Tools:
WASC Criteria with Indicators and China Context Standards with indicators (for NCCT/WASC schools), Guide Questions with Suggested Areas to Examine, and Sample Prompts
Introduction

Within this section are tools to assist the school in the analysis of the program based on the NCCT/WASC criteria/standards. The purpose is to integrate the accreditation processes for both organizations to ensure an effective, efficient, and relevant improvement process for the schools. For the WASC criteria and the NCCT standards, indicators have been listed to assist in the deeper understanding of the criteria/standards. In addition, suggested areas to be examined and prompts or questions have been provided for the criteria/standards. These should assist the school in their work of determining the effectiveness of the school’s program and operations to support high-quality student learning.

The criteria guide questions and suggested areas to analyze should be used by the Home and the Schoolwide Focus Groups to accomplish Tasks 4–6 (beginning pg. 47).
Category A:
Organization for Student Learning
Category A: Organization for Student Learning

A1. School Purpose Criterion with Indicators

The school has established a clear statement of purpose that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted schoolwide student goals or expected schoolwide learning results¹ that form the basis of the educational program for every student. (Note: school purpose is a general term for terminology used by schools such as vision, mission, or philosophy and objectives.)

Examples include: every student will demonstrate knowledge and understanding of diverse cultures that fosters tolerance for individual differences; every student will be a collaborative worker; and every student will demonstrate higher order thinking skills of application, analysis, synthesis and evaluation.

1. The written statement of purpose reflects the beliefs and philosophy of the international school and its constituency.

2. The student/community profile data has impacted the development of the school purpose and schoolwide learning results.

3. The school has a process for involving representatives of the entire school community in the development/refinement of the purpose and expected schoolwide learning results.

4. There is a strong degree of consistency between the school purpose, the expected schoolwide learning results, and the school program.

5. The school has means to publicize the purpose and the expected schoolwide learning results to the students, parents and other members of the school community.

6. The school has a process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global and local needs, and other trends and community conditions.

¹Expected schoolwide learning results (schoolwide student goals) are interdisciplinary statements about what all students should know, understand and be able to do by the time they complete the planned program or graduate.”
A1. **School Purpose Criterion with Guide Questions**

Guide Questions: To what extent:

- has the school established a clear statement of purpose that reflect the beliefs and philosophy of the institution?
- is the purpose defined further by adopted expected schoolwide learning results that form the basis of the educational program for every student?

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the written statement of purpose reflecting the beliefs and philosophy of the school and its constituency
- student/community profile data and its impact on the school purpose and schoolwide learning results
- international educational issues
- the degree of involvement by representatives of the entire school community in the development of the purpose and expected schoolwide learning results
- the process for reaching consensus among the stakeholders regarding the purpose and the expected schoolwide learning results
- the level of understanding and commitment to the purpose of the staff, students, parents and other stakeholders
- the process for regular review or revision of the school purpose and expected schoolwide learning results based on student needs and challenges students will face in the future
- the means by which the purpose and the expected schoolwide learning results are publicized to the school and its constituency
- the degree of consistency between the school purpose, the expected schoolwide learning results, and the school program
- publications used to inform parents and community members about the school program
A1. School Purpose Criterion with Sample Prompts

To what extent does the school a) have a clear statement of purpose that reflects the beliefs and philosophy of the institution and b) define the purpose further by adopted expected schoolwide learning results that form the basis of the educational program for every student?

Beliefs and Philosophy
Comment on the written purpose in relationship to the beliefs and philosophy of the school and its constituency served.

Purpose, Student Schoolwide Goals, and Profile Data
Comment on pertinent student/community profile data that has impacted the development of the school purpose and the expected schoolwide learning results.

Involvement of All
Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the purpose and expected schoolwide learning results.

Consistency of Purpose, Student Schoolwide Goals, and Program
Provide a range of examples that the school purpose, student schoolwide goals and program are consistent.

Communication about Purpose and Student Schoolwide Goals
Examine the effectiveness of the means to publicize the purpose and the expected schoolwide learning results to the students, parents and other members of the school community.

Regular Review/Revision
Examine the effectiveness of the process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs and challenges students will be facing in the future?

A1. School Purpose: Other Evidence
What have you learned from analysis of additional evidence regarding this criterion?
A2. **Governance Criterion with Indicators**

The governing authority (a) adopts policies which are consistent with the school purpose and support the achievement of the expected schoolwide learning results for the school, (b) delegates implementation of these policies to the professional staff and (c) monitors results.

1. There are clear policies and procedures with regard to the selection, composition and specific duties of the governing authority.

2. The governing authority’s policies are directly connected to the school’s purpose and vision and expected schoolwide learning results.

3. The governing authority is involved in the regular review and refinement of the school’s purpose and learning results. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective schools.

4. The school community understands the governing authority’s role.

5. There is clear understanding about the relationship between the governing authority and the responsibilities of the professional staff. The governing authority constrains its actions to policy making and strategic planning, while authorizing the administration to implement its decisions.

6. The governing authority carries out clearly defined evaluation procedures.

7. There is a process for evaluating the governing authority.
A2. Governance Criterion Guide Questions

Guide Questions: To what extent:

• does the governing authority adopt policies which are consistent with the school purpose and support the achievement of the expected schoolwide learning results for the school?
• does the governing authority delegate implementation of these policies to the professional staff?
• does the governing authority monitor results?

Suggested areas to analyze in determining the degree to which the criterion is being met:

• the legal ownership and organization of the school
• the selection, composition and specific duties of the governing authority
• board policies
• the connection between the governing authority’s policies and the school’s purpose/expected schoolwide learning results
• the nature and extent of the school community’s understanding of the governing authority’s role
• the relationship between the governing authority and the responsibilities of the professional staff
• the evaluation procedures carried out by the governing authority
• the process for evaluation of the governing authority
• the degree of participation of board and district personnel in the development of the vision and expected schoolwide learning results
• additional evidence
A2. Governance Criterion Sample Prompts

*To what extent does the governing authority a) adopt policies which are consistent with the school purpose and support the achievement of the expected schoolwide learning results for the school; b) delegate implementation of these policies to the professional staff, and c) monitor results?*

**Clear Policies and Procedures**
Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing authority.

**Relationship of Policies**
Comment on the degree to which the governing authority policies are directly connected to the school's purpose and vision and expected schoolwide learning results.

**Involvement of Governing Authority**
How is the governing authority involved in the regular review and refinement of the school's purpose and expected schoolwide learning results? How does the governing authority remaining currency in research-based knowledge about effective schools?

**School Community Understanding**
To what degree does the school community understand the governing authority's role?

**Relationship to Professional Staff**
To what degree is there clear understanding about the relationship between the governing authority and the responsibilities of the professional staff? To what degree does the governing authority constrain its actions to policy making and strategic planning, while authorizing the administration to implement its decisions?

**Evaluation Procedures**
Comment on the clarity of the evaluation procedures carried out by the governing authority.

**Evaluation of Governing Authority**
Review and assess the process for evaluating the governing authority.

**A2. Governance: Other Evidence**
What have you learned from examining additional evidence regarding this criterion?
A3. School Leadership Criterion with Indicators

The school leadership (a) makes decisions to facilitate actions that focus the energies of the school on students achievement of the expected schoolwide learning results (b) empowers the staff and (c) encourages commitment, participation and shared accountability for student learning.

1. 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.

2. The school has existing structures for internal communication, planning and resolving differences.

3. The school leadership has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on teaching and learning that supports student learning.

4. 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.
A3. **School Leadership Guide Questions**

Guide Questions: To what extent:
- does the school Leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the expected schoolwide learning results?
- does the school leadership empower the staff?
- does the school leadership encourage commitment, participation and shared accountability for student learning?

Suggested areas to analyze in determining the degree to which the criterion is being met:
- administrator and faculty written policies, charts, and handbooks that define responsibilities and relationships
- the existing structures for internal communications, planning and resolving differences
- strategies for team building used at the school
- examples of collaboration across the school
- the process for regular review of the existing structures
- the leadership’s processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning
- the level of actual staff involvement in actions focusing on successful student learning
- the degree to which the actions of the leadership are directly linked to student achievement of the expected schoolwide learning results
- additional evidence
A3. School Leadership Criterion Sample Prompts

To what extent does the school leadership a) make decisions to facilitate actions that focus the energies of the school on student achievement of the expected schoolwide learning results, b) empower the staff, and c) encourage commitment, participation and shared accountability for student learning?

Defined Responsibilities, Practices, etc.
Evaluate the administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the clarity and understanding of these by administration and faculty.

Existing Structures
How effective are the existing structures for internal communication, planning and resolving differences?

Involvement of Staff
How effective are the processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on teaching and learning that supports student learning?

Review of Existing Processes
To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?

A3. School Leadership: Other Evidence
What have you learned from examining additional evidence regarding this criterion?
A4. **Staff Criterion with Indicators**

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.

1. The school has clear employment policies/practices related to qualification requirements of staff.
2. The school reviews all information regarding staff background, training and preparation.
3. The school assigns staff members to maximize the use of their expertise in accomplishing quality student learning.
4. The school leadership supports professional development with time, personnel and fiscal resources based upon a written professional development plan.
5. The school has supervision and evaluation procedures that promote professional growth of staff.
6. The school leadership and staff develop processes to determine the measurable effect of professional development on student performance.
7. The school leadership evaluates the effectiveness of professional development and uses the data to inform planning and future decision-making.
A4. **Staff Criterion Guide Questions**

Guide Questions: To what extent:

- are the school leadership and staff qualified for their assigned responsibilities?
- are the school leadership and staff committed to the school’s purpose?
- does the school leadership and staff engage in ongoing professional development that promotes student learning?

Suggested areas to analyze in determining the degree to which the criterion is being met:

- employment policies/practices related to qualification requirements
- information on staff background, training and preparation
- staff assignments to maximize use of their expertise that will result in student achievement
- the feeling of the teachers about their sense of efficacy in their work as they translate the expected schoolwide learning results into reality in their classes
- the degree to which school leadership supports professional development with time, personnel and fiscal resources
- the written professional development plan
- the description of how the plan was developed and how priorities were set
- the description of follow-up to professional development activities
- the perceptions of the staff members about the purpose and effectiveness of professional development
- the evaluation procedures utilized and their effectiveness in promoting professional growth
- the degree of participation in professional opportunities that will promote student learning
- the degree to which the environment enables teachers to focus on students accomplishing the expected schoolwide learning results
- the types of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations
- the process used to determine the measurable effect of professional development on student work and accomplishment of the expected schoolwide learning results
- the means to evaluate the effectiveness of professional development to inform planning and future decision-making
- additional evidence
A4. Staff Criterion Sample Prompts

To what extent are the school leadership and staff a) qualified for their assigned responsibilities, b) committed to the school’s purpose, and engaged in ongoing professional development that promotes student learning?

Employment Policies/Practices
Evaluate the clarity of the employment policies/practices related to qualification requirements of staff.

Qualifications of Staff
Evaluate the procedures to ensure that staff are qualified based on staff background, training and preparation.

Maximum Use of Staff Expertise
How effective is the process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning?

Support of Professional Development
How effective is the support of professional development with time, personnel and fiscal resources based upon a written professional development plan?

Supervision and Evaluation
How effective is the school’s supervision and evaluation procedures in order to promote professional growth of staff?

Measurable Effect of Professional Development
Comment on the processes and their effectiveness in determining the measurable effect of professional development on student performance, planning, and future decision-making.

A4. Staff: Other Evidence
What have you learned from examining additional evidence regarding this criterion?
A5. **School Environment Criterion with Indicators**

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.

1. The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

2. The school fosters student self-esteem through high expectations for each student and recognition of successes.

3. Mutual respect and effective communication among and between staff, students, and parents is evident.

4. There is a level of support and encouragement for teachers to use innovative approaches to enhance student learning.

5. The school has policies, codes, and procedures and resources (e.g., facilities) that ensure a safe, healthy, nurturing environment.
A5. **School Environment Criterion Guide Questions**

Guide Questions: To what extent:

- does the school have a safe, healthy, nurturing environment that reflects the school’s purpose?
- is the school environment characterized by a respect for differences, trust, caring, professionalism, support and high expectations for each student?

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the policies, codes and use of resources to ensure a safe, healthy, nurturing environment that is conducive to learning
- the level of understanding of the codes of student conduct by students, teachers and parents
- the degree to which caring, concern, and high expectations for students is demonstrated on a daily basis
- the degree to which specific strategies demonstrate an atmosphere of trust, respect, and professionalism
- understanding and acceptance of cultural and individual differences
- the level of mutual respect, two-way communication, and support in relationships among the staff, between staff and students, between staff and parents, where applicable, and between staff and leadership
- the level of teacher support and encouragement to utilize innovative approaches to enhance student learning
- the degree to which student self-esteem is fostered through high expectations for each student and recognition of their successes
- student work
- students working together in a supportive manner academically or personally as appropriate
- interview data from students, staff and leadership
- teachers working with students during non-class hours
- telephone and written communication to and from the home
- additional evidence
A5. School Environment Criterion Sample Prompts

To what extent a) does the school have a safe, healthy, nurturing environment that reflects the school’s purpose and b) is the school environment characterized by a respect for differences, trust, caring, professionalism, support and high expectations for each student?

Caring, Concern, High Expectations
To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?

Student Self-Esteem
To what extent does the school foster student self-esteem through high expectations for each student and recognition of successes?

Mutual Respect and Communication
What evidence supports mutual respect and effective communication among and between staff, students, and parents?

Teacher Support and Encouragement
How effective is the level of support and encouragement for teachers to use innovative approaches to enhance student learning?

Policies, Codes, Procedures, Resources
Does the school have policies, codes, procedures and resources (e.g., facilities) that ensure a safe, healthy, nurturing environment that is conducive to learning?

A5. School Environment: Other Evidence
What have you learned from analysis of additional evidence regarding this criterion?
A6. Reporting Student Progress Criterion with Indicators

The school leadership and staff regularly assess student progress toward accomplishing the expected schoolwide learning results and report students progress to the rest of the school community.

1. The school has existing standards and procedures to assess student progress towards the expected schoolwide learning results and the curricular objectives.

2. The school has procedures to communicate to the governing authority and members of the school community about student progress.
A6. Reporting Student Progress Criterion Guide Questions

Guide Questions: To what extent:

- does the school leadership and staff regularly assess student progress toward accomplishing the school’s expected schoolwide learning results?
- does the school leadership and staff report student progress to the rest of the school community?

Suggested areas to analyze in determining the degree to which the criterion is being met:

- how student progress is determined and monitored
- existing standards used in the determination of learning
- the degree to which the linkage between what is learned and the expected schoolwide learning results is understood by staff, students and parents (if applicable)
- student/work performance to determine the degree to which students are achieving the expected schoolwide learning results
- student follow-up studies
- the procedures to communicate to the governing authority and members of the school community about student progress
- the degree of correlation between school improvement, professional development activities/topics and student progress of the schoolwide learning results
- published lists of
  - graduates
  - students progressing from one level to another
  - students pursuing further education
- additional evidence
A6. Reporting Student Progress Criterion Sample Prompts

To what extent does the school leadership regularly a) assess student progress toward accomplishing the school’s expected schoolwide learning results and b) report student progress to the rest of the school community?

Student Progress
How is student progress based on schoolwide learning results and curricular objectives determined and monitored?

Existing Standards and Procedures
How effective are the procedures to ensure staff, students, parents, and other school community members understanding about student progress toward the expected schoolwide learning results and the curricular objectives?

A6. Reporting Student Progress: Other Evidence
What you learned from analysis of additional evidence regarding this criterion?
A7. **School Improvement Process Criterion with Indicators**

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.

1. The school can document that the school planning process is broad-based, collaborative and has commitment of the stakeholders.

2. There is correlation between the school plans and analysis of student achievement of the expected schoolwide learning results.

3. 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.

4. There is correlation between allocation of time/fiscal/ personnel/material resources, expected schoolwide learning results, and the improvement plans.
A7. **School Improvement Process Criterion Guide Questions**

Guide Questions: To what extent:

- does the school leadership facilitate school improvement which is driven by plans of action that will enhance quality learning for all students?
- does the school leadership have school community support and involvement?
- does the school leadership effectively guide the work of the school?
- does the school leadership provide for accountability through monitoring of the schoolwide action plan?

Suggested areas to analyze in determining the degree to which the criterion is being met:

- rosters, minutes of meetings, interview/survey data or other indicators of inclusion showing that the school planning process is broad-based, collaborative and has commitment of the stakeholders
- the degree of correlation between the school plans and analysis of student achievement of the expected schoolwide learning results
- the degree of systems alignment in areas such as professional goals, teacher evaluation and planning
- the degree of correlation between allocation of time/fiscal/personnel resources, improvement plans, and learning results
- appropriate levels of specificity in the school plans
- the specific benchmarks and accountability tools used in the monitoring process
- indications of the number of staff involved in school action plans
- evidence of student involvement in implementing action plans
- evidence of employer involvement in school improvement or implementation of action plans
- data or information gathered from ongoing contact with graduates
- additional evidence
A7. School Improvement Process Criterion Sample Prompts

To what extent does the school leadership a) facilitate school improvement which is driven by plans of action that will enhance quality learning for all students, b) have school community support and involvement, c) effectively guide the work of the school, and d) provide for accountability through monitoring of the schoolwide action plan?

Broad-based and Collaborative
Document that the school planning process is broad-based, collaborative and has commitment of the shareholders.

School Plan Correlated to Student Learning
What evidence supports that there is a correlation between the schoolwide action plan and analysis of student achievement of the expected schoolwide learning results?

Systems Alignment
What evidence supports that there is evidence of systems alignment in areas such as professional goals, teacher evaluation and strategic planning for the purpose of school improvement?

Correlation between All Resources, ESLRs, and Plan
What evidence supports the correlation between allocation of time/fiscal/personnel/material resources, expected schoolwide learning results, and the improvement schoolwide action plan?

A7. School Improvement Process: Other Findings
What you learned from analysis of additional evidence regarding this criterion?
Category B: Curriculum and Instruction
Category B: Curriculum and Instruction

B1. What Students Learn Criterion with Indicators

The school provides a challenging, coherent and relevant curriculum for each student that fulfills the school’s purpose and results in student achievement of the expected schoolwide learning results** through successful completion of any course of study offered.

“Expected schoolwide learning results (schoolwide student goals) are interdisciplinary statements about what all students should know, understand and be able to do by the time they complete the planned program or graduate.” One example: every student will demonstrate higher order thinking skills of application, analysis, synthesis and evaluation.

1. The school provides evidence that the schoolwide student goals or expected schoolwide learning results, such as critical and creative thinking, form the basis for curricular goals, teaching processes, instructional competencies, and evaluation of learning.

2. The school provides a comprehensive and sequential documented international curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching. The curriculum is modified as needed to address current educational research and thinking, other relevant international/national/community issues and the needs of all students.

3. The school demonstrates acceptable student learning of the curricular goals and the expected schoolwide learning results through defined performance indicators.

4. The school implements a regular cycle of curriculum review and evaluation that leads to further curricular development and revision for the purpose of improving learning and teaching.

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

6. There are clear policies regarding course completion, certification, credits, grades, homework, etc. that guide student progression through the program.

7. The school conducts student follow-up studies that provide insight to the effectiveness of the instruction to prepare students for pursuing further education, entering the work force, or meeting their personal goals.
B1. What Students Learn Criterion Guide Questions

Guide Question: To what extent:

- does the school provide a challenging, coherent and relevant curriculum for each student that fulfills the school’s purpose and results in student achievement of the expected schoolwide learning results through successful completion of any course of study offered?

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the degree of consideration by the school to citations and indications of current educational research and thinking related to various subject areas and curricular programs in order to maintain a viable, meaningful instructional program for students
- the degree of consideration by the school of international/ national/ community issues and student needs in the modification of the curricular program
- the written curriculum for each subject area and level
- minutes of meetings where curricular issues are discussed
- evidence that expected schoolwide learning results have been used as the basis for development of:
  - curricular goals
  - teaching processes
  - evaluation of learning
  - instructional competencies
- articulation processes among and between levels and other schools/programs
- evidence of student work and engagement in learning that demonstrate the implementation of the curricular goals including effective communications, critical thinking, problem solving and application of concepts and skills in realistic situations
- the procedures used for curriculum development, evaluation and revisions
- policies regarding course completion, credits, grades, homework, etc., that guide student progression through the program
- evidence of a challenging, coherent, and relevant curriculum accessible to all students, given legal parameters
- class schedules
- class enrollment lists
- the assessment processes used by the professional staff to measure the expected schoolwide learning results and curricular goals or standards
- student follow-up studies that provide insight to the effectiveness of the instruction in the preparation of students for pursuing further education, entering the work force, or meeting their personal goals
- additional evidence
B1. What Student Learn Criterion Sample Prompts

To what extent does the school provide a challenging, coherent and relevant curriculum for each student that fulfills the school’s purpose and results in student achievement of the expected schoolwide learning results through successful completion of any course of study offered?

Current Educational Research and Thinking
Provide examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

Learning Results Complementing Standards
Provide evidence that the expected schoolwide learning results, such as critical thinking, form the basis for curricular standards/goals, teaching processes, instructional competencies, and evaluation of learning.

Curricular Standards
To what extent are there defined curricular standards for each subject area, course, and/or program and that these reflect a comprehensive and sequential documented international curriculum?

Student Work-Engagement in Learning
From the examination of student work and snapshots of student engagement in learning, to what extent is there implementation of a standards-based curriculum that also addresses the schoolwide student goals or expected schoolwide learning results?

Acceptable Student Achievement
What evidence demonstrates acceptable student achievement of the curricular standards and the expected schoolwide learning results through defined performance indicators?

Curricular Review, Revision, and Evaluation
Comment on the curriculum review, evaluation, and review processes for your program area and its impact on providing a challenging, coherent, and relevant curriculum for all students.

Collaborative Work
To what extent are administrators and teachers using various collaborative strategies to examine curriculum design and student work in order to refine lessons, units and/or courses?
Accessibility of all Students to Curriculum
What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings? (e.g., master class schedule and class enrollments)

Policies-Rigorous, Relevant, Coherent Curriculum
What have you learned about the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.?

Articulation and Follow-up Studies
What has been revealed through the follow-up studies of students regarding the effectiveness of the curricular program?

B1. What Students Learn: Other Evidence
What have you learned from analysis of additional evidence regarding this criterion?
B2. How Students Learn Criterion with Indicators

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 expected schoolwide learning results.

1. The administrators and teachers use a variety of strategies to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning.

2. The school uses ongoing professional development to enhance the curriculum and improve learning and teaching.

3. The teachers strengthen student understanding and achievement of the learning outcomes 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.

4. Teachers address various learning styles and student needs through the instructional approaches used.

5. Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.

6. All students regardless of background and ability are actively involved in the learning based on the expected schoolwide learning results and curricular objectives.

7. Students’ working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment and application skills.

8. 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.
B2. **How Students Learn Criterion Guide Questions**

Guide Questions: To what extent:

- does the professional staff use research-based knowledge about teaching and learning?
- does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school’s purpose and expected schoolwide learning results?

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the planning processes for implementation of a variety of learning experiences that actively engage students at a high level of learning that is consistent with the school’s purpose and the expected schoolwide learning results
- demonstration that students are actively engaged in learning, especially through examination of students working and their work
- student use of resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources, and community resources
- the degree of student understanding of the expected level of performance
- the degree to which teachers implement teaching techniques that enhance the active involvement of students appropriate to the subject matter
- students’ working and their work that demonstrates critical thinking, problem solving, knowledge, and application
- student portfolios, projects/performances/discussions
- the degree of involvement of students with diverse backgrounds and abilities
- observations of students working
- perceptions of students about the learning experiences and their relationship to the expected schoolwide learning results
- the degree to which various learning styles are addressed through the instructional approaches
- the level of teacher currency and master of instructional content relative to the subject matter
- additional evidence
B2. How Students Learn Criterion Sample Prompts

To what extent does the professional staff a) use research-based knowledge about teaching and learning and b) design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and expected schoolwide learning results?

Research-based Knowledge
Provide a range of examples that demonstrate teachers are current in and apply research-based professional knowledge to improve teaching and learning.

Professional Collaboration
To what extent do administrators and teachers use various collaborative strategies to examine curricular design and student work, to improve learning and teaching?

Planning Processes
Comment on the planning processes, including the use of formative assessment results, to engage all students actively at a high level of learning consistent with the curricular standards and expected schoolwide learning results.

Challenging and Varied Instructional Strategies
Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning, including demonstrating critical thinking, problem solving, knowledge and application. This would include examples of the selection of instructional approaches based on the learning purpose(s) desired.

Technological Integration
Provide a range of examples of how students are developing a wide range of technological skills.

Perceptions of Students
Through interview and dialogue with students representative of the school population, comment on their level of understanding of the expected level of performance based on the standards and the schoolwide learning results and their perceptions of their learning experiences.

Student Needs
How do teachers address the variety of ways in which students learn and their individual needs through instructional approaches appropriate for the subject?

Student Use of Resources
To what extent do 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?

B2. How Students Learn: Other Evidence
What have you learned from analysis of additional evidence regarding this criterion?
B3. How Assessment is Used Criterion Indicators

Teacher and student uses of assessment are frequent and integrated into the teaching/learning process. The assessment results are the basis for (a) measurement of each student’s progress toward the expected schoolwide learning results, (b) regular evaluation and improvement of curriculum and instruction, and (c) allocation of resources.

1. 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.

2. The teachers correlate assessment to expected schoolwide learning results, curricular objectives, course competencies and instructional approaches used.

3. Assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development activities and resource allocation.

4. Student work and other assessments demonstrate proficiency in the knowledge and skills necessary to be successful learners of the international curriculum.

5. Student feedback is an important part of monitoring student progress over time based on the expected schoolwide learning results and the curricular objectives.

6. Teachers monitor student progress over time and use student feedback as appropriate to determine whether course objectives have been met.

7. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.
B3. **How Assessment is Used Criterion Guide Questions**

- Guide Questions: To what extent:
  - is teacher and student use of assessment frequent and integrated into the teaching/learning process?
  - are the assessment results the basis for measurement of each student’s progress toward the expected schoolwide learning results?
  - are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?
  - are the assessment results the basis for the allocation of resources?

- Suggested areas to analyze in determining the degree to which the criterion is being met:
  - the nature and types of assessment that teachers regularly use to measure student progress towards acquiring a specific body of knowledge or skills such as portfolios, oral or group projects, etc.
  - the correlation of assessment to expected schoolwide learning results, curricular objectives, course competencies and instructional approaches used
  - student work that demonstrates understanding and application of knowledge and skills
  - student portfolios, projects/performances/discussions
  - student assessment of the learning
  - the monitoring of student progress over time
  - the degree of effective use of student feedback as appropriate to determine whether course objectives have been met
  - the modifications and revisions in the curriculum and instruction as a result of student assessment, both collectively and individually
  - the degree to which parents and community are active in the learning assessment process
  - the allocation of resources, including the provision for professional development opportunities, based upon assessment of the expected schoolwide learning results
  - additional evidence
B3. How Assessment Is Used Criterion Sample Prompts

To what extent a) is teacher and student use of assessment frequent and integrated into the teaching/learning process; b) are the assessment results the basis for measurement of each student's progress toward the expected schoolwide learning results; c) are the assessment results the basis for regular evaluation and improvement of curriculum and instruction; and d) are the assessment results the basis for the allocation of resources?

Appropriate Assessment Strategies
To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such critical thinking and communication skills? Examples of these assessment strategies include essays, portfolios, individual or group projects, tests, etc.

Correlation
Comment on the correlation of assessment of expected schoolwide learning results, curricular standards, course competencies and instructional approaches used.

Changes/Decisions based on Assessment Data
Evaluate the effectiveness of how assessment data is collected, analyzed, and used to make changes and decisions about curriculum, instruction, professional development activities and resource allocation.

Student Work and Other Assessments
Provide a range of examples of how student work and other assessment demonstrate proficiency in the knowledge and skills necessary to be successful learners of the challenging, coherent, and relevant curriculum.

Student Feedback
To what extent is student feedback an important part of monitoring student progress over time based on the expected schoolwide learning results and the curricular standards?

Teacher Monitoring
How do teachers regularly monitor student progress over time and use student feedback as appropriate to determine whether curricular standards have been met?

B3. How Assessment Is Used: Other Findings
What have you learned from analysis of additional evidence regarding this criterion?
Category C: Support for Student Personal and Academic Growth
Category C: Support for Student Personal and Academic Growth

C1. Student Connectedness Criterion with Indicators

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 expected schoolwide learning results.

1. The school provides personalized student support correlated to student achievement of the expected schoolwide learning results and the curricular goals for all students including those admitted with special needs and those learning English as an additional language.

2. The school coordinates a system of support services that provides for maximum effectiveness, including the processes for intervention and referral.

3. The school has available adequate services, including referral services, to support students in such areas as English language support, special needs, academic assistance, and, career and personal counseling.

4. The school uses strategies to develop students’ self-esteem, a personalized approach to learning, and connections to the learning environment.

5. The school ensures that the support services and related activities have a direct relationship to student involvement in learning.

6. The school ensures that the co-curricular activities are linked to the expected schoolwide learning results.

7. The school regularly evaluates the level of student involvement in curricular/co-curricular activities and student use of support services.
C1. Student Connectedness Criterion Guide Questions

Guide Question: To what extent:

- are students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program in order to achieve the expected schoolwide learning results?

Suggested areas to analyze in determining the degree to which the criterion is being met:

- student profile
- the correlation of personalized student support with student achievement of the expected schoolwide learning results and the curricular goals for all students including those admitted with special needs and those learning English as an additional language.
- the availability of adequate services, including referral services, to support students in such areas as English language support, special needs, academic assistance, and, career and personal counseling
- the level of school coordination of a system of support services that allows maximum effectiveness, including the processes for intervention and referral
- the relationship of the support services and activities to the classroom instruction
- the level of involvement of teachers with students within and outside the classroom
- the strategies to develop students’ self-esteem, a personalized approach to learning, and connections to the learning environment
- the degree to which the co-curricular activities are linked to the expected schoolwide learning results
- the level of involvement of students in curricular/co-curricular activities such as student leadership organizations and service projects
- student use of support services
- student interview and survey data on the effectiveness of all support services
- the relationship of support services and activities to continuing education, career planning and preparation
- additional evidence
C1. Student Connectedness Criterion Sample Prompts

*To what extent are students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program in order to achieve the expected schoolwide learning results?*

**Personalized Student Support**
How do the school leadership and staff provide personalized student support correlated to student achievement of the curricular goals and the expected schoolwide learning results for all students, including those admitted with special needs and learning English as an additional language?

**School Support Systems**
Is the level of school coordination of the system of support services allowing for maximum effectiveness? Are the processes for intervention or referral effective?

**Strategies Used for Student Growth/Development**
Evaluate the types of strategies used by the school leadership and staff to develop students' self-esteem, personalized approaches to learning, and connections to the learning environment.

**Support Services and Learning**
To what extent does 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?

**Co-Curricular Activities**
To what extent does the school leadership and staff link co-curricular activities to the expected schoolwide learning results?

**Adequate Available Services**
To what extent does the school have available adequate services, including referral services, to support students in such areas as English language support, special needs, academic assistance, health, career and personal counseling?

**Student Involvement in Curricular/Co-Curricular Activities**
Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

**Student Perceptions**
Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.

**C1. Student Connectedness: Other Evidence**
What have you learned from analysis of additional evidence regarding this criterion?
C2. Parent/Community Involvement Criterion with Indicators

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.

1. The school has regular processes for the involvement of parents and community.

2. The school uses community resources to support students such as professional services, business partnerships, speakers, etc.

3. The school ensures that the parents and school community understand student achievement of the expected schoolwide learning results through the school’s program.
C2. Parent/Community Involvement Criterion Guide Questions

Guide Question: To what extent:

- does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school’s established support system for students?

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the level of parent and community involvement in the school’s program
- the procedures for keeping parents and community members involved
- the degree to which community resources are utilized to support students such as career days, business partnerships, speakers, professional services
- the level of understanding regarding student achievement of the expected schoolwide learning results through the school’s program
- additional evidence
C2. School Improvement Process with Sample Prompts

To what extent does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?

Regular Parent Involvement
Evaluate the processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process.

Use of Community Resources
How effective is the school use of community resources to support students, such as the use of professional services, business partnerships, and speakers?

Parents/Community and Student Achievement
How does the school ensure that the parents and school community understand student achievement of the expected schoolwide learning results through the curricular/co-curricular program?

C2. Parent/Community Involvement: Other Evidence
What have you learned from analysis of additional evidence regarding this criterion?
Category D:
Resource Management and Development
Category D: Resource Management and Development

D1. Resources Criterion with Indicators

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 expected schoolwide learning results.

1. There is a relationship between the decisions about resource allocations, the school’s purpose and assessment of students accomplishing the schoolwide learning results and the curricular objectives.

2. 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.

3. The facilities are adequate to meet the school’s purpose and are safe, functional, and well-maintained.

4. There are procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, laboratory materials and library/media resources.

5. There are resources available for hiring and nurturing a well-qualified staff.
D1. **Resources Criterion Guide Questions**

Guide Question: To what extent:

- are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school’s purpose and student achievement of the expected schoolwide learning results?

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the relationship of decisions about resource allocations to the school’s purpose and assessment of the expected schoolwide learning results
- the degree of involvement of leadership and staff in the resource allocation
- the annual budget
- the most recent audit
- protections against mishandling of institutional funds
- the business and accounting practices
- the adequacy of the facilities to meet the purpose of the school, i.e., safe, functional, and well-maintained
- the procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed material, audio-visuals, support technology, manipulatives, laboratory materials and library/media resources
- the resources available for hiring and nurturing a well-qualified staff
- advisory committee minutes, if appropriate
- additional evidence
D1. Resources Criterion Sample Prompts

To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school’s purpose and student achievement of the expected schoolwide learning results?

Allocation Decisions
Evaluate the relationship between the decisions about resource allocations, the school’s purpose and student achievement of the expected schoolwide learning results and the curricular standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.

Practices
Evaluate the school’s processes for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.

Facilities
Determine if the facilities are adequate to meet the school’s purpose and are safe, functional, and well-maintained.

Instructional Materials
Evaluate the effectiveness of the procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, laboratory materials and library/media resources.

Well-Qualified Staff
Determine if the resources available enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

D1. Resources: Other Findings
What have you learned from analysis of additional evidence regarding this criterion?
D2. Resource Planning Criterion with Indicators

The governing authority and the school leadership execute responsible resource planning for the future.

1. The school has a master resource plan.
2. The school has a process for regular examination of the master resource plan to ensure the continual availability of appropriate resources that support the school’s purpose and expected schoolwide learning results.
3. The school has marketing strategies to support the implementation of the developmental program.
4. The school uses research and information to form the master resource plan.
5. Stakeholders are involved in the future planning.
6. The governing authorities and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.
D2. Resource Planning Criterion Guide Questions

Guide Question: To what extent:

- do the governing authority and the school execute responsible resource planning for the future?

Suggested areas to analyze in determining the degree to which the criterion is being met:

- a master resource plan
- a procedure for regular examination of the master resource plan to ensure the continual availability of appropriate resources that support the school’s purpose and learning results
- the marketing strategies used to support the implementation of the developmental program
- the research and information used to form the master resource plan
- the involvement of stakeholders in the future planning
- governing authorities and school leaders involved in informing appropriate groups about the financial needs of the organization
- additional evidence
D2. Resource Planning Criterion Sample Prompts

To what extent do the governing authority and the school execute responsible resource planning for the future?

Master Resource Plan
Does the school have a master resource or long-range plan to ensure responsible planning for the future? Evaluate the process for regular examination of the master resource plan to ensure the continual availability of appropriate resources that support the school's purpose and expected schoolwide learning results.

Use of Research and Information
To what extent does the school leadership and staff use research and information to form the master resource plan?

Involvement of Shareholders
Is there effective involvement of shareholders in the school's future planning?

Informing
Is there evidence that the governing authority and school leaders are involved in informing appropriate groups about the financial needs of the organization?

Marketing Strategies
How effective are the marketing strategies to support the implementation of the developmental program?

D2. Resource Planning: Other Findings
What have you learned from analysis of additional evidence regarding this criterion?
Category E: 
China Context 
Joint NCCT/WASC 
Focus on Learning
Background

Since 2002, the Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC), has been working collaboratively with the National Center for Curriculum and Textbooks (NCCT), the Council of International Schools (CIS), and the New England Association of Schools and Colleges (NEASC). These Four Parties have implemented an agreement for the purpose of promoting the development and improvement of accreditation standards, procedures and protocols that support the cause of accreditation of international schools (“the schools for children of foreign nationals in China”).

Through this collaboration a supplement has been developed that can be used for all NCCT/WASC or potential NCCT/WASC schools within all aspects of the WASC accreditation process: getting started with accreditation, the self-study, the visit, and the ongoing follow-up reports/reviews. Different from other Focus on Learning Sections (Categories A to D), Category E is especially for accreditation of schools for children of foreign nationals located in the mainland of the People’s Republic of China.

This supplement supports the overall philosophy of the of the Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC), that centers upon three beliefs: (1) a school’s goal is successful student learning; (2) each school has a clear purpose and schoolwide student goals; and (3) for ongoing school improvement to support student learning, each school engages in internal and external evaluations to assess progress in achieving its purpose.

WASC Focus on Learning Protocol

If educational organizations are to concentrate all their energies and resources on successful student learning, a holistic, honest examination of the actual program for students is required. Through the use of empowering criteria, new communication patterns, evidence gathering techniques, and insight from fellow educators, the appropriate accreditation process can serve as a vehicle to move school community members into meaningful schoolwide improvement and accountability. The Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC), utilizes a protocol for accrediting schools entitled Focus on Learning.

The Focus on Learning process has been widely accepted throughout the WASC region as integral to the “heart” of education-successful student learning. This has been demonstrated through a variety of Focus on Learning adaptations as WASC works jointly with numerous educational associations, including the NCCT/WASC. Public, independent and church-related private K–12 and adult schools value the “basic components” of Focus on Learning that can be “institutionalized” as the schools address growth areas that impact student learning. These include: (1) the defining of quality achievement of expected schoolwide learning results or schoolwide student goals for every student by all stakeholders; (2) schoolwide interdisciplinary dialogue based on
evidence gathering and analysis about what students are doing and producing; and (3) the
development, implementation, and accomplishment of a schoolwide action plan.
Therefore, all schools view the Focus on Learning process as a living document.

The China Context

Different from other WASC Focus on Learning criteria categories (Categories A to D),
Category E is especially for accreditation of schools for children of foreign nationals
located in the mainland of the People’s Republic of China.

Instructions

The school will establish an additional Focus Group, a schoolwide and interdisciplinary
group that addresses the criteria/standards for the China Context. The purpose of the
Focus Group is to synthesize findings from all stakeholders organized by subject areas,
grade levels or program into home groups; these findings are based on the expected
schoolwide learning results and criteria/standards. After the analysis of the findings, the
Focus Groups will identify strengths and growth areas with supporting evidence.

After the entire school has reviewed and discussed the Student/Community Profile
(Task 1), the school’s purpose and schoolwide student goals (Task 2), and the progress on
the schoolwide action plan since the last full self-study (Task 3), the Focus Groups and
all other stakeholders (home groups) conduct Tasks 4-6. Therefore, below is a review of
these tasks in relation to the China Context. [Note: See the Focus on Learning section
regarding the detailed procedures for each of the nine self-study tasks.]

**Task 4: Review the criteria/standards and identify what evidence is needed to compare
the school program with the criteria and the expected schoolwide learning results.**

**Task 5: Gather and analyze evidence about the quality of the school program with
respect to the criteria/standards and the expected schoolwide learning results.**

**Task 6: Analyze and synthesize all information and data, including findings of all
home groups, to determine strengths and growth needs within criteria/standards
categories. [Note: Include responses to the descriptive questions as part of the
summary of findings.]**

After the Focus Group has summarized its findings with supporting evidence, the
Leadership Team will review these and create or refine a schoolwide action plan section
addressing the growth areas (Task 7). The Leadership Team must ensure consensus on
the action plan section from all stakeholders (Task 8) and establish an ongoing follow-up
process to monitor the accomplishment of the action plan (Task 9).
The subsequent pages show the following:

- China Context standards with supporting indicators that the school will use to evaluate its program.

- A list of areas/materials to be analyzed in determining the degree to which the China Context criteria/standards are being met. [Note: This information must be available to the visiting committee; send as many of the materials as possible prior to the visit, such as those identified with an asterisk (*).]

- Descriptive questions that should be answered as part of the summary of findings.

In summary, the Focus Group for the China Context will do the following:

- Review what currently exists regarding the China Context standards and indicators.

- Evaluate the current program’s effectiveness using the China Context standards and indicators.

- In the analysis use the a) list of areas/information in the analysis and b) the descriptive questions about the program structure and community.

- Summarize the findings regarding the degree to which the school meets the China Context standards with supporting evidence, including the responses to the descriptive questions.

- Identify the strengths and growth needs.

(Note: As indicated in Task 7, a requirement for joint NCCT/WASC self-studies is an action plan section on the China Context. This will be developed collaboratively by the China Context Focus Group and the Leadership Team.)
E1. **Standard One**

Local cultures are incorporated into the curriculum in appropriate ways.

*(To what extent are local cultures incorporated into the curriculum in appropriate ways?)*

1. The school offers courses on Chinese language and Chinese culture to meet the needs of the students.
2. The school organizes extra-curricular activities to help the students learn Chinese language and understand Chinese culture.
3. The school’s policies on course content, resources and teaching conform to Chinese laws and regulations.
4. The school’s policies on academic programs comply with the principle of respecting the culture and sensitivities of the local Chinese and the Chinese nation.
5. The school regularly reviews and evaluates the effectiveness of the Chinese language and culture program it offers to modify the teaching/learning process.
E2. **Standard Two**

The governing body and the school management comply with all applicable statutes, government laws and regulations.

*(To what extent are the governing body and the school management complying with all applicable statutes, government laws and regulations?)*

1. The School Operation License or its equivalence is valid.
2. The governing body has completed related registrations required by Chinese laws and regulations and obtained necessary certificates.
3. The governing body operates the school in accordance with the approved scope and terms of its Operation License and relevant certificates.
4. The governing body formulates the student admissions policy in accordance with the Chinese regulations concerning schools for children of foreign nationals.
5. The governing body and the staff adhere to the principle of separation of school education from religion, abiding by laws and regulations on the administration of religious activities of foreign nationals within the territory of the People’s Republic of China.
6. The governing body and the school management have a good understanding of relevant Chinese laws and regulations, and does the latter give the staff and students appropriate guidance on how to comply with those laws and regulations and not to be involved in any activities that jeopardize the security of the state and the public.
E3. Standard Three

The management of the school’s finances and property shall be, at all times, in accordance with the standards which operate in China and shall be consistent with best practice in international schools.

To what extent is the management of the school’s finances and property at all times in accordance with the standards which operate in China and consistent with best practice in international schools?

1. The school has established a sound financial and accounting system in accordance with China’s regulations on the accounting system for non-profit private organizations.
2. The importation of school materials, as well as the use of foreign currency, is handled in accordance with relevant Chinese regulations.
3. The management of the school’s finance meets the requirements of the local government.
4. The land the school uses is obtained in compliance with the Chinese government statutes concerning land administration.
5. The school premises, sites and equipment are only for activities that conform to the functions of the school.
E4. Standard Four

The governing body and the school management are familiar with Chinese laws and regulations related to the rights and obligations of the employees and comply with those laws and regulations.

To what extent are the governing body and the school management familiar with Chinese laws and regulations related to the rights and obligations of the employees and comply with those laws and regulations?

1. For its foreign employees the school makes timely payment of the fund and insurance required by Chinese laws and regulations as social benefits for foreign employees.

2. For its employees of Chinese nationality the school makes timely payment of the fund and insurance required by Chinese laws and regulations as social benefits for all Chinese employees.

3. The school complies with Chinese laws and regulations regarding employment contracts, work and residency permits.

4. The school helps its employees be aware of Chinese laws and regulations.
E5. **Standard Five**

The school shall actively promote intercultural and international awareness.

*To what extent does the school actively promote intercultural and international awareness?*

1. The governing body strives to promote cultural exchanges between the school and the local schools for Chinese children.
2. The governing body makes good use of local educational resources to create learning opportunities for the students and staff.
3. The school maintains a harmonious relationship with its local community and the governing body is capable of taking proper strategies and measures in solving problems related to the local community.
Areas/Information to be Analyzed in Determining the Degree to which the Standards/Indicators are being Met

Observable evidence includes analyzing the following:

- what students are doing and producing (student work)
- student interviews and observations
- hard data and information, e.g., student indicators for attendance, special needs, schoolwide performance
- other interviews, observations, etc.

Information on Program

1. Details of courses on Chinese language and Chinese culture. (Data quoted from school documents, publications, etc.)
   a) Names of the courses*.
   b) Description of the courses*.
   c) Names and qualifications of the teachers and teaching assistants involved in the instruction.
   d) Numbers of students currently taking the courses (in each grade level)*.
   e) Description of some representative activities, curricular and extra-curricular, to learn the language and to promote intercultural and international awareness (with evidence quoted from school handbooks, calendars, schedules, newsletters, yearbooks, etc.)
   f) Representative examples of student work.

2. Results of opinion surveys: feedback from the students, parents, teachers, members of the governing body and alumni/former students on the learning of Chinese and Chinese culture.

3. A copy of the school documents and publications about cultural diversity and cultural sensitivity in curriculum design, textbook and visual aid selection, classroom instruction and co-curricular activities.

Information on Structure

1. A photocopy of the following certificates or their equivalents:
   a) School Operation License.
   b) Legal Person Certificate.
   c) Organization Code Certificate.
   d) Local Tax Register Certificate.
   e) Foreign Currency Permit.

2. A photocopy of other certificates or their equivalents:
   a) Foreign Expert Qualification Certificate.
   b) Social Insurance Register.
   c) Certificates to show that the facilities conform to government regulations in relation to public health, security and fire fighting.
   d) Other certificates requested by Chinese authorities.
3. Information on student admissions.
   a) All the recent documents and publications informing parents and community of the admissions policies and procedures.
   b) A list of all the students currently studying at the school.
      i. For a child of foreign nationals: with remarks to indicate his/her nationality and whether he/she has certificates of residence in China.
      ii. For a Chinese child: with remarks to indicate whether he/she is a resident of Hong Kong, Macao or Taiwan, or a resident of China’s mainland with permanent residence permit issued by a foreign country.

4. A photocopy of the documents of the local government on its requirements of financial management (regulations relevant to schools for children of foreign nationals).

5. Facts showing how the school’s financial and accounting system operates in accordance with Chinese laws and regulations.

6. A photocopy of the document(s) indicating the status of land used or held.

7. A photocopy of the document(s) indicating the legal ownership of the school buildings.

8. A copy of the records showing the payment of the social benefits (the funds and insurance) required by Chinese laws and regulations as benefits of all employees.

9. A copy of the school’s standard employment contracts (e.g., contracts for overseas hire staff, local hire expatriate staff, and host national staff).

Information on Community

1. A brief description of the relationship between the school and the local community, identifying key issues.

Laws and Regulations


Additional Evidence Identified for Examination

Descriptive Questions

Respond to these questions as part of the summary of findings

Questions About Program

1. How are the courses on Chinese language and Chinese culture described in the school’s curriculum guides and other documentation?

2. How many students take those courses in each grade? (the percentage)

3. How many of the teachers and teaching assistants are involved in the instruction of those courses?

4. What are their qualifications (e.g. educational background and work experience)?

5. What learning expectations do the students hold in terms of the Chinese language and culture?

6. What is the school doing to meet the needs of the students in that area?
7. Does the teaching at the school comply with the principle of respecting the culture and sensitivities of the local Chinese and the Chinese nation?

**Questions About Structure**
1. Is the School Operation License valid?
2. Has the school completed the required registrations and obtained necessary certificates?
3. Are the certificates valid?
4. How is the school operated in accordance with relevant Chinese laws and regulations?
5. Do the students currently studying at the school have the legal status required by the Chinese government?
6. What has the governing body done in the management of finance and property to meet the requirements imposed by Chinese laws and regulations?
7. How does the school pay the social benefits (funds and insurance) required by Chinese laws and regulations as benefits of all employees?

**Question About Community**
1. Describe the current school-community relations.