

ACS WASC CRITERIA GUIDE QUESTIONS FOR INTERNATIONAL SCHOOLS

The accreditation process centers upon the school's analysis of student learning and the program for all students with respect to the criteria and the schoolwide learner outcomes. The guide questions address the concepts of the ACS WASC criteria and are useful tools for both school stakeholders and visiting committees.

Guide Questions: To what extent....

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING

- A1 Does the school have a clear vision and mission (purpose) that reflects the beliefs and philosophies of the institution?
Is the purpose defined further by adopted schoolwide learner outcomes that reflect defined global competencies and form the basis of the educational program for every student?
- A2 Does the governing authority adopt policies which are consistent with the school vision and mission (purpose) and support the achievement of the schoolwide learner outcomes, i.e., global competencies?
Does the governing authority delegate implementation of these policies to the professional staff?
Does the governing authority monitor results?
- A3 Does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes, i.e., global competencies?
Does the school leadership empower the staff?
Does the school leadership encourage commitment, participation, and shared accountability for student learning in a global environment?
- A4 Are the school leadership and staff qualified for their assigned responsibilities?
Are the school leadership and staff committed to the school's purpose?
Do the school leadership and staff engage in ongoing professional development that promotes student learning in a global society?
- A5 Does the school leadership facilitate school improvement which (a) 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 guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan?
- A6 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 schoolwide learner outcomes?
- A7 Does the governing authority and the school leadership execute responsible resource planning for the future? *Over*

CATEGORY B: CURRICULUM, INSTRUCTION, AND ASSESSMENT

- B1 Does the school provide 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?
- B2 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 schoolwide learner outcomes?
- B3 Do 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?
Does the analysis of the data guide the school's programs and processes, the allocation and usage of sources, and forms the basis for the development of the action plan?
- B4 Is teacher and student use of assessment frequent and integrated into the learning/teaching process?
Are the assessment results the basis for (a) measurement of each student's progress toward the schoolwide learner outcomes and academic standards; and (b) the regular evaluation, modification, and improvement of curriculum and instructional approaches to support the educational progress of every student?

CATEGORY C: SUPPORT FOR STUDENT PERSONAL AND ACADEMIC SUPPORT

- C1 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 schoolwide learner outcomes?

CATEGORY D: SCHOOL CULTURE AND ENVIRONMENT

- D1 Does the school have 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?
- D2 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?

CATEGORY E: THE CHINA CONTEXT (FOR NCCT/WASC SCHOOLS ONLY)

- E1 Are local cultures incorporated into the curriculum in appropriate ways?
- E2 Do the governing body and the school management comply with all applicable statutes, government laws, and regulations?
- E3 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 practices in international schools?
- E4 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?
- E5 Does the school actively promote intercultural and international awareness?

CATEGORY F: BOARDING PROGRAM

- F1 To what extent does the school's program embrace the school's purpose, complements the school's program, and enhance the personal and academic growth of the students.