) |
| Disagree | 3 (1.6) | 0 (0) |
| Neutral | 100 (51.8) | 111 (68.1) |
| Agree | 80 (41.5) | 41 (25.2) |
| Strongly Agree | 9 (4.7) | 11 (6.7) |
| Total | 193 (100.0) | 163 (100) |

Table 56

*The Health Supplementary Materials/Integrated Units Supplementary Materials Support the Adventist Philosophy of Education*

| Response | Health Supplementary Materials Number of Respondents (%) | Integrated Units Supplementary Materials Number of Respondents (%) |
|---|---|---|
| Strongly Disagree | 0 (0) | 1 (0.9) |
| Disagree | 3 (2.1) | 1 (0.9) |
| Neutral | 100 (70.9) | 94 (81.0) |
| Agree | 29 (20.6) | 18 (15.5) |
| Strongly Agree | 9 (6.4) | 2 (1.7) |
| Total | 141 (100.0) | 116 (100) |

Table 57

*The Social Studies Curriculum Guides Supports the Adventist Philosophy of Education*

| Response | Number of Respondents | % of Respondents |
|---|---|---|
| Strongly Agree | 6 | 12.5 |
| Agree | 31 | 64.6 |
| Neutral | 10 | 20.8 |
| Disagree | 1 | 2.1 |
| Total | 48 | 100 |

Table 58

*The Modern Languages Curriculum Guides Supports*
*the Adventist Philosophy of Education*

| Response | Number of Respondents | % of Respondents |
|---|---|---|
| Strongly Agree | 5 | 6.0 |
| Agree | 39 | 47.0 |
| Neutral | 39 | 47.0 |
| Total | 83 | 100 |

Table 59

*The Language Arts Curriculum Guide Supports*
*the Adventist Philosophy of Education*

| Response | Number of Respondents | % of Respondents |
|---|---|---|
| Strongly Agree | 4 | 4.2 |
| Agree | 59 | 61.5 |
| Neutral | 31 | 32.3 |
| Disagree | 2 | 2.1 |
| Total | 96 | 100 |

Table 60

*The Physical Education Curriculum Guide Supports*
*the Adventist Philosophy of Education*

| Response | Number of Respondents | % of Respondents |
|---|---|---|
| Strongly Agree | 7 | 8.9 |
| Agree | 44 | 55.7 |
| Neutral | 26 | 32.9 |
| Disagree | 2 | 2.5 |
| Total | 79 | 100 |

Table 61

*The Bible Textbooks Support SDA Philosophy*

| Response | Number of Respondents | % of Respondents |
|---|---|---|
| Strongly Agree | 22 | 25 |
| Agree | 53 | 60.2 |
| Neutral | 10 | 11.4 |
| Disagree | 1 | 1.1 |
| Strongly disagree | 2 | 2.3 |
| Total | 88 | 100 |

Table 62

*Inclusion of National Standards*

|      | Frequency (N=524) | Percent | Cumulative Percent |
|------|-------------------|---------|--------------------|
| SD   | 25                | 4.8     | 4.8                |
| D    | 23                | 4.4     | 9.2                |
| N    | 107               | 20.4    | 29.6               |
| A    | 253               | 48.3    | 77.9               |
| SA   | 116               | 22.1    | 100.0              |

Table 63

*Curriculum Areas Noted as Priorities for Curriculum Development by Elementary Teachers*
(Table includes core curriculum areas and areas mentioned by more than 5% of respondents)

| Curriculum Area | Number of Persons who Commented on This Category | % of Persons Commenting (N=103) |
|-----------------|--------------------------------------------------|---------------------------------|
| Reading | 66 | 64 |
| Science | 44 | 43 |
| Religion (Bible) | 39 | 38 |
| Social Studies | 22 | 21 |
| Multi-grade | 16 | 16 |
| Language Arts | 14 | 14 |
| Computers/Technology | 14 | 14 |
| Character/Values Education | 7 | 7 |
| Alignment to Standards | 7 | 7 |
| Units of Study | 5 | 5 |
| Mathematics | 4 | 4 |

Table 64

*Special Needs Students in Classroom*

|  | Frequency N=430 | Percent | Cumulative Percent |
|---|---|---|---|
| Strongly Disagree | 5 | 1.2 | 1.2 |
| Disagree | 39 | 9.1 | 10.2 |
| Neutral | 122 | 28.4 | 38.6 |
| Agree | 191 | 44.4 | 83.0 |
| Strongly Agree | 73 | 17.0 | 100.0 |

Table 65

*Cross-tabulation: Special Needs Students by Type of Job*

| I welcome students with special needs in my classroom | Type of Job | | | | Total |
|---|---|---|---|---|---|
|  | Elementary Teacher | Secondary Teacher | System Administrator | Teacher Educator |  |
| Strongly Disagree | 4 | 1 | 0 | 0 | 5 |
| Disagree | 26 | 13 | 4 | 0 | 43 |
| Neutral | 80 | 42 | 9 | 1 | 132 |
| Agree | 111 | 80 | 23 | 9 | 223 |
| Strongly Agree | 48 | 25 | 3 | 13 | 89 |
| Total | 269 | 161 | 39 | 23 | 492 |

Table 66

*Percent of Local Church Children in Home School*

|  | Frequency N=466 | Percent | Cumulative Percent |
|---|---|---|---|
| 60% | 4 | .9 | .9 |
| 45% | 10 | 2.1 | 3.0 |
| 30% or less | 178 | 38.2 | 41.2 |
| I do not know | 274 | 58.8 | 100.0 |

Table 67

*Services Provided to Home School Families*

| | Type of Services Provided to Home School Families | | | | |
|---|---|---|---|---|---|
| | Art | Music | Physical Education | Library Access | Core Curriculum Guides |
| Number of responses | 54 | 165 | 79 | 130 | 75 |