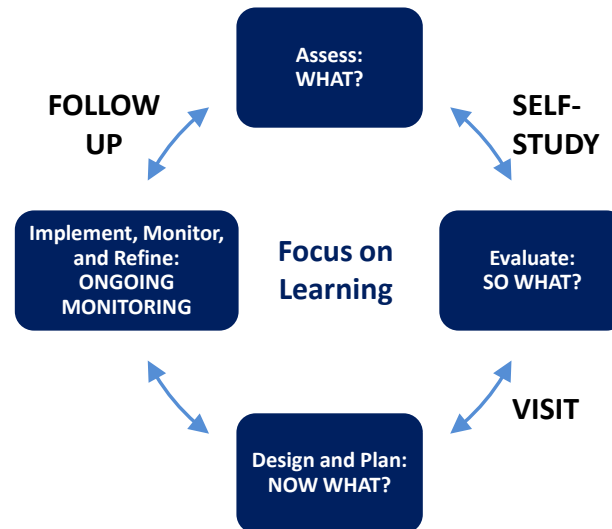


# ACS WASC Accreditation Cycle of Quality: FOCUS ON LEARNING International – 2017

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) is a reflective cycle that engages stakeholders in an ongoing transforming, coherent process of school improvement that focuses on high quality student learning and well-being. The diagram below shows this cycle:



## Focus on Learning: Reflective Cycle



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Within the ACS WASC Accreditation Cycle of Quality entitled Focus on Learning, there are 14 research-based international criteria organized by four categories and a criterion on boarding. The overall concept questions of the process and the criteria categories and the titles of the 14 criteria are shown below:

- *How do we know that all students are achieving the desired schoolwide learner outcomes and the essential academic standards that prepare students to be globally competent (i.e., college and career ready)?*
- *Are we as a school doing everything possible to support that learning?*

A. Organization for Student Learning

- Purpose, Governance
- Leadership
- Staff
- School Improvement Process
- Resources
- Resource Planning

B. Curriculum, Instruction, and Assessment

- What Students Learn
- How Students Learn
- How Assessment is Used--Reporting and Accountability Processes
- How Assessment is Used—Classroom Assessment Strategies

C. Support for Student Personal and Academic Growth

- Student Connectedness—Personal and Academic

D. School Culture and Environment

- School Environment and Child Protection
- Parent/Community Involvement

E. China Context or ONESQA(Thailand) Standards—only for schools within those respective countries

F. School Boarding Program

For each criterion, there are indicators that emphasize important aspects of the broader criterion statements. Prompts for each indicator are intended to facilitate meaningful discussion and examination of evidence that supports the extent to which the school is meeting each criterion. All stakeholders collaborate and are involved in careful analysis of multiple types of student achievement and other data and information with respect to the impact of the program and operations on student learning, i.e., students achieving the overall schoolwide learner outcomes and the academic standards.

As the Head of School engages the school's stakeholders in the self-study every five or six years and the annual review and refinement of the schoolwide action plan based on analysis of data on student achievement data, the Head will find it beneficial to integrate the concepts of the AISH standards of Excellence for a Head. For the Head of a School that has ACS WASC accreditation, the evidence analysed in relation to the ACS WASC criteria will provide valuable insight to the reflection on the AISH Standards of Excellence for a Head.

AISH has reviewed the ACS WASC criteria, indicators and prompts in relation to the AISH Standards of Excellence for a Head of School. The following crosswalk shows a basic relationship, recognizing that there may be distinctions for each school and Head of School that will be contextually different.

<p><b>A. Organization for Student Learning</b></p> <p><b>A1. School Purpose</b></p> <p>The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted schoolwide learner outcomes that reflect defined global competencies for all students and form the basis of the educational program for every student.</p> <p><b>Beliefs and Philosophy:</b> The written mission and vision reflects the beliefs and philosophy of the school and its constituency.</p> <p><b>Purpose, Schoolwide Learner Outcomes, and Profile Data:</b> The student/community profile data and identified global competencies have impacted the development of the school's vision, mission, and schoolwide learner outcomes.</p> <p><b>Involvement of All:</b> The school has a process for involving representatives of the entire school community in the defining of global competencies and the development/refinement of the core values, mission, vision, and schoolwide learner outcomes.</p> <p><b>Consistency of Purpose, Schoolwide Learner Outcomes, and Program:</b> There is a strong degree of consistency between the school core values, vision, mission, the schoolwide learner outcomes, and the school program that reflects the school's explanation of global competencies.</p> <p><b>Communication about Vision, Mission, and Schoolwide Learner Outcomes:</b> The school has means to publicize the vision, mission, and schoolwide learner outcomes to the students, parents, and other members of the school community.</p> <p><b>Regular Review/Revision:</b> The school has a process for regular review/revision of the school's vision, mission, and schoolwide learner outcomes based on current and future learner needs and other local and global trends and conditions.</p>	<p><b>1. MISSION FOR LEARNING</b></p> <p>The Head of an International School embraces a mission and vision that focuses on the desired results for student learning.</p> <ul style="list-style-type: none"> <li>a) Energizes the school community with a clear, contemporary and contextual mission to build understanding and commitment for high expectations.</li> <li>b) Uses a definition of learning, developed from the school's shared culture and context, to guide curriculum planning, instruction and assessment so that classroom practices align with research.</li> <li>c) Ensures a coherent curriculum rooted in best practice and derived backwards from agreed upon student outcomes to ensure that all students progress to the highest possible standard.</li> <li>d) Builds organizational structures and fosters practices for collaboration that increase teacher effectiveness and have the optimal impact on learning.</li> <li>e) Develops, implements and monitors data based actions to ensure systematic student progress and program improvements.</li> <li>f) Advances the development of intercultural competencies in the school for students and staff to gain insights about themselves and others, build connections and demonstrate respect and empathy.</li> <li>g) Communicates regularly the achievement of the school's mission and vision to provide evidence of measurable gain, celebrate student progress and to use the information for further improvements.</li> </ul>
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<p><b>A2. Governance</b></p> <p>The governing authority (a) adopts policies which are consistent with the school vision and mission (purpose) and support the achievement of the schoolwide learner outcomes, i.e., global competencies, (b) delegates implementation of these policies to the professional staff, and (c) monitors results.</p> <p><b>Written Procedures and Coherent Practices:</b> The governing authority/ownership has written procedures and coherent practices that define their roles and responsibilities.</p> <p><b>Pretraining of Potential Board Members:</b> Individuals who seek board membership or are being considered as appointees by the board will have some form of training in the principles and skills essential to the effectiveness of the international school board.</p> <p><b>Relationship to Professional Staff:</b> There is clear understanding about the relationship between the governing authority and the responsibilities of the professional staff. The governing authority limits its actions to policy making and strategic planning — authorizing the administration to implement its decisions.</p> <p><b>Relationship of Policies:</b> The governing authority’s policies and financial/educational plans are directly connected to the school’s vision, mission, and schoolwide learner outcomes that focus on student achievement of global competencies and the governing authority is involved in their regular review and refinement.</p> <p><b>Involvement of Governing Authority:</b> The governing authority is involved in the regular review and refinement of the school’s vision, mission, and schoolwide learner outcomes. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective schools.</p> <p><b>Professional Development of Governing Authority/Ownership:</b> Governing authority/ownership will participate in professional development that will enhance their knowledge and skills essential to effective international school governance. The governing authority/ownership uses a variety of strategies to remain current in research-based knowledge about effective schools.</p> <p><b>School Community Understanding:</b> The school community understands the governing authority’s role.</p> <p><b>Relationship to Professional Staff:</b> There is clear understanding about the relationship between the governing authority and the responsibilities of the</p>	<p><b>2. GOVERNANCE</b></p> <p>The Head of an International School, in partnership with the governing body, develops a culture of responsibility and accountability for the accomplishment of the mission for learning.</p> <ul style="list-style-type: none"> <li>a) Supports the governing body in their development and revision of policies that work in tandem with operational procedures for student well-being and responsible management of the school.</li> <li>b) Ensures that the Board is well informed about measures of student performance and strategic issues so that they can best establish priorities and direction.</li> <li>c) Forms a united team with the governing body, each respectful of the roles and responsibilities, to work and learn at a higher level for the benefit of students and to uphold the mission.</li> <li>d) Promotes the professional growth of the governing body so that the school can benefit from their strategic and generative leadership.</li> <li>e) Works in tandem with the Board to hold one another accountable to the mission and vision, fully aware that together they are ultimately responsible for the performance and sustainability of the school.</li> </ul> <p><b>5. SCHOOL-HOME-COMMUNITY PARTNERSHIPS</b></p> <p>The Head of an International School cultivates positive relationships with families and the community to achieve partnerships that will benefit student outcomes.</p> <ul style="list-style-type: none"> <li>a) Builds connections between the home and school, to extend support for students to achieve learning goals.</li> <li>b) Empowers parents to make meaningful and valued contributions in the school, knowing that parental involvement is key to student success.</li> <li>c) Communicates effectively with the community, utilizing formal processes and informal exchanges, to build positive partnerships that benefit students.</li> <li>d) Utilizes the external environment as a resource for learning, engaging individuals and organizations in promoting high standards that advance the mission.</li> </ul>

<p>professional staff. The governing authority limits its actions to policy making and strategic planning — authorizing the administration to implement its decisions.</p> <p><b>Stakeholder involvement:</b> The governing authority/ownership consistently seeks and considers the stakeholders views and gains in-depth knowledge about the school.</p> <p><b>Board’s Evaluation/Monitoring Procedures:</b> There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall school programs and operations, and the fiscal health of the school.</p> <p><b>Complaint and Conflict Resolution Procedures:</b> The established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s stakeholders are effective.</p> <p><b>Evaluation Procedures:</b> The governing authority has clearly defined procedures for the evaluation of the school leadership, i.e., the Head of School.</p> <p><b>Evaluation of Governing Authority:</b> The governing authority evaluates its processes and procedures.</p>	
<p><b>A3. School Leadership</b></p> <p>The school leadership (1) makes decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes, i.e., global competencies, (2) empowers the staff, and (3) encourages commitment, participation and shared accountability for student learning in a global environment.</p> <p><b>Defined Responsibilities, Practices, etc.:</b> The school has administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.</p> <p><b>Existing Structures:</b> The school has existing structures for internal communication, planning, and conflict resolution.</p> <p><b>Involvement of Staff:</b> The school leadership has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on student learning and teaching in a global environment.</p> <p><b>Evaluation of Existing Processes:</b> The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning and global citizenship.</p>	<p><b>3. HUMAN AND ORGANIZATIONAL DEVELOPMENT</b></p> <p>The Head of an International School enacts legal and ethical practices to safeguard students’ well-being and inspires high levels of performance in staff so that each student can attain academic success.</p> <ul style="list-style-type: none"> <li>a) Ensures that recruitment and retention practices are in alignment with the school’s mission, vision and values and reflect the school’s unwavering commitment to child protection.</li> <li>b) Provides, participates and personally leads, professional development guided by principles of learning so that staff continues to develop their knowledge and skill, working together to improve learning.</li> <li>c) Utilizes performance standards for staff with ongoing coaching, mentoring and feedback to evaluate impact on learning and to build a school of empowered leaders.</li> <li>d) Creates a climate that supports collaboration focused on improving learning.</li> <li>e) Energizes staff to examine practice and innovate to maximize the effect of their teaching on all students.</li> </ul> <p><b>1. MISSION FOR LEARNING</b></p>

<p><b>Child Protection:</b> The school has clearly defined leadership responsibilities for child safety and duty of care.</p> <p><b>Interconnectedness of the School to the World:</b> The school leadership involves staff in assessing the school's interconnectedness to the world to promote a globally minded culture.</p>	<p>The Head of an International School embraces a mission and vision that focuses on the desired results for student learning.</p> <ul style="list-style-type: none"> <li>f) Advances the development of intercultural competencies in the school for students and staff to gain insights about themselves and others, build connections and demonstrate respect and empathy.</li> </ul> <p><b>6. PROFESSIONAL ACCOUNTABILITY</b></p> <p>The Head of an International School models behavior consistent with the school's values and is continuously improving to meet the challenges and opportunities of leading a high performing school.</p> <ul style="list-style-type: none"> <li>a) Handles conflict directly and respectfully, honors commitments and is honest about expectations, creating a climate of trust and informed evidence based professionalism.</li> <li>b) Demonstrates organizational and self-management skills to focus on the priorities of the school.</li> <li>c) Seeks and uses critical reflection as part of continual improvement and sustainability of own and school's performance.</li> <li>d) Uses data to support changes and effectively leads innovations that result in improved learning.</li> <li>e) Builds external relationships and networks outside of the school for support and improvement as well as to contribute to the future of learning and leading.</li> <li>f) Demonstrates a passion and energy for improving learning that can be seen in actions, decisions and student learning gains.</li> </ul>
<p><b>A4. Staff Criterion</b></p> <p>The school leadership and staff are qualified for their assigned responsibilities, are committed to the school's purpose and engage in ongoing professional development that promotes student learning in a global society.</p> <p><b>Employment Policies/Practices:</b> The school has clear employment policies/practices related to qualification requirements of staff.</p> <p><b>Qualifications of Staff:</b> The school reviews all information regarding staff background, training, and preparation, including international expertise.</p> <p><b>Child Protection:</b> The school has recruitment policies and executes rigorous recruitment procedures that ensure all employees and volunteers</p>	<p><b>1. MISSION FOR LEARNING</b></p> <p>The Head of an International School embraces a mission and vision that focuses on the desired results for student learning.</p> <ul style="list-style-type: none"> <li>d) Builds organizational structures and fosters practices for collaboration that increase teacher effectiveness and have the optimal impact on learning.</li> </ul> <p><b>3. HUMAN AND ORGANIZATIONAL DEVELOPMENT</b></p>

are of sound moral character and are suitable people to work with children and young adults. These procedures may include criminal records/background checks, training, and/or other such means as may be suitable.

The school has developed and adopted a code of conduct and written guidelines for appropriate behavior of adults towards children and children towards other children. All faculty, staff, volunteers and contractors agree to abide by this code of conduct.

The school provides training for all faculty and staff in the implementation of child protection policies.

**Maximum Use of Staff Expertise:** The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

**Defining and Understanding Practices/Relationships:** The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**Staff Actions/Accountability to Support Learning:** The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, and group presentations.

**Support of Professional Development:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes. Teachers are involved in experiences such as visits, exchanges, and professional development to strengthen their understanding of global competencies.

The school supports professional learning of the staff members that develops their use of important skills that are inherent in developing the global competencies of the students; these include collaboration, communication, creativity, and problem-solving.

**Supervision and Evaluation:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff in 21<sup>st</sup> century skills and thinking. Teachers regularly reflect on their approaches to develop global competencies in the students.

**Measurable Effect of Professional Development:** There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

The Head of an International School enacts legal and ethical practices to safeguard students' well-being and inspires high levels of performance in staff so that each student can attain academic success.

- a) Ensures that recruitment and retention practices are in alignment with the school's mission, vision and values and reflect the school's unwavering commitment to child protection.
- b) Provides, participates and personally leads, professional development guided by principles of learning so that staff continues to develop their knowledge and skill, working together to improve learning.
- c) Utilizes performance standards for staff with ongoing coaching, mentoring and feedback to evaluate impact on learning and to build a school of empowered leaders.
- d) Creates a climate that supports collaboration focused on improving learning.
- e) Energizes staff to examine practice and innovate to maximize the effect of their teaching on all students.

<p><b>A5. School Improvement Process Criterion</b></p> <p>The school leadership facilitates school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan.</p> <p><b>Broad-based and Collaborative:</b> The school’s planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, and parents.</p> <p><b>School Plan Correlated to Student Learning:</b> The school’s action plan is directly correlated to the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes, and academic standards.</p> <p><b>Systems Alignment:</b> Within the school there is evidence of systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement.</p> <p><b>Correlation between all Resources, Schoolwide Learner Outcomes, and Action Plan:</b> There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the schoolwide action plan.</p>	<p><b>2. GOVERNANCE</b></p> <p>The Head of an International School, in partnership with the governing body, develops a culture of responsibility and accountability for the accomplishment of the mission for learning.</p> <ul style="list-style-type: none"> <li>b) Ensures that the Board is well informed about measures of student performance and strategic issues so that they can best establish priorities and direction.</li> <li>c) Forms a united team with the governing body, each respectful of the roles and responsibilities, to work and learn at a higher level for the benefit of students and to uphold the mission.</li> <li>e) Works in tandem with the Board to hold one another accountable to the mission and vision, fully aware that together they are ultimately responsible for the performance and sustainability of the school.</li> </ul>
<p><b>A6. Resources Criterion</b></p> <p>The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school’s purpose and student achievement of the schoolwide learner outcomes, i.e., global competencies.</p> <p><b>Allocation Decisions:</b> There is a relationship between the decisions about resource allocations, the school’s vision, mission, and student achievement of the schoolwide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.</p> <p><b>Practices:</b> The school develops an annual budget, has an annual audit, and at all times conducts quality business and accounting practices, including protections against mishandling of institutional funds.</p> <p><b>Facilities:</b> The school’s facilities are adequate, safe, functional and well-maintained and support the school’s mission, desired learner goals, and educational program.</p> <p><b>Child Protection:</b> Due regard is given to building and facility design, layout and use to ensure best practice in child safety and protection.</p> <p><b>Instructional Materials and Equipment:</b> The policies and procedures for acquiring and maintaining adequate instructional materials and equipment,</p>	<p><b>4. OPERATIONS AND RESOURCE MANAGEMENT</b></p> <p>The Head of an International School ensures a safe, secure and supportive environment that is strategically resourced to achieve the mission and vision.</p> <ul style="list-style-type: none"> <li>a) Strategically aligns fiscal resources to support the mission and vision.</li> <li>b) Seeks avenues for raising additional resources to support the mission and create opportunities for students and staff.</li> <li>c) Manages and monitors facilities, grounds and equipment to provide for an optimal learning environment.</li> <li>d) Oversees the admission of students to the school, guided by integrity regarding the programs and fees to ensure alignment with the family and the school’s mission.</li> <li>e) Enforces legal requirements and regulations of the host country for the sustainable development of the school.</li> <li>f) Establishes effective procedures for student behavior and school safety that ensure an environment where learning is paramount.</li> <li>g) Supports operational functions with data and communication systems that allow for efficiency and goal attainment.</li> </ul>



<p>such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.</p> <p><b>Well-Qualified Staff:</b> Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.</p>	
<p><b>A7. Resource Planning Criterion</b></p> <p>The governing authority and the school leadership execute responsible current and future resource planning.</p> <p><b>Long-range Resource Plan:</b> The governing authority and the school have developed and implemented a long-range resource plan. The school has a process for regular examination of this plan to ensure the continual availability of appropriate resources that support the school's vision, mission, and student learning of schoolwide learner outcomes and academic standards.</p> <p><b>Use of Research and Information:</b> The governing authority and the school use research and information to form the master resource plan.</p> <p><b>Involvement of Stakeholders:</b> Stakeholders are involved in the future planning.</p> <p><b>Informing:</b> The governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.</p> <p><b>Marketing Strategies:</b> The school has marketing strategies to support the implementation of the developmental program.</p>	<p><b>4. OPERATIONS AND RESOURCE MANAGEMENT</b></p> <p>The Head of an International School ensures a safe, secure and supportive environment that is strategically resourced to achieve the mission and vision. Strategically aligns fiscal resources to support the mission and vision.</p> <p>a) Strategically aligns fiscal resources to support the mission and vision.</p>
<p><b>Category B: Curriculum, Instruction, and Assessment</b></p> <p><b>B1. What Students Learn Criterion</b></p> <p>The school provides a challenging, coherent, and relevant international curriculum for each student that fulfills the school's purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered.</p> <p><b>Current Educational Research and Thinking:</b> The comprehensive and sequential documented international curriculum is modified as needed to address current educational research; other relevant community, national, and international issues; and the needs of all students.</p> <p><b>Academic Standards for Each Area:</b> The school provides a comprehensive and sequential documented international curriculum that is articulated within</p>	<p><b>1. MISSION FOR LEARNING</b></p> <p>The Head of an International School embraces a mission and vision that focuses on the desired results for student learning.</p> <p>b) Uses a definition of learning, developed from the school's shared culture and context, to guide curriculum planning, instruction and assessment so that classroom practices align with research.</p> <p>c) Ensures a coherent curriculum rooted in best practice and derived backwards from agreed upon student outcomes to ensure that all students progress to the highest possible standard.</p> <p>e) Develops, implements and monitors data based actions to ensure systematic student progress and program improvements.</p> <p>f) Advances the development of intercultural competencies in the school for students and staff to gain insights about themselves and others, build connections and demonstrate respect and empathy.</p>

and across grade levels for the improvement of programs, learning, and teaching.

**Embedded Global Perspectives:** The school leadership and certificated staff ensure that global education concepts, perspectives, and issues are embedded within the curricular areas.

**Congruence:** There is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

**Student Work — Engagement in Learning:** The school's examination of representative samples of student work show consistent critical analysis and application of thought in different contexts. Observation of student engagement in learning demonstrates students' awareness of their own learning as well as the purpose of the work connected to a standards-based curriculum and the schoolwide learner outcomes.

**Accessibility of all Students to Curriculum:** A rigorous, relevant, and coherent curriculum that prepares students to be global citizens is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for all students.

**Acceptable Student Achievement:** The school identifies and defines performance indicators in order to monitor acceptable student progress toward achievement of the academic standards and the schoolwide learner outcomes.

**Integration among Disciplines:** There is integration among disciplines at the school and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability, and security is maintained.

**Curricular Review, Revision, and Evaluation:** The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

**Collaborative Work:** The administrators and teachers use various collaborative strategies to examine curriculum design and student work in order to refine lessons, units and/or courses.

**Policies — Rigorous, Relevant, Coherent Curriculum:** The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

**Articulation and Follow-up Studies:** The school conducts student follow-up studies that provide insight to the effectiveness of the instruction to prepare

g) Communicates regularly the achievement of the school's mission and vision to provide evidence of measurable gain, celebrate student progress and to use the information for further improvements.

students for pursuing further education, entering the work force, or meeting their personal goals.	
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## **B2. How Students Learn Criterion**

The professional staff a) uses research-based knowledge about teaching and learning; and b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and schoolwide learner outcomes.

**Research-based Knowledge:** The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in the learning that is based on the schoolwide learner outcomes and academic standards.

**Planning Processes:** The planning processes, including the use of formative assessment results, focus on the engagement of all student activity at a high level of learning consistent with the academic standards and schoolwide learner outcomes, i.e., global competencies.

**Professional Collaboration:** Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem-solving, knowledge, and application. This would include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

**Professional Development:** The school uses ongoing professional development to enhance the curriculum and improve learning and teaching. This includes learning through worldwide partnerships with other teachers and schools.

**Challenging and Varied Instructional Strategies:** The teachers strengthen student understanding and achievement of the learning outcomes, including targeted global competencies, through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning. This includes the integration of multimedia and technology as appropriate and the linking of students' experiences to the world.

**Technological Integration:** Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.

**Evidence of Results based upon Challenging Learning Experiences:** Students working and their work demonstrate critical and creative thinking, problem-solving, knowledge attainment, and application skills.

**Student Understanding of Learning Expectations:** The students know the standards/expected performance levels for each area of study.

## **1. MISSION FOR LEARNING**

The Head of an International School embraces a mission and vision that focuses on the desired results for student learning.

- b) Uses a definition of learning, developed from the school's shared culture and context, to guide curriculum planning, instruction and assessment so that classroom practices align with research.
- c) Builds organizational structures and fosters practices for collaboration that increase teacher effectiveness and have the optimal impact on learning.

## **3. HUMAN AND ORGANIZATIONAL DEVELOPMENT**

The Head of an International School enacts legal and ethical practices to safeguard students' well-being and inspires high levels of performance in staff so that each student can attain academic success.

- b) Provides, participates and personally leads, professional development guided by principles of learning so that staff continues to develop their knowledge and skill, working together to improve learning.
- d) Creates a climate that supports collaboration focused on improving learning.
- e) Energizes staff to examine practice and innovate to maximize the effect of their teaching on all students.

## **4. OPERATIONS AND RESOURCE MANAGEMENT**

The Head of an International School ensures a safe, secure and supportive environment that is strategically resourced to achieve the mission and vision. Strategically aligns fiscal resources to support the mission and vision.

- a) Strategically aligns fiscal resources to support the mission and vision.
- b) Seeks additional avenues for raising additional resources to support the mission and create opportunities for students and staff.
- d) Oversees the admission of students to the school, guided by integrity regarding the programs and fees to ensure alignment with the family and the school's mission.
- f) Establishes effective procedures for student behavior and school safety that ensure an environment where learning is paramount.

## **5. SCHOOL-HOME-COMMUNITY PARTNERSHIPS**

The Head of an International School cultivates positive relationships with families and the community to achieve partnerships that will benefit student outcomes.

- c) Communicates effectively with the community, utilizing formal processes and informal exchanges, to build positive partnerships that benefit students.

<p><b>Student Perceptions:</b> Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.</p> <p><b>Student Needs:</b> Teachers address student needs through the instructional approaches used.</p> <p><b>Student Use of Resources:</b> Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources and community resources and information from various cultures and languages.</p>	<p>d) Utilizes the external environment as a resource for learning, engaging individuals and organizations in promoting high standards that advance the mission.</p>
<p><b>B3. How Assessment is Used Criterion — Reporting and Accountability Processes</b></p> <p>The school leadership and staff use effective assessment processes to collect, disaggregate, analyze and report school performance data to all stakeholders about student progress toward accomplishing the schoolwide learner outcomes and academic standards. The analysis of the data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the action plan.</p> <p><b>Professionally Acceptable Assessment Process:</b> The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report school performance data to appropriate stakeholders.</p> <p><b>Basis for Determination of Performance Levels:</b> The school leadership and instructional staff determine the basis for students' grades, growth and performance levels to ensure consistency across and within grade levels and content levels.</p> <p><b>Modifications Based on Assessment Results:</b> The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.</p> <p><b>Monitoring of Student Growth:</b> The school has an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes.</p> <p><b>Reporting Student Progress:</b> There are effective processes to inform the board, parents, and other stakeholders about student progress toward achieving t academic standards and the schoolwide learner outcomes, i.e., global competencies.</p> <p><b>Security Systems:</b> The school employs security systems that maintain the integrity of the assessment process.</p>	<p><b>1. MISSION FOR LEARNING</b></p> <p>The Head of an International School embraces a mission and vision that focuses on the desired results for student learning.</p> <ul style="list-style-type: none"> <li>b) Uses a definition of learning, developed from the school's shared culture and context, to guide curriculum planning, instruction and assessment so that classroom practices align with research.</li> <li>e) Develops, implements and monitors data based actions to ensure systematic student progress and program improvements.</li> <li>g) Communicates regularly the achievement of the school's mission and vision to provide evidence of measurable gain, celebrate student progress and to use the information for further improvements.</li> </ul> <p><b>2. GOVERNANCE</b></p> <p>The Head of an International School, in partnership with the governing boy, develops a culture of responsibility and accountability for the accomplishment of the mission for learning.</p> <ul style="list-style-type: none"> <li>b) Ensures that the Board is well informed about measures of student performance and strategic issues so that they can best establish priorities and direction.</li> </ul> <p><b>3. HUMAN AND ORGANIZATIONAL DEVELOPMENT</b></p> <p>The Head of an International School enacts legal and ethical practices to safeguard students' well-being and inspires high levels of performance in staff so that each student can attain academic success.</p> <ul style="list-style-type: none"> <li>e) Energizes staff to examine practice and innovate to maximize the effect of their teaching on all students.</li> </ul> <p><b>6. PROFESSIONAL ACCOUNTABILITY</b></p>

	<p>The Head of an International School models behavior consistent with the school's values and is continuously improving to meet the challenges and opportunities of leading a high performing school.</p> <ul style="list-style-type: none"> <li>c) Seeks and uses critical reflection as part of continual improvement and sustainability of own and school's performance.</li> <li>d) Uses data to support changes and effectively leads innovations that result in improved learning.</li> </ul>
<p><b>B4. How Assessment is Used Criterion — Classroom Assessment Strategies</b></p> <p>Teacher and student uses of assessment are frequent and integrated into the learning/teaching process. The assessment results are the basis for (a) measurement of each student's progress toward the schoolwide learner outcomes and academic standards; and (b) regular evaluation, modification, and improvement of curriculum and instructional approaches to support the educational progress of every student.</p> <p><b>Appropriate Assessment Strategies:</b> The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking and communication skills; examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc. (This includes the global competency areas of students being able to investigate the world, recognize multiple perspectives, communicate ideas effectively to diverse groups, and take action to improve the situation.)</p> <p><b>Demonstration of Student Achievement:</b> A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.</p> <p><b>Modification/Decisions based on Assessment Data:</b> Assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.</p> <p><b>Teacher Feedback to Students:</b> Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning targets, academic standards and schoolwide learner outcomes.</p>	<p><b>1. MISSION FOR LEARNING</b></p> <p>The Head of an International School embraces a mission and vision that focuses on the desired results for student learning.</p> <ul style="list-style-type: none"> <li>e) Develops, implements and monitors data based actions to ensure systematic student progress and program improvements.</li> </ul> <p><b>6. PROFESSIONAL ACCOUNTABILITY</b></p> <p>The Head of an International School models behavior consistent with the school's values and is continuously improving to meet the challenges and opportunities of leading a high performing school.</p> <ul style="list-style-type: none"> <li>c) Seeks and uses critical reflection as part of continual improvement and sustainability of own and school's performance.</li> <li>d) Uses data to support changes and effectively leads innovations that result in improved learning.</li> </ul>

<p><b>Category C: Support for Student Personal and Academic Growth</b></p> <p><b>C1. Student Connectedness Criterion — Personal and Academic</b></p> <p>Students are connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the schoolwide learner outcomes.</p> <p><b>Adequate Personalized Support:</b> The school has available adequate services, including referral services, to support all students in such areas as health, career and personal counseling, and academic assistance.</p> <p><b>Strategies Used for Student Growth/Development:</b> Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.</p> <p><b>Support Services and Learning:</b> The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students.</p> <p><b>Co-Curricular Activities:</b> School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes, i.e., global competencies. Students have the opportunity to communicate with diverse audiences locally and worldwide. Students contribute to local and/or global actions and service opportunities.</p> <p><b>Student Involvement in Curricular/Co-Curricular Activities:</b> The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services. This includes students involved in projects on global issues, joining networks, and exchanges.</p> <p><b>Student Perceptions:</b> The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population</p>	<p><b>4. OPERATIONS AND RESOURCE MANAGEMENT</b></p> <p>The Head of an International School ensures a safe, secure and supportive environment that is strategically resourced to achieve the mission and vision.</p> <ul style="list-style-type: none"> <li>a) Strategically aligns fiscal resources to support the mission and vision.</li> <li>b) Seeks avenues for raising additional resources to support the mission and create opportunities for students and staff.</li> <li>c) Manages and monitors facilities, grounds and equipment to provide for an optimal learning environment.</li> <li>d) Oversees the admission of students to the school, guided by integrity regarding the programs and fees to ensure alignment with the family and the school's mission.</li> <li>e) Enforces legal requirements and regulations of the host country for the sustainable development of the school.</li> <li>f) Establishes effective procedures for student behavior and school safety that ensure an environment where learning is paramount.</li> <li>g) Supports operational functions with data and communication systems that allow for efficiency and goal attainment.</li> </ul> <p><b>2. MISSION FOR LEARNING</b></p> <p>The Head of an International School embraces a mission and vision that focuses on the desired results for student learning. Builds organizational structures and fosters practices for collaboration that increase teacher effectiveness and have the optimal impact on learning.</p> <ul style="list-style-type: none"> <li>d) Communicates regularly the achievement of the school's mission and vision to provide evidence of measurable gain, celebrate student progress and to use the information for further improvements.</li> <li>g) Communicates regularly the achievement of the school's mission and vision to provide evidence of measurable gain, celebrate student progress and to use the information for further improvements.</li> </ul> <p><b>5. SCHOOL-HOME-COMMUNITY PARTNERSHIPS</b></p> <p>The Head of an International School cultivates positive relationships with families and the community to achieve partnerships that will benefit student outcomes.</p> <ul style="list-style-type: none"> <li>a) Builds connections between the home and school, to extend support for students to achieve learning goals.</li> <li>b) Empowers parents to make meaningful and valued contributions in the school, knowing that parental involvement is key to student success.</li> </ul>
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|  | <ul style="list-style-type: none"><li>c) Communicates effectively with the community, utilizing formal processes and informal exchanges, to build positive partnerships that benefit students.</li><li>d) Utilizes the external environment as a resource for learning, engaging individuals and organizations in promoting high standards that advance the mission.</li></ul> |
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**Category D: School Culture and Environment**

**D1. School Environment and Child Protection Criterion**

The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

**Caring, Concern, High Expectations:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

**Student Self-Esteem:** The school fosters student self-esteem through high expectations for each student and recognition of successes.

**Collaborative Culture of Mutual Respect, Inquiry and Communication:** A collaborative culture of mutual respect, inquiry and effective communication among and between staff, students, and parents is evident. There is understanding of the importance of cross-cultural communication in improving teaching, learning, and management.

**Teacher Support and Encouragement:** There is a culture that provides support and encouragement for teachers to use innovative approaches to enhance student learning.

**Safe, Clean, and Orderly Environment:** The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

**Child Protection:** The school has developed and adopted an appropriate definition of child abuse including physical, emotional or sexual abuse, sexual exploitation, neglect and commercial exploitation and inappropriate behavior of children towards other children.

The school has specific child protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students within boarding facilities, homestay and residential arrangements and on excursions, trips and student exchanges. These policies and practices are reviewed regularly.

The school has a scheduled program of regular, systematic professional training for volunteers, contractors, faculty and staff on student safeguarding, child abuse prevention, recognition, intervention and reporting.

The school has in place formal learning programs through the school experience related to child protection.

The school has developed structured procedures for reporting suspected or disclosed maltreatment or abuse and adopts a formal policy identifying actions to be taken, including informing appropriate authorities.

**4. OPERATIONS AND RESOURCE MANAGEMENT**

The Head of an International School ensures a safe, secure and supportive environment that is strategically resourced to achieve the mission and vision.

- f) Establishes effective procedures for student behavior and school safety that ensure an environment where learning is paramount.

**3. HUMAN AND ORGANIZATIONAL DEVELOPMENT**

The Head of an International School enacts legal and ethical practices to safeguard students' well-being and inspires high levels of performance in staff so that each student can attain academic success.

- a) Ensures that recruitment and retention practices are in alignment with the school's mission, vision and values and reflect the school's unwavering commitment to child protection.
- d) Creates a climate that supports collaboration focused on improving learning.

**1. MISSION FOR LEARNING**

The Head of an International School embraces a mission and vision that focuses on the desired results for student learning.

- a) Energizes the school community with a clear, contemporary and contextual mission to build understanding and commitment for high expectations.

**6. PROFESSIONAL ACCOUNTABILITY**

The Head of an International School models behavior consistent with the school's values and is continuously improving to meet the challenges and opportunities of leading a high performing school.

- a) Handles conflict directly and respectfully, honors commitments and is honest about expectations, creating a climate of trust and informed evidence based professionalism.
- f) Demonstrates a passion and energy for improving learning that can be seen in actions, decisions and student learning gains.

<p>The school is cognizant of cultural expectations and complies with the legal and ethical expectations and requirements regarding child abuse within the country in which it operates.</p>	
<p><b>D2. Parent/Community Involvement Criterion</b></p> <p>The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school’s established support system for students.</p> <p><b>Regular Parent Involvement:</b> The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents and/or online parents.</p> <p><b>Use of Community Resources:</b> The school uses community resources of the host country to support students such as professional services, partnerships, speakers, etc.</p> <p><b>Parent/Community and Student Achievement:</b> The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program. The school works with the parents to help them understand the focus on global competencies and their involvement as partners in the learning.</p>	<p><b>5. SCHOOL-HOME-COMMUNITY PARTNERSHIPS</b></p> <p>The Head of an International School cultivates positive relationships with families and the community to achieve partnerships that will benefit student outcomes.</p> <ul style="list-style-type: none"> <li>a) Builds connections between the home and school, to extend support for students to achieve learning goals.</li> <li>b) Empowers parents to make meaningful and valued contributions in the school, knowing that parental involvement is key to student success.</li> <li>c) Communicates effectively with the community, utilizing formal processes and informal exchanges, to build positive partnerships that benefit students.</li> <li>d) Utilizes the external environment as a resource for learning, engaging individuals and organizations in promoting high standards that advance the mission.</li> </ul>
<p><i>NOTE: Category E: Either China Context Standards or ONESQA Standards (Thailand)—not included as pertinent to schools within these countries only</i></p>	<p><i>(Not included)</i></p>

<p><b>F1. School Boarding Program</b></p> <p>The school's boarding program embraces the school's purpose, complements the school's program, and enhances the personal and academic growth of the students.</p>	<p><b>1. MISSION FOR LEARNING</b></p> <p>The Head of an International School embraces a mission and vision that focuses on the desired results for student learning.</p> <ul style="list-style-type: none"> <li>a) Energizes the school community with a clear, contemporary and contextual mission to build understanding and commitment for high expectations.</li> </ul> <p><b>2. GOVERNANCE</b></p> <p>The Head of an International School, in partnership with the governing body, develops a culture of responsibility and accountability for the accomplishment of the mission for learning.</p> <ul style="list-style-type: none"> <li>a) Supports the governing body in their development and revision of policies that work in tandem with operational procedures for student well-being and responsible management of the school.</li> </ul> <p><b>4. OPERATIONS AND RESOURCE MANAGEMENT</b></p> <p>The Head of an International School ensures a safe, secure and supportive environment that is strategically resourced to achieve the mission and vision.</p> <ul style="list-style-type: none"> <li>a) Strategically aligns fiscal resources to support the mission and vision.</li> <li>c) Manages and monitors facilities, grounds and equipment to provide for an optimal learning environment.</li> <li>f) Establishes effective procedures for student behavior and school safety that ensure an environment where learning is paramount.</li> <li>g) Supports operational functions with data and communication systems that allow for efficiency and goal attainment.</li> </ul> <p><b>5. SCHOOL-HOME-COMMUNITY PARTNERSHIPS</b></p> <p>The Head of an International School cultivates positive relationships with families and the community to achieve partnerships that will benefit student outcomes.</p> <ul style="list-style-type: none"> <li>a) Builds connections between the home and school, to extend support for students to achieve learning goals.</li> </ul> <p><b>6. PROFESSIONAL ACCOUNTABILITY</b></p> <p>The Head of an International School models behavior consistent with the school's values and is continuously improving to meet the challenges and opportunities of leading a high performing school.</p>
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|  | <ul style="list-style-type: none"><li>a) Handles conflict directly and respectfully, honors commitments and is honest about expectations, creating a climate of trust and informed evidence based professionalism.</li><li>f) Demonstrates a passion and energy for improving learning that can be seen in actions, decisions and student learning gains.</li></ul> |
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