

WASC CRITERIA GUIDE QUESTIONS FOR OVERSEAS 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 expected schoolwide learning results. The guide questions address the concepts of the 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 has the school established a clear statement of purpose that reflects the beliefs and philosophies 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?
- A2 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?
- A3 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?
- A4 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?
- A5 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?
- A6 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?

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- A7 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 effectively guide the work of the school?
does the school leadership provide for accountability through monitoring of the schoolwide action plan?

CATEGORY B: CURRICULUM, INSTRUCTION, AND ASSESSMENT

- B1 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?
- 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 expected schoolwide learning results?
- B3 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?

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 expected schoolwide learning results?
- C2 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 D: RESOURCE MANAGEMENT AND DEVELOPMENT

- D1 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?
- D2 does the governing authority and the school execute responsible resource planning for the future?

Continued

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

- E1 Are local cultures incorporated into the curriculum in appropriate ways?
- E2 Does 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 is it 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 do they comply with those laws and regulations?
- E5 Does the school actively promote intercultural and international awareness?