

Research on Adventist Education: NAD Profile Studies

Elementary & Secondary Education (13)

Brantley, P. S. (1988). Profile 1987: Curriculum and instruction in Adventist schools. *Journal of Adventist Education*, 50(03), 60-65. Retrieved from <http://circle.adventist.org/files/jae/en/jae198850030606.pdf>

The 1987 Profile of Teacher Concerns, one of the most comprehensive research studies of Adventist elementary and secondary school teachers in the North American Division, aimed to determine which curriculum concerns of teachers required the most urgent attention. Topics reported on are the teacher profile, work-related problems, curriculum-related concerns, awareness and use of curriculum materials, and teacher curriculum evaluation.

Full text on CD: jae198850030606.pdf

Brantley, P. S. (1992). Profile 1991: Curriculum and teaching in Adventist schools. *Journal of Adventist Education*, 54(3). Retrieved from <http://circle.adventist.org/files/jae/en/jae199254032105.pdf>

This article outlines the process, results and four recommendations of the third North American Division survey of elementary and secondary teachers. Results discuss the following areas: the research significance, respondents' profiles, problem areas in elementary teaching, teaching support services, academy teacher use of Curriculum Guides, subject areas most needing revision, ratings of elementary textbooks, and ratings of other curriculum documents.

Full text on CD: jae199254032105.pdf

Brantley, P. S. (1996). Profile 1995: Curriculum and instruction in North American schools. *Journal of Adventist Education*, 59(2), 14-19. Retrieved from <http://circle.adventist.org/files/jae/en/jae199659021406.pdf>

In this article researcher Brantley details the process and results of the Profile '95 survey of NAD educators. A synopsis of what has been learned in previous surveys (1987-1993), as well as a comparison in some areas with the 1995 findings, is presented.

Full text on CD: jae199659021406.pdf

Brantley, P. S. (1997). Profile 1997: Curriculum and instruction in North American schools. *Journal of Adventist Education*, 61(2). Retrieved from <http://circle.adventist.org/files/jae/en/jae199861022607.pdf>

This article shares what has been learned between 1987 and 1995 and explains the process and findings of the Profile '97 Survey as well as FACT (Focus on Adventist Curriculum and Trends for the 21st Century). Findings are shared regarding multicultural education, the use of effective methods and preferred practices, professional development, information technology, assessment of NAD curriculum materials. Brantley concludes that "Adventist teachers in NAD schools rate the quality of the church's curriculum higher than in past years."

Full text on CD: jae199861022607.pdf

Brantley, P. S. (2001). Profile 2001: Curriculum and instruction in North American schools. *Journal of Adventist Education*. Retrieved from <http://circle.adventist.org/download/Profile01Report.ppt>

Review results from the eighth biennial survey of Adventist educators regarding curriculum and instruction in North American schools. Important findings regarding purposes, plans, practices and products are included, with thought-provoking implications for the future.

Full text on CD: Profile01Report.ppt

Brantley, P. S., & Burton, L. D. (1994). Profile 1993: Curriculum and teaching in Adventist elementary and secondary schools. *Journal of Adventist Education*, 56(5). Retrieved from <http://circle.adventist.org/files/jae/en/jae199456051704.pdf>

This article shares the results from the fourth biennial poll of North American Division K-12 educators. It focuses on teaching, testing, technology, and textbooks and in some instances compares the results with prior surveys.

Full text on CD: jae199456051704.pdf

Brantley, P. S., & Hwangbo, Y. (2000). Profile 1999: Curriculum and instruction in North American schools. *Journal of Adventist Education*, 63(1), 4-9. Retrieved from <http://circle.adventist.org/files/jae/en/jae200063010406.pdf>

The author details the process and results of the Profile '99 survey of NAD educators. A

synopsis of what has been learned in previous surveys (1987-1997), as well as a comparison in some areas with the 1999 findings, is presented. Detailed attention is given to demographic changes, trends, and initiatives.

Full text on CD: jae200063010406.pdf

Burton, L. D., Gittens-St Juste, P. G., & Davidson, R. L. (2007). Profile 2004: K-12 teacher perceptions of Adventist curriculum. *Journal of Adventist Education*, 69(2), 19-15. Retrieved from <http://circle.adventist.org/files/jae/en/jae200669021907.pdf>

This is the second article reporting on the Profile 2004 study of educators in the North American Division. Results of the Profile studies help administrators, teachers, and teacher educators to better understand one another's perceptions of curriculum and instruction issues and concerns. It thus helps to set the agenda for curriculum development in the NAD.

Full text on CD: jae200669021907.pdf

Burton, L. D., Gittens-St Juste, P. G., McGarrell, F.-A., Davidson, R. L., Nwosu, C. C., Mosheti, P., et al. (2005). Profile 2004: NADCC full report. Berrien Springs, MI: Andrews University. Retrieved from http://www.andrews.edu/~burton/2004Scholarship/Papers/Profile_2004Final_Dec_05.pdf

Read the complete Profile 2004 research report as presented to the NAD Curriculum Committee and to the American Educational Research Association . Results of the Profile studies help administrators, teachers, and teacher educators to better understand one another's perceptions of curriculum and instruction issues and concerns. It thus helps to set the agenda for curriculum development in the NAD.

Full text on CD: Profile_2004Final_Dec_05.pdf

Burton, L. D., Katenga, J., Bradfield, G. M., Desir, M., Xing, W., Lonser, G., et al. (2009). Profile 2007 Final Report. Berrien Springs, MI: Andrews University. Retrieved from <http://circle.adventist.org/download/Profile07report.pdf>

This report shares the findings of the Profile survey of Adventist teachers in the North American Division during the 2007 academic year. 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 this region of

the global Seventh-day Adventist education system.

Full text on CD: Profile07report.pdf

Desir, M. (2010). *Curriculum-related trends in K-12 Adventist education in the North American Division: An inductive analysis of teacher perspectives as reported in the Profile surveys, 1987-2007*. Andrews University, Berrien Springs, MI.

The Profile Surveys made their debut in 1987 based on a vote by the North American Division Curriculum Committee (NADCC). The surveys were intended primarily as “a periodic needs assessment questionnaire” targeting stake-holders in K-12 Adventist education in the North American Division. The results, as initially projected, have been used to help guide policy makers in the “development of textbooks and /or supplementary materials” (Brantley, 1987, p. 21).

The Profile surveys have targeted relatively large samples representing stake-holders at all levels of the educational spectrum. From the spring of 1987 to 2001, one out of every six K-12 teachers in the NAD was randomly selected to participate in the mailed surveys every two years. The last two surveys (2004 and 2007 — now conducted triennially) were completed electronically. In addition to K-12 teachers, systems level administrators such as NADCC members, teacher educators, school superintendents, and other educational administrators have been included in the survey samples. Overall, response rates for the 10 surveys to date have averaged around 80%, a reflection of the high interest levels of stake-holders in relation to curriculum development.

The 10 surveys have included multiple issues — far too extensive to address in a single study. Based on this premise, trends in five selected areas were analyzed. Again, based on the limitations of the study, the analysis will reflect K-12 teacher ratings only. The five areas for analysis follow:

1. *Curriculum Resources*: This section includes teacher ratings of curriculum guides and supplementary curriculum materials.
2. *Textbooks*: includes teacher ratings of textbooks for all areas of the curriculum.
3. *Teacher concerns*: includes teacher ratings of several recurring teacher concerns (for example, spirituality in schools, and students with special needs) for the 10 surveys.
4. *The use of technology*: reflects trends related to technology in K-12 education over the years
5. *Journey to Excellence*: Includes the historical aspects of the initiative based in FACT21. Reflects the changes embracing K-12 education.

Trends based on cumulative data for the past 20 years are likely to be more powerful in terms of revealing the “big picture” than results obtained from individual studies.

More Information: Full text will be available online through Proquest Digital Dissertations upon completion in 2010

Gittens-St Juste, P. G., Nwosu, C. C., & McGarrell, F.-A. (2005). Profile 2004: What do we know about the quality and commitment of Adventist educators? *Journal of Adventist Education*, 68(1), 10-17. Retrieved from <http://circle.adventist.org/files/jae/en/jae200568011008.pdf>

The Profile 2004 survey sought to investigate the perceptions and concerns of educators throughout the North American Division (NAD). Information was collected 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. Analysis of these three indicators reveals that NAD educators on the whole are well trained and experienced.

Full text on CD: jae200568011008.pdf

Ruiz, A., & Brantley, P. S. (2001). Profile 2001: Results from the 8th biennial survey of Adventist educators. *Journal of Adventist Education*, 64(2). Retrieved from <http://circle.adventist.org/files/jae/en/jae200164021609.pdf>

This article shares what has been learned from prior Profile surveys and explains the process and findings of the 2001 survey. The following components of the Adventist educational system in North America were examined: purpose and reasons, plans and resources, practices and realities, products and results, and evaluation and improvement, a model which became NAD's Journey to Excellence.

Full text on CD: jae200164021609.pdf