

Middle States Association (MSA) STANDARDS

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

1. *Mission*
2. *Governance and Leadership*
3. *School Improvement Planning*
4. *Finances*
5. *Facilities*
6. *School Organization and Staff*
7. *Health and Safety*
8. *Educational Program*
9. *Assessment and Evidence of Student Learning*
10. *Student Services*
11. *Student Life and Student Activities*
12. *Information Resources*

MISSION

The school has a mission that conveys clearly and concisely the school's vision of a preferred future for the school community and its expectations for student learning. The mission is consistent with the community's ethical norms and demonstrates respect for persons of all races, creeds, and cultures. The mission serves as the basis for daily operational and instructional decision-making as well as strategic planning. It is developed and periodically reviewed using a process that considers input by stakeholders of the school and is aligned with the needs of the community(ies) the school serves.

AISH Standard of Excellence #1 – Mission for Learning (when you review the overall standard and indicators within this standard, it aligns closely with the MSA Standard for Mission). Additionally, the AISH Standard expects the HoS to implement structures that support students' learning outcomes, the HoS role in communicating the mission, and implementing data-based actions to monitor success in achieving the mission.

GOVERNANCE AND LEADERSHIP

The school's governing body and leadership act ethically and consistently to ensure an atmosphere of mutual respect, purposeful effort, and a productive environment for

teaching and learning while demonstrating adherence to the school's mission. The governing body and leadership maintain timely and open communication with the school's community of stakeholders. The governing body and leadership provide the vision that drives strategic planning and day-to-day operations. They ensure the integrity, effectiveness, and reputation of the school by establishing policies, providing necessary resources, and ensuring the quality of the school's educational program.

AISH Standard of Excellence #2 – Governance (when you review the overall standard and indicators within this standard, it aligns closely with the MSA Standard for Governance and Leadership). Additionally, the AISH Standard has an expectation from the HoS that they promote the professional growth of the governing body, and that the Board is well informed about the data collected with regards to Standard #1/MSA standard 1.

SCHOOL IMPROVEMENT PLANNING

The school plans strategically and continuously to grow and improve its students' performance and the school's capacity to produce the levels of student performance desired and expected by its community of stakeholders. The school's strategic plan is aligned with and supports achievement of its mission. The school uses a collaborative process to develop and implement its strategic plan for growth and improvement and ensures that the plan includes professional development activities the staff needs to implement the plan and achieve its goals. The school improvement planning is monitored, periodically assessed and revised as needed.

AISH Standard of Excellence #4 – Operations and Resource Management (when you review the overall standard as well as the indicators within this standard, it aligns closely with the MSA Standard for School Improvement Planning). The MSA standard also refers to staff professional development and growth, which aligns with part of the **AISH Standard #3 for Human and Organisational Development**.

FINANCES

The school has financial resources that are sufficient to provide its students with the educational program defined in the school's mission and strategic plan. Financial resources are stable, and indications are they will continue to be stable for the foreseeable future. The school uses business practices that are ethical and follow accepted budgeting and accounting principles. The practices promote confidence in

the school's ability to manage its fiscal and material resources in a responsible manner. The school dedicates its financial resources to implementing its educational program, services, activities, and operations.

AISH Standard of Excellence #4 – Operations and Resource

Management (when you review the overall standard as well as the indicators within this standard, it aligns closely with the MSA Standard for Finances).

FACILITIES

The school provides facilities that are safe, clean, and well maintained and that are appropriate and adequate to achieve the school's mission. The facilities provide a physical environment that supports delivery of the school's educational program, services, and activities, and the ability of students to achieve the levels of learning and performance expected of them. The facilities are inspected regularly for effective operation and are in compliance with all applicable health and safety codes of the civil jurisdiction(s) within which the school is located.

AISH Standard of Excellence #4 – Operations and Resource

Management (when you review the overall standard as well as the indicators within this standard, it aligns closely with the MSA Standard for Facilities).

SCHOOL ORGANIZATION AND STAFF

The school's organization facilitates achievement of its purposes and core values as expressed in its mission and successful implementation of its educational program, services, and activities. Members of the administrative, instructional, and support staffs are qualified, competent, and sufficient in number to provide a high quality educational experience as defined by the school's mission. Staff members possess the qualifications required by the civil authority in which the institution operates to administer and teach the program(s) to which they are assigned. Staff members are evaluated regularly based on clear expectations for performance and are provided with professional development experiences that address areas in which staff members need to grow and/or improve. The school's leaders, staff and community stakeholders demonstrate collegial and collaborative relationships.

AISH Standard of Excellence #3 – Human and Organisational

Development (when you review the overall standard as well as the indicators within this standard, it aligns closely with the MSA School's Organisation and Staff). The AISH Standard #1 is also connected to this MSA Standard, in part. The AISH indicators from #1 that connect with this MSA standard include: The

HoS should have organisational structures to improve teacher effectiveness, develop intercultural competencies for all staff and use data to inform progress of living the mission in the school.

HEALTH AND SAFETY

The school provides a safe, orderly, and healthy environment for teaching and learning that meets the health and safety requirements of the civil jurisdiction(s) in which the school operates. The school has and implements policies and/or procedural guidelines to ensure the health and safety of students, the staff, and visitors to the school. The school has and implements plans for responding to emergencies and crises.

AISH Standard of Excellence #4 – Operations and Resource

Management (when you review the overall standard as well as the indicators within this standard, it aligns closely with the MSA Standard for Health and Safety).

EDUCATIONAL PROGRAM

The school's educational program consists of carefully planned and well-executed programs of study that are based on appropriate content and learning standards, and instructional methods and assessments of student learning that reflect current research and proven practices in learning and teaching. The educational program is aligned with the school's mission, approved by the governing body, and sufficiently financed and supported. The educational program is designed so that all students can achieve at the levels desired by the school's community of stakeholders.

When you review this MSA standard, **all of the AISH Standards of Excellence** fit within the overall MSA standard for Educational Program.

Therefore, if you are able to provide evidence for all of the AISH standards of excellence, they align with this MSA standard.

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING

The school has a program for assessing student learning and performance that is consistent with the school's mission. The program is based on current research and proven practices and is aligned with the school's educational and instructional programs. The assessment program systematically collects and rigorously analyzes quantifiable and observable evidence of student learning and performance and growth using multiple, valid, and reliable assessments that are respected by the

school's community of stakeholders. The school expects all students to learn and demonstrate the knowledge, skills, and habits of mind required in the educational program. Students are learning and performing at the levels expected, or the school has and is implementing a plan to raise learning and performance to the expected levels.

AISH Standard of Excellence #1 – Mission for Learning (when you review the overall standard and some of the indicators within this standard, it aligns partially with this MSA Standard for Assessment and Evidence of Student Learning). I would also indicate that parts of the AISH Standard #3 and #5 also aligns with this MSA standard.

STUDENT SERVICES

The school provides student services that are effective, appropriate, and that support student learning and achieving the school's mission. The services are well-planned and well-delivered, and they are an integral part of and contribute to the school's educational program. Services are delivered by qualified personnel, sufficiently financed, and evaluated periodically for their effectiveness. Services comply with any requirements of the civil authorities of the jurisdiction(s) in which the school is located.

AISH Standards of Excellence #4 and #5 partially, 4d, 4f, 5a and 5b – (when you review these standards and some of the indicators within this standard, it aligns partially with this MSA Standard for Student Services)

STUDENT LIFE AND STUDENT ACTIVITIES

The school provides non-discriminatory student experiences. A balance of academic, social, co- or extra- curricular and service experiences are maintained. Student experiences are designed to foster intellectual, cultural, and social growth and physical health and wellness. Experiences provide opportunities for student leadership and social interaction, encourage development of student interests, and, when appropriate, family involvement. Experiences are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school's mission.

AISH Standard of Excellence #1 – Mission for Learning (when you review this standards and only the indicator 1d, this is the only part that aligns with this MSA Standard for Student Life and Student Activities)

INFORMATION RESOURCES

The school's information resources and personnel are appropriate and adequate in scope, quantity, and quality to facilitate achieving the school's mission and delivery of its educational programs. The resources are accessible to all students and the staff for use in learning and teaching and to broaden and extend their knowledge and skills. Appropriate instruction is offered to the students and the staff on the appropriate, ethical, and most effective uses of the information resources. Information resources are current and functional.

AISH Standard of Excellence #4 – Operations and Resource

Management (when you review the overall standard as well as the indicators within this standard, it aligns partially with the MSA Standard for Information Resources).

ADDENDUM

The MSA Addendum refers to legislation requiring Schools to have Child Protection Policies and Procedures.

It is part of the AISH Standards of Excellence (#3 – Human and Organisational Development overall standard) that a Head of School enacts legal and ethical practices to safeguard students).