

AdvancED Standards

Where do the Academy for International School Head's (AISH's) Standards of Excellence for the International School Head align with AdvancED Standards?

AdvancED Accreditation Standards contain three Domains:

1. Leadership Capacity
2. Learning Capacity
3. Resource Capacity

“The Domains are statements that determine the capacity of an organization or institution to provide quality and meet the rigorous demands of continuous improvement. Each Domain is further defined by Standards, which in turn, are defined by Performance Rubrics.” There are two Performance rubrics for each standard, and this is to help provide a way to measure progress as well as an overall assessment of practices.

For the Head of a School that has AdvancED accreditation, they may wish to use the evidence s/he has collected throughout the accreditation process to also support their reflection on the AISH Standards of Excellence for a Head.

For each standard (and performance rubric) within each of the AdvancED Domains, AISH has reviewed the criteria closely to see how there could be a connection to their AISH Standards of Excellence for a Head of School. We have used the AdvancED Domains, standards and performance rubrics as our basis to find the connection, if any, to the AISH Standards of Excellence. The following is not comprehensive and each school and Head of School will be contextually different.

The AdvancED Leadership Capacity Domain has 10 standards

Standard 1.1: The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.

- AISH Standard #1a

Standard 1.2: Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners.

- AISH Standard #1a and g

Standard 1.3: The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

- AISH Standard #2c and e

Standard 1.4: The governing authority establishes and ensures adherence to policies that

are designed to support institutional effectiveness.

- AISH Standard #2a

Standard 1.5: The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.

- AISH Standard #2c, d and e

Standard 1.6: Leaders implement staff supervision and evaluation processes to improve professional practice and organisational effectiveness.

- AISH Standard #3c

Standard 1.7: Leaders implement operational processes and procedures to ensure organisational effectiveness in support of teaching and learning.

- AISH Standard #4a-g

Standard 1.8: Leaders engage stakeholders to support the achievement of the institution's purpose and direction.

- AISH Standard #1a, 1g and #5d

Standard 1.9: The institution provides experiences that cultivate and improve leadership effectiveness.

- AISH Standard #3c

Standard 1.10: Leaders collect and analyse a range of feedback data from multiple stakeholder groups to inform decision making that results in improvement.

- AISH Standard #1e, #2b, #4g,

The AdvancED Learning Capacity Domain has 12 standards

“The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services and adjusts accordingly.” P11 AdvancED publication.

When you read the above descriptor, the Head of School has major role to play for the Learning Capacity Domain but not all of the AdvancED standards within this Domain have a direct connection with the AISH Standards of Excellence.

Standard 2.1: Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.

- AISH Standard #4a, c, f, g

Standard 2.2: The learning culture promotes creativity, innovation and collaborative problem solving.

- AISH Standard #3d, e

Standard 2.4: The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.

- AISH Standard #5a and b

Standard 2.6: The institution implements a process to ensure the curriculum is aligned to standards and best practices.

- AISH Standard #1b

Standard 2.7: Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.

- AISH Standard #3e and #1b

Standard 2.10: Learning progress is reliably assessed and consistently can clearly communicated.

- AISH Standard #1g, #5a, #6f

Standard 2.11: Educators gather, analyse, and use formative and summative data that lead to demonstrable improvement of student learning.

- AISH Standard #1e, 4g, 6d

Standard 2.12: The institution implements a process to continuously assess its programs and organisational conditions to improve student learning.

- AISH Standard #6c, 6e, 6f, 1d, 1g, 2c

The AdvancED Resources Capacity Domain has 8 standards

Standard 3.1: The institution plans and delivers professional learning to improve the learning environment, learner achievement and the institution's effectiveness.

- AISH Standard #3b

Standard 3.2: The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organisational effectiveness.

- AISH Standard #1d, 3d

Standard 3.4: The institution attracts and retains qualified personnel who support the institution's purpose and direction.

- AISH Standard #3a

Standard 3.7: The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.

- AISH Standard #4a primarily, however each of the indicators from 4b to 4g would connect with this standard.

Standard 3.8: The institution allocates human, material and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organisational effectiveness.

- AISH Standard #4, and #2e