



Thai-Chinese International School

ASC WASC SELF-STUDY REPORT

APRIL 2021

TCIS: ONE SCHOOL. MULTI-CULTURAL



Self-Study Report

School Information

Thai-Chinese International School 101/177

Moo 7 Soi Prasertsin Road,

BangPlee Yai, Bang Plee,

Samutprakarn,

Thailand 10504



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TCIS (Official)

www.tcis.ac.th 02 751-1201

April 2021

**ACS WASC Focus on Learning Accreditation Manual
2017 International Ed**

WASC Visiting Committee

Chairperson

Yanick Ruley, Chairperson

Members

Cristine Toti

Michael Glenn Lambert

Benjamin Devere White

TCIS Leadership

TCIS Administrative Team

Ms. Penporn Kaewmark, TCIS Thai Director

Dr. John McGrath, Head of School

Ms. Patcharin Jingkaojai, Business Manager

Mr. Thomas English, High School Principal

Dr. Michael Purser, Middle School Principal

Mr. Chung-An, Hsieh, Chinese Director

Dr. James Cooke, Early Years & Elementary School Principal, WASC Chair



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25TH ANNIVERSARY 1995 - 2020

Glossary of Terms

| | |
|--------|---------------------------------------------------|
| AP | Advanced Placement |
| BISAC | Bangkok International Schools Athletic Conference |
| BM | Business Manager |
| BODs | Board of Directors |
| CCSS | Common Core State Standards |
| CFB | Chinese For Beginners |
| CMT | Chinese Mother Tongue |
| EAL | English as an Additional Language |
| EARCOS | East Asia Regional Council of Schools |
| ELL | English Language Learner |
| ECE | Early Childhood Education |
| EIP | English Intensive Program |
| ES | Elementary School |
| FA | Faculty Association |
| FT | Foreign Tongue (Non-Thai) |
| GA | General Affairs |
| HS | High School |
| HOS | Head of School |
| IELTS | International English Language Testing System |
| ISAT | International Schools Association of Thailand |
| IT | Information Technology |
| MAP | Measures of Academic Progress |
| MOE | Ministry of Education |
| MS | Middle School |
| MSSC | Middle School Student Council |

| | |
|--------|----------------------------------------------------------------|
| MT | Mother Tongue |
| NJHS | National Junior Honor Society |
| NHS | National Honor Society |
| NGSS | Next Generation Science Standards |
| ONESQA | Office for National Education Standards and Quality Assessment |
| OPEC | Office of the Private Education Commission |
| PA | Parent Association |
| PSAT | Preliminary Scholastic Assessment Test |
| PBIS | Positive Behavior Intervention System |
| ROTC | Reserve Officers' Training Corps |
| RWW | Readers' Writers' Workshop |
| SAR | Self Annual Report |
| SAT | Scholastic Assessment Test |
| SCP | Safeguarding and Child Protection |
| SEL | Social Emotional Learning |
| SHAPE | Society for Health and Physical Educators |
| SSR | Self-Study Report |
| SST | Student Support Team |
| TCIS | Thai Chinese International School |
| WIDA | World-Class Instructional Design and Assessment |



PREFACE

Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, and/or any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do, through schoolwide learner outcomes and academic standards
3. The analysis of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC criteria
5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.

Thai Chinese International Schools (TCIS) used the WASC Focus on Learning Accreditation Manual 2017 International Edition for the Self-Study process and when writing this report.

TCIS was placed on probation in 2014 with a follow-up probationary visit scheduled for 2016. After the 2016 probationary visit, TCIS was reinstated and granted a 6-year WASC accreditation backdated to 2014. Since our 2016 mid-cycle visit, we have been dedicated to continued school improvement and have been working towards meeting the goals of our action plan.

All TCIS stakeholders were involved in the 2020/21 self-study process, including The Board, administrators, students, parents, teachers, teaching assistants, alumni, student representatives, parent representatives, office staff, and our support staff. Our four-day virtual visit is scheduled to take from the 26th to 29th of April 2021

School-wide Focus Groups and Teams

| TCIS SCHOOL BOARD: Support received from our fully volunteer Board is integral to our success as a school. | | |
|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------|
| MEMBER | POSITION | ROLE |
| Mr. Chang Wei Pien (Mr.Yosapol Changcharoenkij) | Board Chairman | Contributor |
| Mr. Pornchai Uvimonchai | Founding Chairman | Contributor |
| Mr Thanaton Tanthanakom (Mr.Chen) | Vice Chairman | Contributor |
| Mr. Thanat Thatthongthae (Mr.Frank Yang) | Vice Chairman | Contributor |
| Mr. Shyr-Tair Fwu (Mr.SimonFwu) | Vice Chairman | Contributor |
| Ms. Belinda Changkajonsakdi | Vice Chairwoman | Contributor |
| Mr. Somwang Wangsatith | Auditor | Contributor |
| Mr. Cheng Ming Chang | Vice Chief Auditor | Contributor |
| Ms. Sujidtra Laptheerawu | Auditor | Contributor |
| Ms. Carol Chung | Educator & Secretary General of Foundation Board | Contributor |
| Ms. Pornthip Chupinijsak | Standing Board Director | Contributor |
| Mr. Kuan-Chan Chang | Standing Board Director | Contributor |
| Mr. Chien-Yu Hung (Mr. James) | Standing Board Director | Contributor |
| Mr. Fei Peng Cheng (Mr. Rocky) | Standing Board Director | Contributor |
| Mr. Yung-Dao Tsau | Standing Board Director | Contributor |
| Mr. Sheng-Hsiung Chou | Standing Board Director | Contributor |
| Mr. Sheng-I Lu | Standing Board Director | Contributor |



Annual Foundation Board Meeting: August 2020. Pictured left to right: Mr. Pornchai Uvimonchai, Mr. Chang Wei Pien, Ms. Carol Chung, and Mr. Somwang Wangsatith



The TCIS Foundation Board during the February 2021 Foundation Board Meeting, along with our Business Manager and Head of School.

TCIS LEADERSHIP TEAM

| MEMBER | POSITION | ROLE |
|--------------------------|---------------------------------------------------|-------------------------------|
| Ms. Penporn Kaewmark | Thai Director | Leadership Team |
| Dr. John McGrath | Heads of School | Leadership Team |
| Ms. Patcharin Jingkaojai | Business Manager | Leadership Team |
| Dr. James Cooke | ECE and Elementary School Principal WASC Chair | WASC Chair Leadership Team |
| Dr. Michael Purser | Middle School Principal | Leadership Team |
| Mr. Thomas A. English | High School Principal | Leadership Team |
| Mr. Chung-An, Hsieh | Chinese Director | Leadership Team |



Dr. John McGrath
Head of School



Ms. Penporn Kaewmark
Thai Director



Ms. Patcharin Jingkaojai
Business Manager



Dr. James Cooke
ECE & Elementary Principal
WASC Chair



Dr. Michael Purser
Middle School Principal



Mr. Thomas English
High School Principal



Mr. Chung-An, Hsieh
Chinese Director

FOCUS GROUP A: ORGANIZATION FOR STUDENT LEARNING

| MEMBER | MEMBER | MEMBER |
|-----------------------------|-----------------------------|---------------------|
| Mr. Thomas A. English | High School Principal | Group A Team Leader |
| Mr. Victor Poole | Middle School English | Group A Team Leader |
| Mr. Mark Hamas | High School Math/Science | Contributor |
| Dr. Li-Chou Chen | MS/HSI Music | Contributor |
| Ms. Gerardine Perez | School Librarian Teacher | Contributor |
| Ms. Thepvanee Vinijkumthorn | Middle School Thai | Contributor |
| Ms. Kao-Tung Tang | Middle School Chinese | Contributor |
| Ms. Rajinee Sachdev | PK4A Homeroom | Contributor |
| Ms. Caridad Prittpongpat | KGB Homeroom | Contributor |
| Ms. Mei-Wei Chen | High School Chinese | Contributor |
| Ms. Barbara Kass | High School AP Psy/MWH | Contributor |
| Mr. Tim Morgan | High School English Teacher | Contributor |
| Ms. Hsing-Yun Peng | High School Chinese | Contributor |



The TCIS Parent Association

CATEGORY B FOCUS GROUP: CURRICULUM, INSTRUCTION, & ASSESSMENT

| MEMBER | POSITION | ROLE |
|------------------------|---------------------------|---------------------|
| Mr. Ted Persinger | Curriculum Coordinator | Group B Team Leader |
| Ms. Emma Osborn | Grade 2 Homeroom | Group B Team Leader |
| Mr. Shaun Mefford | Middle School Math | Contributor |
| Ms. Nilar Win Buasuwan | KGA Homeroom | Contributor |
| Mr. Shane Gray | Middle School Math | Contributor |
| Ms. Onuma Malaisawan | High School Thai | Contributor |
| Mr. Yu-Tai Hsiao | Middle School Chinese | Contributor |
| Ms. Ji-Young Yoon | Early/ Elementary Music | Contributor |
| Ms. Erin Fettner | Grade 1B Homeroom | Contributor |
| Ms. Anna Newman | High School Japanese | Contributor |
| Mr. Greg Wathy | Grade 2B Homeroom | Contributor |
| Mr. Chun-Liang Lu | ES/MS Chinese | Contributor |
| Ms. Yun-Ching Lin | PK3B Homeroom | Contributor |
| Ms. Juanita Wilson | Grade 1A Homeroom | Contributor |
| Ms. Yi-Ling | Elementary School Chinese | Contributor |
| Ms. Delmetria Millener | High School English | Contributor |
| Ms. Cameron Kalua | Grade 4B Homeroom | Contributor |
| Ms. Hsing-Yun Peng | High School Chinese | Contributor |

CATEGORY C FOCUS GROUP: STUDENT SUPPORT

| MEMBER | POSITION | ROLE |
|----------------------------|---------------------------|---------------------|
| Dr. Michael Puser | Middle School Principal | Group C Team Leader |
| Mr. Alex Fettner | Elementary PE / Counselor | Group C Team Leader |
| Ms. Angela Kongsomboonvech | Middle School Science | Contributor |
| Mr. Sean Elliott | MS English/Social Studies | Contributor |
| Ms. Elizabeth Jendek | Middle/High School Art | Contributor |
| Dr. Jessica Hsu | PK4B Homeroom | Contributor |
| Ms. Gerardine Perez | School Librarian Teacher | Contributor |
| Mr. Mansel Beaumont | Grade 4A Homeroom | Contributor |
| Ms. Prapatsorn Ketchan | Middle School Thai | Contributor |
| Ms. Hsiu-Hua Tseng | High School Chinese | Contributor |
| Ms. Shanesz Jayasinghe | Middle School Computer | Contributor |
| Ms. Wei-Chi Yang | Elementary Chinese | Contributor |
| Mr. Jeffery Chelin | Middle School Counselor | Contributor |
| Mr. Robert Marto | High School Counselor | Contributor |
| Mr. Kevin Kalua | High School Counselor | Contributor |
| Mr. Jim Curtis | High School PE | Contributor |
| Mr. Severino Sedeya | High School Science | Contributor |

CATEGORY D FOCUS GROUP: SCHOOL CULTURE

| MEMBER | POSITION | ROLE |
|--------------------------------|---------------------------------|---------------------|
| Mr. Chung-An, Hsieh | Head of Chinese | Group D Team Leader |
| Dr. Liang-Kuang, Chen | Elementary School Chinese | Group D Team Leader |
| Ms. Deirdre Leonard | High School English Teacher | Contributor |
| Ms. Krongchanok Hsieh | ES / Middle School Art | Contributor |
| Ms. Kathy Johnson | PK2 Homeroom | Contributor |
| Mr. Andrew Brenzel | Grade 3A Homeroom | Contributor |
| Ms. Lyn Fang | Elementary School Chinese | Contributor |
| Ms. Kornvida Srisupa | Elementary School Thai | Contributor |
| Ms. Vitchuda Kalapoch | Elementary School | Contributor |
| Ms. Yu-Han Chang | Middle School Chinese | Contributor |
| Ms. Younghye Bae | High School Korean | Contributor |
| Mr. Scott O'Neill | Middle School English | Contributor |
| Mr. Ju-Hung Hsieh | Elementary School Chinese | Contributor |
| Ms. Brittany Elstroth | Middle School English | Contributor |
| Ms. Yu-Yun Chen | Middle School Chinese | Contributor |
| Ms. Grace Dasmarinas Khaobanna | PK3 Homeroom | Contributor |
| Ms. Kathleen Joy Patinga Poole | Grade 3B Homeroom | Contributor |
| Ms. Robin English | Middle School English | Contributor |
| Mr. Adrian Gomez | Middle School PE | Contributor |
| Ms. Olivia Rizzo | Middle School English | Contributor |
| Mr. Cary Stewart | Middle School/High School Music | Contributor |

CATEGORY E FOCUS GROUP: THAI ONESQA REPORT

| MEMBER | POSITION | ROLE |
|------------------------|--------------------------|---------------------|
| Ms. Penpon Kaewmark | Thai Director | GROUP D Team Leader |
| Ms. Chanitnun Suksem | High School Thai | Contributor |
| Ms. Linda Hong | High School Science | Contributor |
| Dr. Li-Chou Chen | Middle/High School Music | Contributor |
| Ms. Chalita Srikasikit | Elementary School Thai | Contributor |
| Ms. Wansida Kumrit | Elementary School Thai | Contributor |

CATEGORY F FOCUS GROUP: BOARDING PROGRAM

| MEMBER | POSITION | ROLE |
|--------|----------|------|
| NA | NA | NA |

SELF-STUDY DOCUMENT DESIGN GROUP

| MEMBER | POSITION | ROLE |
|----------------------------|--------------------------------------------------------------|--------------------------|
| Dr. James Cooke | Early Years and Elementary School Principal WASC Chair | Design Group Team Leader |
| Ms. Patcharin Jingkaojai | Business Manager | Design Consultant |
| Ms. Preeyanud Vorawai | Secretary to Head of School | Photos |
| Ms. Sirada Phonthongmak | Secretary to Early Years and Elementary Principal | Layout and Organization |
| Ms. Suvimol Apichaidejudom | Admissions and Marketing | Contributor |

| SUPPORT STAFF GROUP | | |
|-----------------------------|-----------------------------|-------------|
| MEMBER | POSITION | ROLE |
| Ms. Patcharin Jingkaojai | Business Manager | Contributor |
| Ms. Pichaya Sajawasunt | General Affairs Supervisor | Contributor |
| Ms. Chayasa Sakchaipradit | Human resources Chef | Contributor |
| Ms. Sudarat Naranantararat | Registrar | Contributor |
| Ms. Songphorn Ngoensungnoen | Grade 2A TA | Contributor |
| Ms. Kamontip Khuhawan | Government Liaison | Contributor |
| Ms. Preeyanud Vorawai | Secretary of Head of School | Contributor |
| Ms. Suvimol Apichaidejudom | Marketing | Contributor |
| Mr. Paisan Homhuan | IT Supervisor | Contributor |
| Ms. Sirikan Plongthongkom | Accountant | Contributor |

| STUDENT GROUP | | |
|--------------------------|------------------|------------|
| MEMBER | PA POSITION | WASC ROLE |
| Yi-Xin Chang | Grade 12 2019/20 | Category A |
| Pawatprom Saengaram | Grade 12 2019/20 | Category B |
| Pinyada Sanguansinthukul | Grade 12 2019/20 | Category C |
| Khamella Khaobanna | Grade 12 2019/20 | Category D |
| Hui-Wen Leong | Grade 12 2019/20 | Category E |
| Tun Tun Iadwana | Grade 12 2019/20 | Data Team |

| ALUMNI GROUP: FACEBOOK ALUMNI GROUP LINK | | |
|----------------------------------------------------------|--------------|-------------|
| MEMBER | POSITION | ROLE |
| Johnson Chen (Aukadech Tanthanakom) Johnson-2009 | Board Member | Contributor |
| Stella Taknicha Chen-2005 | Alumni | Contributor |
| Khanaphong Phraekjanavichid (Bell)-2011 | Alumni | Contributor |

| PARENT ASSOCIATION GROUP | | |
|----------------------------------|-------------|-------------|
| MEMBER | PA POSITION | WASC ROLE |
| Mr. Thongchai Wongkachonkai | President | Contributor |
| Ms. Wanwarang Janechokpinya | Member | Contributor |
| Ms .Wanna Wijitwikorn | Member | Contributor |
| Mr. Kitsak Tantijaturaporn | Member | Contributor |
| Ms. Surangrath Chokthitirath | Member | Contributor |
| Ms. Sumalee Rojanavanich | Member | Contributor |
| Ms. Maneerat Suwannaket | Member | Contributor |
| Ms. Anchalaporn Chang | Member | Contributor |
| Ms. Atchareeya Chaowapantanawong | Member | Contributor |

ADDITIONAL VERY IMPORTANT MEMBERS OF THE TCIS STAFF

| | SECRETARIES | |
|-----------------------------------------------|---------------------------------------------|------------------------------------------|
| Ms. Sirada Phonthongmak (ECE & Elementary) | Ms. Pongvilai Promkutkeo (Middle School) | Ms. Suttima Aramcharoen (High School) |
| | TEACHER ASSISTANTS | |
| Ms. Kenyatta Hemloun | Ms. Sawitree Kakhong | Ms. Wanwisa Banjong |
| Ms. Buasorn Sridum | Ms. Chantima Charoenwarrachai | Ms. Sopa Amsook |
| Ms. Songphon Ngoensungnoen | Ms. Lusawad Thong-umphai | Ms. Sirorat Kanjanasumranwong |
| Ms. Benjamat Butprom | Ms. Sarunthorn Wongdao | Ms. Sudarak Jeenlek |
| Ms. Sawitree Sakhong | Ms. Thananya Banthisak | Ms. Chompunuch Jitrekant |
| Ms. Wanwisa Banjong | Ms. Prempeeda Saengkaew | Ms. Narinrat Saensamak |
| Ms. Thanawan Chanton | Ms. Patchaya Pattrajarearnchai | Ms. Onpimon Intajak |



| | HUMAN RESOURCES AND VISA | |
|----------------------------|---------------------------------|-------------------------------|
| Ms. Chayasa Sakchaipradit | Ms. Sumon Lomwon | |
| | MARKETING AND ADMISSIONS | |
| Ms. Suvimol Apichaidejudom | Ms. Thapanee Kornnapatritchavee | Ms. Khemika Piyakorntaweerung |
| Ms. Sudarat Naranantara | | |

| OFFICE SUPPORT STAFF | | |
|-----------------------------------------------------------------------|-----------------------|----------------------------------------|
| Ms. Sirikan Plongthongkom | Ms. Aomjai Boonsopa | Ms. Sujinun Champrasert Saman Chuennok |
| Ms. Anchalee Prasertwattanakul | Ms. Kamontip Khuhawan | Ms. Kamontip Khuhawan |
| Mr. Noppadol Salasai | Mr. Kiattisak Chansri | Mr. Paisan Homhuan |
| Mr. Weeradech Nuntapravechpun | | |
| CLEANING AND MAINTENANCE | | |
| Ms. Nomjit Sa-ardsri | Ms. Chuay Saetan | Ms. Ubol Meemek |
| Ms. Patchalee Meemek | Ms. Maneewan Sripat | Ms. Bang-On Jenyuha |
| Ms. Athitiya Narongnok | Mr. Tippawan Teunsri | Ms. Saw Saenlamphruan |
| Ms. Chalinee Kueakram | Mr. Amnuay Jamjan | Mr. Pratoom Khowsanit |
| Mr. Sa-Nguansak Thoongjan | Mr. Seksan Chasona | Mr. Kuakul Chumjai |
| Mr. Khosit Lorat | Mr. Samnian Janmuang | Mr. Marupong Watcharapanich |
| EVIDENCE OF STAFF INVOLVEMENT | | |
| <u>WASC - Thai Staff Meeting Slides - Feb 9, 2021</u> | | |
| Office Staff Meeting: February 9th, 2021 | | |
| Teacher Assistant Meeting: February 18th, 2021 | | |
| Support Staff Meeting: February 25th, 2021 | | |



WASC Self-Study Timeline

| WASC SELF-STUDY MEETINGS | | |
|--------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------|
| DATE | MEETING FOCUS | ATTENDEES |
| March 1st, 2021 | Send Self-Study to WASC | Dr. James |
| February 25th, 2021 | Final Self-Study Review/Edits | All Faculty |
| February 22nd, 2021 | Self-Study Presented to Board for Review | Mr. Chang Wei Pien Dr. James Dr. John |
| February 25th, 2021 | Support Staff WASC Meeting WASC - Thai Staff Meeting | Ms. Patcharing Support Staff Dr. James |
| February 18th, 2021 | Teacher Assistants WASC Meeting WASC - Thai Staff Meeting | Ms. Patcharing Teacher Assistants Dr. James |
| February 12th, 2021 | Action Plan Development Meeting | Admin Team Dr. James |
| February 11th, 2021 | Action Plan Development Meeting | Admin. Team Dr. James |
| February 10th, 2021 | Long-term Strategic Plan in Alignment with Action Plan Meeting | Dr. James Dr. John |
| February 9th, 2021 | Thai Office Support Staff WASC Meeting WASC - Thai Staff Meeting - Feb 9, 2021 | Ms. Patcharin Support Staff |

| | | |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| | | Dr. James |
| February 8th, 2021 | Share Self-study with Stakeholders | All Faculty |
| January 27th, 2021 | 2020 Action Plan | Admin Team |
| January 26th, 2021 | Full Self-study Review | Admin Team |
| January 25th, 2021 | Focus Group Zoom Meeting finalize updating of categories | Dr. James Dr. John Focus Group Leaders Focus Group Members |
| January 19th, 2021 | Focus Group Leader Meeting to review progress and plan upcoming focus group meeting | Dr. James Dr. John Focus Group Leaders |
| January 18th, 2021 | Review Progress of 2016 Critical Areas of Need and Self-identified Areas of Need | Dr. James & Dr. John |
| January 8th, 2021 | Zoom meeting discussing self-study update, Thai Category E, and scheduling | Mr. Yanik and Dr. James |
| January 11th, 2021 | Revise Self-Study Categories | Focus Group Teams |
| January 6th, 2021 | Ms. Patchain Involves Support Staff | Support Staff |
| January 6th, 2021 | Perception Surveys (Postponed: COVID-19 Lockdown) | All Staff (local and international) |
| December 14th, 2020 | Revise Self-Study Categories | Focus Group Teams |
| December 14th, 2020 | WASC Update | Leadership Team |
| November 27th, 2020 | Review Focus Group Categories | Dr. James Focus Group |
| November 25th, 2020 | Review Focus Group Categories | Focus Group Leaders |
| November 23rd, 2020 | Preview Virtual Visit/Assign Groups | All Faculty |
| November 23rd, 2020 | Preview Virtual Visit/Assign Roles | Leadership Team |
| November 16th, 2020 | Review WASC Chair Meeting Notes | Leadership Team |
| October 8th, 2020 | Self-study Plan and Review | Dr. James & Dr. John |
| September 2020 | WASC Progress Update Meeting | Dr. James & Dr. John |
| August 10th, 2020 | Re-Introduce WASC to Teachers/Staff | All Faculty |
| June 2020 | New WASC Chair Appointed | Dr. James Dr. John |
| April 2020 | WASC Visit Postponed | Leadership Team |
| February 2020 | Plans were made for the visiting committee, including: <ul style="list-style-type: none"> Hotel reservations | Travel Documents |



Chapter I: Progress Report



Progress Report

Chapter I: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporates all schoolwide critical areas of follow-up from the last full self-study and all intervening visits. Comment on the original critical areas for follow-up not in the current plan.

Significant School Developments Since 2016

Since the 2016 WASC visit, TCIS has undergone significant changes in the areas of administration, curriculum, assessment, facilities improvements, and in other areas. Significant developments were made in these areas because the TCIS School Board strives for and supports constant school improvement in all areas. These changes have had a positive impact on the improvement of the quality of administration and providing students with a curriculum that will better prepare them for life after TCIS

Area 1 Administrative

A significant challenge faced by TCIS was the lack of stability in the Administration and the general attitude that there was not a consistent plan or direction for the school. Indeed, over the course of a seven year period from 2011-2018 six changes of leadership had happened at the Middle School. There was also a lack of transparency in any appointment process and a sense that only outside candidates would be selected. With the appointment of Dr. Steve as Head of Schools in 2014 and Dr, John in 2017 this trend has been gradually changed and stability has ensued. Also, internal appointments have balanced the hiring system. 2018-2020 represented the first time in the school that the Administrative team had no changes. A proper organization structure was put in place and the ensuring of a Curriculum Coordinator in place has stabilized curriculum direction.

2016 New Curriculum Coordinator

- New Middle School Principal

- New Head of Schools promoted from High School Principal position

- New Thai Director promoted from Head of Thai Department position

- New Head of Chinese (reinstated from 2015)

- New Elementary Principal

- New High School Principal

- New Curriculum Coordinator promoted from teaching position and Head of English department

2018 Creation of the 10th Foundation School Board, including new Chairperson

- New Curriculum Coordinator promoted from teaching position

2019 New Middle School Principal promoted from Curriculum Coordinator and Head of English department

- New Curriculum Coordinator promoted from teaching position and Head of English

2020 New Business Manager

- New Early Years and Elementary Principal

- New WASC Chair

Area 2 Curriculum

An area of concern for some time as reported in successive WASC visits was addressed in 2016 with the reinstatement of the position of Curriculum Coordinator. Strides have been made in this area particularly in regards to syllabi and curriculum mapping. Though google was and is being used to house and maintain curricula, it has been decided that Atlas Rubicon will be purchased for 2021/22 in order to improve in this area. Some improvements in the curriculum opportunities are highlighted.

2017 Adoption of Next Generation Science Standards (NGSS)

- Adoption of Reader's and Writer's Workshop in Elementary

2019 Extended Reader's and Writer's Workshop into Middle School

- Extended NGSS from Elementary into Middle School

- Expanded Advanced Placement (AP) Program: Introduced AP Capstone, Calculus BC, Statistics,

- Comparative Government, Macroeconomics, Physics 2

- Expanded foreign language elective classes from high school to grades 7 and 8.

- Expanded Robotics from high school to grades 7 and 8.

2020 Adoption of Society for Health and Physical Educators (SHAPE) Standards for Physical Education

Area 3 - Assessment

This is an area that lacked direction and consistency in terms of policy and recording, including identification and delineation regarding formative and summative. Beginning in 2017 standards-based reporting was brought in at the elementary level and later expanded to early middle school. Also, only English language-based tests were taken and tracked. Thai and Chinese proficiency national exams were added annually beginning in 2017.

2016 Sermpanya Proficiency Testing: Thai Language and Social Studies, Grades 3-12

2017 Standards Based Reporting Implemented in Elementary School

Sermpanya Proficiency Testing: Thai Language, Social Studies, and English, Grades 3-12

Asian Science and Mathematics Olympiad (ASMO) Thai Science and Math Test,

Grades 2-11

Children's Chinese Competency Certification (CCCC) and Test of Chinese as Foreign Language (TOCFL),
Grades 3-12

2018 Sermpanya Proficiency Testing: Thai Language, Social Studies, English, and General Aptitude Test (GAT), Grades 3-12

2019 Preliminary Scholastic Assessment Test (PSAT), added grades 8 & 9 tests

Thailand Educational Development and Evaluation Tests (TEDET) Grades 2-9

2020 Sermpanya Proficiency Testing: Thai Language, Social Studies, English, General Aptitude Test (GAT), Science, Math, and Advanced English, Grades 2-12

Area 4 Facility Improvements

While there have always been funds allocated for facility maintenance and improvement, the lack of a plan and direction hindered the school development in this regard. Consequently, in 2016 a significant injection was given to the school for large projects from the Foundation Board. Under the direction of the Head of Schools and the Chairman a series of facility improvements were undertaken over a three-year period. In addition, land behind the existing school was purchased for expansion.

2016 20-million-baht facility upgrade approved by the Board, funds from the Foundation Board not from Annual budget process.

[Link to PDF](#)

Other Significant Developments

2017 Improved HR hiring practices, including:

- Background checks
- Readmittance to Search Associates and International Education and School Services (ISS)
- Google Level 1 Certified Educator requirements

2017-20 Memorandum of Understanding (MOU) with the University of Taiwan

1. National Taiwan University
2. National Sun Yat-Sen University
3. Ming Chuan University
4. Kun Shan University

2018 Election of new TCIS Parent Association

2019 Memorandum of Understanding (MOU) with the Praksawithedsuksa School to collaborate on education

Spring 2016 Probationary Visit:

Critical Areas of Need and Recommendations

In 2016, WASC highlighted eight (8) critical areas of need. Critical area of need # 2 was subsequently divided into 2A and 2B. Each critical area has been addressed by the leadership of TCIS. While some areas have been completed, others are ongoing - such as the continued implementation of our 5-year strategic plan (critical area 2B).

Critical Area #1

Identify and implement consistent systems for documenting and archiving standards-based curriculum.

Since 2016-2017, TCIS has been developing online curriculum using Google platforms including Google Sites and Google Docs. Teachers have created unit plans, curriculum maps, and course syllabi which are updated annually. TCIS has steadily improved the collection and publication of syllabi and curriculum maps. In the 2018-19 SY, collection completed March of 2019. For the 2020-21 school year, curriculum maps and syllabi were completely collected and published by November of 2020. TCIS has identified a need for a comprehensive system to manage the standards and curriculum. TCIS will be returning to Atlas Rubicon, purchasing in the Spring of 2021, and rolling out to the divisions at the beginning of the 2021-22 school year.

Over 80% of our international and Taiwanese teachers are Google Level I or Level II certified ensuring the proper use of the required technology to teach our students and communicate with our families. Teachers who are not yet Google Certified Educators are on a plan to receive their certification before the end of the 2020/21 school-year. The impact on student learning is that teachers spend less time determining what to teach and more time determining how to differentiate lessons to best support and engage students.

- i. [Link to curriculum site](#)
- ii. [ES Course Catalog](#)
- iii. [MS Course Catalog](#)
- iv. [HS Course Catalog](#)
- v. [Highlight Reel](#)
- vi. [Highlight Reel 2](#)
- vii. [GCE Certification Tracking](#)
- viii. [Atlas Rubicon Briefing](#)

Critical Area #2 A

Develop systematic procedures to collaboratively review and update policy manuals and administrative procedures with the Faculty Handbook.

Since 2016, the staff and student handbooks have been shared by the leadership team with the school Faculty Association. The Faculty Association has shared them with the staff and helped collect feedback on the manuals. Annually, the manual is reviewed during teacher orientation with all faculty highlighting any changes. Teachers sign off that they have read and understood the contents on the manuals.

Issues or areas of concern are addressed weekly by the Faculty Association and brought to the attention of the administration. These meetings are attended by a member of the administration 2016-2019.

Issues concerning the Faculty Handbook or policies that cannot be addressed during these meetings are brought to the attention of the Head of Schools by the Faculty Association leadership. Meeting minutes and results are shared with all faculty members through the Faculty Association. With time provided by the administrations, the Faculty Association also conducts its own staff meetings, as needed. These conversations led to increased planning time for teachers so they can plan collaboratively, meet with students, assess student work, and communicate with parents.

At its annual retreat, the administrative team reviews the Faculty Handbook and all other manuals. The Head of School then meets with the Faculty Association to discuss proposed changes. This procedure was initiated by the Head of Schools in 2017. This is an area that continues to require refinement and formalization.

- i. [2020/21 Parent and Student Handbook](#)
- ii. [2020/21 Faculty Handbook](#)
- iii. [FA meeting minutes and agendas](#)
- iv. [ES Weekly Team Meeting Notes and Agendas](#)

Critical Area #2 B

Fully implement the strategic (5-year) plan to ensure effective communication and transparency.

The TCIS Board has shown strong commitment to the long-term strategic development of the school. TCIS has successfully implemented its 5-year strategic plans, which are divided into different categories, including the 2018 5-year strategic plan, Chon Buri expansion (possible future new campus location, a specific facilities improvement plan, a strategic curriculum plan, an on-campus branding plan, and an IT strategic plan).

Negotiating the effects of COVID-19 has proved challenging while implementing the strategic plans during the past year, but the Board and school administrators remain committed to continual improvement of the school with the goal of providing the best learning environment for students. This is further evidenced by the participation of Board members in Recruiting Trips and attending senior administration meetings. In addition, TCIS is developing a five-year plan on being recognized as a top 10 international school in Thailand. In the plan, we will focus on the areas of curriculum, marketing and branding, facility upgrades, IT upgrades, acceptances into top 10 universities in the United States, governance and leadership, enrollment, and our Safe School initiative.

[Top 10 International School in Thailand 2021-2026 Long-term Plan](#)

[TCIS 2018 5-year Strategic Plan](#)

[TCIS 2019 Expansion Plan: Chon Buri](#)

[TCIS Facilities Improvement Plan November 2020](#)

[TCIS 3-year Curriculum Plan 2017-2020](#)

[TCIS On-Campus Branding Strategic Plan 2017](#)

[TCIS IT 3-year Strategic Plan 2018-2021](#)

[TCIS Marketing Plan 2018-2021](#)

Critical Area #3

Faculty Handbook and policy manual updates should be in the school's action plan.

The administrative team has reviewed the critical area and felt it was comprehensively addressed by our actions and follow-up in Critical Area #2A, as that critical area was also focused on the faculty handbook.

Critical Area #4

Continue to consider strategies and incentives to attract and retain quality administration, faculty, and staff.

1. In 2018, the TCIS foundation board approved an increase in the housing allowance (4,000 baht) for all teachers regardless of country of origin. Teachers are eligible for salary step increases on an annual or bi-annual basis. TCIS has retained the services of International School Consortium (ISC) to provide a comparison of TCIS salary and benefits in South-East Asia and Bangkok, specifically, in order to understand TCIS's market position. Currently, the faculty association - in conjunction with the head of

schools - have prepared a reorganization of the salary scale and benefits to present to the board finance committee to be implemented in 2020. However, this was put on hold due to COVID.

2. Further, the leadership team has worked to increase the amount of teacher planning and prep time, from 80 to 120 minutes per day. The leadership team has also focused on minimizing the number of teaching assignments (preps) for teachers.
3. The administration base salaries have increased in recent years in order to attract and retain high-quality candidates. Each year, an increase of 3.5% is added to the base salaries of principals. Housing stipends for administrators were increased significantly in 2018. In 2020, a report was provided by EARCOS which ranked administrators' salaries in international schools world-wide by geography. TCIS was found to be competitive.
4. In 2017, the head of schools initiated weekly senior administration meetings where the administrators drive the agenda. An annual administrative retreat is held by the head of schools in order to synthesize school direction.
5. In 2019, we launched a participatory action research (PAR) study, in partnership with East Carolina University, to determine how to better support new teachers to improve teacher retention.

Summary Statement

The result of these initiatives has been an increase in staff and administrator retention, as well as resulting in a much higher degree of quality and quantity of candidates who wish to work at TCIS. There is very little turnover in the Thai or Chinese departments. In the international teachers section, we experience an annual average turnover of about 14%.

Because of salary adjustments, transparency, and new teacher induction programs there has been a gradual improvement in teacher retention. For example, in 2015 there was a turnover of 32%. That has reduced to about 14% in 2020.

As a result of the PAR study, we implemented a teacher induction program that expanded our one-week summer orientation into a three-phased, year-long system of support. We have two critical findings from the phased teacher induction program that can help international schools to fully integrate new teachers into a school and host country culture. First, regular communication boosted teacher readiness and feelings of belonging. Secondly, focusing on cultural awareness had a two-pronged result: (a) teachers were more familiar with the school culture and host country culture; and (b) because the Thai and Chinese instructors and directors were more equitably included in the phased induction processes, they became a stronger part of the school as a whole. Thus, what we learned about intentionally and equitably focusing on the host country culture in inducting new teachers to an international school could shift practices in other international school settings.

[International Schools Benchmark Report](#)

[Fall presentation to staff by Dr. John](#)

[New Teacher Site](#)

Critical Area #5

Develop a formal and consistent means of collecting stakeholder input and feedback regarding the overall effectiveness of the school program.

Since 2017, TCIS has consistently collected teacher perception data in the spring and parent perception data in the fall. We also collect perception data from the students each fall. This data is reviewed by the stakeholders and helps inform our action plans each year. This data consistently indicates we score in the 70-80% satisfaction range, revealing that we have room to improve, particularly in the area of student engagement.

[Perception data](#) (summary slides/graphs for parents, teachers, students and TAs)

[March 7, 2018 HS Student Survey results](#)

Critical Area #6

Review, revise, and write TCIS job descriptions including the new Curriculum Coordinator position.

Starting the summer of 2016, administration began reviews of all TCIS job descriptions for faculty, staff, and administration. Job descriptions were created for any new position, such as the [Curriculum Coordinator](#) and [Marketing Director](#). The goal to present to the Faculty Association in September 2016 to review was completed, prior to presenting to the School Board by December 2016.

All job descriptions were shared with all TCIS faculty members in September 2016 for review and are located in a central folder. This process will help ensure expectations, roles, and responsibilities are clear and transparent.

[All Job Descriptions](#)

Critical Area #7

Create a timeline and calendar of Executive Board meetings to be distributed to all interested parties to help further the positive developments between the Board and the administration.

The Secretary-General of the TCIS Foundation Board creates a timeline at the initial School Board meeting. The timeline is distributed to the administration. The timeline is updated as needed. The Secretary-General also records and distributes the minutes from each meeting for review. They are then ratified at the beginning of each successive meeting.

[TCIS Board Meeting Schedule 2020/21 School-Year](#)

[Board Meeting Sample Presentation](#)

Critical Area #8

Examine administrative compensation to retain administrators.

Administrators (along with all teachers) received an increase in the housing allowance in 2018. The High School Principal is in his fifth year at TCIS. The Middle School Principal, was promoted from within the school and has been at TCIS for five years. In addition, Dr. John, the Head of Schools, has been with the school for nine years and was also promoted from within the organization. The Thai Director has been with TCIS for fourteen years. The Head of Chinese has been with the school for sixteen years.

The base compensation package for newly hired administrators has increased annually. This has resulted in an increased desire for administrators to remain at TCIS. An annual raise of approximately 3.5 % is also part of the Annual Budget.

Self-Identified Areas of Improvement

Self-Identified Area of Improvement #1

Continue to develop and implement a consistent K-12 evaluation plan for the professional staff.

There is alignment of the evaluation process from PK2-Grades 12. The focus of the evaluation is on ensuring that students know what they are learning and why it is important. Further, the evaluation focused is connected to the critical learner needs. For example, in 2019-2020, the critical learner need has been on developing literacy skills in English.

i. [Faculty Handbook pages 39-41](#)

To further improve our staff evaluation and support, TCIS is moving towards a rubric-based evaluation system that includes staff self-evaluation and meaningful conversation components that provide clear and explicit standards. The focus is on providing a path for staff improvement.

Self-Identified Area of Improvement #2

Continue to follow-up with alumni to provide insight into how effectively the academic program prepares students for pursuing higher education, entering the workforce, and achieving their goals in life. An alumni data collection system will be created and the results will be analyzed.

We are very proud that 100% of TCIS graduates go on to attend universities around the world. As a school, we endeavour to keep close contact with our alumni, however, this is an area that requires further attention. COVID-19 has made this especially challenging during the past year. Nonetheless, we are committed to following up with our alumni to gain insight of their experiences after they entered higher education institutions.

In 2018, TCIS hosted an alumni breakfast and also saw two recent graduates join the Foundation School Board. A second [alumni breakfast](#) was held December 20, 2019. At this breakfast, we shared a [survey](#) with the attendees to both hear their feedback on their time at TCIS and collect their contact information. This was a great start to compiling a database as well as reflecting on teaching and learning as it applies in the real world.

We also currently use Facebook and Instagram to connect with other alumni for the 25th anniversary celebration in 2020. As students graduate each year, we will collect contact information and invite them to join our alumni Facebook group as we feel this has become more relevant than email or other forms of communication.

In addition, we have invited alumni back to speak at various TCIS events, including keynote speakers for our graduation ceremonies.



Alumnus Khun Joe addresses the 2019 graduating seniors (left) and admin with a returning alumni at homecoming breakfast.

[Flier for alumni breakfast](#)

Self-Identified Area of Improvement #3

Continue to further develop the School Support Program to meet the academic, social, emotional, and learning needs of the students. Determine the school needs for the guidance department.

The Student Services Department includes counselors, a Chinese counselor, a Chinese Director, a Thai Director and support staff.

As of 2018, we transitioned from a departmental approach to a “one-school” mindset so we assigned counselors to each school division. As a result, student engagement with guidance counselors increased.

The transition to a new school can be daunting, so we felt it was important to offer this support to parents and students from their first moments at TCIS. Bridging admissions to the classroom teachers through our counselors and student services department, addressed a gap in supporting students. The report below shows the commitment TCIS has made to supporting all students, with a renewed focus on new students.

To help new students, we implemented an organized buddy system to help them transition to the TCIS. We also create activities for new students and their buddies. We also have expanded our Peer Tutoring Program to not only assist with new students but all students who need support.

Evidence

[Elementary Student Assessment Data Tracking and Goal Setting Sample](#)

[Early Years and Elementary Student Support Sheet](#)



We welcome a new family (left) and dedicated members of our Admissions and Marketing Team and Middle School Counselor, Mr. Jeff, with buddy student Boeing and new student Punn

The counselors are available to students, teachers, and parents throughout the day, and help with college admissions and application, social-emotional counseling, academic support and reporting, and more. Students can visit the counselors as needed and our counselors visit classes to support students in a more proactive manner. They are a visible part of our community.

[Weekly Marketing and Admissions Report](#)

Self-Identified Area of Improvement #4

Facilities and Long-Range Resource Plan: Ensure the five-year maintenance plan is completed, updated, and should be followed.

Since 2016, TCIS has seen numerous facilities upgrades. These upgrades are part of our five-year maintenance plan and have been consistent with our rebranding. Included in the facility upgrades are:

1. New basketball court and AstroTurf
2. Furniture Replacement (ECE, ES, HS)
3. Painting (all buildings)
4. New Security Gates
5. New Awning/Canopy
6. Brick Removal and Replacement with Stucco
7. Parking Lot Addition and Improvements
8. HS Office Refurbishing, including Admissions Wing
9. MS Office Refurbishing
10. Early Years classrooms update

[Link to PDF](#) showing 20 Million Baht Facilities Improvement
[Facilities Improvement Document](#)

Challenges Faced and Overcome

A challenge to our 5-year facilities plan had been hiring and maintaining a business manager for the school. This position had been unfilled for almost a year, but the position has been recently filled with a business manager with many years' experience working in international education and as a business manager in other industries. This new leadership has enabled us to maintain our upgrades and continue to make much needed improvements. Among the improvements are several marketing and branding changes:

1. New logo
2. New uniforms
3. New signage to the buses and vans
4. New PE uniforms
5. New on campus signage
6. [New website](#)
7. All new marketing collateral materials (folders, gifts, clocks, etc.)



Our new TCIS Business Manager, Ms. Patcharin (center front) with our Head of School and support staff



Chapter II: Student & Community Profile



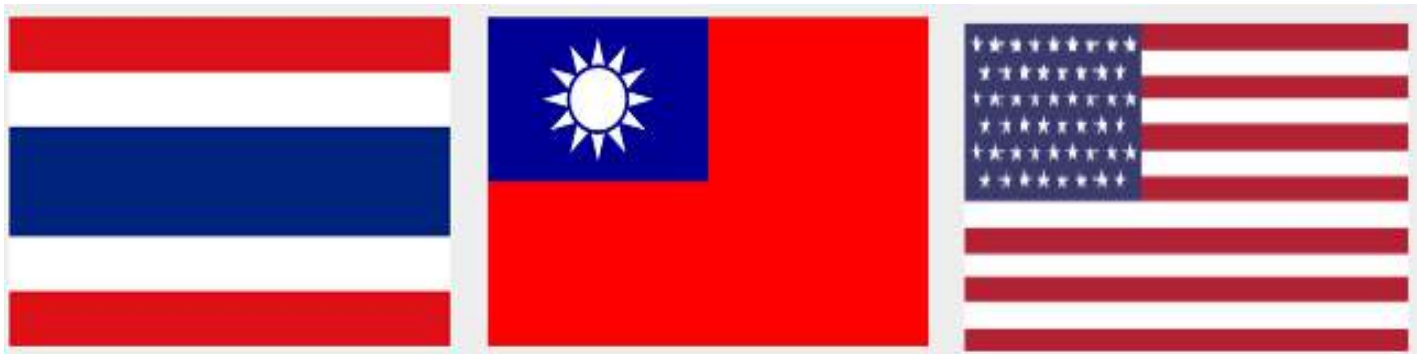
Student and Community Profile

Chapter II: Student and Community Profile

Prepare a student/community profile. Include data and findings for the following:

- Demographic data, including the refined schoolwide learner outcomes
- Disaggregated and interpreted student outcome data
- Perception data summaries, if any
- Provide a brief summary that includes:
 - Implications of the data
 - Identification of 2–3 preliminary critical student learning needs (at this stage of analysis)
 - Important questions to be discussed in the Focus Groups.

TCIS: **One School. Multicultural**



THE TCIS STORY

TCIS is a non-profit organization that was established in 1995 with 155 students. The founding school board consisted of a group of Taiwanese expatriate business people who had the vision and goal of creating an American curriculum school with an additional Chinese language program which would prepare students for U.S. and international universities and be comparable to the best schools in Taiwan. Students are regularly admitted to top Thai, Taiwanese, American, and other universities around the world. For the Class of 2019, 100% of our graduates earned university acceptance. TCIS has no formal business ties or income other than tuition.

TCIS is recognized among the top ten international schools in Bangkok that offer an American Curriculum and 100% American-English speaking academic programs. We currently have more than 40 American and Canadian teachers, 13 Chinese teachers and 9 Thai teachers. We are accredited by the Western Association of Schools and Colleges (WASC) and offer multiple Advanced Placement high school courses.

We take pride in our daily instruction in Chinese and in Thai languages. Our graduates are regularly accepted at major colleges and universities in North America, Asia and Europe.

25 Years of Learning and Growth at TCIS

A major mile-stone in our school's history was the preparation for the celebration of our 25th year anniversary. The longevity of TCIS is evidence of the success of the founders' vision, as well as an indicator of the school as an important part of the local community.

TCIS WASC Accreditation History

| Year(s) | Accreditation |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 1995 | School Founded |
| 2002-2008 | 6-Year Accreditation |
| 2008-2011 | 3-Year Accreditation |
| 2011-2014 | 3-Year Accreditation (Placed on Probation in May 2014) |
| 2014-2020 | Probation removed June 2016 6 -Year Accreditation: mid-year visit in 2017 Sample WASC Update to Community, Spring 2018 |
| 2020 | WASC Visit Schedule Visit postponed due to COVID 19 |
| 2021 | Re-scheduled WASC Visit April 26th to April 29th, 2021 |

TCIS' MAJOR ACHIEVEMENTS: Some of our proudest moments during the past 26 years.

| Year | Achievement |
|----------|-----------------------------------------------------------|
| Sep 1995 | School Established |
| 1998 | Received WASC Accreditation |
| 1999 | Granted Full Regional Membership to EARCOS |
| 2001 | 1st HS Graduation |
| 2002 | Full K-12 WASC Accreditation |
| 2003 | 1st Advance Placement (AP) courses |
| 2003 | Groundbreaking for new Recreation Center (3rd Building) |
| 2005 | U17 Boys Basketball Team were BISAC champions |
| 2006 | Held First EARCOS Weekend Workshop |
| 2007 | Multifunctional Hall (360) |
| 2011 | Opening 5th Building |
| 2014 | Princeton Graduate |
| 2014 | Expansion of 1:1 Laptop Gr. 5-12 |
| 2014 | Recognized as Google School Using Google Classroom System |
| 2014 | Achieved 5-Year Accreditation from ONESQA |
| 2015 | Hosted 1st Google Summit |
| 2016 | New Music Department |
| 2018 | TCIS Re-Branding - New Logo & New Philosophy |
| 2019 | AP Capstone Program |
| 2019 | Launched National Junior Honor Society |
| 2019 | 25 th Anniversary of TCIS |



TCIS' ribbon cutting ceremony.

Groundbreaking and School Opening in 1995

1995-1999



2000-2004



2005-2009



2010-2014



TCIS VISION

To create an international environment where both Eastern and Western philosophies/cultures are taught and encouraged.



TCIS MISSION

To provide a strong educational program based on American curriculum standards and three required languages: Chinese, Thai, and American English.



Our school buses spread our tri-lingual message across Bangkok

School-wide Learner Outcomes

At TCIS, we use SLOs because it is part of our strong history of our trilingual approach to education 21st Century learners. We use them across the curriculum and in multiple ways during classroom instruction.

The SLOs reflect the ideal traits students need to be successful in the 21st century, and the skills and viewpoints we would hope they would all exemplify.

We want our students prepared for the world they are graduating into. These SLOs have the critical skills all people will need in our challenging future.

When students graduate from TCIS, we ask them, “who are you becoming?” We expect our students will exemplify our SLOs.

SLOs are not subject-specific. They encompass models for the entire person, and should, in fact, encapsulate and bring to life the lessons learned in the classroom and in their activities while students at TCIS.

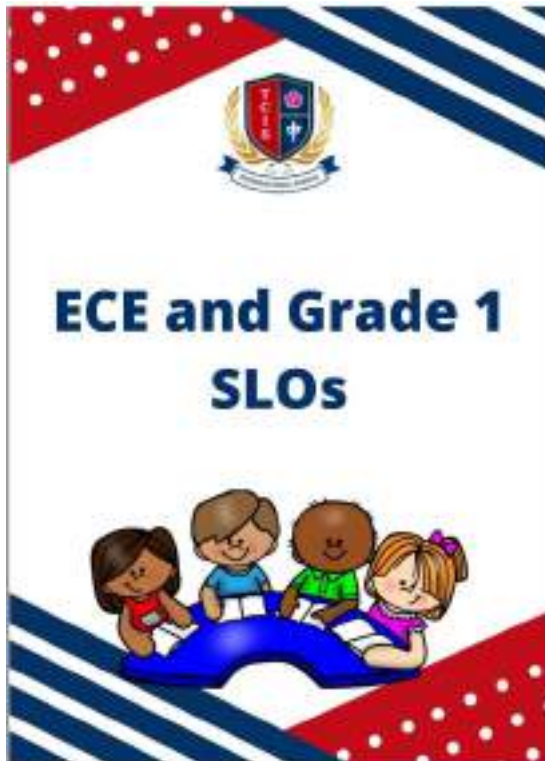
SLO Differentiation

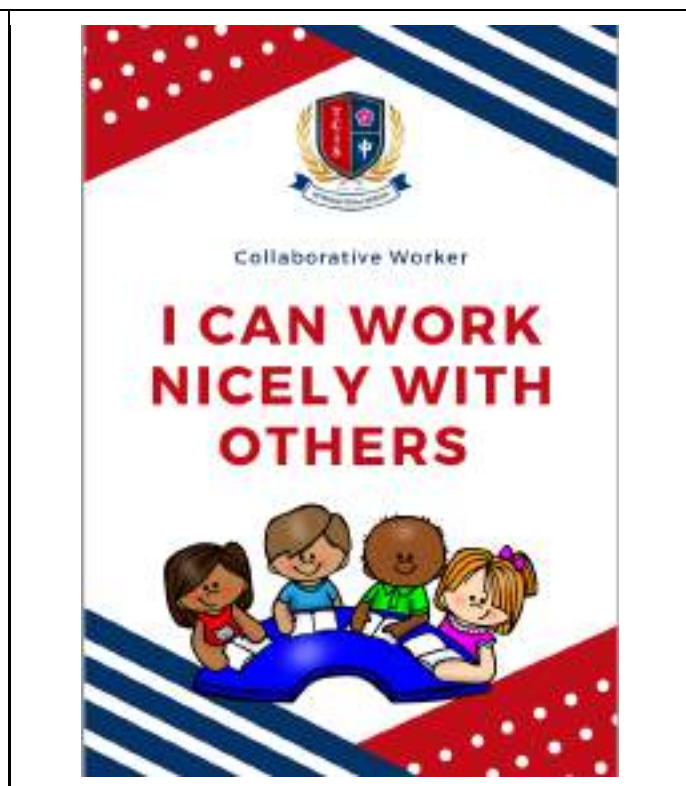
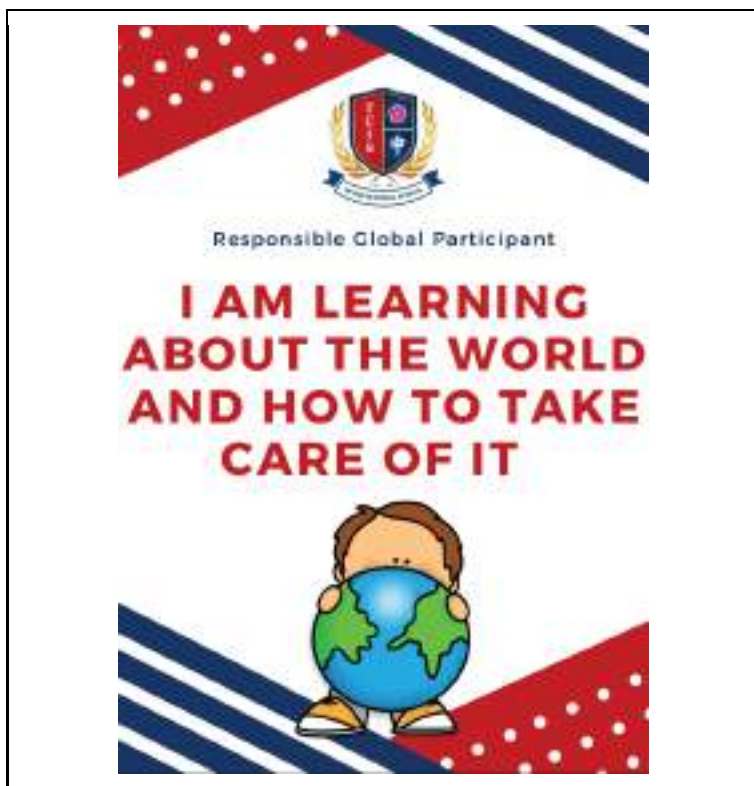
To ensure understanding, our SLOs are taught to students in a developmentally appropriate manner. With that in mind, we have developed different posters that meet the students age and developmentally appropriate levels.

Early years and elementary students use two different sets of engaging posters to meet their needs. Middle and high school use another set. All posters are available in English, Thai and Chinese languages.



ECE and Grade 1 Student Friendly SLO Descriptors For Our Young Learners





Grade 1 student was presented with a special SLO Award for displaying the TCIS SLO values of being an Independent Life-Long Learning and a Collaborative Worker both in and out of school.

Elementary School Student Friendly SLO Descriptors for Grades 2 to 5

Elementary SLOs

Complex Thinkers and Problem Solvers



COMPLEX THINKERS AND PROBLEM SOLVERS...

- I can think deeply about the information I have learned
- I can make good decisions based on what I know
- I can use my knowledge to solve real-life problems
- I can learn how to deal with problems in the right way

Collaborative Workers



COLLABORATIVE WORKERS...

- I can solve problems
- I can work well with others
- I can be a leader
- I will be a responsible friend to others

Effective Communicators



EFFECTIVE COMMUNICATORS...

- I can speak, read and write clearly
- I can speak English, Thai and Chinese
- I can use facts to support my ideas
- I can speak clearly, listen carefully, respond appropriately
- I can communicate my feelings

Independent Life-long Learners



INDEPENDENT LIFE-LONG LEARNERS...

- I can work hard by myself
- I am confident in my work
- I will take on challenges
- I will ask for help when I need it.
- I can learn from my mistakes
- I can work towards my personal goals
- I am curious and LOVE learning

Responsible Global Participants



RESPONSIBLE GLOBAL PARTICIPANTS...

- I understand the problems in our world
- I accept and appreciate the people who are different from me
- I can solve real world problems
- I can use my knowledge to make a difference in the world



Students being responsible global participants on a Thai Cultural field trip

Middle and High School Posters (Thai Language Version)

ผลลัพธ์แห่งการเรียนรู้ (SLOs)

โรงเรียนนานาชาติไทย-จีน มีความคาดหวังที่จะให้นักเรียนของเรามีความตั้งใจ
ใฝ่เรียนรู้และสามารถแสดงศักยภาพในการเรียนรู้และมีทักษะที่จำเป็นให้เห็นเป็นที่ประจักษ์ ดังนี้

| | |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>1. นักคิด มีทักษะในการแก้ปัญหาที่ซับซ้อน นักเรียนจะ:</p> <ol style="list-style-type: none"> 1.1 ใช้ข้อมูลที่หลากหลาย จากแหล่งที่มาที่หลากหลาย 1.2 ตัดสินใจได้ถูกต้องโดยอิงจากข้อมูลที่สรรหามาและใช้ วิจยารณญาณในการตัดสินใจ 1.3 นำข้อมูลที่เคยเรียนรู้มาช่วยแก้ปัญหาที่เกิดขึ้นจริงในปัจจุบัน 1.4 สามารถเผชิญกับปัญหาได้อย่างถูกต้องวิธี |
|  | <p>2. กระบวนการทำงานร่วมกันกับผู้อื่น นักเรียนจะ:</p> <ol style="list-style-type: none"> 2.1 สามารถปรับตัวให้เข้ากับสถานการณ์ต่างๆได้ 2.2 สามารถแก้ปัญหาร่วมกับผู้อื่นได้ 2.3 มีความพร้อมที่จะเป็นผู้นำ 2.4 มีความรับผิดชอบตอเพื่อนพ้องและผู้อื่น |
|  | <p>3. สื่อสารได้อย่างมีประสิทธิภาพ นักเรียนจะ:</p> <ol style="list-style-type: none"> 3.1 พูด, อ่าน, และเขียนภาษาอังกฤษได้อย่างชัดเจน และสามารถ สื่อสารได้เป็นอย่างดีทั้งภาษาไทยและภาษาจีน 3.2 ใช้แหล่งข้อมูลความรู้ที่หลากหลายเพื่อการสื่อสารที่มี ประสิทธิภาพ 3.3 พูดชัดเจน ฟังเข้าใจ และโต้ตอบได้อย่างเหมาะสม 3.4 นำเสนอแนวคิดตามข้อเท็จจริงได้ |
|  | <p>4. เรียนรู้ตลอดชีวิตได้อย่างอิสระ นักเรียนจะ:</p> <ol style="list-style-type: none"> 4.1 สามารถทุ่มเททำงานด้วยตนเอง และมีความสุขกับงานที่ทำ 4.2 กล้าที่จะลองสิ่งใหม่ ไม่รู้สึกแยที่จะขอความช่วยเหลือบ้างในบาง ครั้งและเรียนรู้จากข้อผิดพลาดที่ผ่านมา 4.3 ยอมรับแนวคิดใหม่ๆและสามารถนำมาปรับใช้ในโลกรปัจจุบัน 4.4 มุ่งมั่นเพื่อไปสู่ความสำเร็จที่ตนตั้งไว้และอนาคตที่สดใส |
|  | <p>5. รับผิดชอบตอสังคมโลก นักเรียนจะ:</p> <ol style="list-style-type: none"> 5.1 เข้าใจปัญหาที่เกิดขึ้นในโลกของเรา 5.2 ยอมรับในความแตกต่างของผู้คน 5.3 สามารถแก้ปัญหาที่เกิดขึ้นจริงในโลกปัจจุบัน 5.4 นำสิ่งที่ได้เรียนรู้มาสร้างความแตกต่างให้กับโลกของเรา |

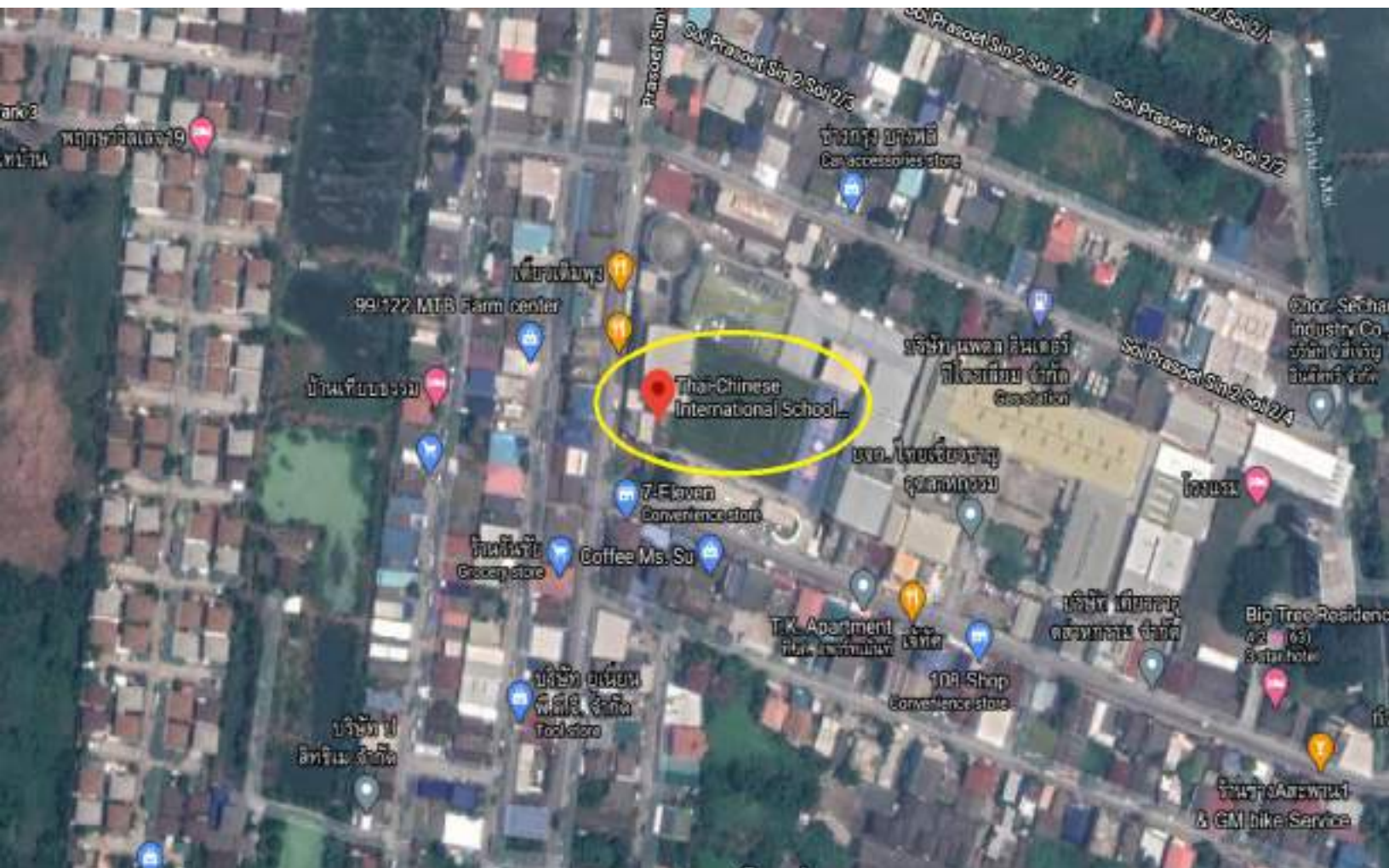
FACILITIES

TCIS CAMPUS 2020



OUR LOCAL COMMUNITY

TCIS is nestled in the heart of a local working-class community in Samut Prakan on the outskirts of Bangkok. With a short distance of our school is a mall, villas where some of our families and staff live, and local shops.



TCIS CAFE

Our new cafe is a popular gathering place for students, parents, and staff. It has a very modern and welcoming design and feel, with comfortable seating and a laid-back atmosphere.



TCIS SPORTS FACILITIES, GYM, & POOL

Sports are very popular with our students, and our facilities support a large variety of activities for our students to take part in.





TCIS CLASSROOMS: Early Years, Elementary, Middle School, High School

All our classrooms are comfortable environments that support engagement of students. All classrooms have a computer and a projector to support delivery of instruction.

Early Years Classrooms



Elementary Classrooms





Middle School Classrooms



High School Classrooms



TCIS EARLY YEARS PLAYGROUND

The early-years playground is a covered play area that is enjoyed by students from PK2 to kindergarten. Students are always supervised during playtime and the slides are very popular. Also located in the playground is a large outdoor sink where our young learners wash their hands and brush their teeth.



COMPUTER LABS & DIGITAL LEARNING CENTERS

TCIS has three computer labs: a dedicated early years/elementary lab, a shared computer lab in the school library, and a dedicated high school computer lab.

Elementary Computer Lab



Library Computer Lab



High School Computer Lab



PERFORMING ARTS FACILITIES

TCIS has invested heavily in the performing arts facilities. Included in recent improvements is the addition a new music wing to the school.



ART ROOMS plus STUDENT ART PROJECTS

Elementary, middle, and high school all have deviate art rooms. In addition, middle school students make use of an additional art area located in the elementary school.

ES Art Room



MS Art Room



HS Art Room



LIBRARY

TCIS' library is a shared space for all divisions that meets the needs of early years, elementary, middle, and high school students. One shared computer lab is connected to the library.



CANTEEN

TCIS students, parents, and staff enjoy the use of our large canteen. Our lunches are staggered, and there is ample room to service all stakeholders.



CAMPUS VIDEOS

Get to know us even better by watching the TCIS videos, below.

[TCIS Thai-Chinese International School Overview](#)

[TCIS School Preparation Video](#)

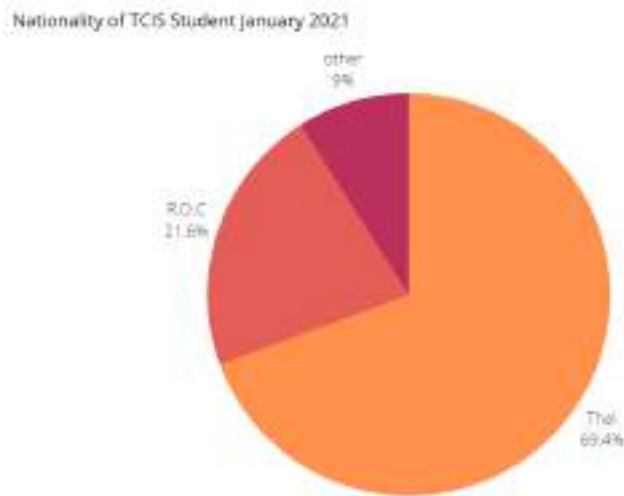
[TCIS Teacher Recruitment Video](#)

[Thai Chinese International School Highlights from Harrogate International Youth Festival](#)

STUDENT DEMOGRAPHICS

TCIS Students

The typical TCIS student is a non-native English speaking student from Thailand, Japan, Korea or Taiwan. While historically there has been a dominant Taiwanese student population, the Taiwanese presence has gradually decreased from 46% of the student body in 2002 to 21% in 2021. Each student enrolls in TCIS with the expectation that they learn English, Thai, and Chinese, and meet or exceed American academic standards in core subjects. TCIS students embrace a western-style education and work to receive a diploma that will allow them to apply for universities around the world.



Update the pie chart with 2020/21 data

As of January 2021, our enrollment was 633 students. There were 243students in the Elementary School (PreK-Grade 4), 194 students in the Middle School (Grades 5-8), and 196 students in the High School (Grades 9-12); the population is approximately equal in number of boys and girls. From 2010 to 2021, enrollment has fluctuated from a high of 803 in 2013 to a low in 2016 of 665. While there had been a decline in enrollment in recent years, our focus on marketing and branding and an expansion of our admissions team has led to an uptrend since 2018.

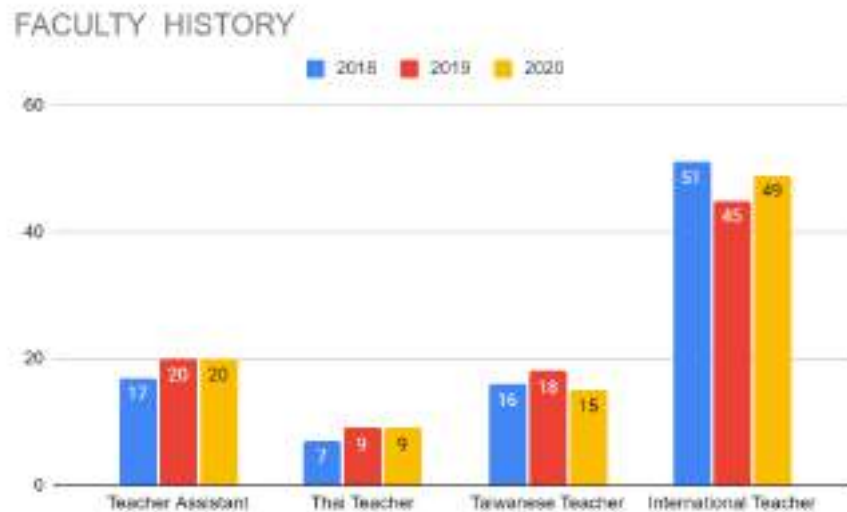


| January 2021 Enrollment | | | | |
|------------------------------|------------|--|---------------|------------|
| Grade | # Students | | Grade | # Students |
| PK2 | 7 | | Gr.5 | 43 |
| PK3 | 26 | | Gr.6 | 45 |
| PK4 | 27 | | Gr.7 | 57 |
| KG | 33 | | Gr.8 | 49 |
| Gr.1 | 37 | | Gr.9 | 40 |
| Gr.2 | 35 | | Gr.10 | 51 |
| Gr.3 | 36 | | Gr.11 | 54 |
| Gr.4 | 42 | | Gr.12 | 51 |
| Lower School | 243 | | Senior School | 390 |
| Total Current Enrollment 633 | | | | |



FACULTY HISTORY

Our international teachers are largely from the USA, although we do have several British, Canadian, and Philippino, and other nationalities on staff. Our Chinese language teachers and exclusively from Taiwan, and our Thai language teachers and TAs are all from Thailand.

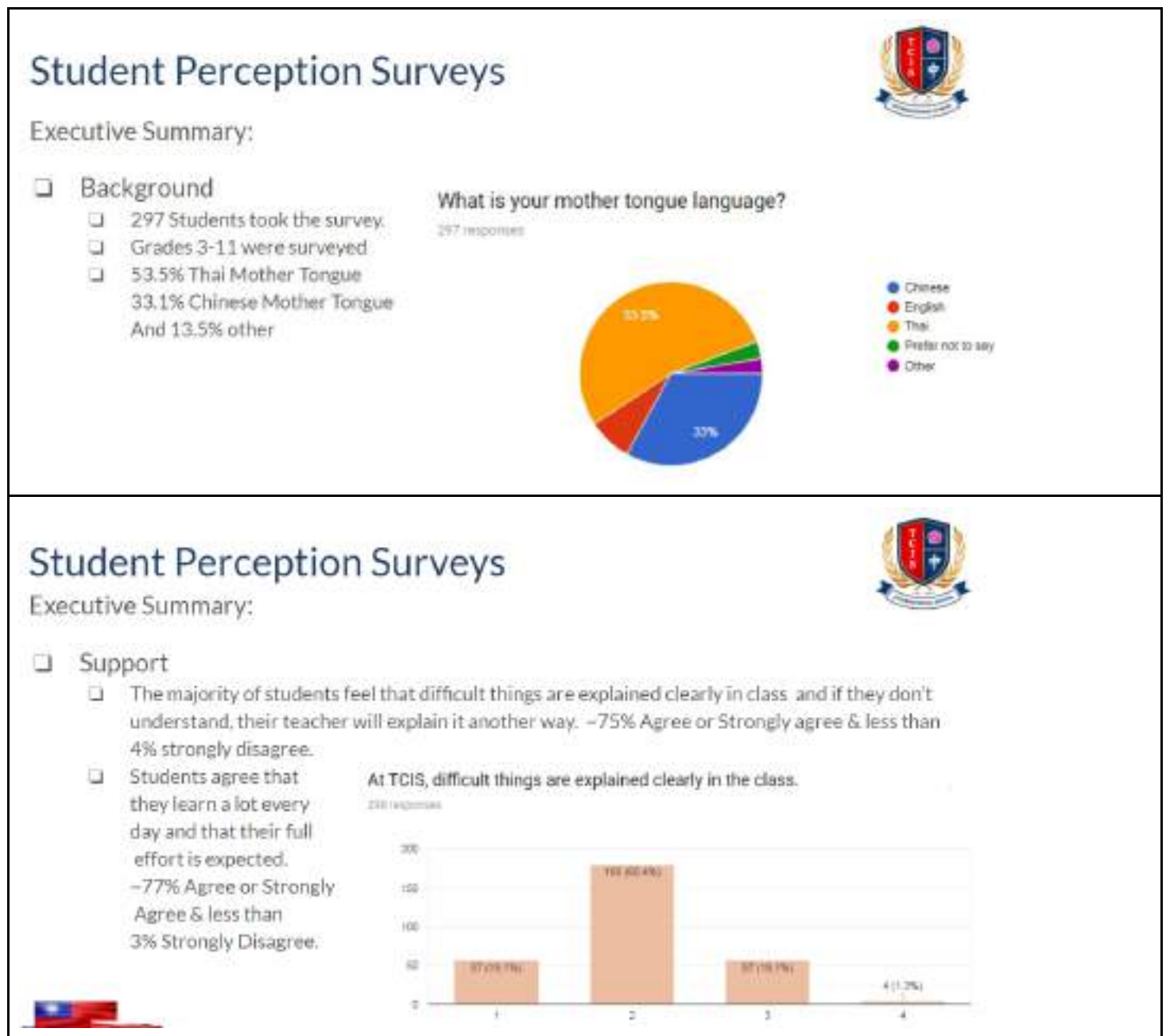


STAKEHOLDER PERCEPTIONS

Our perception survey results consistently score in the 70-80% range on questions about instruction, communication, relationships, and engagement. This means that generally 20-30% of students, staff, and parents do not have a positive feeling about TCIS, and needs further review and action.

[Link to: Perception Data](#)

STUDENT PERCEPTION DATA



Student Perception Continued...



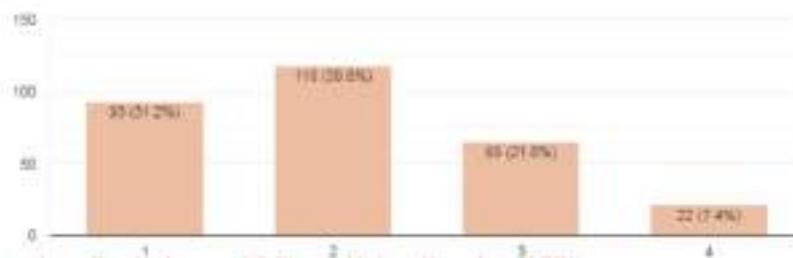
Executive Summary:

Engagement and Expectations

- ❑ The majority of students report that their class time is used effectively. ~70% responded Strongly Agree or Agree
- ❑ A majority of students state that learning at TCIS is enjoyable. ~70% responded Strongly Agree or Agree

Learning is enjoyable at TCIS.

298 responses



Student Perception Continued...



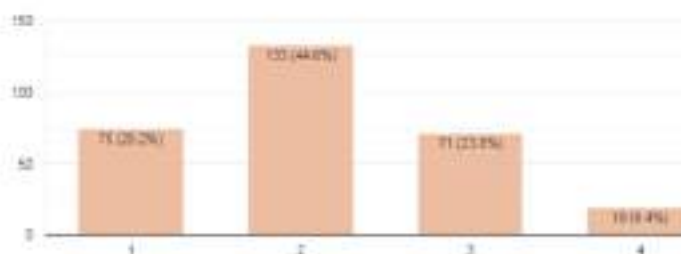
Executive Summary:

AT TCIS, I feel the staff and teachers care about me.

298 responses

Relationships and Community

- ❑ "I feel the staff and teachers care about me."
~70% Strongly Agree or Agree
- ❑ "My ideas and suggestions are respected."
~75% Strongly Agree or Agree



- ❑ Overall Observation: Approximately 19-26% of students responded that they Disagree with all of the survey questions.

Summer School Surveys



Executive Summary:

- ☐ 15 Surveys were returned by parents
- ☐ 9 Parents stated summer school was a great experience and they would attend again
- ☐ 4 Parents stated summer school was ok and they were not sure if they would attend again
- ☐ 0 Parents stated that it was not a good experience

Summer School Continued...



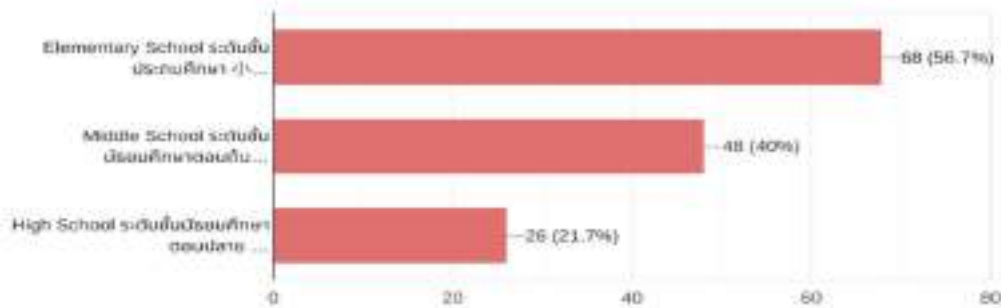
Executive Summary:

- ☐ What parents liked most:
 - ☐ STEM lessons
 - ☐ Communication
 - ☐ Spirit Days
 - ☐ The Schedule
- ☐ What parents disliked the most:
 - ☐ The price
 - ☐ The food



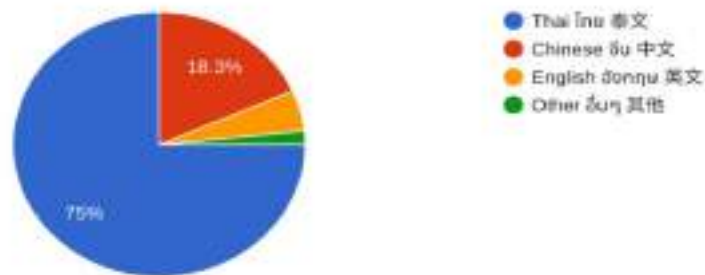
I have a child/children in: ข้าพเจ้าเป็นผู้ปกครองของนักเรียน:
我的孩子就讀(可複選):

120 responses



My child/children's first language is: บุตรธิดาของข้าพเจ้าใช้ภาษาหลัก คือ:
我的孩子的母語是:

120 responses



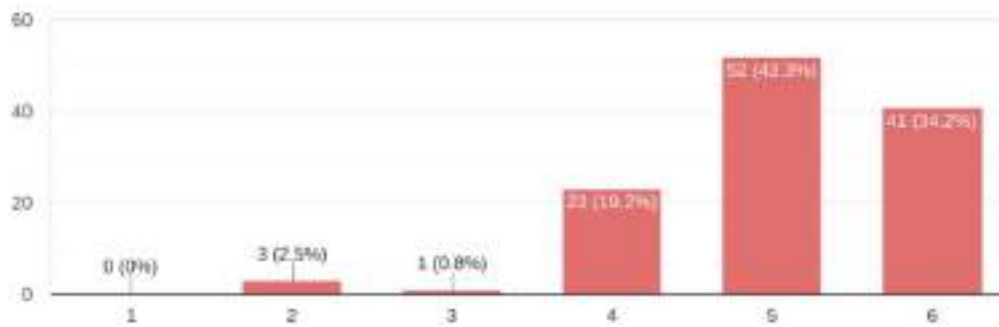
mean score: 5.06



1. My child/children's teachers care about their students' well-being.

คุณครูให้การดูแลบุตรธิดาของข้าพเจ้า...เป็นอย่างดี. 我孩子(們)的老師非常關心他(們)。

120 responses

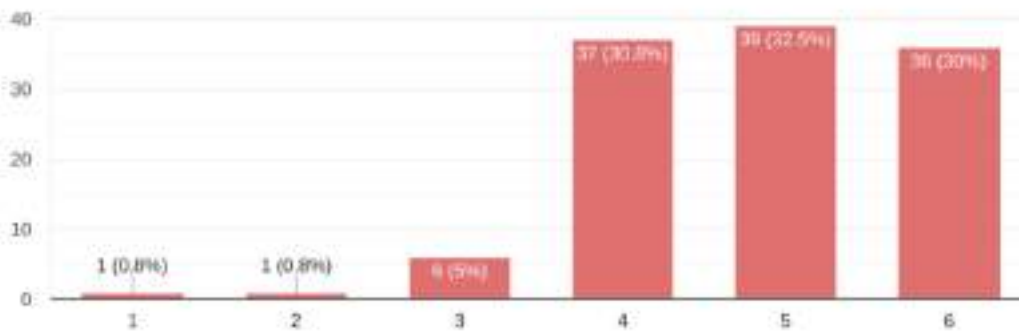


mean score: 4.83



2. My child/children's teachers are available to help their students if they need extra help. คุณครู...(們)的老師在孩子需要額外幫助的時候能協助他們。

120 responses



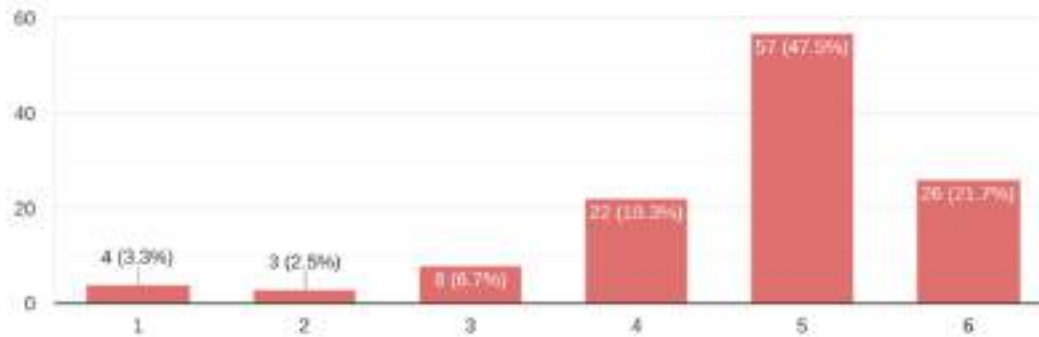
mean score: 4.69



1. I am satisfied with the curriculum offering at TCIS.

ข้าพเจ้าพึงพอใจในหลักสูตรการเรียน...นานาชาติไทย-จีน. 我很滿意TCIS提供的課程。

120 responses

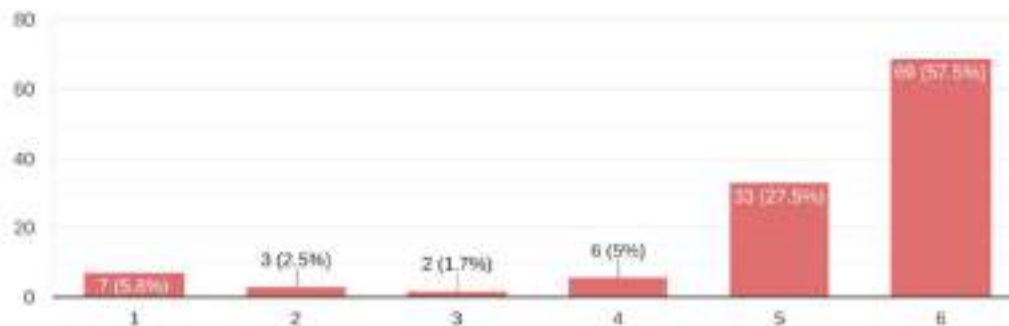


mean score: 5.18



1. It is important for my child/children to study Thai, Chinese, and English at TCIS. เป็นสิ่งสำคัญอย่า...TCIS學習中文、英語、泰語三種語言是非常重要的。

120 responses

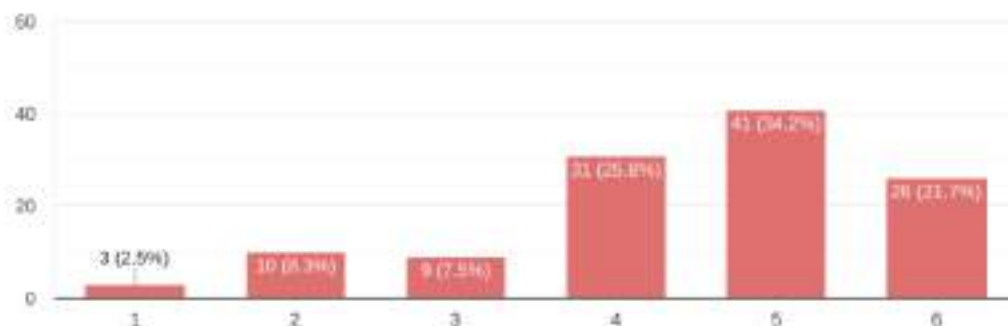




mean score: 4.46

1. I am satisfied with the technology used (ipads, Macbooks, computer labs, wifi, online resources, et...Mac電腦、電腦教室、無線網路、線上學校資源等等)

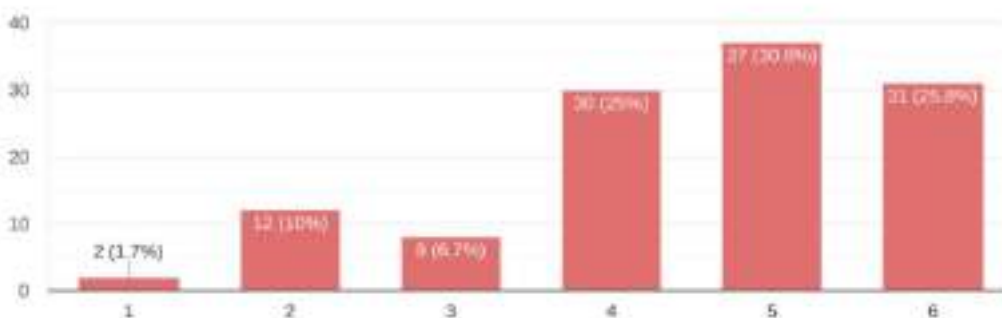
120 responses



mean score: 4.46

4. I am satisfied with how teachers use technology (google classroom, online programs, google drive...m、線上教學軟體、google drive 雲端硬碟等等)

120 responses

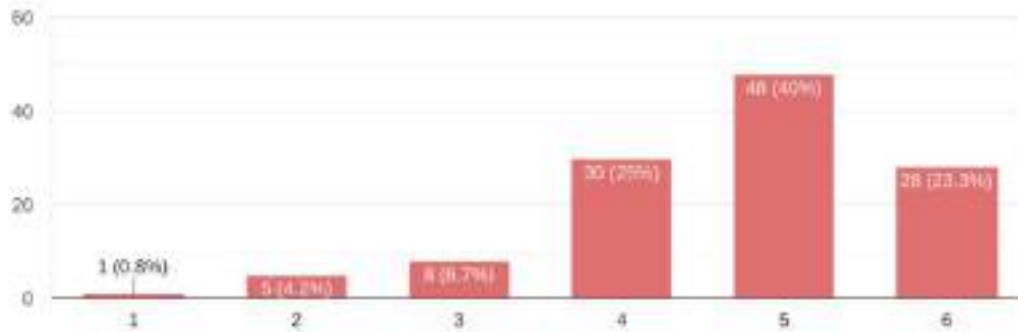


mean score: 4.69



1. I am satisfied with the social and emotional support provided to my child/children at TCIS (te...例如: 教師的支持、輔導員的協助、同儕的幫忙等等)

120 responses

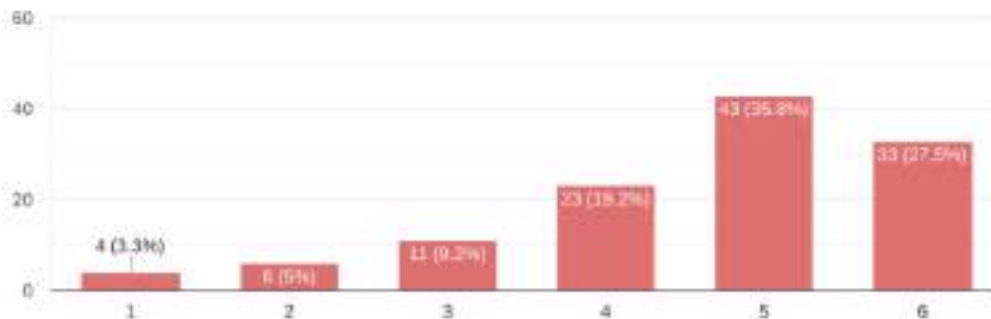


mean score: 4.62



2. My child/children feel safe and secure in the school environment provided at TCIS. บุตรธิดาของข้า...นานาชาติไทย-จีน. 我的孩子在校園中感覺安全。

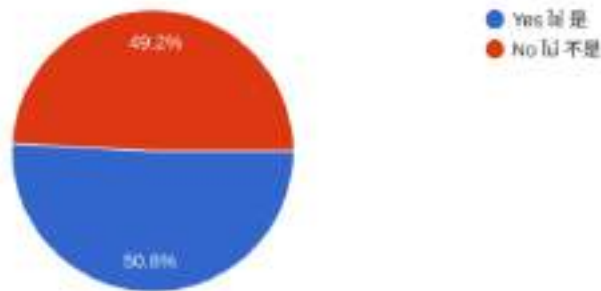
120 responses





1. My child/children participate in one or more TCIS ASEP Program (After School Enrichment Program... 我的孩子參加一個或一個以上的課後課。(ASEP)

120 responses

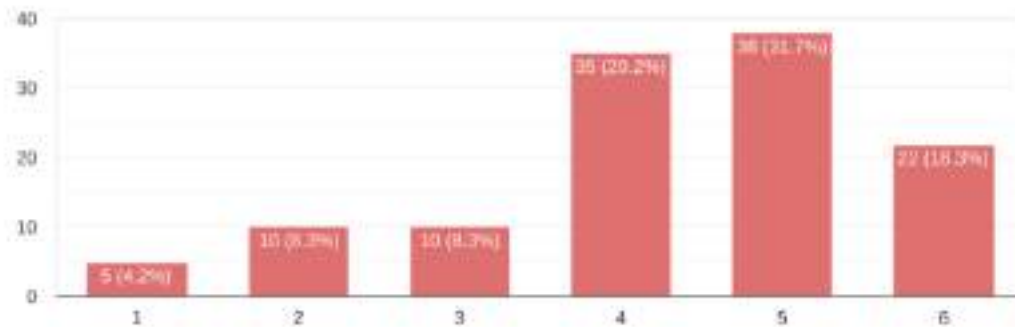


mean score: 4.31



1. The administrators, teachers, staff members, parent association members, etc. effective...家長會成員等等都能有效地針對重要問題進行溝通。

120 responses

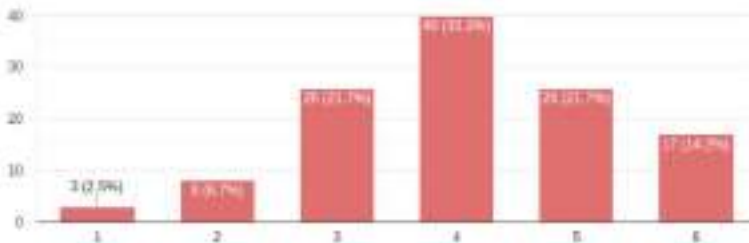


mean score: 4.08



3. I am satisfied with the quality of the ASEP (After School Enrichment Program) programs offered to my child/children at TCIS (tutoring, art club, magic club, SAT prep etc.). ข้าพเจ้ามีความพึงพอใจในคุณภาพของโปรแกรมพิเศษหลังเลิกเรียน(ASEP)ที่จัดให้สำหรับนักเรียนโรงเรียนนานาชาติไทย-จีน(เรียนพิเศษ, ชมรมศิลปะ, ชมรมมายากล, การเตรียมความพร้อมสำหรับSAT และอื่นๆ) 我很滿意學校課後課(ASEP)的品質。(例如: 家教課、藝術社團、魔術社、SAT準備課程等等)

120 responses

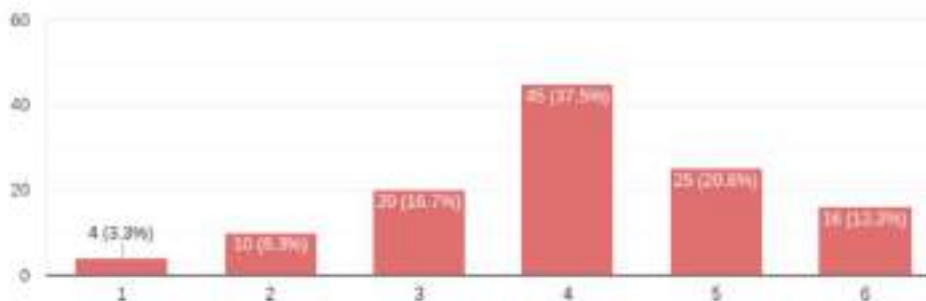


mean score: 4.04



4. I am satisfied with the quality of the athletic programs offered to my child/children at TCIS (coaching, equipment, facilities, etc.). ข้าพเจ้าพึงพอใจในคุณภาพด้านการกีฬาที่ทางโรงเรียนจัดให้กับบุตรธิดาของข้าพเจ้า (ครูผู้ฝึกสอน, อุปกรณ์, สิ่งอำนวยความสะดวก,อื่นๆ). 我很滿意學校體育活動的品質。(例如: 訓練、裝備、設備等等)

120 responses



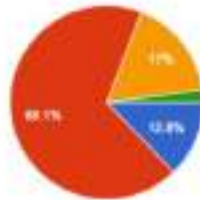
TEACHERS PERCEPTIONS DATA

Teacher Perception Surveys



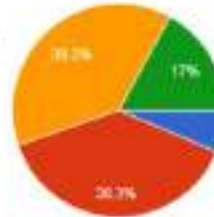
Executive Summary:

- ❑ 47 responses
- ❑ "I enjoy working at TCIS"
 - ❑ 81% Strongly Agree or Agree



■ Strongly Agree
■ Agree
■ Undecided
■ Disagree
■ Strongly Disagree

- ❑ "The TCIS salary and benefit package offered is..."
 - ❑ 83% say it is Very Good, Good, or Average
 - ❑ 17% poor



■ Very Good
■ Good
■ Average
■ Poor
■ Very Poor

Teacher Perception Continued...



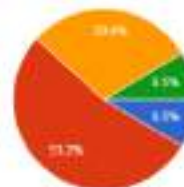
Executive Summary:

- ❑ "Professional Development opportunities are....."
 - ❑ 91.6% Very Good, Good, or Average



■ Very Good
■ Good
■ Average
■ Poor
■ Very Poor

- ❑ "TCIS academic standards are..."
 - ❑ 91.5% Very Good, Good, or Average



■ Very Good
■ Good
■ Average
■ Poor
■ Very Poor



Teacher Perception Continued...

Executive Summary:



☐ "The level of support from the TCIS administration is..."

- ☐ 61.7% Very Good or Good
- ☐ 10.7% Poor or Very Poor



- Very Good
- Good
- Average
- Poor
- Very Poor

☐ Overall, the majority of teachers feel supported at all levels:

- ☐ Board
 - ☐ 63% Very Good or Good
- ☐ Parent
 - ☐ 71.8% Very Good or Good
 - ☐ 10.8% Poor or Very Poor
- ☐ Colleagues
 - ☐ 85.3% Very Good or Good
- ☐ FA
 - ☐ 86.9% Very Good or Good
- ☐ IT
 - ☐ 89.4% Very Good or Good



Teacher Perception Continued...

Executive Summary:



☐ "The length of the TCIS school day negatively impacts my overall job satisfaction..."

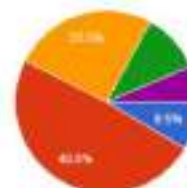
- ☐ 61.7% Agree or Strongly Agree



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

☐ "The stability of my teaching assignment at TCIS is..."

- ☐ 57.4% Very Stable or Stable
- ☐ 17% Unstable or Very Unstable



- Very Stable
- Stable
- Neutral
- Unstable
- Very Unstable



TA Perception Surveys



Executive Summary:

- ☐ TAs most enjoy working with our students
- ☐ They also enjoy working with their teacher partners
- ☐ What's most difficult is the challenge of working across multiple languages and cultures
- ☐ They are most interested in receiving professional development to help them support positive student behavior and work best with parents/offer "customer service"

CURRICULAR OVERVIEW

| US STANDARDS-BASED CURRICULUM | |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Curriculum Description | <p>TCIS uses American curriculum, centered on Common Core State Standards (CCSS) for English. Mathematics uses CCSS through the Houghton Mifflin Harcourt GoMath products (Grades PK-8) and by subject (Grades 9-12). For Science, TCIS has migrated to Next Generation Science Standards (NGSS). Physical Education recently migrated to the SHAPE America standards.</p> <p>Teachers, from multi-subject in elementary to single-subject, are encouraged to use a variety of approaches and techniques. Professional development is offered to enhance teaching skills and approaches. All teachers who teach Advanced Placement are offered AP training, either during summer institutes or workshops throughout the year.</p> <p>The majority of teachers in the American curriculum subjects hold US or Canadian licensure, though our team includes English and South African licensure.</p> <p>TCIS is establishing a separate ELL Department, which will begin work throughout the school during the 2021-22 SY. ELL will support classroom teachers through push-in and pull-out support.</p> <p>Also for the 2021-22 SY, TCIS will begin rolling out Atlas Rubicon for the creation and tracking of lesson plans and curriculum maps. Its primary purpose is to track the teaching and assessment of standards.</p> <p>TCIS Curriculum Site CCSS English Mathematics Standards Links Curriculum Maps (2020-21 SY)</p> |
| Instructional Practices | <p>TCIS is a Reader's and Writer's Workshop school. These tools are taught throughout the school, especially in Elementary and Middle Schools. Several teachers have received training in these workshop models from the Columbia University Teachers College Reading and Writing Project (TCRWP).</p> <p>Teachers have also received professional development for Project Based Learning (PBL) and Socratic Seminars. Throughout the year, teachers are given the opportunity to receive the professional training they request. Due to COVID-19 restrictions, most training in the past 12 months has been virtual.</p> <p>Teachers are encouraged to use a blend of proven approaches to engage students and develop their skills.</p> <p>TCRWP Website</p> |
| Assessments | <p>In addition to the formative and summative assessments provided by teachers in the classroom, TCIS measures student success using several objective measures, such as Measure of Academic Progress (MAP), World-Class Instructional Design and Assessment (WIDA), Scholastic Aptitude Test (SAT), including the PSAT, and Advanced Placement (AP) Exams.</p> |

These results are reviewed by teachers and administrators, and allow the school to compare their results against those of other schools internationally to measure success. Actions, such as creating the ELL Department, are driven by this data.

[WIDA](#)
[NWEA \(MAP\)](#)
[SAT](#)
[AP](#)



THAI STANDARDS-BASED CURRICULUM

| | |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Curriculum Description | <p>The TCIS Thai language & culture program provides two sections: mother tongue and foreign tongue. Students who are Thai nationals and have a strong background in the Thai language are placed in the mother tongue class where the lessons focus on effectiveness and proficiency in listening, speaking, reading, writing, literature, social studies and history. In the foreign tongue classes, students are non-native Thai speakers, and the lessons focus on communicating in basic Thai, reading basic Thai, and learning about Thai culture and traditions in order to live life effectively in Thai society.</p> <p>We aim to enrich students' ability to learn both the language and moral values in order to help them take their places in society as good citizens of today and in the future. Grade 9-12 non-Thai citizens new to Thailand are required by the Ministry Of Education in Thailand to study at least 1 period of Foreign Thai Language every week for a duration of 2 years.</p> <p>Thai Language & Culture Standard ES Thai Curriculum Map 2020-2021 MS Thai Curriculum Map 2020-2021 HS Thai Curriculum Map 2020-2021</p> |
| Instructional Practices | <p>Thai language and culture courses focus on allowing students to learn and be able to apply knowledge and various skills in real life. Students will be taught by highly knowledgeable and experienced native speaker teachers in different ways both theoretical and practical. Considering it as learner-centered education. Teachers will lecture in front of the classroom, grouping for discussion and also using new technologies and innovations in teaching. However, the importance of preserving and inheriting Thai traditions, which is the foundation of Thai culture.</p> <p>Thai Language & Culture' s Courses</p> |
| Assessments | <p>Measuring and evaluating students in Thai language and culture courses are according to the standards and unit of learning of each class level. Managing to measure and evaluate to suit individual students' learning differences is emphasized. There are various assessments and evaluations such as taking multiple-choice and subjective exams, reading aloud, presenting, working with others both as a pair and as a group, creating works using integrated skills, etc.</p> <p>ES Thai Assessment MS Thai Assessment HS Thai Assessment</p> |





CHINESE STANDARDS-BASED CURRICULUM

| | |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Curriculum Description | <p>TCIS students study Chinese (both traditional and simplified) from elementary school through high school and our students receive more Chinese language and cultural instruction than students at other schools in Bangkok. Our Chinese program includes classes for both Taiwanese or Chinese students and separate classes for non-Chinese or Taiwanese students.</p> <p>Chinese language and culture course CMT Curriculum of Elementary and Junior High School CMT curriculum of Senior high school</p> |
| Instruction Practices | <p>In elementary school students focus on stories, songs, games and performance to develop a love for Chinese while also learning to read, speak and comprehend Chinese. Traditional and simplified Chinese are taught together. In middle school, students build on their foundation and learn to type in Chinese as well as doing projects and presentations in traditional Chinese. In high school, students take Advanced Placement (AP) Chinese, where TCIS students regularly get the best scores in Thailand.</p> <p>CMT standard CFT standard</p> |
| Assessments | <ul style="list-style-type: none"> • #1 international school in Bangkok Chinese competition • 90% of all students studying Chinese pass the TOCFL test • G3-12 non-Taiwanese and non-Chinese students take the HSK or TOCFL annually to measure their Chinese proficiency |

- Students receive more hours of Chinese instruction than other international schools
- Chinese cultural lessons and performances
- Campus wide celebration of Taiwanese and Chinese holidays
- Chinese enrichment programs include a Chinese Chess Club and a Chinese Calligraphy Club
- AP Chinese and Culture test scores are the highest in Thailand
- Week long high school trips to Taiwan for language and culture immersion as well as a separate technology study program in Taiwan
- Student exchange program with Affiliated High School of National Chengchi University, Taipei, Taiwan (2018-2019)
- More than 80% of TCIS applicants who apply to Taiwan's top 5 universities are accepted



NON-CORE STANDARDS-BASED CURRICULUM

ART

The TCIS Art Department is a comprehensive program offering classes to learners PK3 to Grade 12. Students are encouraged to express themselves creatively whilst learning about the elements and principles of design as well as art history. Students enjoy a wide variety of materials as they find their artistic voices and explore different avenues of making art. Students share and analyze their ideas via reflections, critiques and gallery walks. Additionally, students have artwork displayed throughout campus and websites.



PHYSICAL EDUCATION

At TCIS, students take PE from PK2 to grade 12. Over their lifetime at TCIS, students will learn the skills that will enable them live an active and healthy lifestyle. Primary PE education is comprised of learning locomotor movements and basic sport specific skills. Primary PE also integrates basic health into PE curriculum. In middle school, students

| | |
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| | increase their fine motor and sport specific skills while also focusing on following rules of games. High school students are required to take one PE related credit for graduation, and they can use either PE or strength and conditioning to fulfill this requirement. In addition, students have the option of taking more PE classes as electives. Health classes are provided to middle and high school students and topics vary depending on the age of the students. |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



| | |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MUSIC & DANCE | For younger students in the elementary school, we introduce simple music concepts through movement singing, dancing and playing basic percussion instruments. The aim is to stimulate students' interest by having fun in music. In middle and high school, TCIS offers authentic musical learning activities in Wind Ensemble, String Orchestra, Choir, and Rock Band contexts. These courses engage students in real, hands-on music making through individual development of instrumental and vocal skills, and through group rehearsal and performance. The bands, orchestras, and choirs take their learning beyond the classroom walls by performing at frequent assemblies, cultural events, school board meetings, and off-campus concerts. |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



PROFESSIONAL DEVELOPMENT

TCIS invests substantially in professional development of staff. This is due to our strong belief that outstanding teachers are the best resource we can provide to our students. In addition, providing continued professional development to staff is key in continuing our high rate of staff retention.

Professional Development
2016 - 2020

Below are links to professional development opportunities TCIS staff have taken part in since 2016:

[PD Sessions 2016-2020 \(Aug 17 2020\)](#)

[PD List 2020](#)



EXTRA-CURRICULAR OVERVIEW: Sports, Clubs, & ASEP

ASEP & CLUBS

Our after school enrichment program (ASEP) offers students an opportunity to experiment and try activities that they might not normally have

[20-21 ES Clubs List](#)

20-21 MS Clubs List

[20-21 HS Clubs](#)

Magic Club



Strategy Games Club



Model UN



TCIS Thailand Red Cross Youth Volunteer Club





Chinese Debate Club



Resea Club



UNICEF Club



UNICEF Club



National Junior Honor Society (NJHS), Model United Nations (MUN)

NJHS



NHS



Thai Programs
TCIS Thailand Red Cross Youth Volunteer Club



Thai Traditional Dance Club



Chinese Programs Chinese Chess Club



Chinese Calligraphy Club



Chinese Folk-dance Program



Student Council

Student council is an important offering at TCIS as students learn to be role models to others.

Elementary School Student Council



Middle School Student Council



High School Student Council



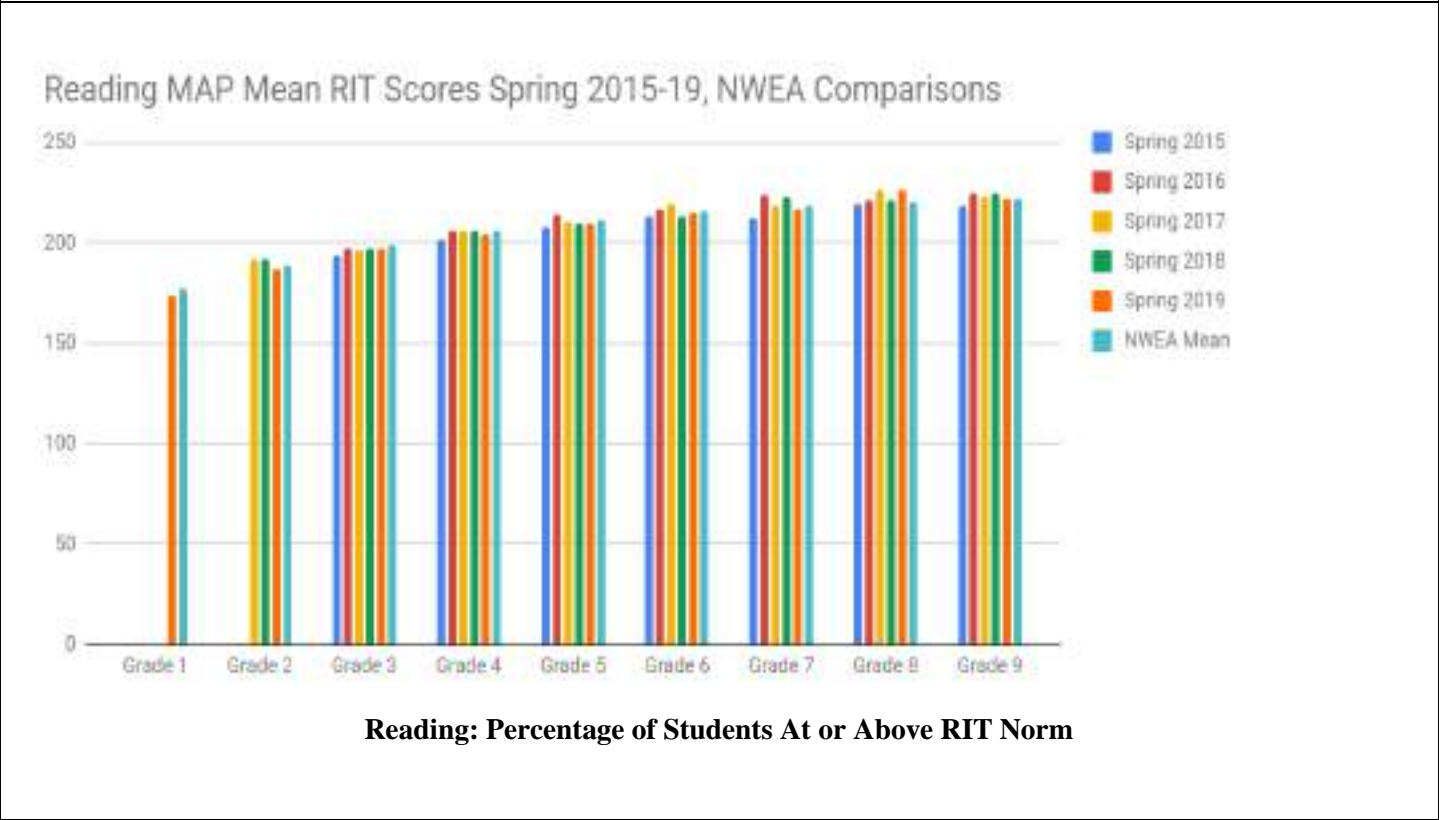
Student Performance Data: Academic Data 2015 - 2020

NWEA MAP

Each year the TCIS administers the NWEA MAP test to students from grade 1 to grade 8. Reading, math, and science tests are administered during the fall and spring of each school-year. While students at TCIS generally score near the NWEA mean, our scores are slightly below other EARCOS and International Schools in Thailand. When looking at the expected growth levels per year for students, TCIS students generally score slightly below the expected results.

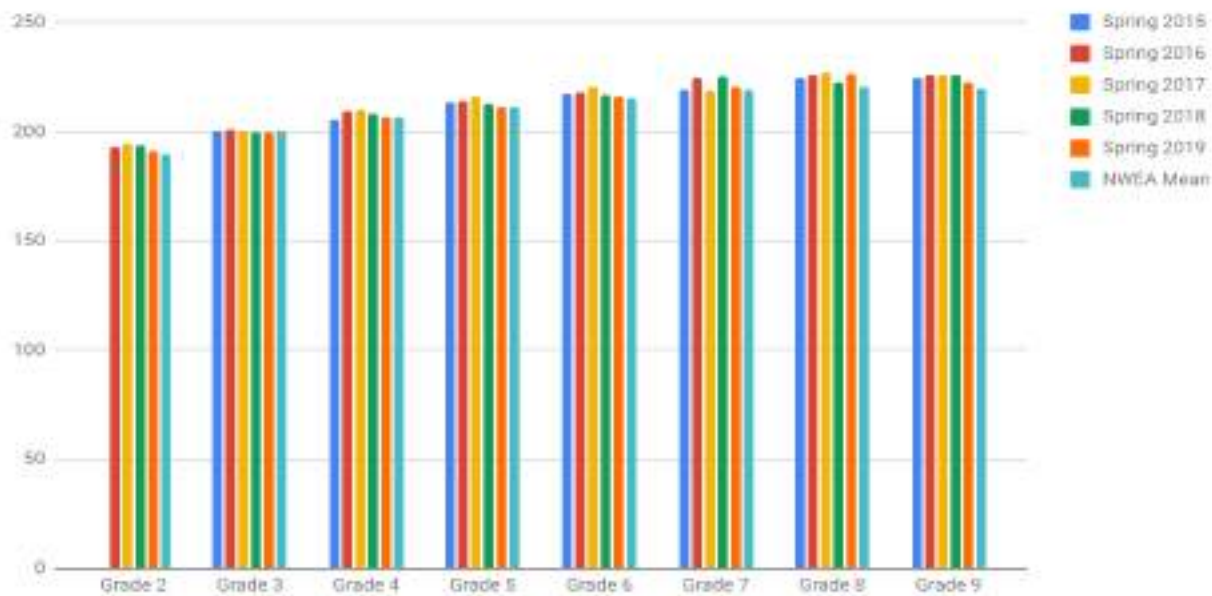
Further, the data is consistent year-over-year rather than showing sustained and consistent progress.

English is a second language to 95% of our students. The data indicates that increasing the reading level of our students is an area of growth for TCIS. The following table shows the percentage of students who tested at or above the norm RIT in reading.



Language Usage

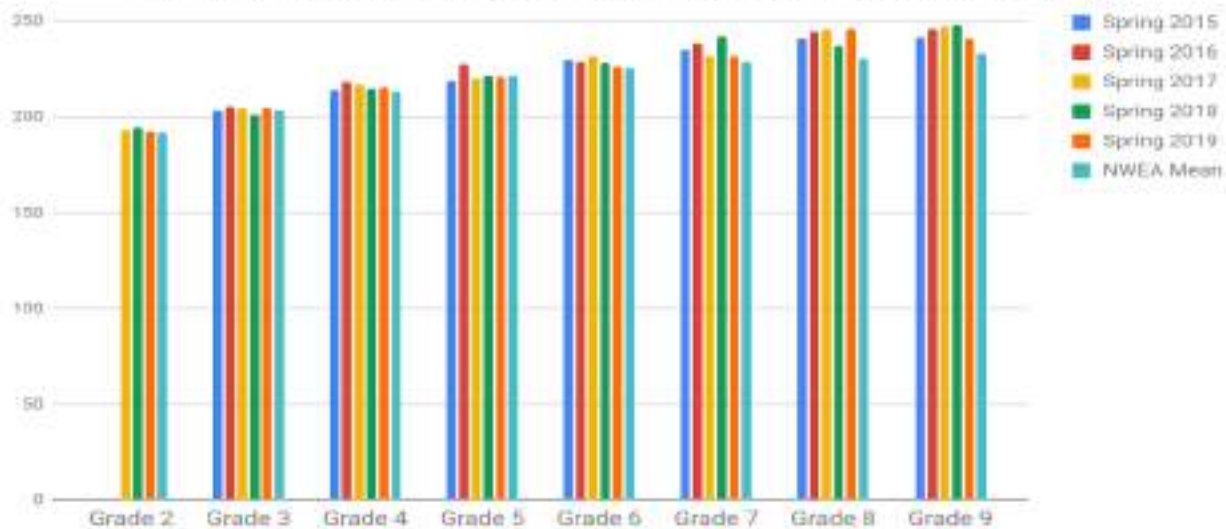
Language Usage MAP Mean RIT Scores Spring 2015-19, NWEA Comparisons



Math

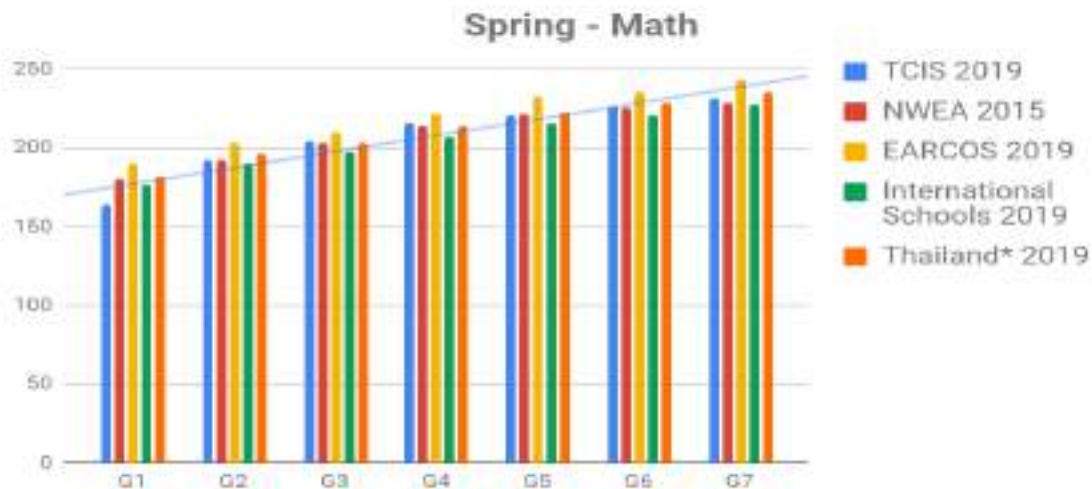
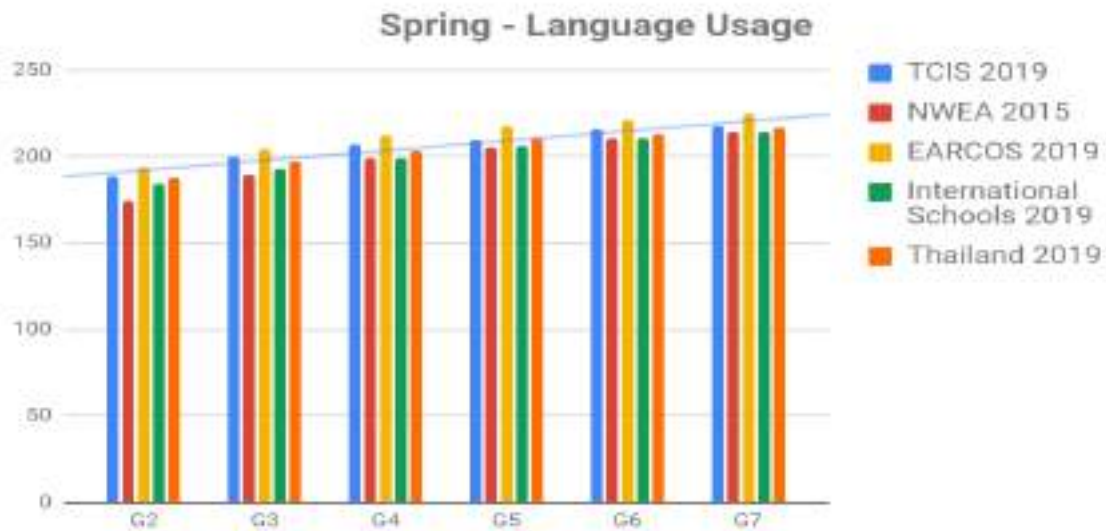
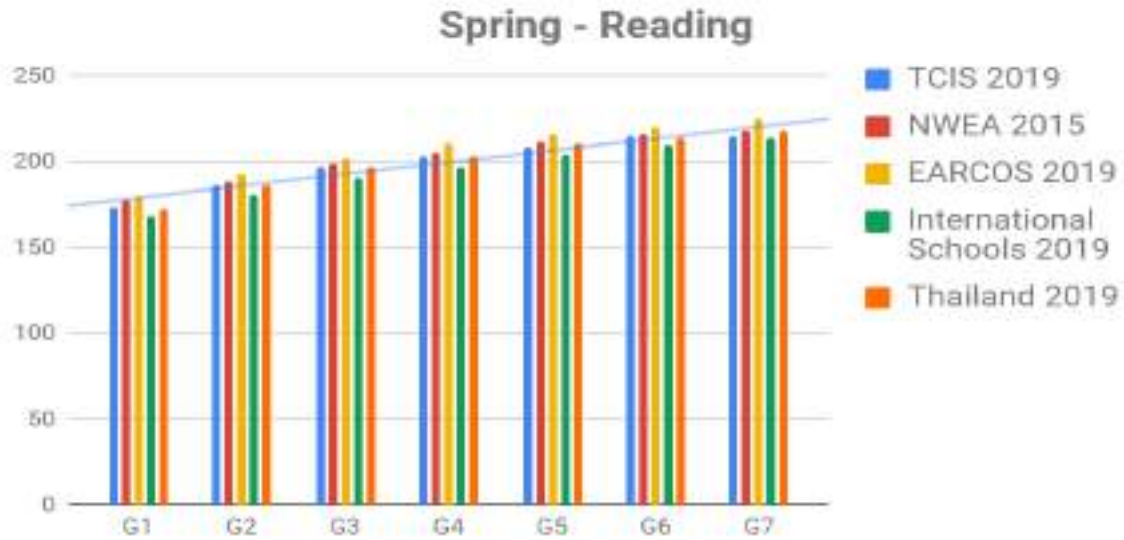
Students at TCIS perform strongly in math and regularly achieve above the RIT norm. During the 2020/21 school-year, test scores declined somewhat. We feel this was largely due to the COVID 19 impact and switching to online learning. The following table shows the percentage of students who tested at or above the norm RIT in math from 2015 to 2019.

Math MAP Mean RIT Scores Spring 2015-2019 and NWEA Comparison



Math: Percentage of Students At or Above RIT Norm

TCIS MAP Results Compared to Other International Schools in Asia

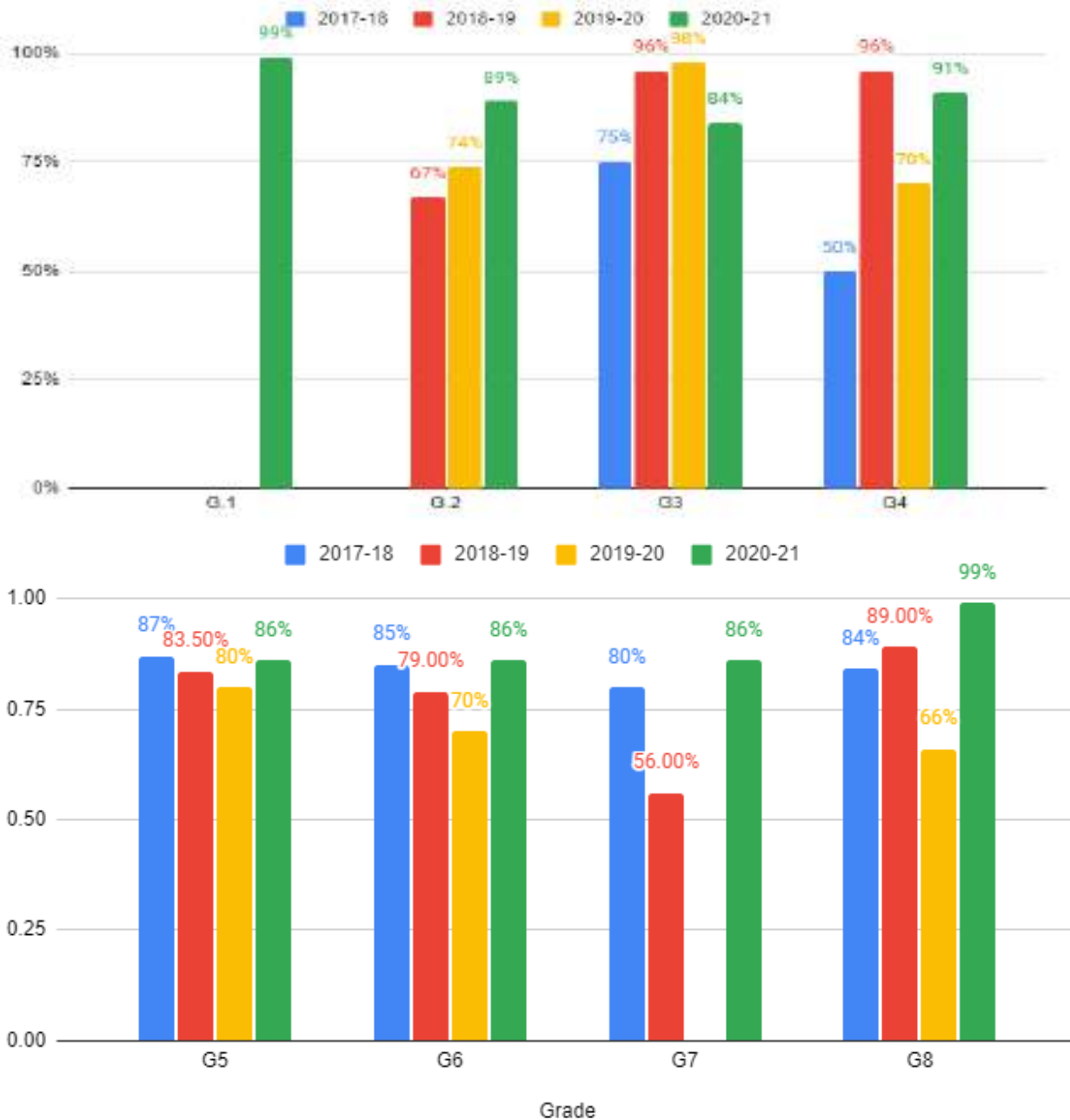


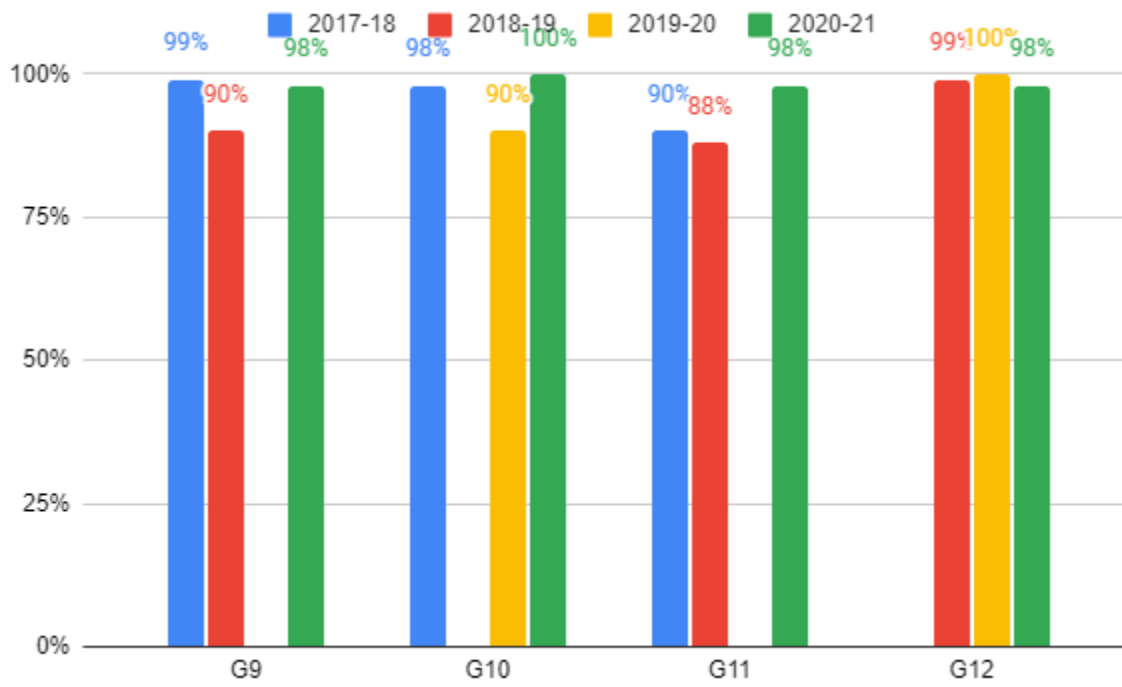
THAI & CHINESE LANGUAGE ASSESSMENT DATA

With regard to Chinese and Thai language, we find that students perform quite well on these exams, and language instruction is not an area of concern. In 2018, we introduced a Chinese language test and a Thai language test (results linked below).

[Thai Test Data](#)

Insert Thai Test Data Table

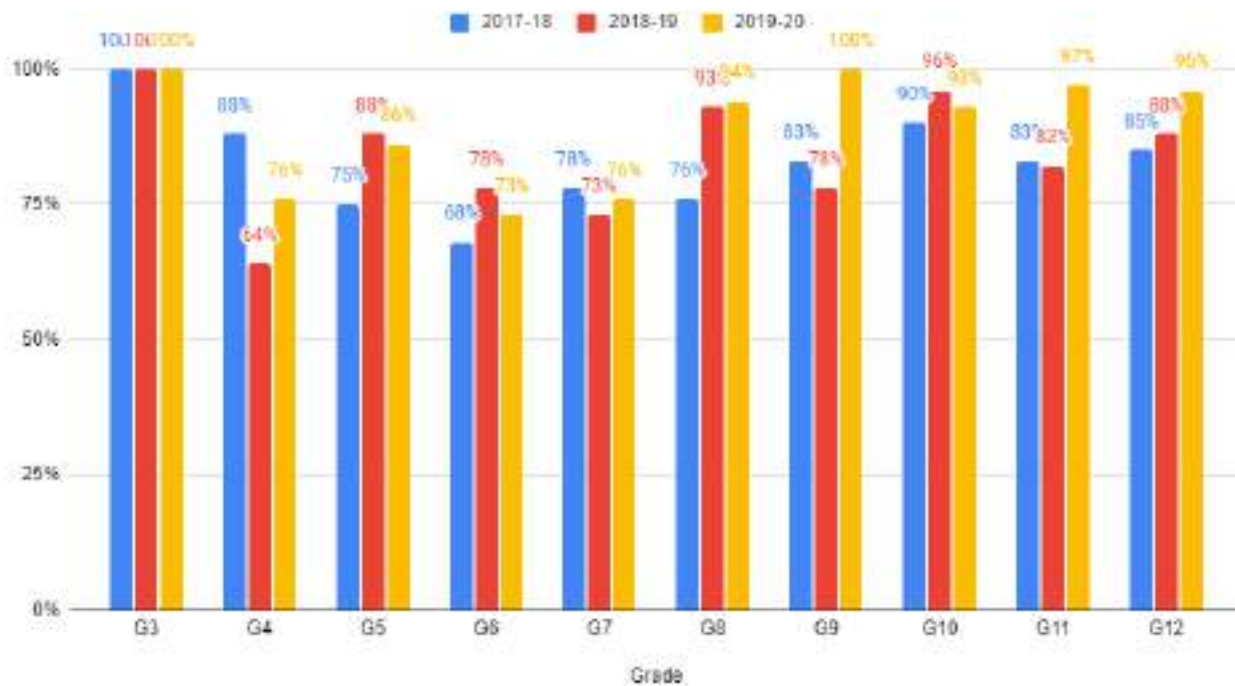




[Chinese Test Data](#)

Insert Chinese Test Data Table

Chinese Test Data



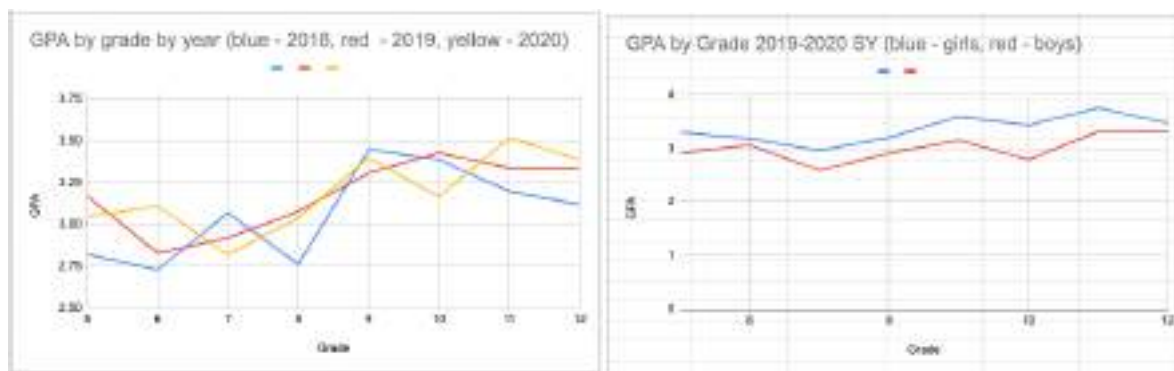
Analysis of GPA vs. SAT Scores

Average GPA: Yearly GPA Increase and Girls Scoring Higher than Male Students

The below graphs show the progression of average GPA by grade over the past three years from grades 5 to 12. One noticeable aspect of this graph is the steady increase in GPA as the typical student approaches grade 12. This increase in GPA increase needs further analyzing, as it may be a result of increased motivation by students, teachers feeling pressure when grading as students near graduation years, or other yet to be examined factors.

Another noticeable trend is that the average GPA of girls is consistently higher than the average GPA of boys at all grade levels from grades 5 to 12 over the past 3 years. With this data, we plan to analyze the learning environments to see if they can be modified to foster greater success among our male students.

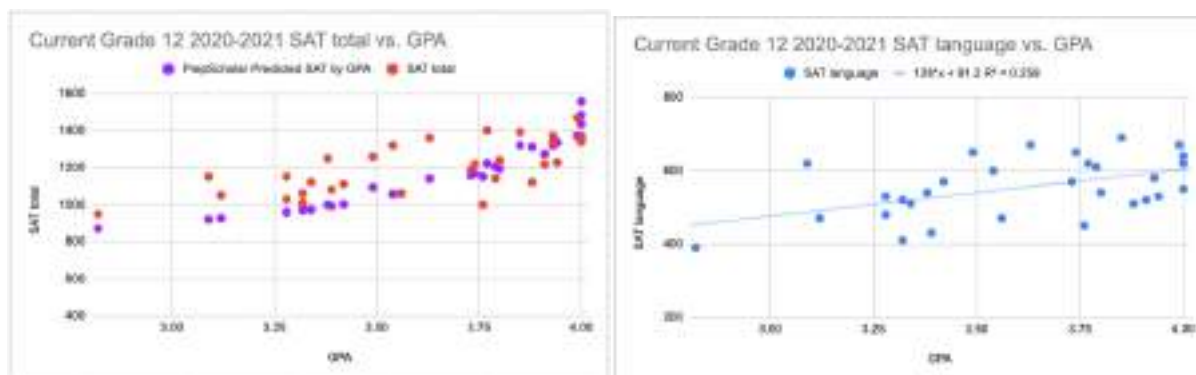
[GPA Data by Grade](#)



Correlation of GPA to SAT results

Below in red is a scatterplot of grade 12 unadjusted student GPAs and their combined SAT score. It shows a moderate positive linear correlation between GPA and SAT. The purple dots represent a predicted pairing of GPA and SAT scores based on data from Prep Scholar SAT. The graph shows our students in the lower range of GPA scores tend to fare better on SAT than Prep Scholar would predict whereas students in the upper GPA range are performing about as well as expected on their SAT exams. Compared to SAT math scores and GPA, there is a weaker relationship between GPA and SAT English scores.

[SAT Graphs](#)



Post-Graduation Supporting Data: Universities and Colleges



The Thai-Chinese International School is pleased to announce that Ploy Suksirivecharuk has been admitted into the HRH Princess Chulabhorn College of Medical Science (PCCMS).

Thai-Chinese International School



Ploy Suksirivecharuk
พลอย สุขศิริเวชรักษ์

TCIS
Class of
2021



HRH Princess Chulabhorn
College of Medical Science



The Thai-Chinese International School is pleased to announce that Yi-Xin Chang 張逸婷 has been admitted into the Department of Medicine of National Cheng Kung University, Taiwan.

Thai-Chinese International School



Yi-Xin Chang 張逸婷 (Cindy)

TCIS
Class of
2021



NCKU
Medicine



TCIS students are accepted to universities and colleges around the world. Below is a list (by country) of where our students have been accepted.

College Acceptances per Country Per Year

| Country | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | Total |
|----------------------|------|------|------|------|------|------|------|-------|
| Australia | 4 | 0 | 4 | 7 | 8 | 0 | 1 | 24 |
| Belgium | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| Canada | 8 | 4 | 8 | 4 | 6 | 3 | 1 | 34 |
| China | 2 | 1 | 0 | 1 | 0 | 4 | 0 | 8 |
| Czech Republic | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |
| England | 1 | 2 | 3 | 3 | 6 | 0 | 1 | 16 |
| Hong Kong | 2 | 0 | 3 | 3 | 3 | 1 | 2 | 14 |
| Hungary | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Singapore | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 3 |
| Japan | 5 | 0 | 0 | 2 | 0 | 0 | 0 | 7 |
| South Korea | 2 | 2 | 1 | 1 | 0 | 1 | 0 | 7 |
| Switzerland | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 2 |
| Netherlands | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| New Zealand | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Taiwan | 9 | 8 | 8 | 8 | 8 | 14 | 13 | 68 |
| Thailand | 9 | 12 | 11 | 9 | 9 | 12 | 5 | 67 |
| USA | 43 | 46 | 21 | 34 | 27 | 9 | 6 | 186 |
| United Arab Emirates | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| Vietnam | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |

TCIS Students: Attending Universities Around the World



List of Colleges and Universities Where TCIS Students Were Accepted

2020/21 Graduating Class

| Australia | | |
|------------------------------------------------|-------------------------------|-----------------------------------|
| University of Melbourne | | |
| Canada | | |
| University of Toronto | | |
| England | | |
| University of Edinburgh | | |
| Hong Kong | | |
| Hong Kong University of Science and Technology | City University of Hong Kong | |
| Taiwan | | |
| National Taiwan University | National Tsing Hua University | National Taiwan Normal University |

| | | |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------|
| National Sun Yat-Sen University National Taiwan University of Science and Technology | National Cheng Kung University Kaohsiung Medical University MingChuan University | National ChengChi University |
| Thailand | | |
| Chulalongkorn University King Mongkut Institute of Technology, Latkrabang | Thammasat University King Mongkut Institute of Technology, Thon Buri | Chulabhorn Royal Academy |
| USA | | |
| University of San Francisco School of the Art Institute of Chicago | Purdue University New York University Merrimack College | Pennsylvania State University |

As of February 2021: 25 Seniors Admitted into 51 Universities 2020/21. \$517,966 in Scholarships



2015 - 2020 Graduating Classes

| Australia | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| University of Sydney University of New South Wales Monash University University of Melbourne University of Queensland | Bond University Griffith University Deakin University Macquarie University Australian National University | Royal Melbourne Institute of Technology University of Melbourne University of Canberra |
| Belgium | | |
| Catholic University of Leuven | Vrije Universiteit of Brussels | |
| Canada | | |
| University of Toronto University of British Columbia Mount Saint Vincent University Camosun International College Saint Mary's University British Columbia University of Technology | Langara College Brock University Saint Mary's University Lakehead University University of Guelph | Acadia University Thompson Rivers University University of Fraser Valley Quest University Queen's University |
| China | | |
| Xi'an Jiaotong Liverpool University Sino British College South China University of Technology Nankai University | Huazhong University of Science and Technology Beijing Institute of Technology University of Nottingham Jinan University | Zhejiang University Nanjing Medical University Shanghai-Jiaotong University |
| Czech Republic | | |
| Charles University | Masaryk University Medical School | |
| England | | |
| Hult International Business School Queen Mary University of London University of Bristol CATS College Canterbury Bellerbys College Brighton | University of Nottingham University of Manchester London College of Fashion University of Reading | University of Hertfordshire University of Exeter Birmingham City University University of the Arts, London |
| Hong Kong | | |

| | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hong Kong Polytechnic University The Education University of Hong Kong | The Chinese University of Hong Kong Raffles International College | Savannah College of Art and Design City University of Hong Kong |
| Hungary | | |
| University of Debrecen Medical School | | |
| Singapore | | |
| National University of Singapore- Yale NUS College | Yale-NUS College | National University of Singapore |
| Japan | | |
| Sophia University Osaka University Ritsumeikan Asia Pacific University | Kyushu University Aoyama Gakuin University Keio University | Nagoya University Kyoto University International Christian University |
| South Korea | | |
| Seoul National University Fashion Institute of Technology | Hankuk University of Foreign Studies | Korea University Hongik University |
| Switzerland | | |
| Les Roches International School of Hotel Management | Franklin University | |
| Netherlands | | |
| University of Amsterdam | | |
| New Zealand | | |
| University of Canterbury | | |
| Taiwan | | |
| National Taiwan University National Taipei University National Cheng Kung University National Taipei University of Technology Shih Chien University National ChengChi University National University of Kaohsiung National Pingtung University Yuan Ze University National Taiwan Ocean University | National Taiwan University of Science and Technology Tamkang University National Chung Hsing University Feng Chia University National Sun-Yat Sen University National Kaohsiung University of Hospitality and Tourism Ming Chuan University | National Yang-Ming University Soochow University National Formosa University National Penghu University of Science and Technology National Chiao Tung University National Tsing Hua University National Taiwan Normal University Science and Technology China Medical University |

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tamkang University | I Shou University | |
| Thailand | | |
| Mahidol University Thammasat University Chulalongkorn University King Mongkut's University of Technology, Thonburi Dusit Thani College King Mongkut Institute of Technology, Ladkrabang Bangkok Thonburi University | Silpakorn University King Mongkut Institute of Technology, Thonburi Khon Kaen University Kasetsart University Huachiew Chalermprakiet University Sirindhorn Institute of Technology Srinakharinwirot University | Raffles International College Webster University Assumption University Stamford International College Rangsit University Rajabhat Chiang Rai University Bangkok University |
| USA | | |
| University of Wisconsin, Madison University of Washington Purdue University Whitman College Macalester College Central Washington University University of Massachusetts New York University University of Buffalo Goucher College Denison College Creighton University Beloit College Trinity University Rice University Drexel University University of Akron Case Western Reserve University Pratt Institute Pace University Hofstra University Fordham University Rutgers University Maryland Institute of Art Drake University University of Connecticut University of Colorado, Boulder Depaul University University of California, Los Angeles University of California, San Diego University of California, Irvine University of California, Davis University of California, Berkeley | Becker College Clark University Washington State University Lynchburg College Rose-Hulman Institute of Technology SUNY College of Environmental Science and Forestry San Jose State University Savannah College of Art and Design University of California, Santa Cruz California College of the Arts University of California, Riverside North Carolina State University Diablo Valley College University of Dayton Ohio University Ashland University University of Pittsburgh University of Minnesota School of Art Institute of Chicago University of LeVerne University of Nevada, Las Vegas Iowa State University Calvin College University of Florida Colorado State University University of South Carolina | Florida Institute of Technology Emory University Hawaii Pacific University University of Michigan, Flint Southern New Hampshire University Stevens Institute of Technology Allegheny College Culinary Institute of America University of Minnesota, Morris Hamline University Trinity College Suffolk University Pepperdine University Northeastern University Full Sail University California State University, Bakersfield California State University, Dominguez Hill California State University, San Marco California State University, Northridge Azusa Pacific University University of the Pacific LaVerne University University of Redlands University of California, Merced Chapman University Seattle University Loyola Marymount University Temple University University of San Diego American University School of the Art Institute of Chicago University of North Dakota University of Hawaii, Manoa |

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| University of Southern California Boston University Barry University Missouri University of Science and Technology Seton Hall University Middle Tennessee State University Beloit University Musician's Institute University of Iowa Oregon State University University of Utah Pennsylvania State University | University of Illinois, Urbana Champaign Massachusetts College of Art and Design Denison University University of Massachusetts, Amherst University of Texas, Austin University of Arizona Arizona State University Embry Riddle University Stetson University Bay Path College University of San Francisco Michigan State University University of Kansas University of Illinois, Chicago Indiana University | American Musical and Dramatic Academy Syracuse University Otis College of Art and Design Pratt Institute King University |
| United Arab Emirates | | |
| University of Wollongong | University of Birmingham | |
| Vietnam | | |
| London College for Design and Fashion | | |



Chapter III: Self-Study Findings



Self-Study Findings

Chapter III: Self-Study Findings

Category A: Organization for Student Learning

A1. School Purpose Criterion

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 and form the basis of the educational program for every student. (**Note:** school purpose is a general term for terminology used by school such as core beliefs, 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.

Indicators with Prompts

Beliefs and Philosophy

Indicator: The written mission and vision reflects the beliefs and philosophy of the international school and its constituency.

Prompt: *Evaluate the written purpose in relationship to the beliefs and philosophy of the school and its constituency served.*

| Findings | Supporting Evidence |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| We are effective in this area as the TCIS mission and vision help students become multilingual in Thai, Chinese, and English, and to balance Eastern and Western cultures, is firmly established at TCIS, and | 2020-2021 Cultural Events |

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| <p>understood by all stakeholders. When families choose to make TCIS their educational home, they are doing so because they too desire these outcomes for their children.</p> <p>The mission, vision, and student learner outcomes have been solidly in place for a number of years, and the leadership team believes they continue to be of value and relevant to our community. Further, they provide a unique point of distinction among other international schools in Bangkok.</p> <p>As school programs are implemented, they are consistent with the values of the school. There are many cultural events throughout the year to support students in applying their language skills and achieving the learner outcomes. As new academic programs are implemented they are done so to meet the critical learner needs.</p> <p>The mission, vision and beliefs are publicized in the following ways:</p> <ul style="list-style-type: none"> • School Website • School Newsletters (HS/MS/ES) • Regular parent meetings and coffees • Facebook • LINE • On-campus digital communication board • On-campus signage | <p>Cultural Events Schedule</p> <p>Thai Cultural Events</p> <p>Double Ten Day 2020</p> <p>Thai-Chinese International School Samutprakarn / Bangna</p> <p>Elementary School News 2020/21 Folder</p> <p>Sample HS Newsletter</p> <p>Sample MS Newsletter</p> <p>Parent coffee flier</p> <p>Assembly agendas</p> <p>HS Assembly Agendas</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Purpose, Schoolwide Learner Outcomes, and Profile Data

Indicator: The student/community profile data and identified global competencies have impacted the development of the school's vision, mission, and schoolwide learner outcomes.

Prompt: *Evaluate the degree to which the development of the school's vision, mission, and schoolwide learner outcomes have been impacted by pertinent student/community profile data and identified global competencies, and current educational research.*

| Findings | Supporting Evidence |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <p>We are highly effective in this area. The Vision and Mission were established by the Foundation Board as the basis for the creation of the school. The relevance of multilingualism is as important now as it was 25 years ago.</p> <p>The SLOs align to the changes in the American Standards when they evolved to the Common Core Standards, which integrate 21st century skills such as collaboration, communication, and critical thinking.</p> | <p>Learner Profile Data</p> <p>Student Achievement Report (Nov 2020)</p> |

Involvement of All

Indicator: 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.

Prompt: *Evaluate the processes 1) to ensure the involvement of representatives from the entire school community in the defining of global competence and the development/refinement of the core values vision, mission, and schoolwide learner outcomes and 2) to determine their effectiveness.*

| Findings | Supporting Evidence |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The school is effective in having in place 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>TCIS has an on-going review process which includes all stakeholders. There is a weekly meeting with the school administration and the Faculty Association (FA). There are quarterly meetings with the administration and the Parents' Association (PA). There are also quarterly meetings between the administration and the Foundation Board.</p> <p>Staff from PK2-G12 meet with students daily in advisory and there are active Student Councils in ES/MS/HS. At the time the self-study was first written, staff had regular leadership team and head of department (HOD) meetings. However, that process changed during the 2020/21 school year. Currently, the early years and elementary teachers meet weekly with their principal to discuss divisional and grade-level issues. Implementation of the SLOs in part of those meetings. Middle and high school principals meet regularly with teachers.</p> <p>At part of the observation process, SLOs are part of what administrators observe. Teachers state directly to students what SLOs are being addressed in their lessons in middle school. The SLOs are posted in every middle school classroom.</p> <p>More formally, perception surveys are conducted annually to hear feedback from staff, students, and parents.</p> | <p>FA Notes and Agendas</p> <p>PA Notes and Agendas</p> <p>Board Presentations</p> <p>Perception Data Summary</p> <p>Student Council Application</p> <p>Leadership Team Charter</p> <p>HOD Meeting Notes 2019-20</p> <p>HOD Meeting Notes 2018-19</p> <p>Senior Admin Meeting Notes:</p> <p>Middle School Observation Template</p> <p>Middle School Expectations for Teachers</p> |

Consistency of Purpose, Schoolwide Learning Outcomes, and Program

Indicator: 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.

Prompt: *Provide a range of examples that the school vision, mission, schoolwide learner outcomes, and program are consistent with the school's explanation of global competencies.*

| Findings | Supporting Evidence |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>TCIS is highly effective in providing 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>At TCIS, the global competencies are the SLOs. The integration of academic standards and SLOs supports students in becoming multilingual and multicultural in the following ways:</p> <ul style="list-style-type: none"> • Students receive daily instruction in Thai, Chinese, and English. • Assessments are given to ascertain proficiency across all three languages. • We hold celebrations across all three cultures throughout the year to develop cultural as well as linguistic competency. • We use a variety of curricular materials and practices to integrate academic standards with SLOs | <p>ES Schedules</p> <p>Collaborative Refinement of ES Schedules</p> <p>Sample Chinese Schedules</p> <p>MS Student Schedule</p> <p>HS Student Schedule</p> <p>Thai Language Test</p> <p>Chinese Language Test</p> <p>Thai and Chinese Cultural Celebration Schedules</p> <p>Teacher Lesson Plan & Observation sample</p> <p>Highlight Reel: pk2-G12 SLOs and Standards</p> |

Communication about Vision, Mission, and Schoolwide Learner Outcomes

Indicator: The school has means to publicize the vision, mission, and schoolwide learner outcomes to the students, parents, and other members of the school community.

Prompt: *Examine the effectiveness of the means to publicize the purpose and the schoolwide learner outcomes to the students, parents, and other members of the school community.*

| Findings | Supporting Evidence |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>TCIS is highly effective in utilizing means to publicize the vision, mission, and schoolwide learner outcomes to the students, parents, and other members of the school community.</p> <p>TCIS publicizes the Schoolwide Learner Outcomes in a variety of ways. First, as part of the rebranding and marketing efforts, banners were placed strategically around the campus. The graphics for each SLO</p> | <p>Assembly dates with SLO focus</p> <p>Parent notification letter</p> <p>Parent Newsletter</p> |

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| <p>were shared with teachers and administrators so they could be incorporated into bulletin boards and included in newsletters.</p> <p>Each month in Elementary School, one of the SLOs is highlighted and the principal does an activity or reads a book to each KG-G4 class to talk about what the SLO is, why it is important, and how we can practice it at school. Teachers emphasize this skill in class and then select a Student of the Month based on that particular SLO. The early years and elementary school also hold monthly SLO assemblies that focus on the school's global competencies.</p> <p>Building this solid foundation leads to students being ready for advanced projects in MS, and for leading service learning projects in HS. The middle school also gives student awards based on the SLOs at regular student assemblies.</p> <p>Parents are notified in advance about the SLO of the month and invited to attend the assemblies where students are honored. Throughout the month, photos of students engaged in academic activities which integrate the SLOs are shared via newsletters, Facebook, digital boards, and bulletin boards.</p> <p>The impact of the focus on the SLOs has given us an opportunity to move away from worksheets and "suitcase" curriculum, and to practices like project-based learning and more integrated teaching such as STEM. Evidence of this will be shared later in the report.</p> <p>Due to social distancing policies, the early years and elementary school SLO assemblies have not been able to occur every month, although the November and December 2020 assemblies did occur. In addition, school assemblies transitioned to virtual venues.</p> | <p>Assembly Photos</p> <p>Highlight Reel Slides</p> <p>Middle School SLO's Awards Example</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|

Regular Review/Revision

Indicator: 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.

Prompt: *Evaluate the effectiveness of the regular process for review/revision of the core beliefs, school vision, mission, and the schoolwide learner outcomes. Include the degree to which the review/revision process addresses current and future learner needs and other local and global trends and conditions.*

| Findings | Supporting Evidence |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>TCIS is effective in following 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>The process for review and evaluation of our mission and SLOs is effective. The TCIS Executive Board meets regularly throughout the year with the Senior Administrative Team. As a regular part of these meetings the Senior Administrative Team provides an academic update</p> | <p>Board Reports</p> <p>ExPat Magazine Article by Dr. John</p> <p>Research on CCS</p> <p>Research on multilingualism</p> |

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| <p>to the Board members. During these reports, the Senior Administrative Team shares academic data, current educational programs and changes to academic programs based on the data.</p> <p>As the need to learn multiple languages is more prevalent than ever, the mission has not changed since the school was founded. This mission is also the TCIS niche within the competitive Bangkok international schools market. Further, the SLOs are embedded into the Common Core Standards.</p> | |
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A2. Governance Criterion

The governing authority (a) adopts policies which are consistent with the school's mission and vision 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.

Indicators with Prompts

Written Procedures and Coherent Practices

Indicator: The governing authority/ownership has written procedures and coherent practices that define their roles and responsibilities.

Prompt: *Evaluate the clarity of the written procedures and coherent practices regarding the roles and responsibilities of the governing authority/ownership.*

| Findings | Supporting Evidence |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <p>TCIS is somewhat effective in the manner in which the governing authority/ownership has written procedures and coherent practices that define their roles and responsibilities. However, the written policies and procedures are not accessible.</p> <p>The practices regarding the roles and responsibilities of the governing board are clearly outlined in the Board Charter documents. Where appropriate, these policies align to those mandated by the Thai Ministry of Education (MOE).</p> <p>In many policy areas there is a lack of clarity and procedures are ambiguous and arbitrarily applied. Articulating policies and ensuring clarity is an area we are improving upon. Our policy manuals are academic in nature, but foundation and business policies are not within our policy manual.</p> | <p>Board Charter</p> <p>Board Charter Addendum</p> <p>Thai MOE</p> |

Indicator: (Only for Governing Authorities with an Appointed/Elected Board): There are clear policies and procedures with regard to the selection, composition, and specific duties of the governing authority.

Prompt: *Evaluate the clarity of the policies and procedures regarding the selection, composition, and specific duties of the governing authority.*

| Findings | Supporting Evidence |
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| <p>TCIS is effective in having clear policies and procedures with regard to the selection, composition, and specific duties of the governing authority.</p> <p>There is clarity about the policies and procedures within the TCIS governing body. TCIS is, however, unique among international schools</p> | <p>Board Charter</p> <p>Board Charter Addendum</p> <p>Thai MOE</p> |



in that we are a non-profit institution and we have a Foundation Board. A foundation board is one in which members must make a financial contribution to the school to be on the board. This board operates under the charter and bylaws and follows policies from the Thai Ministry of Education (MOE).

From the Foundation Board, five members are elected to be part of the Executive Board and it is this group that is our Governance Body. These positions include the General Manager/Licensee, representative from FA, representative from PA, Thai Directors, three additional members appointed from the Foundation Board (one person may hold more than one job). Before a Foundation Board Member can become an Executive Member they must serve one term (3 years) as a donor, and one term (3 years) as a board member. If a member seeks the position of Board Chairman, that member must serve two terms (6 years) as Board Vice Chairman.

Pretraining of Potential Board Members

Indicator: 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 school board.

Prompt: *Evaluate the effectiveness of the training that is offered to prospective or new school board members.*

| Findings | Supporting Evidence |
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| <p>TCIS is effective in providing individuals who seek board membership or are being considered as appointees by the board with some form of training in the principles and skills essential to the effectiveness of the school board.</p> <p>There is an effective training process in place for new school Board members. Every 3 years, when new board members are elected, they will participate in board training. Also, as part of the process to become an Executive Board member, members will have served on the Board, participating in meetings for a minimum of 9 years. Once elected, Board members will attend the board training sessions offered at the EARCOS Administrators Conference each fall.</p>  <p>Chairman working with the Admin Team</p> |  |

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| | Foundation Board Chair and HOS attend EARCOS together. |
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Relationship to Professional Staff

Indicator: There is a 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.

Prompt: *Determine whether there is a clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

| Findings | Supporting Evidence |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| TCIS is effective in communicating a 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. | School Board Report - Dec 4, 2018 |
| | School Board Report - Mar 22, 2019 |
| There is a clear understanding about the relationship between the Board and the professional staff. The Executive Board and the senior administrators meet quarterly to review and discuss school matters. In addition, the Chair and the HOS meet at least weekly to discuss school issues. | School Board Report Oct 10, 2019 |

Relationship of Policies

Indicator: 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.

Prompt: *Evaluate the adequacy of the policies and financial/educational plans to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations and the degree to which the governing authority is involved in their regular review and refinement.*

| Findings | Supporting Evidence |
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| TCIS is effective in the manner in which 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. | Staff Orientation 2019 |
| | Budget Process |
| | Budget Worksheets |
| There is support and communication from the Board in support of the school programs and operations. | |
| The school administrators meet with the Board quarterly to share updates on school programs and operations. The Board approves allocated amounts based on tuition revenues, school goals, and action plans. | |

Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

| Findings | Supporting Evidence |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>TCIS is effective in evaluation of policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies.</p> <p>TCIS's effectiveness was evident during the recent COVID-19 related lockdowns when we had to pivot between traditional classroom learning, online learning, and a hybrid model that allowed us to simultaneously teacher students on campus together with students who remained at home. Each division communicated age-appropriate online learning plans, provided ongoing professional learning opportunities for teachers, and enhanced communications with all stake-holders.</p> | <p>HS e-Learning Plan</p> <p>e-Learning Lesson Plan template</p> <p>e-Learning Summary of Learning</p> <p>e-Learning pictures</p> <p>MS e-learning plan</p> |

Involvement of Governing Authority

Indicator: 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.

Prompt: *Evaluate the processes for the involvement of the governing board in the regular review and refinement of the school's vision, mission and schoolwide learner outcomes and remaining current in research-based knowledge about effective school.*

| Findings | Supporting Evidence |
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| <p>TCIS is effective in this area in that 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>Senior administrators meet with the Executive Board throughout the year to present an academic report. At this time, academics, SLOs, student data, and more are discussed in a collaborative effort to do what is best for the students, staff, and families.</p> | <p>SLOs in Action Report Dec 4 2019</p> <p>School Board Report - Dec 4, 2018</p> <p>School Board Report - Mar 22, 2019</p> <p>School Board Report - Oct 10, 2019</p> |

Professional Development of Governing Authority/Ownership

Indicator: 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 school.

Prompt: *Evaluate the effectiveness of the training that is offered to the governing authority/ownership.*



| Findings | Supporting Evidence |
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| <p>There is an effective training process in place for new school Board members. Every 3 years, when new board members are elected, they will participate in board training. Also, as part of the process to become an Executive Board member, members will have served on the Board, participating in meetings for a minimum of 9 years. Once elected, Board</p> | |

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| members will attend the board training sessions offered at the EARCOS Administrators Conference each fall. | |
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School Community Understanding

Indicator: The school community understands the governing authority's role.

Prompt: *To what degree does the school community understand the governing authority's role?*

| Findings | Supporting Evidence |
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| <p>The school community has a somewhat effective understanding of the governing authority's role. Teachers understand that the Board supports the school's mission and that the Board members are present at school events and active in our community.</p> <p>The FA President is on the Executive Board and attends meetings annually. The PA president is on the Executive Board and reports back to the parent community, as well as bringing forward any concerns.</p> <p>Students are also aware that we have an active Board, as the members are visible at many community events. Many Board members also have children and relatives who attend or who have attended TCIS.</p> <div style="display: flex; justify-content: space-around;">   </div> <p><i>Board members are present at many school events (L) and Board Members, MOE Staff, School Administrators work together to support students.</i></p> | <p>Staff Orientation 2019</p> <p>TCIS website- Board Page</p> <p>Faculty Handbook</p> <p>Board member presence at special events/assemblies.</p> |

Stakeholder Involvement

Indicator: The governing authority/ownership consistently seeks and considers the stakeholders views and gains in-depth knowledge about the school.

Prompt: *Comment on the degree of stakeholder involvement in major decisions about the school.*

| Findings | Supporting Evidence |
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| <p>TICS is effective in providing stakeholders a voice in major decisions about the school.</p> <p>An area of concern for our parents is the school facilities, including the canteen. We are in the process or renovating all areas of the school to be both safer and more modern. So far, this has included: furniture upgrades, new soccer pitch and basketball courts, new roof, new paint,</p> | <p>FA Notes and Agendas</p> <p>PA Notes and Agendas</p> <p>Board Report to include facilities upgrades</p> |

upgraded restrooms, improved parking structure, additional parking lighting, upgrades to the swimming pool and gyms, and more. These renovations, where applicable, have followed our marketing and branding guidelines. As part of our rebranding initiative we established school colors, created a new logo, adopted new uniforms, PE uniforms and more.

Through meetings with the FA, there were improvements in the salary scale and housing allowance in 2018. The FA president meets with the Board annually.

The opinions of students are listened to and considered. Apart from the conversations, both formal and informal, between students and staff, there are also the mechanisms of the ES/MS/HS student councils and class leaders to ensure that student opinion is heard.

The impact of student opinions on the decision-making process is an area where there is, perhaps, room for improvement. One area of input has been with the HS students as a driver for change in our canteen. They have advocated for healthy food, a good value, and environmentally friendly practices.



Parents attend Principal Coffees to share ideas and concerns and hear from the school administrators. Above parents learn about literacy development and standards across the grades.

Board Evaluation/Monitoring Procedures

Indicator: 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.

Prompt: *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school programs and operations, and fiscal health of the school.*

| Findings | Supporting Evidence |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| TCIS is effective in providing 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. | Academic and Administrative Board Report - March 29, 2020 |
| In addition to the academic reports shared with the Executive Board by the senior administrative team, the HOS also shares staffing updates, budget reports, facilities plans, and more. Although this is done on a quarterly basis, the HOS and the Foundation Chair meet at least weekly and talk daily about school business. | Academic and Administrative Board Report - Aug 28, 2019 |
| The Foundation Board Chair also attends the recruiting events overseas with the HOS to assist in making important hiring decisions. | |

Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Prompt: *Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders.*

| Findings | Supporting Evidence |
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| TCIS has a somewhat effective complaint and conflict resolution procedure. This can be done per the outlined procedure in our faculty handbook. It may also be done through regular FA or PA meetings with administration. | Staff Handbook Page 33-36 Parent/Student Handbook Section 5.7 |

Evaluation Procedures

Indicator: The governing authority has clearly defined procedures for the evaluation of the school leadership, i.e., Head of School.

Prompt: *Comment on the clarity of the evaluation procedures carried out by the governing authority to evaluate the school leadership.*

| Findings | Supporting Evidence |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| TCIS's governing authority has effective and clearly defined procedures for the evaluation of the school leadership. There is a high degree of clarity for the evaluation process of the HOS. The HOS meets with the Board Chair annually to review goals and progress. If there is concern, HOS may meet with the full executive board. The HOS meets twice annually for principal evaluations. | Internal document: Request evidence from Head of School |

Evaluation of Governing Authority

Indicator: The governing authority evaluates its processes and procedures.

Prompt: *Review the effectiveness of the evaluation process.*

| Findings | Supporting Evidence |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| TCIS' governing authority has effective means to evaluate its processes and procedures. This process appears to be effective as Dr. John has been in the HOS role for three years and was promoted from the position of HS principal. We have also seen improved retention among senior administrators. | Internal document: Request evidence from Head of School |

A3. School Leadership Criterion

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.

Indicators with Prompts

Defined Responsibilities, Practices, etc.

Indicator: 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.

Prompt: Evaluate these administrator and faculty written policies, charts, and handbooks. Determine the clarity and understanding of these by administration and faculty.

| Findings | Supporting Evidence |
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| <p>TCIS has effective administrator and faculty written policies, charts, and handbooks that provide clarity and understanding of responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.</p> <p>TCIS has a Faculty Handbook and Parent/Student Handbook. Each year the Faculty Association has an opportunity to review these, gather feedback from the staff and share with the school administrators. TCIS also has an active Parent Association (PA). The school administrators meet with the PA regularly throughout the year, and formally each quarter to hear their feedback on school issues. Revisions to the handbook are considered as needed with respect to the feedback received.</p> <p>The administrators update these documents each spring during a weekend-long, off-site work session.</p> | <p>Parent and student handbook</p> <p>Faculty handbook</p> <p>FA meeting minutes and agendas</p> <p>PA meeting minutes and agendas</p> <p>Admin Spring Weekend Workshop 2019</p> |

Existing Structures

Indicator: The school has existing structures for internal communication, planning, and conflict resolution.

Prompt: How effective are the existing structures for internal communication, planning, and conflict resolution?

| Findings | Supporting Evidence |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The school has effective internal structures for communication. While they are generally effective, there is always room for improvement.</p> <p>Teams of teachers have time set aside specifically for group course and lesson planning. Teachers produce and share curriculum maps and course syllabi.</p> <p>The school has a Curriculum Coordinator (CC), who organizes and oversees academic planning. Turnover for the position is high and this role would be more effective if the CC remained in the post for more than one year at a time. The incumbent keeps separate copies of curriculum documents so that they will not be accidentally deleted, lost, or altered in a way that the author(s) did not intend.</p> <p>The Faculty Handbook outlines a procedure for staff grievances.</p> | <p>ES Staff Newsletter</p> <p>MS Staff Newsletter</p> <p>HS Staff Weekly/Daily Memo</p> <p>School email system</p> <p>Weekly whole-school assembly Division (ES, MS, HS) assemblies</p> <p>Regular meetings every Monday (departments, divisions, all staff): ES Divisional Meeting Agenda</p> <p>MS Divisional Meeting Agenda</p> <p>HS Divisional Meeting Agenda</p> |

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| | Thai Meeting Agenda Chinese Meeting Agenda Faculty Handbook |
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Involvement of Staff

Indicator: 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.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning in a global environment?*

| Findings | Supporting Evidence |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>TCIS has effective processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning in a global environment.</p> <p>The process in place is effective for supporting student learning. The curriculum coordinator shares MAP data twice yearly with teachers so that the teachers can analyze and interpret their students' needs.</p> <p>Students take the PSAT, which is linked to their Khan Academy accounts. Teachers have access to this and it can therefore inform their planning. Administrators share results of student and parent surveys with teachers.</p> <p>In MS/HS, counselors have set up a student at-risk document for teachers to use to communicate student situations, any strategies used, and their effectiveness.</p> <p>In ES, teachers record and report assessment results three times per year and meet weekly to discuss student concerns and issues.</p> | <p>Monday Meetings</p> <p>MS At Risk Document</p> <p>HS At Risk Document</p> <p>ES Data Report</p> <p>Weekly Team Meetings</p> |

Evaluation of Existing Processes

Indicator: 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 teaching global citizenship.

Prompt: *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? Evaluate the effectiveness of the school leadership and staff to work collectively as a learning community in order to promote the desired global competencies?*

| Findings | Supporting Evidence |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <p>The TCIS school leadership is effective in regularly reviewing the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.</p> <p>The senior administrative team meets each Monday at 9:30 to discuss school issues, and to share information and concerns gathered at the weekly FA, parent, and student meetings. This process is ongoing as</p> | <p>Senior Administration Meeting Notes (<i>please see WASC chair for hard copies of the running agenda with notes</i>)</p> |

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| information flows back and forth between the different groups to address student learning and school improvement. | |
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Child Protection

Indicator: The school has clearly defined leadership responsibilities for child safety and duty of care.

Prompt: *Evaluate the clarity and effectiveness of the defined leadership responsibilities for child safety and duty of care.*

| Findings | Supporting Evidence |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| TCIS is effective in providing clearly defined leadership responsibilities for child safety and duty of care. | Child Protection Policy - pp. 23 - 59 |
| TCIS has a Child Protection Policy, which was shared in August 2019 with all staff members. There is also a duty schedule published annually so students are supervised during the unstructured times of the day (before and after school, morning break, lunch break.) | Duty Schedule Hiring Checklist |

Interconnectedness of the School to the World

Indicator: The school leadership involves staff in assessing the school's interconnectedness to the world to promote a globally minded culture.

Prompt: *Evaluate these processes and the results in relation to the school's interconnectedness to the world to promote a globally minded culture.*

| Findings | Supporting Evidence |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| At TCIS, we are effective in promoting a globally-minded culture. Our students learn to be both multilingual and multicultural. They also participate in service learning projects across the divisions. | Thai Classes Photo Thai culture events |
| Throughout the year, we hold a variety of events to learn about and honor different cultures. Beyond Thai, Chinese and English, we also include Japan Day and Korea Day. Within these classes, students learn about and practice different aspects of culture and history. | Chinese Class Photos/Documents Japan Day/ ClassPhotos/ Documents Korean Day/Class Photos |
| Through student council, students take on a variety of service projects to support the school and outside organizations (Smile Club, One Club, etc.). In HS, students can also take a global issues class. This year they created a film festival about global issues to promote awareness among our high school students. | Earth 2.0 Film Festival- A documentary film festival highlighting some of the most pressing global challenges. Global Issues Class Explores Indigenous Karen tribal life One Club field trip exploring the eco-tourism in Thailand |

A4. Staff Criterion

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.

Indicators with Prompts

Employment Policies/Practices

Indicator: The school has clear employment policies/practices related to qualification requirements of staff.

Prompt: *Evaluate the clarity of the employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.*

| Findings | Supporting Evidence |
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| <p>TCIS has effective employment policies/practices related to qualification requirements of staff.</p> <p>At TCIS, we follow procedures and policies set forth by the Thai MOE. To ensure these are followed, we have a Thai Director, a Thai Government Liaison, and Thai nationals in the Human Resources Department.</p> <p>We use Search Associates for Western hires and local universities in Thailand and Taiwan for Thai and Chinese teacher hires respectively. Western teachers must submit criminal background checks and medical certificates in addition to the academic requirements of Search Associates.</p> <p>The Foundation Board Chair and the HOS attend the Search Associates Job Fairs in the US and jointly interview candidates. Final hiring decisions are at the discretion of the HOS. His recommendations are submitted to the Executive Board for final approval. All teachers must obtain a Thai work permit and Thai teaching license.</p> <p>All TCIS teachers have reviewed, signed, and follow our Child Protection Policy. However, safeguarding and child protection training to staff is an area that requires further improvement.</p> | <p>Thai MOE</p> <p>Board Report after recruiting trip 2019</p> |

Qualifications of Staff

Indicator: The school reviews all information regarding staff background, training, and preparation, including international expertise.

Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, based on staff background, training, and preparation are qualified for their responsibilities within any type of instruction to ensure quality student learning.*

| Findings | Supporting Evidence |
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| <p>TCIS has effective methods to review all information regarding staff background, training, and preparation, including international expertise.</p> <p>At TCIS, we recruit through Search Associates and reputable Thai and Taiwanese universities for our teacher hires. We follow the procedures set forth by the Thai MOE. HR monitors and checks all paperwork and credentials annually for accuracy.</p> | <p>Interview with HOS and HR</p> |
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Child Protection

Indicator: The school has recruitment policies and executes rigorous recruitment procedures that ensure all employees and volunteers 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.

Prompt: *Evaluate the effectiveness of the recruitment policies and procedures to ensure all employees and volunteers are of sound moral character and are suitable people to work with children and young adults.*

| Findings | Supporting Evidence |
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| <p>TCIS policies and procedures are effective and stringent.</p> <p>TCIS recruits teachers through Search Associates and reputable Thai and Taiwanese universities, and follows the procedures set forth by the Thai MOE. HR monitors and checks all paperwork and credentials annually for accuracy. Thanks to these procedures, there are very few staffing concerns and turnover is due to personal reasons on the part of teachers rather than concerns over efficacy or performance.</p> | <p>Discussions with HOS</p> <p>Jobs on Website/Search Associates Link</p> |

Indicator: 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.

Prompt: *Evaluate the effectiveness of the code of conduct and written guidelines for appropriate behavior of adults toward children and children towards other children.*

| Findings | Supporting Evidence |
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| <p>TCIS has effectively developed and adopted a code of conduct and written guidelines for appropriate behavior of adults towards children and children towards other children. There are procedures and expectations of conduct for teachers and students outlined in the Faculty Handbook and the Parent-Student Handbook</p> <p>There is a newly created Child Protection and Safeguarding Policy. It is difficult to gauge its effectiveness given how new it is.</p> | <p>Child Protection and Safeguarding Policy</p> <p>Faculty Handbook</p> <p>Parent-Student Handbook</p> |

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

Prompt: *Evaluate the effectiveness of the training for all faculty and staff in the implementation of the child protection policies.*

| Findings | Supporting Evidence |
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| <p>TCIS effectively provides training for all faculty and staff in the implementation of child protection policies.</p> | <p>Training Photos</p> |

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| An all-staff session clearly outlining the new child protection policies was held at the beginning of the year. Many teachers and HS students received first aid and CPR training. While this is a good start more education and training is still needed. | |
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Maximum Use of Staff Expertise

Indicator: 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.

Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared or their responsibilities including any type of online instruction.*

| Findings | Supporting Evidence |
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| <p>TCIS has a highly effective New Teacher Orientation process. Once the teachers have been hired, they attend a New Teacher Orientation two weeks before school begins. The process includes finding a place to live, learning how to navigate Bangkok, team building, school business paperwork, orientation time, and cultural events and activities.</p> <p>With regard to on-going teacher preparation and assignments, principals may reassign teachers each year should there be a need or change in enrollment. Or, teachers may request a change of assignment. All changes are subject to review of the teachers credentials to ensure they are qualified for the job.</p> <p>The principals and curriculum coordinator work together to provide high-quality professional development for ongoing teacher support. At times, teachers may also request to attend a PD of their own choice and interest and, budget permitting, these are approved.</p> | <p>New Teacher Orientation Agenda</p> <p>Staff Roster with Assignments</p> <p>Qualified Staff List</p> <p>Professional Development Agenda-Readers' Workshop</p> |

Defining and Understanding Practices/Relationships

Indicator: 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.

Prompt: *Evaluate the administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

| Findings | Supporting Evidence |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <p>TCIS has effective administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff</p> <p>Faculty understanding is clear with respect to responsibilities, written policies, and relationship of leadership and staff. Decision-making processes are perhaps less clear. This hunch is based on the information in the Faculty Handbook, the roles and responsibilities detailed in</p> | <p>Faculty Handbook</p> <p>Weekly Memo</p> <p>Teachers' Contracts (see HR for paper copies)</p> |

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| teachers' contracts, and the information given to teachers from administrators and others via the Weekly Memo, meetings, e-mails etc. | |
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Staff Actions/Accountability to Support Learning

Indicator: 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, group presentations.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning?*

| Findings | Supporting Evidence |
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| TCIS has effective processes for involving all staff to be effective at supporting student learning throughout all programs. MAP data is shared each year and results are reviewed and discussed by faculty. In ES, data tracking for all students is updated, monitored and shared for fall, winter, and spring semesters. Student Support Teams convene as needed. The HS counseling team creates and shares progress monitoring sheets that teachers can contribute to. There is a peer-mentoring program between HS and ES students. | MAP Data Slides ES Data SST form HS Progress Monitoring Report MS Progress Monitoring Report Peer Mentoring Form |

Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

| Findings | Supporting Evidence |
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| N/A | |

Support of Professional Development

Indicator: 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.

Prompt: *How effective is the support of professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes? Provide evidence and examples.*

| Findings | Supporting Evidence |
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| TCIS has a effective tiered approach to professional development. This approach supports a systematic implementation of programs as well as providing for the trial of pilot programs by individuals and groups. This allows TCIS to implement research-based programs, such as Readers' Workshop. Students benefit from this grade-to-grade consistency. At the | PD Tracking Document Professional Development Application |

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| <p>same time, TCIS continues to learn and grow in order to be able to equip students with the skills they need to be 21st Century learners.</p> <p>Tier one of the PD system is that teachers can apply for individual professional development opportunities. For example, in 2018 three teachers attended a STEM conference. As they shared their learning about STEM, TCIS began offering STEM courses in summer school which led to a fully aligned ES/MS/HS implementation of STEM (<i>refer to link PD Tracking Document for multi-year examples</i>).</p> <p>Tier two is teacher-led PD. Where there is in-house expertise on topics that will be of interest to teachers and align to the school's action plan, then time is allotted for teachers to share their expertise with their colleagues.</p> <p>Tier three is for broader implementation of strategies where the school may not have in-house resources to lead the initiative. An example of this was in August 2019, with ES teachers attending a Readers' Workshop PD focused on supporting EAL students and collecting formative assessment data. In MS/HS, teachers attended sessions on implementing Socratic Seminars to support integrating Complex Thinking and Effective Communication throughout the content areas. From their observations and conversations with teachers, the school administrators report seeing a high level of engagement among students when these practices are in place.</p> | <p>Onsite PD Day</p> <p>Readers' Workshop PD</p> |
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Indicator: The school supports professional learning of the staff 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.

Prompt: *Evaluate the effectiveness of the professional learning in relation to global competency skills being applied in individual classes and the learning results.*

| Findings | Supporting Evidence |
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| <p>TCIS provides effective professional learning opportunities for teachers to then apply in classrooms and support our global competencies and our students.</p> <p>For example, Socratic seminar training was provided for MS and HS teachers and is being applied in multiple classrooms as well as in advisory time to improve students' communication, collaboration, and complex thinking skills.</p> <p>Throughout TCIS, teachers were trained in Project-Based Learning and this is now being used to help students improve their collaboration, communication and problem-solving skills.</p> | <p>PBL repository</p> <p>Photos of Socratic Seminars</p> <p>Summer PD Feedback</p> <p>PBL Flier</p> <p>Math Talk PD Slides</p> |

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| <p>In ES, teachers have been trained in Readers’ Workshop, Writers’ Workshop and Math Talks. These practices are integrated into the evaluation cycle and are evident in the teaching on a daily basis.</p> <p>Each year, TCIS hosts a Google Summitt which has led to most of our teachers being level 1 or 2 certified. This has led to improved unit plans through Google Docs, communication through Google Docs, instruction and communication through Google Sites and Google Classroom. Students are also able to continue learning on emergency release days due to the common use of Google Classroom.</p> <p>In addition, teachers may choose to attend workshops of their own interest. This helped TCIS expand the school’s STEM program and has also helped teachers to stay motivated and interested in their own learning and growth.</p> | Google Summit Flier |
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Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff in 21st century skills and thinking. Teachers regularly reflect on their approaches to develop global competencies in students.

Prompt: *How effective are the school’s supervision and evaluation procedures?*

| Findings | Supporting Evidence |
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| <p>TCIS implements effective supervision and evaluation procedures in order to promote professional growth of staff in 21st century skills and thinking. Teachers regularly reflect on their approaches to develop global competencies in students.</p> <p>The evaluation procedure at TCIS is effective. In a meeting with their supervising principal at the start of the year, teachers set goals that correlate with PD that staff received at the beginning of the year. These goals are reviewed at the end of the year. New teachers have formal evaluations twice per year, veteran teachers are reviewed one time per year. Principals also may, and do, walk into classes at any time to observe.</p> <p>TCIS will improve upon our current evaluation model and move towards a rubric-based evaluation system based on the Charlotte Denilson framework. It will provide clearer expectations to teachers and staff. It will include pre and post classroom visit conversations with teachers and will focus on continual professional support and development.</p> | <p>Goals Form Sample</p> <p>Observation Form Sample</p> <p>Faculty Handbook Page 39</p> |

Additional Online Instruction Prompt: *How effective are the school’s supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

| Findings | Supporting Evidence |
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| <p>TCIS has somewhat effective supervision and evaluation procedures in order to promote professional growth of online instructional staff.</p> <p>We modified the supervision and evaluation of instruction through the implementation of a common lesson plan format required by all teachers, class by class monitoring by principals, and clear expectations for active student engagement with all students in all classes.</p> <p>These steps increased teacher readiness for e-Learning and led to a process of continuous improvement. We planned, implemented, studied, and made adjustments to how we delivered instruction to best meet the needs of all students.</p> | <p>HS e-Learning Plan</p> <p>e-Learning Lesson Plan template</p> <p>e-Learning Summary of Learning</p> |
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Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning, e.g., developing the students' global competencies.*

| Findings | Supporting Evidence |
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| <p>TCIS has somewhat effective operating processes that determine the measurable effect of professional development; coaching and mentoring teachers on student performance is minimally effective. Although we provide professional learning opportunities to staff, the effects of the professional development provided are not analysed in a measurable manner.</p> <p>Over the past two years, TCIS has made a strategic shift from supporting individual teacher PD requests, to supporting a more whole-school approach to PD. For example, in August 2019 teachers in ES attended Readers' Workshop PD while MS/HS teachers attended Socratic Seminar PD.</p> <p>Qualitatively, through evaluations and principal walk-throughs there have been noticeable improvements in student engagement. There have also been improvements in teacher efficacy with regard to these Signature Practices. There has also been a more concerted effort at explicitly teaching the SLOs in the same manner that standards are taught. Students are now heard talking about the SLOs when they are asked "what are you learning today?"</p> <p>Quantitatively, more time is needed to be able to judge whether these changes lead to an improvement in more summative measures like MAP scores. Also, while some level of individual teacher PD is still supported, the focus is on creating school wide Signature Practices that are researched-based and fully implemented over time.</p> | <p>Teacher evaluations</p> <p>Principal walkthroughs</p> |

A5. School Improvement Process Criterion

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.

Indicators with Prompts

Broad-Based and Collaborative

Indicator: The school's planning process is broad-based, collaborative, and has the commitment of stakeholders, including staff, students, and parents.

Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of stakeholders, including the staff, students, and parents.*

| Findings | Supporting Evidence |
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| There is effective and ongoing collaborative school planning. This process includes weekly staff (division, department, whole-staff) Monday meetings, weekly senior administrative meetings, weekly leadership team meetings, time for teacher common planning, weekly FA meetings, quarterly PA meetings, quarterly Board meetings, weekly student council meetings, monthly principal/parent coffees, and annual perception surveys of staff, students, and parents. | Staff Meeting Agenda Senior Admin Meeting Notes and Agendas (available in paper copy) Leadership Team Meeting Notes and Agendas Student Council Notes PA Meeting Notes Board Reports FA Meeting Notes |

School Plan Correlated to Student Learning

Indicator: 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.

Prompt: *How does the school ensure that the analyses of student achievement of the critical learner needs, schoolwide learner outcomes, and academic standards are incorporated into the plan and impacts the development, implementation and monitoring of the plan?*

| Findings | Supporting Evidence |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| TCIS's action plan is effective in its direct correlation to the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes, and academic standards. | Curriculum Website Curriculum Maps |

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| TCIS ensures the efficacy of lessons and the integration of academic standards and SLOs through the creation and on-going refinement of the unit plans, principal walkthroughs and evaluations and regular review of student formative and assessment data. | Sample Formative Assessment Data from RW |
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Systems Alignment

Indicator: 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.

Prompt: *What evidence supports the systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement?*

| Findings | Supporting Evidence |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>TCIS is somewhat effective at assuring there are systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement.</p> <p>When principals meet with teachers for the Fall goal setting meetings, teachers are asked to include goals which align to the professional development for that year.</p> <p>When principals observe teachers, they see these practices being taught. For example, in ES, in the fall of 2019, there was a PD on Readers' Workshop with a focus on supporting English Language Learners. When the principal conducted the evaluations, teachers typically did a RW lesson. In some instances, another signature practice might have been taught depending on the subject. The same is true for Socratic Seminars and Project-Based Language in MS/HS.</p> | <p>Teacher Goal Setting Forms (see principals for hard copies)</p> <p>Professional Development Agenda</p> <p>Teacher Lesson Plans and Evaluation Feedback Form</p> |

Correlation between All Resources, Schoolwide Learner Outcomes, and Plan

Indicator: There is a correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the schoolwide action plan.

Prompt: *Examine and evaluate the degree to which the allocation of time/fiscal/ personnel/material resources support the implementation, monitoring, and accomplishment of the schoolwide action plan.*

| Findings | Supporting Evidence |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>TCIS is effective with its allocation of time/fiscal/ personnel/material resources to support the implementation, monitoring, and accomplishment of the schoolwide action plan.</p> <p>TCIS is a very focused organization. The school's mission is clear and its resources, time, and effort, go toward meeting the goal of trilingual fluency and the SLOs. Basic nuts-and-bolts items are covered effectively through weekly memos from the principals to the staff members, this leaves meeting time free to discuss curriculum, data, specific student needs etc.</p> <p>A means of improvement for us in this area is to implement a regular review process of the school's action plan during the year.</p> | <p>ES Weekly Staff Memo</p> <p>MS Weekly Staff Memo</p> <p>HS Weekly Staff Memo</p> <p>Sr. Admin meeting minutes and agendas available in hard copy.</p> |

A6. Resources Criterion

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.

Indicators with Prompts

Allocation Decisions

Indicator: 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.

Prompt: *To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical student learning needs, the schoolwide learner outcomes and the academic standards? Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

| Findings | Supporting Evidence |
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| <p>TCIS has an effective relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes and the academic standards.</p> <p>TCIS is a non-profit school. Tuition is reinvested back into the school in materials and programs for students, teacher salaries and benefits, facilities upgrades, safety measures, and more. As teachers are closest to the students, they have significant input into how funds are spent each year to best support student learning needs.</p> <p>To support a safe and healthy school environment for students, administrators hear feedback through the PA and FA to develop a budget focused on student needs and safety. The budget is presented to the board for final review and approval.</p> | <p>Sample of budget worksheets</p> <p>For Additional Budget Information please see the HOS</p> |

Practices

Indicator: 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.

Prompt: *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.*

| Findings | Supporting Evidence |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>TCIS effectively 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>TCIS is a non-profit school. Tuition is reinvested back into the school in materials and programs for students, teacher salaries and benefits, facilities upgrades, safety measures, and more. As teachers are closest to the students, they have input into how funds are spent each year to support student learning needs.</p> | <p>Budget Documents</p> <p>Notes from Auditors</p> <p>Presentations to the Board</p> <p><i>(all available in paper copies upon request)</i></p> |

In addition, TCIS uses an outside agency for an annual audit and review. This information is shared with the Executive Board.

Facilities

Indicator: The school's facilities are adequate, safe, functional, and well-maintained and support the school's mission, desired learner goals, and educational program.

Prompt: *Evaluate the adequacy of the facilities in relation to the health and safety needs of students and supporting the school's mission, desired learner goals, and educational program.*

| Findings | Supporting Evidence |
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| <p>TCIS's facilities are effective, safe, functional, and moderately-maintained and support the school's mission, desired learner goals, and educational program.</p> <p>TCIS has an on-site cafe, canteen, medical room, and two nurses. The canteen is open before and after school and throughout the day. For PK2-G2, students receive a morning and afternoon snack and a prepared lunch. TCIS has a canteen committee which includes parents, business manager, and a canteen manager to review the safety, cleanliness and healthiness of the overall food service. In the 2020-21 school year, TCIS changed to a new canteen provider in an effort to offer a healthier menu to our students. This change has not been without challenges, but the overall quality has improved and we will continue to make improvements in this area.</p> <p>The nurse, staff, and students follow the procedures outlined in our Emergency Protocols Manual to keep students safe throughout the year.</p> <p>This year, parents donated air purifiers for each ES/ECE classroom, while TCIS has committed to maintain and upgrade these as needed. We also increased how often we change air filters due to the increasingly high AQI in Bangkok. We have an AQI reader outside the nurses' office so we can modify outdoor activities on an hourly basis. In addition, we follow a schedule for updating the water filters, cleaning the campus facilities and notifying parents in case of a contagious illness, particularly in ECE.</p> | <p>Facilities Photos</p> <p>Canteen Meeting Dates/Flier</p> <p>Sample Menu</p> <p>Emergency Protocols Manual</p> <p>Nurse's Report on Student Visits</p> <p>Schedule for cleaning air filters</p> <p>Schedule for changing water filters.</p> <p>(See business manager for hard copies of the above documents)</p> |

Child Protection

Indicator: Due regard is given to building and facility design, layout and use to ensure best practice in child safety and protection.

Prompt: *Evaluate the building and facility design, layout and use with respect to child safety and protection.*

| Findings | Supporting Evidence |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>TCIS is somewhat effective in giving due regard to building and facility design, layout and use to ensure best practice in child safety and protection.</p> <p>We are continuing to progress in this area, and in the 2019-20 school year, TCIS added additional features to further increase campus security for students:</p> <ol style="list-style-type: none"> 1. Badges for parents when they are on campus 2. Security guards escort visitors to the registrars' office to be picked up by their host 3. Air purifiers for all ECE classes 4. Water filter checks on a more frequent basis 5. Checking the pool on a more frequent basis 6. Daily monitoring and communication about AQI levels 7. Closed campus hours from 8:30-2:30 8. Improved parking layout with additional parking lot 9. Badge system for employee identification <p>These changes have led to a safer and more secure campus for our students.</p> | <p>Parent Orientation 2019</p> <p>ES Parent Newsletters</p> <p>MS Parent Newsletter</p> <p>Board Report to include facilities upgrades</p> |

Instructional Materials and Equipment

Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Prompt: *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction.*

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for instruction.

| Findings | Supporting Evidence |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| <p>Overall, TCIS is somewhat effective in implementing its policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.</p> <p>We are effective in the areas of acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed</p> | <p>Interview with HOS</p> |

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| <p>materials, audio-visual. However, we are somewhat effective in the areas of technology and software.</p> <p>TCIS makes use of a range of software programs to support learning and instruction. Software may be acquired through the IT budget, department budget, and divisional budgets, based on needs identified by teachers. This model supports instruction and learning as teachers are closest to the students and can quickly respond to their needs. It can become somewhat messy when items are allocated to different budgets. It can also be problematic when teachers need IT support, as the IT department may not have initiated or been trained in the use of the software.</p> <p>For hardware purchases, students in grades 7-12 are required to purchase either a chromebook or a Macbook. The school can help troubleshoot issues with these when needed. The school also purchases macbooks, PCs or chromebooks for staff as well as projectors and other technology support for the classroom. TCIS also provides Chromebooks to all students in grades 5 and 6.</p> <p>Opportunities for improvement would include a more streamlined approach to purchasing software and a replenishment program to replace hardware when it is broken or out-of-date. Work on making improvements in these areas is ongoing.</p> | |
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Well-Qualified Staff

Indicator: 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.

Prompt: *Determine if the resources available enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, including online instruction and college/career.*

| Findings | Supporting Evidence |
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| <p>TCIS is effective in making resources 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>The resources available allow TCIS to have a well-qualified staff for all programs. In addition to the school's language programs, there is a robust art and music program. While the school is interested in offering more online programs, there is some resistance to this from parents. Online programs for two students were offered. One student wanted to take an advanced literature course while another wanted to take an advanced math program. While 1:1 support cannot be offered, these students' parents approved the online courses as recommended by our school guidance counselor.</p> | <p>Interview with Dr. John</p> <p>Art Program</p> <p>On-Line Programs</p> <p>SSTH073: Advanced Placement@Comparative Government and Politics</p> <p>ENGH071: Advanced Placement@English Literature and Composition 1</p> <p>ENGH072: Advanced Placement English Literature and Composition 2</p> |

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| | Calculus Applied! Engineering Calculus and Differential Equations Interview with Dr. John Art Program |
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A7. Resource Planning Criterion

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

Indicators with Prompts

Long-range Resource Plan

Indicator: The governing authority and the school has developed and implemented a long-range resource plan. The governing authority and the school have 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.

Prompt: *Evaluate the process for regular examination of the long-range resource plan to ensure the continual availability of appropriate resources that support the school's vision, mission, and student learning.*

Provide evidence that the school has financial reserves and a strategy in case of natural disasters and/or economic fluctuation.

| Findings | Supporting Evidence |
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| The governing authority is effective in its execution of current resource planning. However, it is not known if there is future long-range planning beyond the governing authorities compliance with private school law. Per private school law, the TCIS Executive Board reinvests 60% of the tuition surplus into the school while 40% of tuition surplus is in reserve for emergencies and catastrophic events. | Board Charter Interview with Secretary General |

Use of Research and Information

Indicator: The governing authority and the school use research and information to form the master resource plan.

Prompt: *To what extent does the school leadership and staff use research and information to develop the long-range plan?*

| Findings | Supporting Evidence |
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| School leadership and staff are effective at using research and information to develop the long-range plan. At TCIS, stakeholder feedback and analysis of academic data are used to develop a long-range plan that supports the school's mission, vision and SLOs. With the recent addition of a new business manager, long-range strategic resource planning is underway. | Interview new Business Manager |

Involvement of Stakeholders

Indicator: Stakeholders are involved in the future planning.

Prompt: *Evaluate the effectiveness of the involvement of stakeholders in the school's future planning.*

| Findings | Supporting Evidence |
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| TCIS is effective at involving stakeholders in the school's future planning. Planning takes into account student, parent, and faculty views through the use of the PA, Student Clubs, Faculty Association, and surveys. | Conversation with FA President: FA was consulted for input on planning the calendar, and changes to the faculty handbook, and timetables. FA was involved in seeking and obtaining an increase in housing allowance for teachers. Parents - PA - School has a PA which meets on a regular basis and has regular communication with the leadership team. The leadership team also has regular open house coffee times when they can meet and talk with parents. *interview PA members Students - The high school has a Student Council that meets with the high school leadership team on a regular basis to listen to what students think about the state of, and the future of, the school. The One Club (students) requested that the school start a recycling program and asked for the purchase of dedicated recycling bins. This program is being put into place. The Introduction to Coding course was introduced as a result of student input. |

Informing

Indicator: The governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.



Prompt: *Comment on the evidence that the governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.*

| Findings | Supporting Evidence |
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| The TCIS school office reports annually to Thai governmental offices. In addition the school is audited annually by a third party. This auditing report is reviewed by all Foundation Members including the PA. | Thai Government Report |

Marketing Strategies

Indicator: The school has marketing strategies to support the implementation of the developmental program.

Prompt: *How effective are the marketing strategies to support the implementation of the developmental program?*

| Findings | Supporting Evidence |
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| <p>Marketing and Admissions are highly effective at using strategies to support the implementation of the developmental program. This is evidenced by the increase in our enrollment. Our marketing and admissions efforts are effective due to these strategies:</p> <ul style="list-style-type: none"> • FB markets our local area using zip codes • Ad copy in local magazines • Billboard on nearby and major highway • Word of Mouth Bonus • Open House Campaigns (monthly) • Visitor Form • Instagram Campaign <p>Increase in staff for this department (3 full-time staff, overseen by Dr. Michael, regular meetings with the Executive Board member, Mr. Frank).</p> <p>For new students the admissions team sends follow-through emails, connects with counselors and principals, and hosts a monthly students' lunch for the new students (ES counselor does this) Most of the students who are new admissions are in ECE - by starting early they are with us for their entire school career.</p> <p>The new offices are also more welcoming and convenient, and make a great first impression with our parents.</p> | <p>Weekly Marketing and Admissions Report</p> <p>Open House Slides</p> <p>Open House Flier and Dates</p>  <p><i>New Student Pinn with her two "buddies"</i></p>  <p><i>Our new Admissions Office Area</i></p> |

ACS WASC Category A. Organization for Student Learning:

Summary of COVID Impacts from Findings

Use the COVID narratives from each of the findings sections in Category A to summarize the impact COVID 19 has had on organization for student learning at TCIS.

COVID-19 impacted the traditional delivery of instruction and resulted in e-Learning forms of instruction. Our young students were impacted the most. Teachers developed strategies and tools to engage all students and we saw a continual improvement in instructional practices to do so. An unintended, yet positive consequence, was the marked rise in technical proficiency among teachers and school leaders. As an organization, TCIS

responded with student-centered decision-making to navigate the uncharted territory we experienced as a result of the global pandemic.

A further challenge to the situation was the students who left the country to return to homes in other countries and could not return to TCIS. Therefore, while some students were receiving traditional face to face lessons within the classroom, other students were learning online. This strained our ability to deliver the curriculum in an effective manner. Additionally, fourteen teachers arrived in Thailand several weeks after the beginning of the school-year due to COVID-19 travel restrictions. This resulted in many teachers who were already on campus having to teach other classes.

Due to travel restrictions the opening of TCIS for the 2020/21 academic year saw many new teachers unable to enter Thailand and so were teaching virtually from countries where they were stranded. In some cases, internet technology was unstable. This also impacted onsite teachers who were all placed in “coverage” situations. Some new teachers also chose not to fulfil contract obligations making it difficult to replace them. This had to be done internally for two teachers.

ACS WASC Category A. Organization for Student Learning: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met. Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical student learning needs.

Identified critical student learning needs:

1. Social and emotional student well-being - connection, relationships, engagement
2. Literacy support in all areas - listening, speaking, reading and writing
3. Literacy integrated into content areas

Summary (including comments about the critical student learning needs)

There are many strengths in this category in the areas of a clear school purpose, policies that are consistent with the school’s mission and vision and support the achievement of schoolwide learning outcomes, the recognition and promotion of student achievement and global-mindedness, teachers and administrators who regularly take part in ongoing professional development, and the energy and drive to seek continuous school improvement. The school’s strengths in these criteria create a more student-centered environment, which has a positive impact on student well-being. There are, however, some areas for growth in internal communication and in the consistency of the long-term implementation of the processes of school improvement.

Prioritize the areas of strength and growth for Category A.

Category A: Organization for Student Learning: Areas of Strength

A1 School Purpose is clear and there is supporting evidence that reflects the school’s belief and philosophy, while taking into account the various stakeholders.

A2: There is evidence to support the view that the governing authority policies are consistent with the school’s mission and vision and support the achievement of SLOs.

A3 Student achievement and SLO accomplishments are recognized and promoted. A Globally-minded culture amongst students and staff is promoted and encouraged through a multitude of special events, field trips, clubs, and organizations.

A4 There are professional learning opportunities throughout the year.

A5 There is an increasing desire to improve the school and become more student-centered. Investment in facilities and professional development are evident and take into account stakeholder voices.

A6 A business manager was hired and processes are being developed to address long-range financial and facilities planning in addition to a review of business and human resource processes and procedures.

Category A: Organization for Student Learning: Areas of Growth

A2

- Clear and transparent policies and procedures are needed.

A3

- Internal communication is sometimes unclear or contradictory between divisions.
- A new child protection policy has been initiated, but follow-up and continued improvement or training are necessary.
- New areas of entry to school have yet to be properly secured to ensure effective safety of students.

A4

- A standards-based, teacher mentor program should be implemented for new teachers and last for the duration of the first two-years of employment at TCIS.
- A multi-year, school-wide professional development plan should be developed based on an analysis of student achievement and implemented based on the needs of adult learners (teaming, opportunities for leadership experiences, collegial inquiry, and mentoring) .
- All Western teachers should possess and maintain valid teaching credentials in accordance with the regulations of the state/province that issued the teaching license/certificate.
- All Western high school teachers need to be certified and qualified to teach the subject area(s) and grade-levels assigned.

A5

- There is scope for greater consistency in the long-term implementation of school improvement processes.



Our support staff (including our cleaners, maintenance, and drivers) are greatly valued in of our community

Category B: Curriculum, Instruction, and Assessment

B1. What Students Learn Criterion

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.

“Schoolwide learner outcomes 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.

Indicators with Prompts

Current Educational Research and Thinking

Indicator: The comprehensive and sequential documented curriculum is modified as needed to address current educational research; other relevant community, national, and international issues; and the needs of all students.

Prompt: *Comment on the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff members revise the curriculum appropriately within the curriculum review cycle.*

| Findings | Supporting Evidence |
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| TCIS is effective. TCIS does not offer a “suitcase” or “one-size fits all” curriculum. The curriculum selections are supported by research-based best practices from John Hattie, Jo Boaler, Lucy Calkins, Common Core Standards, and NGSS Standards. | Sample Grade 3 Resources Grade 3 Curriculum Map 2020-21 Curriculum Maps (entire school) 2020-21 Syllabi (entire school) Curriculum Review Process Grade 1A Writer’s Workshop Demonstration Professional Development Photos, July 2019: Reader’s and Writer’s Workshop Mystery Science Planning Guide Project-Based Learning (PBL) Professional Development Socratic Seminar PD, July 2019 |
| In elementary school, there is a balanced literacy approach which includes guided reading, Jolly Phonics, Writer’s Workshop, Reader’s Workshop, Words Their Way, Reading A-Z and Raz-Kids. Within each of these there are opportunities for students to select materials or genres that meet their interests as well as a learning level that is within their zone of proximal development. Classroom observations and walk-throughs indicate that students are engaged in their learning and working at a level that is appropriate. | |
| In math, we use Go Math to provide a year-at-a-glance look at the grade-level standards. This is a resource that our teachers can use as needed. In addition to Go Math, teachers use daily Number Talks to build conceptual understandings in math. Teachers use technology, manipulatives and stations to address the many ways in which students learn math. Some examples of technological resources include IXL, Khan Academy, Prodigy, and Quizizz. We encourage students to make mistakes and learn from them, however there is still a “get it correct” mentality and using the math talks has helped students learn that there are many ways to think about a problem. | |
| Students in ES also love STEAM learning. Walking through classes, the students’ focus and engagement is evident as they work collaboratively on a problem that has piqued their curiosity. In addition, ES uses | |

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| <p>Mystery Science’s inquiry-based science investigations that are aligned with NGSS.</p> <p>In early middle school (grades 5-6), students transition with a similar learning model to elementary that builds on previous strategies, like Math Talks or Number Talks, and continuing hands-on learning as much as possible. The utilization of PBL or teacher created projects and activities, Socratic Seminars, technology, and opportunities in the classroom for learning independence, working collaboratively, critical thinking and problem solving, all become more relevant and important. As students transition to grades 7-8, they are more prepared for working in groups and being accountable for their own learning. The application of concepts through PBL projects, use of 3D technology to further develop and inspire critical thinking skills, and real-world application of math algorithms are the key focal points in upper middle school math.</p> <p>In high school, teachers use PBL, Socratic Seminars, research projects, direct instruction, technology integration and other pedagogical strategies.</p> <p>Teachers are responsible for revisiting curriculum on an annual basis. Curricula are reviewed by department heads and maintained by the curriculum coordinator. The curriculum includes unit plans that show monthly and quarterly units. The documents also include a course overview, course content and student deliverables.</p> <p>Teachers revise curricula based on annual professional development and schoolwide goals. This also includes assessing the integration of SLOs.</p> <p>COVID-19 Impact: Professional Development to enhance/develop our curriculum has been dramatically impacted by COVID-19. For the 2019-20 SY, PD days had to be canceled due to schedule changes caused by closures and lockdowns. For the 2020-21 SY, TCIS has emphasized individual/personal professional development due to the virtual nature of courses. The administrative leadership team has been working on PD plans for the 2021-22 SY, but much remains unknown due to the ongoing lockdowns and insecurity regarding governmental guidelines and continued changes, as necessitated by the ongoing pandemic.</p> | <p><u>Teacher training (1/25/19) for curriculum mapping</u></p> <p><u>Training (9/30/19) for curriculum mapping</u></p> <p><u>Common Core Standards</u></p> <p><u>Socratic Seminars</u></p> <p><u>Draft PD Plan for 2021-22 SY (changes ongoing)</u></p> |
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Academic Standards for Each Area

Indicator: The school provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

Prompt: *Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g., online instruction) that meet state or national/international standards.*

| Findings | Supporting Evidence |
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TCIS follows the American Common Core Standards (CCSS and Next Generation Science Standards (NGSS)). The school effectively provides a comprehensive and sequential written curriculum that is articulated within and across grade levels. This is reflected in materials and resources selections as well as our unit plans. Annual curriculum reviews with principals and language departments have been added to ensure continuity across grade levels.

Examples of these programs include:

- Socratic Seminar in MS/HS. Socratic Seminars develop higher level thinking and rationalizing processes. They are used to verbally check and monitor students' growth, by utilizing speaking and listening skills, and creating a class community of supportive learners.
- Project-Based learning, to integrate academic skills with core academics and engage students as well as creating student ownership of the learning process and outcomes.
- Reader's and Writer's Workshop, to help ES & MS students develop early fluency in reading. These programs were extended to MS as well and are designed to support students at their individual level, by utilizing students' voices and choices.
- Online reading programs (Raz-Kids in ES and Accelerated Reader in MS) to support literacy skills for the different levels of students' language abilities.

Teachers use a mix of formative and summative assessments, and rubrics are often used to guide instruction and grading. Rubrics are verified against the standards to ensure alignment.

Thai and Chinese courses align to the national curricula for Thailand and Taiwan. These curricula are required and aligned to the needs of these countries.

Curriculum alignment is a critical pathway forward for TCIS. Math through Middle School is aligned using Go Math. English in Elementary and Middle Schools include Reader's and Writer's Workshop models (Lucy Calkins). High school English courses include units from EngageNY. AP Courses are aligned to the College Board. In the future, TCIS will continue aligning curriculum to verify a continuum of learning from PK-12.

[TCIS Curriculum Website](#)

[Sample PD agenda 2018-19](#)

[Curriculum Review, 2020-21 SY](#)

[ES Course Catalog, 2019-20 SY](#)

[MS Course Catalog, 2019-20 SY](#)

[HS Course Catalog, 2021-22 SY](#)

[Socratic Seminar PD, July 2019](#)

[PBL flier and agenda](#)

[Workshop, Reading A-Z, EAL PD Agenda](#)

[Accelerated Reader PD Sessions](#)
[Accelerated Reader Training](#)

[Technology Rubrics](#)

[Thai Mother Tongue & Non-Thai Standard](#)

[Taiwan National Curricula for MT](#)

[Taiwan National curricula for non-Chinese native speaker](#)

[Vertical Alignment of Math Standards](#)

[MAP Data Analysis 2019](#)

[MAP School Results Fall 2020](#)

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| <p>Math curriculum has been reviewed and aligned across the divisions.</p> <p>Teachers use MAP and WIDA data to ensure standards taught align to testing data for their appropriate grades.</p> <p>Principals observe teachers to verify teachers teach to the standards provided. The Curriculum Coordinator conducts periodic observations for the same purpose.</p> <p>TCIS had planned to implement a new curriculum map format this year, but due to the lockdowns the school was unable to take on the change while simultaneously dealing with lockdowns and social distancing rules.</p> <p>TCIS will be purchasing Atlas Rubicon for the 2021-22 SY. This will allow the streamlining of curriculum alignment, management of standards, maintenance of lesson plans, and measurement of standards assessed. Our path forward is that all teachers will house curriculum maps and lesson plans on Atlas Rubicon.</p> <p>COVID-19 Impact: While COVID-19 has not directly impacted the curriculum of TCIS, bringing on new teachers and working with them individually has been more challenging. New teachers were provided summer curriculum sessions (videos available on request) to review curriculum for TCIS and how to implement it. It can be challenging to effectively teach our required curriculum in an e-learning format and adapt to finding new, or additional, ways to reach and challenge students.</p> | <p>Observation reports available upon request.</p> <p><u>Planned curriculum map format for 2020-21 SY, tabled due to COVID-19</u></p> <p><u>Exemplar of planned curriculum map change.</u></p> <p><u>Atlas Rubicon Briefing</u></p> |
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Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

| Findings | Supporting Evidence |
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| <p>By utilizing the Readers' and Writers' Workshop model, TCIS was able to effectively instruct students in the reading and writing process by utilizing the MiniLesson format and flipped lessons. This enabled students to continue their studies independently, with support being provided with teacher check ins, class meetings, and activity feedback.</p> <p>Elementary School uses Go Math from Grades 1-4. This includes online resources. IXL provides activities and skills development up through Middle School. Advanced Placement courses have online units, and AP teachers use these units to support/align their teaching.</p> | <p><u>AP Calendar & AP Daily</u></p> <p><u>1A Virtual Writing Mini Lesson</u></p> <p><u>1A Teacher Conferencing Times</u></p> |

Embedded Global Perspectives

Indicator: The school leadership and certificated staff ensure that global competencies, perspectives, and issues are embedded within the curricular areas.

Prompt: *Examine the curricular documentation and observe the delivered curriculum to determine the extent to which there is integration of global concepts, perspectives, and issues.*

| Findings | Supporting Evidence |
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| <p>TCIS teachers are highly effective at integrating global concepts, perspectives and issues. In all grade levels and across disciplines, there is integration of global concepts, perspectives and issues.</p> <p>In Elementary School we...</p> <ul style="list-style-type: none"> • Have class jobs to integrate classroom culture • Provide many opportunities to turn and talk and to share out with the class • Include partner activities and group projects to allow collaboration • Have morning meetings • Integrate Number Talks with Go Math • Incorporate language into all subjects • ES Principal strongly emphasizes SLOs, teaching students about their importance and giving awards to students who demonstrate SLOs during the month. <p>In Middle School we...</p> <ul style="list-style-type: none"> • Have warm-up problems and opportunities for students to explain their thinking • Integrate math talk • Incorporate group and partner activities to build collaboration skills. • Provide opportunities in projects for students to build and improve on their SLO's. • Use technology to explore real-world events and issues affecting communities globally • Learn to write essays that build convincing, nuanced arguments, balancing evidence and analysis to persuade readers to shift their beliefs or take action • Participate in weekly Socratic Seminars in order for students to practice their critical thinking skills, listening skills, and speaking skills. • Write news articles about meaningful topics, creating vivid narratives and elaborating perspective. <p>In High School we...</p> <ul style="list-style-type: none"> • Create projects that look at real-world issues (analyzing marketing strategies of businesses) and problems (environmental challenges), and students work collaboratively to research, identify, evaluate and present recommendations and findings • Have students use Newsela to develop an appreciation of global issues • Have a Global Issues class that is aimed at introducing students to the events, trends, and problems facing citizens and leaders in an increasingly interdependent world, and ultimately building advocacy and responses to these issues. | <p>Grade PK4 Lesson Plan</p> <p>Elementary Art Lesson Plan</p> <p>Teamwork Rubric</p> <p>Elementary School Newsletter #20 (Art, Book Event, etc)</p> <p>December SLO Assembly</p> <p>NewsELA articles</p> <p>7th Grade Final Project</p> <p>Speech Competition</p> <p>High School Project Rubric</p> <p>High School Project Outline</p> <p>Film Festival</p> <p>Global Studies</p> <p>Community Service Trips: An Example</p> <p>Community Service Hours</p> <p>Thai Standards</p> <p>Thai Cultural Events</p> <p>AP Chinese Language and Culture Class</p> <p>Double Ten Day 2020</p> |

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| <ul style="list-style-type: none"> Prepared a Film Festival for all HS students in Global Issues class with film excerpts on topics like pollution, women's rights in developing countries, and global warming as examples. Do community service trips that expose students to global issues like poverty, healthcare, pollution, and education. HS students are required to complete 40 hours of community service. <p>Thai standards require the development of an understanding of Thailand, its customs, and its culture. Cultural events such as Wai Kru and Loy Krathong are celebrated by all students and faculty in the school.</p> <p>Taiwanese/Chinese standards include the teaching of traditional Chinese culture. As well, TCIS teaches AP Chinese Language and Culture, a course that includes a global understanding of China and its culture. Cultural events such as Double Ten Day and Chinese New Year are celebrated by all students and faculty at TCIS.</p> <p>Taiwanese Curriculum Core Competency: "Cultural learning and international understanding, which involves appreciating and respecting different groups and cultures, understanding the history and culture of one's own country as well as others', recognizing the trend of the globalization in which countries all over the world are integrated into a global village, and developing a global perspective with mutual interdependence, trust and cooperation."</p> <p>COVID-19 Impact: This area does not change much, except that the content is delivered online.</p> | Taiwanese Standards from Ministry of Education |
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Congruence

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

Prompt: *Evaluate if there is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.*


| Findings | Supporting Evidence |
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| <p>Overall, TCIS is effective at aligning the actual concepts and skills taught, the academic standards and the schoolwide learner outcomes (SLOs). The schoolwide learner outcomes are incorporated into many of the lessons that are taught.</p> <p>This is the first year the SLOs are being explicitly taught and recognized in the MS. In the past it was more implicit. Also, common boards in MS/HS have the SLOs and lesson objectives posted daily.</p> <p>In HS, SLOs are more implicitly embedded at this time. There is an opportunity for a more explicit focus.</p> | <p>Grade 2 Curriculum Map</p> <p>Grade 2 Lesson Plan</p> <p>Student Learner Outcomes</p> <p>Student Learner Outcome Posters Grades 2-5</p> |

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| <p>In Elementary School, we...</p> <ul style="list-style-type: none"> • Incorporate the SLOs into our Year Long Curriculum Maps • Incorporate the SLOs into our every day lessons <p>In MS.....</p> <ul style="list-style-type: none"> • Teachers work to incorporate the SLO's into their Curriculum Maps and daily lessons • Vertically Aligned Math Standards <p>In HS..</p> <ul style="list-style-type: none"> • Students are regularly required to work together in pairs or small groups on either in-class period assignments or assignments that require collaboration outside the classroom. This fosters collaborative workers. This is one example of the more implicit nature of SLOs in HS. <p>COVID-19 Impact: Virtual education makes it more difficult to incorporate several of the SLOs, as it makes collaborative work more challenging, though not impossible.</p> | <p>Student Learner Outcome Posters PK2-Grade 1</p> <p>Pre-Algebra Curriculum Map</p> <p>November SLO Assembly</p> <p>December SLO Assembly</p> <p>SLO Awards in Elementary</p> <p>Vertical Alignment of Math Standards</p> <p>Classroom SLO Posters</p> <p>Classroom SLO Posters</p> |
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Student Work — Engagement in Learning

Indicator: 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.

Prompt: *Evaluate to what extent the examination of representative samples of student work show consistent critical analysis and application of thought in different contexts. Evaluate observations of students engaged in learning to determine the degree to which students are aware of their own learning and the purpose of the work connected to a standards-based curriculum and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
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| <p>TCIS is highly effective in this area. Based on observation, students are very aware of their own learning and the purpose of the work connected to a standards-based curriculum and the schoolwide learner outcomes.</p> <p>In ES...</p> <ul style="list-style-type: none"> • Learning objectives are posted • When asked, students are able to state the learning objectives • Students are shown and discuss rubrics before a new unit • Behavior expectations are set in assemblies <p>In MS...</p> <ul style="list-style-type: none"> • Daily learning objectives are posted • Students are given the opportunity and encouragement to self-assess their work and self advocate. • Rubrics allow for a clear understanding of assignment expectations. | <p>Grade 2 Observation Notes</p>  <p><i>KG Rubric</i></p> <p>MS Technology Rubrics</p> |

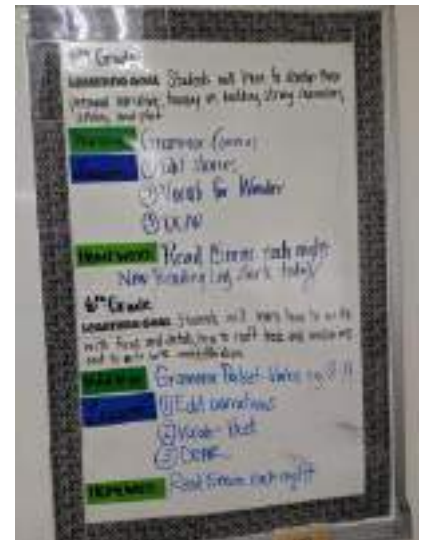
- Observations and assessments of students allow teachers to encourage engagement, and work with students on meeting expectations and learner outcomes.
- Feedback from administration allows teachers to adapt in order to meet the learning needs of their students.

In HS...

- Teachers post learning objectives and topics either on whiteboards or on-screen presentations to make students aware of what they are learning
- In-class instruction allows for the teacher to help students make connections about what they are learning and its relevance. For example, both Macro and Micro Economics allow for sharing of examples from the news that illustrate examples of actual concepts being learned (e.g., changes in unemployment, G.D.P., inflation).

COVID-19 Impact: Very little impact overall, though logistically teachers lose the use of the whiteboard in the physical sense, and have to be more direct in using virtual sources.

G6 Project Rubric



AP Essay Rubric

HS Board:



Middle School Learning Objectives

Accessibility of All Students to Curriculum

Indicator: 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 toward achieving the standards.

Prompt: *What has been learned about the accessibility of a rigorous, relevant, coherent, and globally focused curriculum to all students through the various courses/program offered, e.g., online instruction? What has been learned from examining the demographics and situation of students throughout the class offerings? Evaluate how the instructional practices and other activities facilitate access and success for all students toward achieving the standards.*

| Findings | Supporting Evidence |
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| <p>TCIS is largely effective at implementing an accessible, rigorous, relevant, coherent and globally-focused curriculum. The great majority of our students are English Language Learners. To make the curriculum accessible to all of our students, we use a variety of differentiation strategies. In addition, some of the TCIS teachers are ESL certified or have been trained to support ESL students.</p> <p>Report cards are issued quarterly, and progress reports mark mid-quarter. All parents are given access to view score reports using the ParentPlus application (of PlusPortals). Progress reports and report cards are sent to parents.</p> <p>Students who are struggling are identified on the DFI report. Teachers with students on the DFI report are obligated to contact the families and communicate issues.</p> <p>For the 2021-22 SY, TCIS is standing up an ELL department, which will provide push-in and pull-out support for ELL students in all three divisions.</p> <p>Examples of scaffolds include:</p> <p>ES...</p> <ul style="list-style-type: none"> • Word walls • Sentence frames • Posted learning objectives • Graphic organizers • The ELL program for next year will be segmented by elementary school, middle school, and high school. The elementary school will focus on only a pull out model where students are leaving to be receiving small group guided reading intervention. • Strategy groups to support language <p>In MS...</p> <ul style="list-style-type: none"> • Teachers use Word Walls and Sentence Frames • Accessibility to notes online or digital anchors • Teachers adapt to the needs of students by modifying assignments or accommodated activities • Peer support • The ELL program for next year will be segmented by elementary school, middle school, and high school. In middle school and | <p>Classroom Expectations</p> <p>PlusPortals for Parents</p> <p>DFI/Progress Monitoring Sheet</p> <p>Graphic Organizers</p> <p>Sentence Stems</p> <p>Word Walls</p> <p>Modified - G5 Project</p> <p>MS Meeting notes - Discussing behavior/academic tracking sheet from counselor and students of concern</p> <p>Grade 7 & Grade 8 Meeting</p> <p>ELL Program Proposal</p> <p>ELL Pathways for 2021-2022 school year</p> <p>Credit Requirements in Course Catalog (see page 19)</p> <p>Sample HS Student Schedule</p> <p>Graphic Organizers</p> |

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| <p>high school, Tier 1 students will be receiving a English supplemental class where they will develop their English proficiency. Once they've achieved level 2, they will be utilizing a pull-out model similar to the elementary school.</p> <ul style="list-style-type: none"> • Double English for new or low students. EAL teacher works 1:1 with students - pull-out class • MS teachers work in teams (grades 5&6 and 7&8) with common planning time so they can discuss student needs. • A breadth of offerings so students can explore different areas of learning and find a niche where they can be successful <p>In HS...</p> <ul style="list-style-type: none"> • Word walls • Sentence stems • Graphic Organizers • Khan Academy to support learners at all levels • Differentiation of class offerings -- A.P. v. non-A.P. • Scaffolding • Pre-loading vocabulary • The ELL program for next year will be segmented by elementary school, middle school, and high school. In middle school and high school, Tier 1 students will be receiving a English supplemental class where they will develop their English proficiency. Once they've achieved level 2, they will be utilizing a pull-out model similar to the elementary school. • Differentiated classes for native and non-native Thai and Chinese speakers • Making curriculum accessible to new and lowest EAL students this is a challenge • Piloting co-teaching, EIP, double English in grade 9 (all freshman do this, except AP seminar students) • Changed graduation requirements from 4-5 English credits. <p>Student success is measured in MAP, WIDA, PSAT, and SAT results. Data drives the use of tools and devices to assist students.</p> <p>COVID-19 Impact: Administering standardized testing has increased in difficulty with the pandemic. MAP tests are being administered, but it takes additional time. SATs may be canceled if lockdown procedures continue. The additional workload causes a drain on the time for administrative personnel, who have had to devise new processes to administer these exams.</p> | <p>Sentence Stems</p> <p>Bloom's/ThinkTrix</p> <p>HS Course Offerings in Course Catalog</p> <p>See Course Catalog for native and non-native Thai and Chinese courses.</p> <p>Khan Academy for Parents</p> <p>PSAT Results, Fall 2020</p> <p>MAP Data Analysis 2019</p> <p>MAP School Results Fall 2020</p> |
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Acceptable Student Achievement

Indicator: 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.


Prompt: *What evidence demonstrates a school's identifying and defining performance indicators in order to monitor acceptable student achievement of the academic standards and the schoolwide learner outcomes?*

| Findings | Supporting Evidence |
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| <p>TCIS is effective at identifying and defining performance indicators in order to monitor acceptable students progress, making use of a variety of assessments to determine student progress including, but not limited to, MAP scores, DRA scores, writing prompts, PSAT scores, AP scores. We are also an official test center for the SAT, Thai language proficiency and Chinese language proficiency test.</p> <p>In ES...</p> <ul style="list-style-type: none"> • MAP scores are used in grades 1-4 • Each student is given a reading performance evaluation called a DRA • Classroom assessments that vary grade to grade • Lucy Calkins Reader's & Writer's Workshop Pre and Post On Demands for essays, narrative writing, and so on. etc). • Go Math! Assessments • Formative Assessments(Teacher observation, Exit Slips, Think-Pair-Share, Class Discussion, Kahoot!, Quizlet) • Summative Assessments (Chapter Test, Unit Test, PBL projects) • Data tracking sheet <p>In MS...</p> <ul style="list-style-type: none"> • MAP scores are used as the big performance indicators in grades 5-7 • PSAT is used in grade 8 as the big performance indicator • Classroom assessments • Formative Assessments (Teacher observation, Entry/Exit Slips, Think-Pair-Share, Class Discussion, Kahoot!, Quizlet, Quizizz, Khan Academy, Prodigy) • Summative Assessments (Chapter Test, Unit Test, PBL projects, Labs) <p>In HS...</p> <ul style="list-style-type: none"> • Students have a scheduled midterm and finals period to measure performance. • Teachers use formative assessments (Kahoot!, turn-and-talk, exit tickets) • Teachers use summative assessments (sub-unit and unit) • AP scores are performance indicators to monitor acceptable student progress. Related to that, AP Classroom Unit Progress Checks also act as a way to measure student performance on a per unit basis. • Data tracking sheet <p>COVID-19 Impact: Some standardized testing (MAP & WIDA) are more challenging in a virtual environment, and it has taken TCIS a lot of effort to administer these tests remotely. AP Exams were virtual last year, and may be again this year. Many processes have had to be reinvented to work in the virtual environment, and the multiple changes between virtual and in-person have caused a lot of re-work.</p> | <p>ES Assessment Tracking</p> <p>College Board AP courses 2019</p> <p>MAP Data Analysis 2019</p> <p>MAP School Results Fall 2020</p> <p>SAT Test Schedule</p> <p>Report Cards</p> <p>DRA reports available upon request</p> <p>Go Math Unit Test</p> <p>Mystery Science Lesson Assessment</p> <p>PSAT Results, Fall 2020</p> <p>MAP Data Analysis 2019</p> <p>Progress Reports: A Sample</p> <p>Observation Reports available upon request</p> <p>Entry Ticket: G6 Ratios and Proportions</p> <p>Exit Tickets</p> <p>ThinkTrix</p> <p>5- Year AP Scores 2020</p> <p>TOCFL & CCCC Exam Results</p> |

Integration Among Disciplines

Indicator: 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.

Prompt: *Evaluate to what extent is there integration among disciplines and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability, and security is maintained.*

| Findings | Supporting Evidence |
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| <p>TCIS is somewhat effective at integration among disciplines. In Elementary School and Middle School, there is integration among disciplines, especially in relation to PBL projects. In High School, integration is limited and this is an area for growth.</p> <p>GoMath is an example of integration of outsourced curriculum into the program.</p> <p>The planned implementation of a curriculum management system will help the integration and cross-curricular work.</p> <p>In ES...</p> <ul style="list-style-type: none"> • Cross curricular PBL projects • Number Talks • ECE Chinese/English immersion model • G3/G4 “Core” teaching model (one math and science homeroom and one language arts teacher) <p>In MS...</p> <ul style="list-style-type: none"> • Cross-curricular PBL projects • 1:1 Chromebook for students grade 5 and 6 • Team teaching across grades/disciplines • NGSS Standards across MS Science classes <p>In HS...</p> <ul style="list-style-type: none"> • This is an opportunity for improvement • Integration is limited among disciplines <ul style="list-style-type: none"> ◦ The HOWL, a student magazine, is one example of integration in the HS. Another is the Global Issues class. <p>COVID-19 Impact: Larger, expansive, cross-curricular projects, like the Middle School PBL project, are not viable in the online environment, though they may be re-considered in the coming months if lockdowns are extended.</p> | <p>Grade 2 PBL Project</p> <p>MS LA & Tech PBL</p> <p>1:1 Chromebook Program</p> <p>MS Science Curriculum Maps</p> <p>MS PBL Project Videos (G7)</p> <p>HS Science Curriculum Maps</p> <p>Issues of The Howl</p>  <p>TCIS Science Department</p> |

Curricular Review, Revision, and Evaluation

Indicator: 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.

Prompt: *Comment on the effectiveness of the school’s curriculum review and evaluation processes for each program area and the impact on providing a challenging, coherent, and relevant curriculum for all students. Evaluate the effectiveness of the processes to assess curricular gaps and modify the curriculum to ensure that specific student needs are being met.*

| Findings | Supporting Evidence |
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| <p>Overall, the effectiveness of the school’s curriculum review and evaluation processes is somewhat successful because curriculum maps are reviewed each year, but curriculum materials are not reviewed by a curricular review committee.</p> <p>Credit requirements and policies are detailed in the divisional course catalogs.</p> <p>Grading and homework policies are spelled out in the Parent-Student Handbook.</p> <p>In the 2020-21 SY, TCIS Implemented a Curriculum Review Process. While still in its early stages, the curriculum review will help ensure courses and subjects align vertically and horizontally. The planned implementation of a curriculum tracking system will also help manage this process.</p> <p>Each year, teachers write and review their curriculum maps and share them with their administrators. Currently, the math department for grades 5-12 is vertically aligning the curriculum.</p> <p>Curriculum review is an area of growth for TCIS. We do not currently have curricular review committees. We are in the process of creating them in order to assess curricular gaps and to modify the curriculum to ensure that specific student needs are being met.</p> <p>In ES...</p> <ul style="list-style-type: none"> Curriculum maps are reviewed and updated by the teachers each year. We use a balanced literacy approach including Readers’ Workshop, Writers’ Workshop, Raz-Kids/Reading A-Z, Guided Reading, Strategy groups, conferencing, and Read Alouds. In Math, we use the Go Math textbook, Math Talks, and IXL. We follow NGSS for Science and use Science AZ. This year teachers piloted Mystery Science. The curriculum has been consistent over the years as it is research-based, engages students at different levels and is a way to transition from a “suitcase” curriculum approach. TCIS is a WIDA-school for ES, used as a means to more effectively support EAL students. | <p>Curriculum Maps 2019-20</p> <p>ES Course Catalog, 2019-20 SY</p> <p>MS Course Catalog, 2019-20 SY</p> <p>HS Course Catalog, 2021-22 SY</p> <p>Parent-Student Handbook</p> <p>Curriculum Review Process</p> <p>TCIS Math Vertical Alignment</p> <p>ES Curriculum Maps</p> <p>MS Curriculum Maps</p> <p>Math Curriculum Central Google Site</p> <p>TCIS Math Vertical Alignment</p> <p>HS Curriculum Maps</p> <p>Subjects in HS: HS Course Catalog, 2021-22 SY</p> <p>Subject Pathways in the High School after alignment to Thai and Taiwanese Universities</p> <p>Subject-Specific Pathways</p> |

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| <p>In MS...</p> <ul style="list-style-type: none"> • Programs purchased and used by the school are evaluated each year to determine whether they are effective resources for our current curriculum and are being used effectively • Reviews of the curriculum as a whole are often discussed; i.e. should the school adopt a new curriculum or not? • Training was provided to teachers regarding the use of enrichment/remediation programs • In the 2019-20 SY, teachers were given a Needs Assessment Survey by the Math Coach to determine how best to support the learning environment • Training was provided to teachers regarding NWEA RIT scores to better inform instruction • Vertical alignment of K-8 Math standards is in process <p>In HS...</p> <ul style="list-style-type: none"> • A review of the three most recent graduating classes' intended majors (many intended business and economics majors) led to addition of an Introduction to Business class and the return of AP Macroeconomics. • AP Calculus BC was added as a result of Math Pathways and improved performance of students in Pre-Calculus. • Approximately 12 AP classes are offered to support a challenging curriculum. • Course catalog is reviewed by Student Services and HS Administration on an annual basis • Students have specific unit requirements across disciplines to ensure coherence. <p>COVID-19 Impact: No direct impact from the pandemic, but efforts spent on addressing pandemic issues detract from efforts in these other efforts.</p> | <p>See AP course lists in the HS Course Catalog</p> <p>Classes of 2016, 2017, 2018</p> |
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Collaborative Work

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

Prompt: *Comment on the collaborative strategies used to examine curriculum design and student work and its effect on refining lessons, units, and/or courses.*

| Findings | Supporting Evidence |
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| <p>At TCIS, the collaborative strategies used to examine curriculum design and student work are somewhat effective because curriculum maps are updated yearly and there is informal collaboration, but there is no formal curriculum committee. There is confidence in our curriculum so it is not regularly reviewed. Further, limited concerns about curriculum have been shared through the annual Stop/Start/Continue Process or as a result of school assessments.</p> <p>ES...</p> | <p>Elementary School Course Catalog</p> <p>Middle School Course Catalog</p> <p>High School Course Catalog</p> |

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| <ul style="list-style-type: none"> Weekly grade level meetings with principal Common planning time daily Regular divisional meetings | Curriculum maps Stop/Start/Continue |
| <p>MS...</p> <ul style="list-style-type: none"> Bi-monthly team meetings to discuss curriculum and students Grade level meetings Common planning time Vertical alignment of K-8 Math standards in process | TCIS Math Vertical Alignment Grade 7 & Grade 8 Meeting |
| <p>HS...</p> <ul style="list-style-type: none"> In previous years, HODs and the Curriculum Coordinator would meet and discuss curriculum items, among other things. Currently, there is no HOD structure. Collaboration is an opportunity for growth in high school <p>COVID-19 Impact: Teachers have had to focus on content delivery much more this year, leaving less time for collaboration and other important aspects of education.</p> | HOD Meetings 2018-19 HOD Meetings 2019-2020 |

Policies — Rigorous, Relevant, Coherent Curriculum

Indicator: 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.

Prompt: Evaluate the effectiveness of the process through which key stakeholders assess the curriculum in relation to these school's policies.

| Findings | Supporting Evidence |
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| <p>The effectiveness of the process through which key stakeholders assess the curriculum is moderately successful because there are several processes to share curriculum with the parents, teachers, students and board members, but there is no formal review process.</p> <p>The TCIS curriculum is on the curriculum website, which is accessible through the school website.</p> <ul style="list-style-type: none"> The teachers can talk to the FA members who can bring any concerns to administrators. The teachers can talk to the HODs, who can talk to administrators. The administrators present to the Board. The curriculum coordinator goes to Parent Association meetings to discuss curriculum changes. At Open Houses, curriculum is shared with parents. <p>In ES...</p> <ul style="list-style-type: none"> Teachers provide monthly newsletters to parents. | Curriculum Website Elementary School Course Catalog Middle School Course Catalog High School Course Catalog December HS Parent Coffee Parent Coffee MAP Results Classes of 2016, 2017, 2018 Intended Majors |

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| <ul style="list-style-type: none"> Teachers provide weekly picture updates and “I Can” statements to parents via Seesaw or Google Classroom. Teachers share syllabi, curriculum and resources through Google Sites. Teacher communication is open with parents and the opportunity to meet for conferences is available. Teacher Assistants are available to translate with parents when necessary. <p>In MS...</p> <ul style="list-style-type: none"> PSAT reports validate the rigor of our education, reporting student scores compared to national measures. MAP Results also validate rigor Teachers provide monthly newsletters to parents The MS principal sends a monthly parent newsletter Teachers share syllabi, curriculum, and resources through Google Sites Teacher communication is open with parents and the opportunity to meet for conferences is available <p>In HS...</p> <ul style="list-style-type: none"> Information related to graduates intended majors was shared with the head of schools; principals of elementary, middle and high school; and curriculum coordinator and student services for use in evaluating course offerings. Class offerings are reviewed annually. Advanced placement courses ensure rigorous courses are offered to students. Scores from AP Exams show that our students are meeting the rigors of AP, and thereby our rigor is verified by their performance. TCIS will generally meet or exceed AP scores nationally and internationally. TOCFL Exam results are used to measure the success of Chinese teaching <p>COVID-19 Impact: TCIS had planned to implement a new curriculum map process, which would have more closely monitored rigor, matching standards and differentiation. Due to the lockdowns that began the year, we were unable to implement the process this year. The planned implementation of Atlas Rubicon next year will do the same.</p> | Elementary Newsletter #20 MAP School Results Fall 2020 PSAT G8 2020 MAP Data Analysis 2019 MS Parent Newsletter Pre-Algebra Monthly Newsletter AP Scores available upon request HS Parent Newsletter AP Teaching Results 2020 (TCIS results vs. other schools nationally and internationally) TOCFL & CCCC Exam Results Planned curriculum map for 2020-21 SY, tabled due to COVID-19 Exemplar of planned curriculum map change. |
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Additional Online Instruction Prompt: *Determine the effectiveness of the school’s policy for outsourced curriculum to maintain curricular integrity, reliability, and security.*

| Findings | Supporting Evidence |
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| TCIS is somewhat effective in determining the effectiveness of the school’s policy for outsourced curriculum. TCIS conducted a thorough analysis of Go Math, and alignment of all Mathematics from K-8. This analysis ensured the outsourced curriculum of Go Math met the needs of our students and aligned to the results needed. | TCIS Math Vertical Alignment |

Articulation and Follow-up Studies

Indicator: The school conducts student follow-up studies that provide insight into the effectiveness of the instruction to prepare students for pursuing further education, entering the workforce, or meeting their personal goals.

Prompt: *Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

| Findings | Supporting Evidence |
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| <p>In this area, TCIS is somewhat effective. We are in the process of building stronger relationships with local colleges and universities</p> <p>We invite colleges to visit TCIS, and we have college fairs and individual presentations from schools. In the future we are looking at a dual enrollment program (as is done in the US). Students can earn college credits in senior year (AP is great for students going to the US, but this would be for students who want to stay in Thailand)</p> <p>This is being piloted with two students who are taking classes online. In this case, TCIS does not offer the courses they wanted to take. Online offerings are used with our highest and lowest students. Credit Recovery through Keystone and UoN.</p> <p>Credit Recovery is in Summer Grade 9-11</p> <p>Extreme cases can do Credit Recovery during the year to meet grad requirements (g12)</p> <p>If demand increases for online programs, we would need a more scalable model, and not just “one-offs.” These are sponsored by credentialed classroom teachers.</p> <p>TCIS maintains a close relationship with alumni, who are often seen around the campus.</p> <p>COVID-19 Impact: It has been difficult to bring new teachers in during the time of COVID-19, so using online universities will help fill the void of teachers we weren’t able to recruit and hire.</p> | <p>Student Michelle EDX and University of Hong Kong</p> <p>Student Maggie Keystone and University of Nebraska</p> <p>Maggie: https://highschoolstore.nebraska.edu/p-1623-engh071-advanced-placement-english-literature-and-composition-1.aspx</p> <p>https://highschoolstore.nebraska.edu/p-1624-engh072-advanced-placement-english-literature-and-composition-2.aspx</p> <p>Michelle: https://www.edx.org/course/calculus-applied-2 https://www.edx.org/course/engineering-calculus-and-differential-equations-4</p> <p>TCIS Website Alumni Page</p> <p>TCIS Alumni Facebook Page</p> <p>TCIS Alumni Breakfast</p> |

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.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program’s policies and practice support students’ ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Research-based Knowledge

Indicator: 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.

Prompt: *Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.*


| Findings | Supporting Evidence |
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| <p>Overall, TCIS is effective at ensuring teachers are current in the instructional content taught and research-based instructional methodology. TCIS provides professional development multiple times a year on various content areas, including, but not limited to, Reader's workshop, Writer's workshop, available apps, Google applications, Socratic Seminars, Advanced Placement (AP) courses, and PBL.</p> <p>AP Teachers: It has always been important for AP teachers, especially any teaching new content, to have mentor teachers to support specific content areas.</p> <p>For All Grade Level Teachers...</p> <p>TCIS used to maintain 2-3 days of PD throughout the year. In the 2019-20 SY, these had to be canceled due to days lost during the lockdowns.</p> <p>Teacher professional development is both on-campus with outside experts as well as off-site through PD provided by other third-party providers.</p> <p>As part of the schoolwide culture of TCIS, teachers are required to be fully competent on the Google Suite and obtaining the Google Educator certification is highly encouraged. The school endeavors to keep the faculty abreast of the latest teaching research and best practices with multiple professional development opportunities being offered throughout the school year. With experts, both on and off campus experts being brought in to better train faculty on school wide instructional goals.</p> <p>Professional Development is followed by principal observations that verify the new skills are being implemented. For example, after the Middle School/High School two-day PD session for Socratic Seminars, the principals required the teachers to teach a Socratic Seminar session,</p> | <p>Workshop, Reading A-Z, EAL PD Agenda</p> <p>PBL PD Flyer</p> <p>PD Attendance</p> <p>Socratic Seminar PD, July 2019</p> <p>AP Professional Development</p> <p>Teachers leading Writers' Workshop PD</p> <p>PD Day May 1, 2019</p> <p>PD Day January 25, 2019</p> <p>Tracking: Curriculum maps, syllabi, and Google Certified Educator status</p> <p>PD Tracking 2020-21 SY</p> <p>Observation records available upon request.</p> |

and verified the use of the new skills in the observed lesson. This ensured that the training was ingrained and used.

COVID-19 Impact: COVID has impacted access to necessary professional development. TCIS is not able to bring outside experts onto campus, nor are they able to set up professional development in hotels. Some teachers have participated in online professional development, especially in regards to literacy, but it has not been made available to all staff due to limited funds. In-person PD is immensely challenging with travel restrictions and quarantine rules.



Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

| Findings | Supporting Evidence |
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| At the time of this writing, TCIS is again under lockdown restrictions. All teachers are required to submit lesson plans. Lesson plan documents were required to include Zoom/Google Hangouts Meet links as well as any other links necessary. Principals have been observing lessons daily, and ensuring the proper use of technology and teaching approaches. Principals ensure teachers are posting assignments in Google Classroom and Seesaw, are sharing links appropriately, are using online tools, etc. |  |

Planning Processes

Indicator: 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.

Prompt: *Comment on the effectiveness of the planning processes, including the use of formative assessment results, to engage all students actively at a high level of learning consistent with the academic standards and schoolwide learner outcomes.*

| Findings | Supporting Evidence |
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| Overall, the planning processes used at TCIS are somewhat effective. Teachers are continuously collaborating to create appropriate unit plans, and adapt and change lesson plans as needed. An area of growth would be the use of formative assessment results in the planning process by all school faculty . The Elementary School utilizes a multitude of formative assessments to guide instruction. By adopting the Writing Units of Study, teachers are expected to perform a Pre-On demand, to assess the students skills when writing a specific genre. This Pre-On Demand is then graded using a rubric that assists teachers in adapting and changing their teaching bends and mini lessons. At the end of the unit the students are given a Post On Demand where they are asked to write a stories using everything that they have learned about the given genre. The results of the Post On | ES Assessment Tracker 1a Writing Assessment tracker Grade 2 Small Group Reading Lesson Plans |

Demand are then compared to their Pre On Demand scores to assess the units teaching successes and areas for growth moving forward. Teachers in the Elementary school have also adopted the Reading Units of Study. Which focuses on meeting students' needs on their level. Teachers will begin the year by conducting a Diagnostic Reading Assessment (DRA-4). This data is then used to create guided reading groups (levels 1-18) for support with decoding and developing foundational reading skills, or strategy groups that support the development of deeper comprehension skills in a variety of texts. The DRA-4 is conducted again at the middle of the year to reassess how the students' progress and to determine new reading instructional goals. Finally, the DRA-4 is conducted at the end of the year to again reassess student progress in the second half of the year and gather data regarding overall growth during the school year.

In ES...

- DRA results are used to group students into strategy reading groups
- Teachers work in grade level teams to plan engaging and rigorous units

In MS...

- Formative assessment results help teachers plan - **Entry/Exit** Tickets, Quick Assessments, Q&A's, Turn & Talks etc.
- Teachers are continuously adapting and changing lesson plans to meet student needs and incorporate student learner outcomes as best as possible.

In HS...

- Teachers use bell-ringers, exit tickets, and other tools.
- Plickers quizzes are fast and useful as formative assessments

The purchase of Atlas Rubicon, to begin 2021-22 SY will greatly assist the planning process. Principals will have an effective tool to manage/review/recommend curriculum techniques and approaches. Reporting in Atlas will verify the work of teachers. Lesson plans will allow principals and administrators to monitor teacher work, planning, alignment to standards, and rigor.

COVID-19 Impact: COVID has not had a significant impact on the ability to plan. While it has made collaboration between grade level teams more difficult, teachers are still able to successfully plan engaging lessons and collect data from assessments. It did, though, prevent the rollout of a new curriculum map format, planned for the 2020-21 SY. Atlas Rubicon will be the tool moving forward; updated curriculum maps were planned as a "bridge" to Atlas.



*On-the spot assessment in Grade 2
(word endings)*

DRA reports available upon request

[Exit Tickets](#)

[ThinkTrix](#)

[Example Bellringer](#)

[Folder of Bellringers](#)

[Plickers Reports](#)

[Atlas Rubicon](#)

[Planned curriculum map for 2020-21 SY, tabled due to COVID-19](#)

[Exemplar of planned curriculum map change.](#)

Professional Collaboration

Indicator: 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.

Prompt: *Comment on the effectiveness of how 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. Include examples of the selection of the instructional approaches based on the learning purpose(s) desired.*

| Findings | Supporting Evidence |
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| <p>TCIS is somewhat effective when it comes to how administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching.</p> <p>AT TCIS, divisional meetings and common planning are times when student work and learning outcomes are reviewed and next steps planned. In the Elementary School, at the year end review meeting, the MAP data, as well as observations by teachers led to the implementation of Number Talks. It was observed that while students could easily apply their skills with route calculations, their conceptual understanding, application skills, critical thinking and communication skills needed more support. To address these needs, a teacher-led PD on Number Talks was given. Number Talks provide students the chance to discuss their mathematical thinking process, expand their knowledge of mental maths strategies, as well as developing their use of mathematical academic vocabulary. (as a means to develop these skills a G1 teacher had been piloting Number Talks in her class based on research and learning from her Masters program.)</p> <p>Through this same process, teachers shared their concerns around being able to support beginning English Language Learners. This led to the EAL team leading PD sessions in 2018-19 around the focused strategies of vocabulary development, sentence frames, and graphic organizers.</p> <p>Number Talks and the integration of the EAL strategies all support the school's mission for trilingual communication. Qualitatively, teacher reports and principal observations demonstrate the efficacy of these strategies.</p> <p>The purchase of Atlas Rubicon for the 2021-22 SY will provide a tool to enhance collaboration between administration and teachers, as well as between teachers. Having a tool that allows easy sharing of lesson plans and curriculum maps will allow for a more effective management of curriculum. Atlas allows for a clearer alignment (vertically and horizontally). Principals, administrators, and peers can attach comments and recommendations. Combination units can be planned by sharing a unit.</p> | <p>Math Talk PD</p> <p>1st Grade Number Talk Support</p> <p>Staff EAL Boot Camp</p>  <p><i>Monday divisional meeting time</i></p> <p>Parent Orientation with EAL Strategies (pg18-21)</p> <p>Teacher Evaluation Notes (see principals for copies)</p> <p>Atlas Rubicon</p> |

COVID-19 Impact: The ongoing lockdowns have separated teachers and administrators. During periods of lockdown, it's much more difficult for teachers to work together and collaborate.

Professional Development

Indicator: 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.





Prompt: *Comment on how the school uses ongoing professional development to enhance the curriculum and improve learning and teaching.*

| Findings | Supporting Evidence |
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| <p>TCIS is highly effective at using ongoing professional development to enhance the curriculum and improve learning and teaching. TCIS primarily uses focused PD during concentrated summer sessions, with periodic updates throughout the year. For Summer 2019, the school sponsored two days of PD, with the focus being Reader's & Writer's Workshop (Elementary and Lower Middle Schools) and Socratic Seminars (Upper Middle and High Schools). These two-day, 16-hour sessions provided teachers with approaches to use in the 2019-20 school year. Principals required the adoption of these approaches in lessons, and they have been added to our curriculum maps. The use of this concentrated method ensures all teachers receive more than a quick "how to", and learn new strategies which they can apply immediately.</p> <p>Curriculum has been enhanced by the introduction of the AP Capstone program. This has added a new level of rigor for the high school, as students are challenged to write, present, and read at the college level. It also offers more language-based courses to the high school curriculum.</p> <p>Principals validate the use of tools learned during observations. For example, following the Socratic Seminar PD in July of 2019, principals verified Socratic Seminar units during observations. This ensured teachers use the new skills and techniques developed, and allows for adjustments where needed.</p> <p>COVID-19 Impact: Due to travel restrictions and days lost to lockdowns, TCIS was not able to bring in 3rd party trainers for professional development. PD has shifted to individual courses, which means fewer individuals will receive PD. For the 2021-22 SY, we are investigating remote courses, as it is unclear whether travel restrictions will remain in place.</p> | <p>Workshop, Reading A-Z, EAL PD Agenda</p> <p>PD Attendance</p> <p>PBL PD Flyer</p> <p>PD July 2019: Socratic Seminars and Reader's Workshop</p> <p>AP Capstone</p> <p>Observation reports available upon request.</p> <p>PD Tracking 2020-21 SY</p> <p>PD Proposal 2021-22 SY</p> <p>Online PD Resources</p> |

Challenging and Varied Instructional Strategies

Indicator: 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.

Prompt: 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 to achieve the academic standards and the schoolwide learner outcomes. This includes students demonstrating critical thinking, problem solving, knowledge, application and the development of a wide range of technological skills and global competencies.

| Findings | Supporting Evidence |
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| <p>TCIS is effective in this area. Based on observation and student work, it is apparent that students are actively engaged in learning and will achieve the academic standards and the schoolwide learner outcomes. TCIS students demonstrate critical thinking, problem solving, knowledge, application and the development of a wide range of technological skills and global competencies.</p> <p>ES...</p> <ul style="list-style-type: none"> • From observation, it seems students are engaged in learning • They actively participate in classroom discussions • They know the learning objectives <p>In MS...</p> <ul style="list-style-type: none"> • Lessons are engaging and teachers are constantly adapting plans to incorporate student learner outcomes. • In Grades 5/6 Math, for example, students are given an Entry Ticket or rigorous math warm-up each day and have opportunities to discuss and share their understanding, thinking, and solutions. Lessons and projects are meant to get the students to apply the skills they are learning, rather than just practice them. • Reflection questions • In Grades 7/8 Math, students use a game-based, leveled site program for enrichment and remediation. Diagnostic tools from this program help to assist the teacher in identifying areas of strengths and weaknesses. Lessons may be assigned in the program to provide additional practice of the skill • Daily lessons focus on course CCS and the objectives which provide a framework for the standard. Students demonstrate understanding and competency of CCSS through PBL projects, group activities, and practice activities. <p>In HS...</p> <ul style="list-style-type: none"> • In Business Studies Class, students were studying the creation of products and pricing strategies. In groups, they got to choose a brand and are analyzing the marketing strategies for these brands. The students pictured chose Lactasoy and Red Bull. Areas they are analyzing include: <ul style="list-style-type: none"> ◦ Competitive advantage, direct and indirect competitors, tangible and intangible benefits, market segmentation, target market and promotion, and pricing, product and distribution strategies. They are presenting the information via Google Slides or Google Docs. These | <p>Grade 2 Observation Notes</p>  <p><i>Learning to swim</i></p>  <p><i>Learning to build sentences</i></p>   |

tasks align with our SLO's and Mr. Jon and his students are learning valuable real-world applications in school.

- SLOs:
- Effective communicators
- Collaborative workers
- Complex thinkers
- Independent life-long learners
-
- English grade 12 class read and discussed Beowulf for class. The students created posters that depicted the major scenes from the poem. When put together, these posters retell the story of the epic hero and the battles he fought visually. This is based on the famous Bayeux Tapestry that depicts the Norman invasion of England in 1066.
- Students in AP Seminar are writing a 1200-word essay as part of a “Mock” Performance Task, mirroring Performance Task #1 for the College Board. Students are supporting each other by editing and revising peer papers. Once students complete the “Mock” PT, they will begin the official, graded PT#1 for College Board.
- Schools from South East Asia were invited to pair up with local Taiwanese students for the The Contest of Living Technology hosted by the Chung Shan Industrial and Commercial School. Although basic carpentry, circuitry, and coding skills were needed, the emphasis was on collaboration, global participation, problem-solving, and effective communication. In addition to the training workshop and competition, students were given the opportunity to experience Taiwanese culture and network with students from Taiwan, Vietnam, and Indonesia. TCIS was given the award for report writing in which our students reflected on their experiences and articulated the importance of teamwork and communication on an international scale.
- **COVID-19 Impact: Many cultural and global concepts are established and developed during field trips, such as Model United Nations or Thai cultural excursions to museums or events. Those have not occurred in the last year due to lockdowns and travel restrictions. While many museums and cultural events around the world have moved virtual, very few Thai museums and events have been made available virtually. This has limited, somewhat, our ability to build some of these skills and understandings.**



Learning about science

[Grade 6 - Travel Project \(Student work\)](#)

[Grade 5 - Decimal Project \(Student work\)](#)



Participating in community service work throughout Thailand



Business Studies class





Beowulf Tapestry Project



AP Seminar Paper Revision (L) and The Contest of Living Technology hosted by the Chung Shan Industrial and Commercial School




Additional Online Instruction Prompts: Evaluate the processes and the effectiveness of the strategies used by teachers to make decisions on learning and teaching approaches including direct instruction, and other student-teacher interaction opportunities.

Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.

| Findings | Supporting Evidence |
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| <p>All TCIS teachers have had to transition, on multiple occasions, from in-person classes to virtual. The teachers have worked very hard to build their classes virtually, often having to adjust the delivery of content. Many teachers report that having to rethink their teaching has been a good exercise to build their skills and reconsider how/what they teach.</p>   | <p>Zoom training</p> <p>Google Hangouts Meet training</p> <p>Google Forms training</p> <p>Other training available on the TCIS Curriculum Site</p> |

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

Prompt: *Comment on the integration of technology within the school so that all students develop a wide range of technological skills.*

| Findings | Supporting Evidence |
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| <p>TCIS is highly effective at integrating technology within the school. Technology is widely integrated within TCIS and all students develop a very wide range of technological skills.</p> <p>In ES...</p> <ul style="list-style-type: none"> • I-Pads are used in the classroom for various applications (IXL, RAZ Kids, SeeSaw) • The students have 1 Tech period a week where they learn a variety of skills <ul style="list-style-type: none"> ◦ Typing skills ◦ Google Docs ◦ Google Slides • Teachers use YouTube to help demonstrate ideas <p>In MS...</p> <ul style="list-style-type: none"> • Google Suites are utilized as a means of communicating about the learning through Google Classroom, slides, docs, and sheets. • Students have one-to-one technology for the use of programs such as Khan Academy, NewsELA, Math Games, IXL, Accelerated Reader, Quizzes, Quizlet, GoMath!, Kahoot! • All students attend Tech class 1 day per week and Introduction to Robotics • Intro to Coding is available to all students 1 day per week • 1:1 laptop program • TCIS is a 'Google' school. Most assignments are done using devices and G-suite applications. • Digital Portfolios • 3-D Printer • Cross curricular PBLs in MS with tech integration <p>In HS...</p> <ul style="list-style-type: none"> • 1:1 laptop program • Digital Portfolios • Video projects (Thai classes) • Dedicated classes that are technology-based: <ul style="list-style-type: none"> ◦ Computer Coding ◦ Media Productions ◦ Graphic Design ◦ Introduction to Robotics ◦ Robotics ◦ Robotic II ◦ Robotics III ◦ Robotics IV | <p>ES Technology Curriculum</p> <p>Grade 6 LA and Tech PBL</p>    |

- Coding
- Google Classroom usage by all teachers
- Khan Academy usage in multiple subjects
- Khan Academy integration in Advisory for SAT prep
- Use of Google products: Chrome, Translate, Docs, Slides, YouTube, Photos, Sites
- Student use of technology in Rock Band



COVID-19 Impact: Due to lockdowns and travel restrictions, TCIS students haven't been able to access Robotics materials. Technology can be viewed over video sessions, but not touched and manipulated.



Evidence of Results based upon Challenging Learning Experiences



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

Prompt: *Comment on the student work and how it demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.*

| Findings | Supporting Evidence |
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| TCIS is highly effective at helping students to develop critical and creative thinking and problem-solving skills, and to attain knowledge and apply skills. TCIS students regularly produce work that combines academic standards with the SLOs. Here are some examples. | TCIS Highlight Reel KG STEAM Lesson with Photos |

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| <p>In ES...</p> <ul style="list-style-type: none"> STEAM lessons and activities PBL lessons and products Writing assignments in Writers' Workshop <p>In MS...</p> <ul style="list-style-type: none"> In Grade 5/6 Math, for example, students are expected to use critical thinking and problem solving skills to be successful. Work is created for students to be independent, challenged, and creative. <p>In HS...</p> <ul style="list-style-type: none"> Critical thinking is a cornerstone of high school. Students are regularly challenged to think in the upper orders of Bloom's Taxonomy. Synthesis essays, for example, are required in AP English Lang & Comp and AP Seminar. Higher order word problems in upper Math and Science challenge students at the highest levels. <p>COVID-19 Impact: While teachers have had to adjust to providing content and assessments virtually, observations reveal teachers are doing well in maintaining academic standards in their classrooms. While paper-based tests and tools are not available, virtual alternatives have been found.</p> | <p>Grade 3 PBL Project</p> <p>G5 - How to... Decimals presentation (Student work)</p> <p>G6 - Travel Project (Student work)</p> <p>G7 PBL Video</p> <p>TCIS Math Curriculum Central</p> <p>AP Seminar Summer Assignment</p> <p>Synthesis Essay</p> <p>Toulmin Argumentation</p> <p>QUEST Model</p> <p>Principal observations available upon request.</p> |
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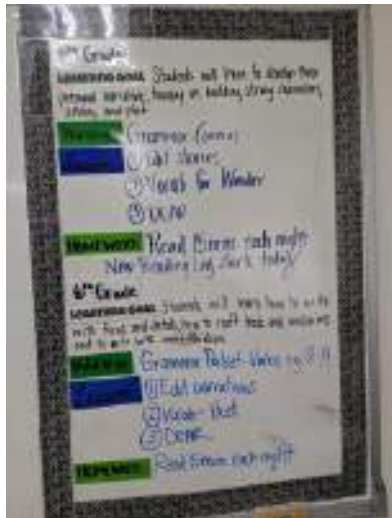
Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

| Findings | Supporting Evidence |
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| <p>In the current environment, teachers are working very hard to evaluate work virtually, as opposed to directly in the classroom. Teachers have had to be inventive, and some trial-and-error has to occur. Observations reveal, though, that teachers are doing a fantastic job of reviewing student work, leveraging Zoom, Google Classroom, and other tools.</p> |   <p>Principal observation records available upon request.</p> |

Student Understanding of Performance Levels

Indicator: The students know the standards/expected performance levels for each area of study.


Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study.*

| Findings | Supporting Ev |
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| <p>Teachers are highly effective at making the standards/expected performance levels known to the students.</p> <p>In ES...</p> <ul style="list-style-type: none"> Teachers show students rubrics before each new area of study Teachers show and discuss learning objectives before each lesson <p>In MS....</p> <ul style="list-style-type: none"> Standards and objectives are posted in the classroom Teachers regularly review objectives and outcomes with students Rubrics are developed to inform students of expected learning outcomes <p>In HS...</p> <ul style="list-style-type: none"> Standards and objectives are posted in the classroom (whiteboards or projected on screen) Development of rubrics and/or detailed assignments with associated points <p>COVID-19 Impact: Little impact, as standards and expectations can be posted online for students.</p> | <p>Student Writing Rubric</p> <p>MS Technology Rubrics</p> <p>Examples of posted learning objectives</p>   <p>Lesson Plan with Objective (during virtual session)</p> <p>AP Essay Rubric</p> |

Student Perceptions

Indicator: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes. Evaluate the effectiveness of the student-teacher interaction based on student feedback.*

| Findings | Supporting Evidence |
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| <p>Based on interviews and dialogue with students, TCIS teachers are effective at making the expected level of performance known to students.</p> <p>Parent Surveys: Overall results are very positive. Parents report:</p> <ul style="list-style-type: none"> • Their child's teacher cares about the student (Slide 8) • Their child's teacher is available if their student needs help (Slide 9) • They are satisfied with the curriculum offerings at TCIS (Slide 10) <p>Student Surveys: Overall results are very positive. Students report:</p> <ul style="list-style-type: none"> • 80% of students strongly agree/agree difficult things are explained clearly in class (Slide 22) • 71% strongly agree/agree their class time is used effectively <p>In ES...</p> <ul style="list-style-type: none"> • When students are asked what they are learning, they are able to state the learning objective <p>In MS...</p> <ul style="list-style-type: none"> • Learning objectives are clear and posted for students to see. (Posted online during e-learning) • Students can explain what they are learning and apply it to the real world. • Students can take courses like Coding and Robotics, which give them real-world skills <p>In HS...</p> <ul style="list-style-type: none"> • Learning objectives are clear and posted for students to see. • Students have options like Advanced Placement and Junior/Senior Seminar, all of which prepare students directly for college. • TCIS has 100% college placement annually | <p>Parent & Student Survey Results</p> <p>Observation reports available upon request</p>  <p>Observation reports available upon request</p> <p>University Acceptances</p> |

Student Needs

Indicator: Teachers address student needs through the instructional approaches used.

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

| Findings | Supporting Evidence |
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| <p>TCIS teachers are highly effective at addressing the variety of ways in which students learn.</p> <p>In ES...</p> <ul style="list-style-type: none"> • Teachers use differentiated learning in many ways: <ul style="list-style-type: none"> ○ Provide books at appropriate reading levels ○ Strategy groups ○ Leveled groups ○ Sentence starters | <p>Classroom Expectations</p> <p>Observation reports available upon request</p> <p>Word walls</p> |

- Graphic organizers
- Word walls

In MS...

- Teachers are able to differentiate instruction and learning using the following tools, strategies, and approaches:
 - Flexible seating
 - Word Walls
 - Math Talk
 - Graphic Organizers
 - Sentence Frames
 - Leveled assignments (Modified, Enrichment)
 - Technology usage
 - Flexible groups
 - Hands-on learning
 - Student check-ins/mini conferences

In HS...

- Word walls
- Peer-to-peer support
- Technology usage
- Hands on learning
- EAL Tools and Tips Google Classroom
- **TCIS is aligning high school students to American, Thai, and Taiwanese universities with the new track system**

COVID-19 Impact: Many of the tools, such as those for Robotics, don't fit in a virtual environment. Teachers have had to rely more on visual tools. Hands-on teaching tools and manipulatable tools haven't been viable during our virtual environment.



[Grade 5 Math - Enrichment Menu](#)

[Word Walls](#)

[G5/6 Math - Flexible Seating](#)



[Graphic Organizers](#)

[Sentence Stems](#)

[Word Walls](#)



[Peer Tutoring](#)

[HS Alignment to American, Thai, and Taiwanese Universities](#)

Student Use of Resources

Indicator: 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.

Prompt: To what extent do students use resources for learning beyond the limits of the textbook such as effective use of technology, collaborative activities, and community resources?

| Findings | Supporting Evidence |
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| <p>TCIS teachers are highly effective at providing resources for learning beyond the limits of the textbook.</p> <p>In ES...</p> <ul style="list-style-type: none"> Teachers incorporate collaborative activities and projects STEM activities Empatico to connect classrooms globally Reading A-Z, Raz Kids, Science A-Z, IXL and Mystery Science <p>In MS....</p> <ul style="list-style-type: none"> Across content Grade 7 PBL project Students create Digital Portfolios in Technology Class Khan Academy, IX, and Prodigy are used heavily in math Projects are created with the intention of allowing students to research, work together, and be creative. Consortium of Thai schools has provided access to 300 books online through the Sora App <p>In HS...</p> <ul style="list-style-type: none"> 1:1 laptop program Video projects (Thai classes) Dedicated classes that are technology-based: <ul style="list-style-type: none"> Computer Coding Media Productions Graphic Design Introduction to Robotics Robotics Robotic II Robotics III Robotics IV Coding Khan Academy integration in Advisory for SAT prep Use of Google products: Chrome, Translate, Docs, Slides, YouTube, Photos, Sites Student use of technology in Rock Band Learning based on field trips outside the classroom Group projects <p>COVID-19 Impact: While increasingly reliant on technology, teaching can be limited. Museums and cultural events in Thailand are generally</p> | <p>Grade 2 Collaborative PBL Project</p> <p>Grade 5 - Graphing Project</p> <p>Grade 7 PBL Project</p> <p>Khan Academy for Parents</p> <p>Sora App</p>   |

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| not available online, like many in the US are. Teachers often have to be more inventive. | |
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Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

| Findings | Supporting Evidence |
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| Teaching challenges online increase with younger students. While a high school student can read and respond on a laptop during a Zoom session, this is a lot to expect of very young students. TCIS has leveraged additional tools, such as SeeSaw, to engage younger students. | |

B3. How Assessment is Used Criterion — Reporting and Accountability Processes

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 sources, and forms the basis for the development of the action plan.

Indicators with Prompts

Professionally Acceptable Assessment Process

Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report school performance data to appropriate stakeholders.

Prompt: *Evaluate the effectiveness of the assessment processes.*

| Findings | Supporting Evidence |
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| <p>We have an effective assessment process. Teachers use MAP data as a major summative assessment. Teachers also review assessment results before progress reports and report cards, noting students who may need extra support. Counselors collect this data from teachers. These means allow us to triangulate data to make decisions about student learning and progress (<i>see link Elementary School Assessment Tracking</i>).</p> <p>TCIS has a curriculum coordinator who organizes MAP testing for students in grades 1-7 (some 8th and 9th graders too).</p> <p>In ES...</p> <ul style="list-style-type: none"> • MAP scores • DRA Test Scores • Writing Prompts • On-going formative assessments (exit tickets, writing samples, etc.) • We have recently started looking at WIDA data on a small scale to possibly implement next year. • Spelling Assessment • Children's Chinese Competency Certification (CCCC) for non-native Chinese speakers between 7-12. <p>In MS...</p> <ul style="list-style-type: none"> • MAP Scores (Grade -7) | <p>MAP Data Analysis 2019</p> <p>DRA reports available upon request</p> <p>Lucy Calkins Writing Prompt</p> <p>Elementary School Assessment Tracking</p> <p>MAP Data Analysis 2019</p> <p>PSAT G8</p> <p>PSAT G9</p> <p>PSAT G10</p> <p>PSAT G11</p> |

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| <ul style="list-style-type: none"> PSAT Scores (Grade 8 and 9 only) <p>In HS...</p> <ul style="list-style-type: none"> Midterms Finals AP scores <p>COVID-19 Impact: The Admin team has had to work very hard on creating processes for online teaching and learning. This “drag” has made analysis of testing data more challenging, though the effort is ongoing. Despite the pandemic, high school is aligning in tracks to align US, Thai, and Taiwanese universities.</p> | <p>AP Scores available upon request</p> <p><u>Alignment: US, Thai, and Taiwanese Universities</u></p> |
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Basis for Determination of Performance Levels

Indicator: 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.

Prompt: *Evaluate the impact and effectiveness of the basis for which students’ grades, their growth, and performance levels are determined.*

| Findings | Supporting Evidence |
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| <p>TCIS is very effective in how grades, growth, and performance levels are determined. In ES, teachers use a standards-based report, while in MS/HS students receive letter grades. In ES, classroom updates are reported to parents via Google Classroom and SeeSaw. There is a quarterly cycle for reporting grades to parents and students. However, in MS/HS, parents and students may check PlusPortal at any time to see grades.</p> <p>In ES...</p> <ul style="list-style-type: none"> Teaching begins with standards For literacy assessments we use: <ul style="list-style-type: none"> Words Their Way Spelling Inventories DRAs Writing Prompts (with rubrics) Go Math Assessments The combination of these is effective at determining what students can do and their next step in learning. Teachers are piloting WIDA tests this year to better gauge English Language levels and instruction supports, as teacher feedback has been that this is an area of concern and frustration. <p>In MS/HS</p> <ul style="list-style-type: none"> Teachers are required to enter grades twice weekly MS: Final grades are determined by a 60/30/10 distribution <ul style="list-style-type: none"> 60% major assessments 30% classwork 10% homework The efficacy and impact are an on-going point of discussion at the MS/HS levels. <p>COVID-19 Impact: With students scattered remotely, including many students who spent months outside of Thailand, it has been additionally</p> | <p><u>Progress Report and Report Card Timelines</u></p> <p><u>HOD Meetings 2018-19</u></p> <p><u>HOD Meetings 2019-20</u></p> <p><u>PlusPortals for Parents</u></p> <p>DRA reports available upon request</p> <p><u>MS Progress Monitoring Report 2019-20</u></p> <p><u>HS: Progress Monitoring Spreadsheet 2019-20</u></p> <p><u>DFI/Progress Monitoring Sheet 2020-21</u></p> |

challenging to communicate with students and to follow up. One student, for example, was in PRC China at the beginning of this school year, and he had difficulties attending Zoom sessions due to the national firewalls. These have been issues we've had to solve this year.

Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how effective teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

| Findings | Supporting Evidence |
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| <p>Effective: While TCIS does not use state-mandated assessments or high school exit exams, there are many standardized tests which we use to benchmark student performance:</p> <ol style="list-style-type: none"> 1. TOCFL (for Chinese instruction) 2. Thai Sermpanya Tests (for Thai instruction) 3. MAP Tests 4. AP Exams 5. WIDA 6. PSAT Results <p>RIT scores in MAP testing, for example, are matched against US national averages. Our students are generally at-or-above US standards and averages for these. Our students tend to match AP exams, and far exceed them in many cases.</p> <p>COVID-19 Impact: Some testing has been more challenging during the time of this pandemic, such as MAP testing. Extended lockdowns have changed the AP Exams, being virtual last year and, likely, virtual this year. These are issues that must be adjusted to.</p> | <p>AP Exams 2020 (Facebook Posts)</p> <p>MAP Data Analysis 2019</p> <p>PSAT Results</p> <p>Thai Sermpanya Test Results</p> <p>TOCFL & CCCC Exam Results</p> |

Modifications based on Assessment Results

Indicator: The school uses assessment results to modify the school program, professional development activities, and make decisions about resource allocations to demonstrate a results-driven continuous process.

Prompt: *Comment on how assessment results have caused modifications in the school program, professional development activities, and/or resource allocations demonstrating a results-driven continuous process.*

| Findings | Supporting Evidence |
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| <p>TCIS is moderately effective at using assessment to implement modifications in school programs and professional development activities. We use formative assessments and department meetings to modify professional development and resource allocations. We also use MAP data and AP scores to make systemic modifications.</p> | <p>Math talk slides</p> <p>Sample PD agenda 2018-19</p> |

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| <ul style="list-style-type: none"> When teachers noticed that students had a hard time communicating orally, there was professional development around socratic seminars. When teachers realized students weren't engaged, they made an effort to provide more engaging classes, such as robotics. When students expressed a desire to learn more languages, we added Spanish, Korean, Japanese, and coding (Grades 7-8). When teachers realized students only understood how to do math processes, there was professional development around math talks. MAP and formative data led us to focus on grammar usage and reading comprehension. This led to SS/RW training - a significant portion of the PD budget Now all grades 8, 9, 10 take PSAT - we use the results to inform program assessments. PSAT connects to Khan academy. Advisory implementation - social emotional needs, and academics Prep for college board TCIS adjusted its structure to more closely align US, Thai, and Taiwanese universities. This restructure will help make students more successful in these universities, and more closely align to the programs students will find themselves in. This came from feedback from students who have attended Thai and Taiwanese universities and have found themselves at a slight disadvantage during their first semester. The implementation of Atlas Rubicon in the 2021-22 SY will provide more tools for analyzing curriculum: assessment models, standards assessed, alignment vertically and horizontally, etc. This will allow a more direct analysis of courses, subjects, and divisions. | PBL flier and agenda Workshop, Reading A-Z, EAL PD Agenda Vertical Alignment of Math Standards PSAT Results Alignment: US, Thai, and Taiwanese Universities Atlas Rubicon Briefing |
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Additional Online Instruction Prompt: *Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

| Findings | Supporting Evidence |
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| TCIS has not been as effective in this area. One of the (few) positives of being "virtual" is that individual PD offerings, which were normally very expensive, have now moved online for the most part. This saves the costs of travel, including flights and hotels. This allows for many more <u>personal</u> PD sessions per year. It precludes, though, TCIS's standard process of bringing in a trainer who provided PD for the <u>entire</u> staff. Now, fewer people get PD, though more people get individual PD which may suit their needs individually. | PD Tracking |

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes.



Prompt: *Evaluate the effectiveness of the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes.*

| Findings | Supporting Evidence |
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| <p>Overall, TCIS has an effective system to monitor the progress of all students.</p> <p>In ES...</p> <ul style="list-style-type: none"> • The systems used: MAP, DRAs, Calkins Writing Prompts, Go Math Assessments • All teachers input data into an assessment tracking document <p>In MS...</p> <ul style="list-style-type: none"> • Quarterly Progress Reports and Report Cards • MAP tests at the BOY and EOY • Teacher created assessments and projects • IXL • Khan Academy • Prodigy • Go Math • PSATs • AP Exam Results • A tracking of feedback and concerns are provided to the MS counselor through a Google Spreadsheet so that academic and behavioral concerns can be tracked and followed up on <p>In HS...</p> <ul style="list-style-type: none"> • There is a spreadsheet for tracking students of concern (based on academic performance or factors that impact student achievement); this is accessible by HS teachers and administrators as well as student services • Progress reports are sent home to parents with students' grades • Parent-teacher conferences are scheduled twice per year • There is MAP testing three times a year for ELL HS students • Analysis and measurement of AP and SAT scores from year-to-year • 40 hours of community service required for students <p>The implementation of Atlas Rubicon in the 2021-22 SY will allow the leadership team to analyze assessment structures in the divisions. This data will help the leaders understand how assessments are administered in the classes, and how they are aligned to the standards. Moving forward, this analysis will be a critical leadership function.</p> <p>COVID-19 Impact: The pandemic has made it more challenging to track and keep up with some students. At the beginning of the year, we had many students who could not return to Thailand due to quarantine rules. It was additionally challenging to sort through it, though we came up with approaches for supporting these students.</p> | <p>ES Assessment Tracking</p> <p>DRA reports available upon request</p> <p>December SLO Assembly</p> <p>SLO Awards in Elementary</p> <p>G6 - Data & Statistics Project (Teacher Created)</p> <p>PSAT Results, Fall 2020</p> <p>MAP Data Analysis 2019</p> <p>MS Progress Monitoring Report 2019-20</p> <p>AP Exams 2020 (Facebook Posts)</p> <p>HS Progress Monitoring Report 2019-20</p> <p>DFI/Progress Monitoring Sheet</p> <p>Atlas Rubicon Briefing</p> |

Reporting Student Progress

Indicator: There are effective processes to inform the board, parents, and other stakeholders about student progress toward achieving the academic standards and the schoolwide learner outcomes, i.e., global competencies.

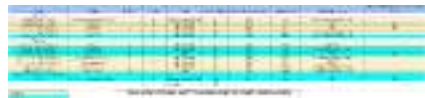
Prompt: *Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, schoolwide learner outcomes, i.e., global competencies).*

| Findings | Supporting Evidence |
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| <p>The school's process to inform stakeholders has been effective. Although there are assemblies, articles in the newsletters, and signage on campus, in an interview with the PA president, he indicated that parents do not know what the school's SLO outcomes are. To address this shortfall, a highlight reel was created to share with parents and board members to more explicitly share the integration of SLOs with academic standards. This has also been made more explicit in the school's newsletters, and SLOs have begun to be included in classroom objectives. The leadership team took this as an action item, and developed processes to improve communications with families and other stakeholders.</p> <p>Principals have increased communications to parents this year. They began the year with weekly newsletters, sharing information, links, etc. Principals have also added Parent Coffee events, sharing information with families directly, such as the curriculum realignment in the high school. Principals have also regularly met with the Parent Association. Though social distancing rules have been a challenge to overcome, TCIS has prioritized parent and family communications. TCIS maintains a Line (messaging) group for parents, and regularly communicates official information. During the pandemic, this Line group proved particularly effective in sharing MOE rules, changes in policy to address COVID-19, and creating a two-way channel of communication.</p> <p>The TCIS Administrative Team meets regularly with the Board of Directors, sharing news, events, staffing, etc.</p> <p>COVID-19 Impact: For the first few months of the year, social distancing rules were being firmly enforced by the Ministry of Education. In November and December, those rules were relaxed slightly to allow for gatherings, which facilitated the Parent Coffees. Unfortunately, the social distancing rules were reactivated in January, due to the rising number of cases in Thailand. Future Parent Coffees will be delayed until the rules are relaxed again.</p> | <p>Highlight Reel</p> <p>ES Newsletter Sample</p> <p>December HS Parent Coffee</p> <p>November MS Parent Coffee</p> <p>Elementary Newsletter</p> <p>MS Parent Newsletter</p> <p>HS Parent Newsletter</p> <p>SLO Awards in Elementary</p> <p>Photo #1: High School Parent Coffee, December 3, 2020</p>  <p>Photo #2: Board Meeting, November 25, 2020</p>  |

Security Systems

Indicator: The school employs security systems that maintain the integrity of the assessment process.

Prompt: *Evaluate the selection of and the use of proctors, the security systems for text documents, and the means to maintain the integrity of the assessments.*

| Findings | Supporting Evidence |
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| <p>The school is highly effective at employing the appropriate security systems to maintain the integrity of the assessment processes.</p> <p>In ES...</p> <ul style="list-style-type: none"> Adherence to NWEA MAP testing requirements <p>In MS...</p> <ul style="list-style-type: none"> Same as HS (MAP and PSAT-Grade 8) <p>In HS...</p> <ul style="list-style-type: none"> Adherence to NWEA MAP testing requirements Adherence to CollegeBoard testing requirements for SAT, PSAT and AP tests including: <ul style="list-style-type: none"> Testing room requirements Seating requirements Accounting for test materials Use of approved scripts for student instruction Distribution of test materials Proctoring of AP exams by teachers in other subjects Monitoring students during testing and breaks Collecting/storage of devices Collecting/storage of tests (pre) <ul style="list-style-type: none"> Locked room Collecting/storage of tests (post) <ul style="list-style-type: none"> Locked room <p>Proctors are either teachers selected by Student Services or teachers who have volunteered through Student Services</p> <p>COVID-19 Impact: Beginning in January of 2020, TCIS began varying stages of lockdowns, dramatically impacting the administration of tests. Exam administrators coordinated with NWEA and College Board. Some tests were canceled, such as the Spring 2020 MAP administration. AP Exams became virtual. Beginning in Fall 2020, TCIS began using remote exam administration strategies, based on the guidance from NWEA, using Zoom sessions to administer exams. The May 2020 administration of AP will likely again be virtual, though it appears the College Board will require stricter rules for exam administration. As of this writing, we are awaiting guidance.</p> | <p>MAP Testing Proctor Information</p> <p>SAT School Day: Standard Testing Manual</p> <p>AP Exam Instructions</p> <p>Photo: AP Exam Proctoring, 2019</p>  <p>AP Exams 2021</p> |

B4. How Assessment is Used Criterion — Classroom Assessment Strategies

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.

Indicators with Prompts

Appropriate Assessment Strategies

Indicator: 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.)

Prompt: *To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills, including global competencies?*


| Findings | Supporting Evidence |
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| <p>Teachers at TCIS are highly effective at using appropriate assessment strategies to measure student progress, both formatively and summatively. This helps them effectively measure student progress toward acquiring the appropriate knowledge.</p> <p>In ECE classrooms, we take quarterly assessments to see how far students have met the skills we have covered for each quarter. At the same time, the teachers observe the students' performance on a daily basis and give feedback orally and also give one on one or small group conferencing when necessary. Most of the assessments are used in oral feedback or relearning it again since our students are very young. Aside from PK classes, kindergarten classes take DRA once in the beginning of the school year (Aug) and again in the end (May). Throughout the school year we also follow up on students who are not meeting the reading target goal by giving them one on one or small group guiding reading lessons.</p> <p>In ES...</p> <ul style="list-style-type: none"> • Formative <ul style="list-style-type: none"> ○ Teachers observe students during their assignments, working with partners, while completing hands-on activities. ○ Exit ticket ○ IXL and Khan Academy lessons/practice to supplement and support Go Math ○ Running Records/Guided Reading ○ Units of Study Pre On Demand Writing Prompt ○ 1:1 Conferences ○ Strategy Groups • Summative <ul style="list-style-type: none"> ○ DRA ○ Spelling Inventories ○ Units of Study Post on Demand Writing Prompt ○ Go Math! Assessments ○ MAP tests | <p>DRA reports available upon request</p> <p>High School Project Rubric</p> <p>TCIS Curriculum Page</p> <p>MS Exit tickets</p> <p>AP Essay Rubric</p> <p>ACTFL Proficiency Guidelines</p> <p>Khan Academy Training</p> <p>MAP Data Analysis 2019</p> <p>PSAT G8</p> <p>PSAT G9</p> <p>PSAT G10</p> <p>PSAT G11</p> <p>AP Scores available upon request</p> |

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| <ul style="list-style-type: none"> ○ AP Exams ○ SAT Exams ○ PSAT Exams ○ TOCFL Exams <p>In MS/HS...</p> <ul style="list-style-type: none"> • A range of assessments including observations, Entry/Exit tickets, quizzes, projects, activities, formal tests, written explanations, and connections to the real world • Online applications (Khan Academy, BreakoutEDU, Prodigy, IXL) • MAP data <p>According to the Teacher Survey, 91.5% of teachers felt the academic standards of TCIS are Very Good, Good, or Average.</p> <p>Assessment data, such as PSAT results, indicated TCIS students are scoring lower on English standardized tests. To help improve scores, the leadership team is creating an ELL Department for the 2021-22 School Year. These resources will use push-in and pull-out strategies to help improve the language proficiency of our students</p> <p>Due to feedback from our students and parents, TCIS adopted the AP Capstone program, with the inaugural AP Seminar class beginning in the 2019-20 SY. Score results from AP Capstone were very high. Hopes are high for the inaugural AP Research course during this 2020-21 SY.</p> <p>TCIS had to adjust to the realities of the pandemic. PD for the 2020-21 SY has had to be virtual, for individuals instead of large groups (as in the past). To improve our PD offerings, we are exploring several PD options for the 2021-22 SY. Our goal is to offer as much PD for as many people as possible. We are aiming our PD to support the addition of the ELL team. PD for the coming school year will be focused on ELL training, along with a day for Atlas Rubicon implementation.</p> <p>COVID-19 Impact: The pandemic has forced teachers to rethink assessments to some degree. Paper quizzes and tests are impractical, for the most part. Teachers have had to leverage virtual tools, using Google Classroom and other structures to manage their classrooms. The pandemic is also requiring us to rethink professional development for the 2021-22 SY. Virtual options are being explored.</p> | <p>Exit Tickets</p> <p>ThinkTrix</p> <p>TOCFL & CCCC Chinese Proficiency Test Data</p> <p>G5 Math - <u>Baking with Fractions activity</u></p> <p>Performance Task #1 (AP Seminar)</p> <p>Sample Team Multimedia Presentation (AP Seminar)</p> <p>Parent, Student, and Teacher Survey Results</p> <p>AP Capstone Student Presentation</p> <p>PD Request Tracking</p> <p>PD Proposal 2021-22 SY</p> |
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Demonstration of Student Achievement

Indicator: 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.

Prompt: *Examine and evaluate how student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
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| <p>TCIS is effective at helping students achieve academic standards and the schoolwide learner outcomes by providing students the opportunities to participate in Speech competitions, singing competition- singing in foreign tongue languages, Robotics competitions, Spelling Bee, The Howl- high school online newspaper, Art competitions, Yearbook- photography, graphics and write-ups completed by students, PBL Projects, the Thailand Art show, and being highlighted in the Principals' Newsletter. These in addition to student work and assessment data is used to guide instruction, providing information on student's prior knowledge and weaknesses. These practices aid the school in keeping students motivated and engaged in their learning, by giving them a sense of pride and ownership.</p> <ul style="list-style-type: none"> • Speech competitions • Student work and assessment data is used to guide instruction, providing information on student's prior knowledge and weaknesses. • Singing competition- singing in foreign tongue languages • Robotics competitions • Spelling Bee • The Howl- high school online newspaper • Art competitions • Yearbook- photography, graphics and write-ups completed by students • PBL Projects • Principals use newsletters to share student work with families and the community • Thailand Art Talent Show <p>COVID-19 Impact: Many traveling competitions, such as the robotics competitions, were canceled due to the pandemic. As well, adjustments had to be made to competitions, such as the annual speech competition, which was virtual for the 2019-20 SY. While endeavoring to minimize the impact to our students, we've had to face realities brought on by the pandemic.</p>  <p>The TCIS Chinese Department are highly effective</p> | <p>HS Japanese Speech Competition</p> <p>Classroom SLO Posters</p> <p>SLO Awards in Elementary</p> <p>MS/HS Speech Competition</p> <p>TCIS Chinese Speech Competition</p> <p>HS - ReSea photos (Beach clean up and reef restoration)</p> <p>The Howl</p> <p>Team Multimedia Presentations (AP Seminar)</p> <p>TCIS Yearbook, 2019-20 SY</p> <p>MS Cross-Curricula PBL Project</p> <p>Elementary School Newsletter #20 (Art, Book Event, etc)</p> <p>MS Parent Newsletter</p> <p>HS Parent Newsletter</p> <p>Thailand Art Talent Show October 2018</p> <p>MS Speech Competition 2020 (recorded due to lockdown)</p> <p>HS Speech Competition 2020 (recorded due to lockdown)</p> |

Additional Online Instruction Prompt: Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.

| Findings | Supporting Evidence |
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Modification/Decisions based on Assessment Data

Indicator: 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.

Prompt: *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.*

| Findings | Supporting Evidence |
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| <p>Overall, at TCIS the process of collecting, analyzing and using assessment data to make changes and decisions about curriculum is moderately effective. On the teacher level, assessment data is not often used to make changes and decisions about packaged curriculum, but it does inform our day to day lesson plans.</p> <p>In ES...</p> <ul style="list-style-type: none"> All MAP, DRA and Math scores are put in a Google Sheet and shared with administrators <p>In MS...</p> <ul style="list-style-type: none"> Assessment data is used to drive or guide instruction . As teachers, we have not used it to make changes or decisions involving curriculum, PD, or resources. IXL data <p>In HS...</p> <ul style="list-style-type: none"> AP scores In-class formative and summative assessments <p>COVID-19 Impact: Curriculum revision has been more challenging, as students are dispersed and teachers are challenged to provide lessons online. The purchase of Atlas Rubicon for the 2021-22 SY will make curricular alignment and revisions much more manageable.</p> | <p>ES Assessment Tracking</p> <p>MAP Data Analysis 2019</p> <p>TOCFL & CCCC Chinese Proficiency Test Data</p> <p>Bellringers (formative)</p> <p>Pickers Results (formative)</p> <p>2019 AP Scores</p> <p>AP Scores available upon request</p> |

Teacher Feedback to Students

Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning targets, academic standards and schoolwide learner outcomes.

Prompt: *How effective is teacher feedback in supporting students in achieving learning targets, academic standards, and schoolwide learner outcomes?*

| Findings | Supporting Evidence |
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| <p>Teachers at TCIS are highly effective at providing feedback in a variety of ways. Elementary teachers provide some written, but mostly oral, feedback to the students. Middle and high school teachers are able to provide digital feedback for their students. Overall, feedback is effective in helping students achieve learning targets, academic standards, and schoolwide learner outcomes.</p> <p>In ES...</p> <ul style="list-style-type: none"> Teachers provide feedback through rubrics Writing conferences Teachers meet with students in small group and 1:1 to provide essential feedback <p>In MS...</p> <ul style="list-style-type: none"> Teachers meet with students in small group and 1:1 to provide essential feedback Teachers provide written feedback through Email, Hangout Chat, or Google Classroom to guide student learning Teachers provide comments in Google Slides and Google Docs related to student products <p>In HS...</p> <ul style="list-style-type: none"> Use of rubrics for scoring, giving students guides for how to be effective AP courses have feedback and scoring rubrics Google Classroom Turnitin.com <p>COVID-19 Impact: Feedback has been more challenging without direct face-to-face interactions. Teachers use Zoom or Meet live sessions, SeeSaw, and Google Classroom to provide feedback to students.</p> | <p>Conference Notes</p> <p>MS Google Slide comment</p> <p>MS Google Slide comment</p> <p>MS Google Doc Feedback for Chinese writing works</p> <p>MS FlipGrid Oral Feedback for Video work.</p> <p>IRR Rubric</p> <p>Journal Rubric</p> <p>Atlas Rubicon</p> |

COVID 19 Impact

ACS WASC Category B: Curriculum, Instruction, and Assessment: Summary of COVID Impacts from Findings

Use the COVID narratives from each of the findings sections in Category B to summarize the impact COVID 19 has had on curriculum, instruction, and assessment at TCIS.

COVID 19 had an impact on many areas of curriculum, instruction, and assessment. Among the areas that were most impacted were

Curriculum map improvement was delayed. Therefore, we were no able to improve upon the

Thai: Field trips and cultural activities were not able to proceed, because of this.....

Chinese: Switching to technology was a change for the Chinese department, However, this change did not have a negative impact on our students' academic achievement.

Middle school: Students in the early years of middle school took a bit longer to get adjusted to e-Learning. Students in the upper middle school grades adjusted quickly. Teachers used a variety of methods to allow students to access the curriculum. For example, teachers used Google Meet to allow for access to Google Jamboard and Google Whiteboard which is needed for certain language classes.

High school: Student engagement was decreased due to online learning, in particular, at the beginning of using e-learning. We have switched to first focusing on student engagement followed by the delivery academic instruction.

ACS WASC Category B. Curriculum, Instruction, and Assessment: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs.

Summary (including comments about the critical student learning needs)

The critical student learning needs:

- Student well-being - connection, relationships, engagement
- Literacy support in all areas - listening, speaking, reading and writing
- Literacy integrated into content areas

Overall, the criteria is being met mostly effectively. The curriculum, instruction and processes for assessing students is working well. TCIS students are actively engaged in their learning, and develop critical and creative thinking and problem-solving skills. The processes for reviewing the curriculum and instruction need to be improved, as this should greatly improve the school's ability to support all areas of literacy and to integrate literacy into more content areas. Collaborating, reviewing, and aligning the curriculum and assessments regularly will also help to ensure the curriculum is accessible to all students, at all grade levels.

Prioritize the areas of strength and growth for Category B.

Category B: Curriculum, Instruction, and Assessment: Areas of Strength

- Integration of technology
- Informing students of the standards and expected performance levels
- Integrating global concepts, perspectives, and issues
- Congruence between the concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

- Differentiating to make the curriculum accessible to all students in elementary school
- Keeping teachers current in the content taught
- Providing ongoing professional development to improve teaching and learning
- Keeping students actively engaged to achieve the academic standards
- Providing opportunities for students to develop critical and creative thinking and problem-solving skills
- Security systems for assessments
- Teacher feedback to the students

Category B: Curriculum, Instruction, and Assessment: Areas of Growth

- Integration among disciplines in the high school
- Curriculum review and evaluation processes
- Collaboration to examine curriculum
- Informing appropriate stakeholders of the SLOs
- Differentiating to make the curriculum accessible to all students in middle and high school



High school students developing a love of art.

Category C: Support for Student Personal and Academic Growth

C1. Student Connectedness Criterion — Personal and Academic

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.

Indicators with Prompts

Adequate Personalized Support

Indicator: The school has available adequate services, including intervention and referral services, to support all students in such areas as health, career and personal counseling, and academic assistance. There is an appropriate application of assessment tools and processes for determining interventions.

Prompt: *Evaluate the availability and adequacy of services, including intervention and referral services, to support students in areas such as health, career and personal counseling, and academic assistance. Determine if there is appropriate application of assessment tools and processes for determining interventions.*

| Findings | Supporting Evidence |
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| <p>The TCIS is effective at providing intervention, referral services, and support to students through the use of multiple programs and our counselors work closely with teachers on a daily basis to identify and problem-solve student needs. However, do not have adequate support for ELL students and it is an area of concern that we are addressing.</p> <p>The TCIS successfully runs transition events for each division that include get togethers, faculty meet and greets, and time with administrators. There is an event for Grade 4 to Grade 5 transition. There is another event from Grade 8 to Grade 9 transition. During Covid, these events took place virtually via Zoom and video calls.</p> <p>The TCIS has a successful peer tutoring program that is run by our school counselors. This allows for our students to tutor each other during free time, after school, or other times that are arranged between the students. The counselors match students together and work closely together to ensure students are matched effectively. Counselors monitor these placements and make adjustments when needed. Our Student Council and Honor Societies take part of helping with this organization. The school uses Progress Monitoring Sheets to notify counselors and administrators of any academic and/or personal/social concerns.</p> <p>The TCIS works hard to help students to learn more about themselves, their personalities, career interests, and college interests. During Junior and Senior year, students take seminar classes to help ready them for their future. Throughout the year, we have a multitude of colleges and universities visit the TCIS to promote their schools and share interest</p> | <p>HS Progress Monitoring Sheet</p> <p>MS Progress Monitoring Sheet</p> <p>ES Referral Form</p> <p>Peer tutoring log</p> <p>Advisory Program Rubric</p> <p>Grade 4 to 5 Transition Presentation</p> <p>Grade 8 to 9 Transition Presentation</p> <p>Site used for Myers-Briggs Assessment with Middle School Students</p> <p>Bangkok Community Resources</p> <p>Junior Seminar Syllabi</p> <p>Senior Seminar Syllabi</p> <p>College Visit spreadsheet</p> <p>School of the Art Institute of Chicago (SAIC) Virtual Visit</p> |

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| with our students. During e-Learning, we continued these visits with colleges and universities virtually. | ITC Madihol School Visit King Mongkut's University of Technology Thonburi (KMUTT) Visit The Sirindhorn International Institute of Technology Thammasat University (SIIT) Visit D.A.R.E. (Drug Abuse Resistance Education) |
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Additional Online Instruction Prompt: *Comment on the availability, adequacy, and appropriateness of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

| Findings | Supporting Evidence |
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| During online learning our social and academic needs were at an all time high. We were effective in supporting our students' needs through one on one hangout calls, group calls, and academic performance and support meetings with teachers. | Confidential Documents Related to Each Individual Student Met MAIA Learning |
| During online learning we had to adapt the way we prepared our students for college. We implemented the MAIA Learning program which students used to search colleges, complete self assessments, research careers, and upload important documents for college applications. | Counseling and e-Learning |

Strategies Used for Student Growth/Development

Indicator: 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, readers / writers workshop, and processes and procedures for interventions that address retention and redirection.

Prompt: *Evaluate the effectiveness of the types of strategies 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.*

| Findings | Supporting Evidence |
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TCIS is **effective** in how the school leadership and staff develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

During online learning, TCIS successfully planned and executed a Middle School Graduation Ceremony, with both student and teacher participation. Parents were pleased with the structure and professionalism displayed throughout the ceremony.

During online learning, TCIS successfully planned and executed an outstanding Elementary School Graduation Ceremony with students, teachers, and parental participation. Elementary students also participated in WIDA testing at the beginning of the year to help determine their academic needs and inform instructional planning. TCIS will measure academic progress and instructional effectiveness with a year-end WIDA assessment.

Another accomplishment during online learning was when TCIS High School students developed individualized 4 year plans for the purpose of meeting their graduation requirements and applying to college. Some of our seniors have already been accepted to top-ranked universities including Penn State University and National Taiwan University. We're quite proud of their acceptances as well as the scholarships they were awarded.

TCIS High and Middle School students were taking online college and high school level courses to better achieve their academic goals while still maintaining a respectable GPA in their core middle / high school classes.

All High School students are encouraged to explore the Arts through use of the HS Art room during Open Studio and Open Studio Art History. The studios are led by the HS art teacher and include demonstrations and presentations. In previous years, these studios ran during lunch. This year students attend during Choice Time. TCIS AP Art students have consistently scored 5 for the last several years. In 2015, an AP Studio Art Drawing student was awarded a perfect score of 100%. All seven judges awarded him a perfect score of 6. He was one of 16 students that year, worldwide, to achieve this feat and only one of 322 students to receive a perfect score out of 4.5 million AP exams that year. His achievement was featured in a national newspaper. Additionally, he co-wrote an article called AP Studio Art Drawing Portfolio: tips from a student who gained 100% about his methods of achieving this score for the website Student Art Guide, which is based in New Zealand. Other students have found success through competitions and several students were featured in an article called +50 Still Life Drawing Ideas for Art Students. Graphic Design students have contributed to the local community by creating a fundraising campaign for PAWS Bangkok, a local animal charity. Students design charity boxes, mock accessories and usually have several fundraising events throughout the year.

[Middle School Graduation Video 2020](#)

[Grade 4 Promotion Video](#)

[KG Promotion Video](#)

[4 year plans](#)

[University of Nebraska online high school.](#)

[HS Independent study students](#)

[Reading and Writing Workshop Grade 3](#)

[Reading and Writing Workshop Grade 5](#)

[G1/2 WIDA Results](#)

[Open Studio & Open Studio Art History](#)

[NGSS Standards Implementation in Middle School](#)

[HS Art Student Receives a perfect score](#)

[AP Studio Art Portfolio](#)

[+50 Still Life Drawing Ideas from Art Students](#)

[PAWS Fundraising Campaign](#)

Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

| Findings | Supporting Evidence |
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| <p>TCIS is effective in supporting new students. The school does a good job making all students feel welcome by providing students with buddies, orientations, and multiple transition events throughout the year to make sure students are ready to move from Elementary to Middle and from Middle to High School. In order to facilitate additional support among peers, new students have the New Student Club in ES, New Student Orientations in MS and New Student Lunches in HS. Throughout the year new and returning students are monitored by teachers and counselors to ensure their success.</p> <p>New Student Lunch events allow newly admitted high school students to get to know their high school teachers, counselors, administrators, and staff members better. Building strong relationships is a key aspect of our new student orientation program. At the event, students will share important information about themselves and their backgrounds, while also asking questions they have about our school. Additionally, it provides an opportunity for students to meet their newly admitted peers and make new friends. Students walk away from this event feeling welcome, confident, and excited about being a student at TCIS.</p> | <p>Middle School Graduation Video 2020</p> <p>Grade 4 Promotion Video</p> <p>KG Promotion Video</p> <p>First day of school with buddies</p> <p>New Student Club in ES</p> <p>New Student Orientation in MS</p> <p>New Student Lunch in HS</p> |

Support Services and Learning

Indicator: 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.

Prompt: *Evaluate the extent to which 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. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.*

| Findings | Supporting Evidence |
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| <p>Due to our ongoing ELL program development, TCIS is somewhat effective in this area. The school does make an effort to communicate with students and parents to identify under-performing students; however, because of language barriers with families who do not communicate easily in English, the systems in place are minimally effective. In terms of intervention, there is little if any direct involvement in students who are under-performing or constantly truant. We even feel there is a sense of “the students will be socially promoted, anyway”, and so students and their families know that the school won’t take drastic action if it undermined enrollment numbers or tuition.</p> <p>TCIS has a System of Referrals in place which uses direct conversations with teachers and staff, as well as a shared Google Sheet where teachers can list various concerns whether they be academic, personal, social, or otherwise. Teachers conduct group meetings including the counselor about students as needed, where they discuss individual or groups needs,</p> | <p>MS Progress Monitoring Sheet</p> <p>HS Progress Monitoring Sheet</p> <p>MS Discipline Referral Form</p> <p>Example MS Newsletter</p> <p>Example ES Newsletter</p> <p>Example HS Newsletter</p> |

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| <p>progress, and interventions needed. The teachers and counselor communicate regularly with parents through weekly and monthly newsletters, as well as by conducting in-person and Zoom/Google Meet conferences as needed.</p> <p>The counselor meets with all students who earn a D or F on their Quarterly and/or Semester Progress Reports/Report Cards. Additionally, the Middle School had planned to participate in the World Scholar's Cup, an academic competition with students from around the world, pending COVID-19 restrictions being lifted.</p> | <p>Scholar's Cup Website (Participation pending COVID Restrictions)</p> <p>D & F Report Semester 1 2020</p> |
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Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

| Findings | Supporting Evidence |
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| <p>TCIS is somewhat effective with the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.</p> <p>While TCIS doesn't provide every student with their own laptop or device, our Middle and High schools are effectively 1-1 as every student has access to a computer or tablet. When at school, our Grade 5 and 6 students are given a Chromebook to use in-school each morning. Our Elementary School students have access to tablets and a computer lab when in school.</p> <p>At home, students are expected to use their computers/tablets to access the internet so that they can use the various tools needed for online learning such as, Google Meet, Zoom, Google Hangouts, etc. They then use this for both group and individual meetings.</p> <p>The counselors also participated in online professional development sessions/webinars related to counseling during COVID.</p> | <p>Confidential student records of conversations</p> <p>ISCA Mindfulness Based Wellbeing Webinar</p> <p>"Coping with Novel Coronavirus *COVID-19): Supporting the Mental Health of International Communities affected by the Pandemic" Webinar</p> |

Co-Curricular Activities

Indicator: 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.

Prompt: *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards and schoolwide learner outcomes, i.e., the global competencies. How effective are these efforts?*

| Findings | Supporting Evidence |
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| <p>TCIS is effective in this area. The school has a wealth of student-led clubs, trips, and opportunities available to students. Most of these are driven by student interest and passion, and are supervised by staff. We are not certain that teachers and administrators are directly linking these</p> | <p>Japanese woodblock printing description</p> |

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| <p>activities to curricular activities or schoolwide learner outcomes in a consistent and targeted way, but the experiences students get at TCIS to think globally and connect their learning beyond the classroom certainly exist. The Middle School's NJHS program has thrived in its second year at the TCIS. Our students have raised over 6,000 baht so far this year for worthy causes in and around Bangkok.</p> | <p>National Honor Society Program</p> <p>National Honor Society Induction 2020</p> <p>National Junior Honors Society</p> <p>National Junior Honor Society Virtual Induction</p> <p>PAWS Bangkok</p> <p>IED (Istituto Europeo di Design, Italy) Workshop on "Brainstorming"</p> <p>Environmental Protection - Recycling in Taiwan, Thailand and around the world</p> <p>Huailxin Art & Calligraphies exhibition</p> <p>Central Thailand's Interact DTA (District Training Assembly)</p> <p>Thai Red Cross Youth Volunteer for "We create a World without Stigma"</p> <p>Rotary Youth Leadership Awards</p> <p>CPR Training with TCIS Medical Club</p> <p>Incorporating SLOs into Math</p> <p>UNICEF club</p> <p>UN x FAO Kids To Forests weekend</p> <p>Wildlife Conservation weekend</p> <p>Beach Clean Up weekend</p> <p>NTNU Geology Camp, Taiwan</p> <p>NTU HS Engineering Camp, Taiwan</p> |
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| | Robotics tournament NTU Engineering Camp, Slide Taiwan NTU Engineering Camp Photos |
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Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school.*

| Findings | Supporting Evidence |
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| <p>TCIS is effective in this area. TCIS teachers engaged with students via Google Classroom on a daily basis, giving daily instructions and differentiated lesson plans to all students.</p> <p>-Conducted video calls with students (both individual and group) via Zoom and Google Hangouts</p> <p>TCIS was successful in helping students socialize and stay involved in the school at all levels. Students were engaged with teachers and each other every day through Google Meet, Zoom, and Google Classroom.</p> | <p>Confidential student records of conversations</p> |

Student Involvement in Curricular/Co-Curricular Activities

Indicator: 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.

Prompt: *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.*

| Findings | Supporting Evidence |
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| <p>TCIS is somewhat effective in regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.</p> <p>The school has a lot of opportunities when it comes to co-curricular activities. These activities include Spirit Weeks, Sports Days, Spelling Bees and clubs. These co-curricular activities happen across all grade levels in our school. The students are evaluated by participation and success in these activities, resulting in points given, which are then tabulated to determine respective winners and placings.</p> <p>Our clubs range from helping the environment to Esports truly helping them grow as global participants. As for curricular activities our students take on many projects and responsibilities and those are tracked through service tracking sheets and teacher observation. Our students demonstrate being lifelong learners by using their choice time to go talk with teachers and participating in groups that align with their interests.</p> <p>ES</p> <ul style="list-style-type: none"> Spirit Week: Students have theme days. They are awarded points by participation. | <p>HS Community Service Tracking Sheet (copy)</p> <p>MS Spelling Bee Article in newsletter</p> <p>Spirit Week</p> |

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| <ul style="list-style-type: none"> Sports Day Activities- Teams are awarded points for their games and level of participation. Points are tabulated at the end and the winners announced. Spelling Bee - all students participate at the class level <p>MS</p> <ul style="list-style-type: none"> Spirit Week: Students have theme days. They are awarded points by participation. Sports Day Activities- Teams are awarded points for their games. Points are tabulated at the end and the winners announced. During e-Learning, the middle school continued spirit activities with daily Padlets to encourage students to have fun and build community. <p>HS</p> <ul style="list-style-type: none"> Community Service requirement is regularly tracked Spirit Week and Spirit Week performances (Student performances are judged by several people over the course of Spirit Week. The scores are tabulated for the level of participation) Sports Day Activities- Teams are awarded points for their games. Points are tabulated at the end and the winners announced. During the last period of the day the High School students have a choice of where they want to go including clubs and teacher office hours. | <p>Spirit Week 2020</p> <p>e-Learning day to day Spirit week in Middle School Padlet example</p> <p>-List of Clubs</p> <p>MS Sports Day</p> <p>20-21 High School Clubs</p> <p>Community Service-Soi Clean Up</p> <p>Beach Clean Up with Professor from Mahidol University</p> <p>PSP- Problem Solving Patrol</p> |
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Additional Online Instruction Prompt: *Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

| Findings | Supporting Evidence |
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| <p>TCIS is highly effective at providing students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.</p> <p>Because of online learning many extracurricular activities had to be stopped. Fortunately we were successful in this because many were still able to meet over zoom and google hangouts to keep the clubs going and still have some community activities such as virtual walkathons and field trips, and the yearbook being completed.</p> <p>ES:</p> <ul style="list-style-type: none"> Held an indoor walking competition: Walk across Thailand. Had students and staff involved. 1st Grade Virtual Field Trip to San Diego Zoo. | <p>Form Responses. Flyer Walkathon</p> <p>San Diego Zoo virtual field trip lesson plan + Student Work.</p> |

Student Perceptions

Indicator: 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.

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

| Findings | Supporting Evidence |
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| <p>TCIS is somewhat effective to the extent that we are 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>At this time we still need to better understand changes within the Student Services Department. Due to major changes to this department we feel that students may feel that there is less availability of counselors who have been reassigned and working individually within each division of the school. Conduct interviews to answer....</p> | <p>Student Perception Data</p> <p>High School Student Survey - March 7, 2018</p> <p>Student Services Performance Survey 2019 (Results Available Upon Request)</p> <p>Grade 5 E-Learning Survey (results available upon request)</p> <p>Grade 6 E-Learning Survey (results Available Upon Request)</p> |

COVID 19 Impact

ACS WASC Category C: Support for Student Personal and Academic Growth: Summary of COVID Impacts from Findings

Use the COVID narratives from each of the findings sections in Category C to summarize the impact COVID 19 has had on support for student personal and academic growth at TCIS.

COVID 19 has had little impact on student support for our Elementary School. Students were still able to have group and individual meetings with the counselors thanks to Google Hangouts and Zoom. The most significant impact COVID has had on student engagement when it comes to completing work. When students were in need of academic support our TA's and Teachers provided 1 on 1 help sessions as well as phone calls home to make sure students had all the tools needed. We were also able to host virtual spirit weeks, field trips, and other fun events for the students. What we were able to learn from our last year has prepared us for this year even more. Right away we were able to set up check in times for our 3rd and 4th grade students in small groups and make ourselves available to the parents and kids of 1st and 2nd grade.

In Middle School, students were able to meet with their counselor any time via Zoom and/or Google Meet, in addition to live chatting via Google Hangouts any time. Individual and group counseling sessions were held as needed to discuss a variety of topics including anxiety/stress related to online learning and COVID in general, attendance concerns, work completion, or any other issue brought to the counselor's attention. Teachers were able to continue using the MS Progress Monitoring Sheet to make note of issues they wanted addressed with students, in addition to regular emails being sent by teachers. The Peer Tutoring program had to shift online since students were not able to meet in person. The counselor communicated Peer Tutoring expectations online with all of the Peer Tutors as well as the tuttees. Students were encouraged to continue working with their Peer Tutors via Zoom/Google Meet where they could see each other and share their screens to display work. The counselor continued to provide personality and career assessments to students in Grades 5-8 via the Grade 5 and 6 Advisory block, as well as the Grade 7 and 8 Choice Time block. In addition the counselor was able to arrange a MAP test which was proctored via Zoom (share screen). Grade 5 and 6 students were surveyed about their overall feeling towards online learning, and were given the opportunity to discuss their feelings about this during their Advisory time.

High school students were able to submit their college applications using online application tools such as The Common Application, TCAS, UCAS, and MaiaLearning. Similarly, students took online college placement tests online to the greatest extent possible (i.e. AP exams, Computer-based English Proficiency Exams, etc.). High school students were also able to meet with their counselors individually and in groups using the Zoom platform to discuss their academic, personal, social, and college/career-related needs. Similarly, the high

school counselors sent critical messages to students using Google Classroom and kept parents informed using the online high school newsletter and official social media messaging platforms (i.e. Line).

The TCIS has been successful when it came to the transition from on campus learning to online learning. The school counselors worked hard to ensure that the students who had academic and emotional issues were meeting with them on a regular basis. The school continued to host promotion ceremonies and transition events to make sure the students felt as much normalcy as possible.

ACS WASC Category C. Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs.

Summary (including comments about the critical student learning needs)

Overall, TCIS students are connected to a comprehensive system of support services, activities, and opportunities in order to achieve schoolwide learner outcomes.

Adequate Personalized Support: The student services department is effective at providing support in health, career, and personal counseling, and academic assistance.

Strategies Used for Student Growth/Development: TCIS is effective at identifying personalized approaches to learning and alternative instructional options for higher- and lower-achieving students; however, more could be done to identify alternative approaches to learning for students in the “middle”. Suggestions include better use of MAP testing data.

Support Services and Learning: While we feel that TCIS is effective at identifying students who are under-performing, difficulties with communication and expectations that students will eventually be socially promoted have led to less than effective results.

Co-Curricular Activities: Many activities are available for students at TCIS to globally participate in service and other community-building activities.

Student Involvement in Curricular/Co-Curricular Activities: While many opportunities exist for students to be involved, TCIS needs to create a better system to track overall participation in such activities.

Student Perceptions: Before last year, there was no data available to assess student perception of the student support services at TCIS. Interviews and surveys should be conducted to gauge perceptions. Our Middle School started collecting this data, and it should be done regularly in all divisions.

Prioritize the areas of strength and growth for Category C.

Category C: Support for Student Personal and Academic Growth: Areas of Strength

At TCIS, areas of strength include providing academic intervention, referral services, and support to students through the use of multiple programs. We identify personalized approaches to learning and alternative instructional options for higher- and lower-achieving students. TCIS has a wealth of student-led clubs, trips, and opportunities available to students to allow them to act globally and contribute to our community. The TCIS has successfully transitioned from the college application platform Naviance to Maia Learning. Students, teachers, counselors, and administrators have worked together to guide our students into excellent universities worldwide.

During our COVID closure, TCIS planned and executed virtual graduations for the High School Graduation, Middle School Graduation and Elementary Grade 4 Graduation and Kindergarten Ceremony. Students were active participants and contributed pictures and speeches for online graduation use.

Category C: Support for Student Personal and Academic Growth: Areas of Growth

Areas of growth for TCIS would include the need to gather data on student perception of the organization, availability, and usefulness of our student services program.

In addition, TCIS needs to consider better ways to communicate with parents of underperforming students and set clear policies for students that are struggling academically.

Student attendance needs to be tracked more rigorously and consequences should be communicated and implemented for students who are habitually tardy or absent without excuse.

The TCIS needs to create a cohesive connection between the college application process and English class-finding ways to work together to strengthen essays.

Accountability towards student events, community service, etc needs work. Community service trips often have a little community service and a lot of vacation/ down time.

The TCIS needs to find ways to better connect with parents in support of their child's education-student led conferences, as an example.



Our middle school principal taking time to check-in with students and build relationships between periods.

Category D: School Culture and Environment

D1. School Environment and Child Protection Criterion


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

Indicators with Prompts

Caring, Concern, High Expectations

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

Prompt: *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?*

| Findings | Supporting Evidence |
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| <p>TCIS is highly effective in demonstrating caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.</p> <p>The staff and school strongly support high expectations with respect to learning three languages. TCIS is somewhat effective with expectations with regards to content and classroom expectations. TCIS is invested in showcasing student success and supporting and caring for each student.</p> <p>Students are expected to be fluent in three languages.</p> <p>The parent perception data states that 90% of our parents believe the teachers are available to help their children.</p> <p>About 70% of students feel that teachers care about them based on the Student Perception Data.</p> <p>Many students are showcased at school assemblies for their achievements, even when they occur outside of the school.</p> <p>Teachers need to think critically about their content and classroom expectations moving forward. To improve, they will need to be consistent within all classrooms to develop high expectations for content learning. However, teachers and staff clearly care about students, which is very important.</p> <p>Students' safety is our first priority. We keep reminding students to wash their hands with soap and water before every class and snack/lunch time. This year students are not allowed to share any tools or stationery. Students have their own stationery. Students can understand directions (such as: wash your hands with soap and water, line up, put your masks on) in English, Thai, and Chinese very well.</p> | <p>Student Surveys</p> <p>Parent Perception Data</p> <p>Student Perception Data</p> <p>New Normal at TCIS video</p>  |


Hand sanitizer is provided in every classroom, students may utilize it when learning every subject. Classrooms are cleaned every day. Temperature is checked every morning and at lunch time. If the temperature is higher than 37.5 °C, the student's parents are contacted by the school nurse, so the child can be brought home. Parents are not allowed to stay on the campus after sending their child.

This year, when ECE kids are taking a nap, their mats are far away from each other to keep social distance. That way children may not bother each other.

Student Self-Esteem

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

Prompt: *To what extent does the school foster student self-esteem through high expectations for each student and recognition of successes?*

| Findings | Supporting Evidence |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>TCIS is highly effective at fostering student self-esteem through high expectations for each student and recognition of successes.</p> <p>At TCIS the majority of students feel supported and are recognized for their success. However, teachers are only somewhat effective at building student self-esteem through high expectations, especially for newly enrolled students who might be weak in one of the three languages.</p> <p>Based on the student survey, teachers should strengthen the content that is being provided. Some students feel they could be challenged more. Additionally, teachers need to be consistent with their expectations for all students for completing course work. There are no clear programs in place for students that are at beginning English/Chinese fluency in middle and high school.</p> <p>Based on the student perception data, 70% of students are supported and feel their time is enjoyable and effective. However, this means there are 30% that are not completely satisfied with their education at TCIS.</p> <p>Divisions and departments have monthly awards ceremonies to showcase student achievement. This helps foster student self-esteem.</p> <p>There is an opportunity to improve student engagement if we work to meet the needs of all students, not just 70%.</p> <p>Each month, we give awards to our monthly SLO student winners, not only in English, but also Thai good manners award and Chinese diligent learner award. Due to the covid-19 situation this year, we are avoiding large groups. We praise and give students awards individually instead. We take photos for monthly student awards and post them on bulletin boards.</p> | <p>Student Survey</p> <p>Student Perception Data</p> <p>Sample Slides for Award Ceremony</p>  <p><i>Monthly awards ceremony</i></p> |



Thailand Red Cross Youth Volunteer Workshop Award (left) and Thailand National Team in Asian Short Track Speed Skating (right)



Thai Proficiency Test Award

Collaborative Culture of Mutual Respect, Inquiry, and Communication

Indicator: A collaborative culture of mutual respect, inquiry, and effective communication among and between staff, students, and parents is evident. There is an understanding of the importance of cross-cultural communication in improving teaching, learning, and management.

Prompt: What evidence supports a collaborative culture of mutual respect, inquiry and effective cross-cultural communication among and between staff, students, and parents?

| Findings | Supporting Evidence |
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| <p>TCIS is highly effective at supporting a collaborative culture of mutual respect, inquiry, and effective communication among and between staff, students, and parents is evident.</p> <p>TCIS works hard to showcase the cultures of its students. Parents are invited to participate and attend events throughout the year and staff members are encouraged to participate even when it is not their native culture.</p> <p>Below is a list of festivals and events that are organized each year at TCIS:</p> <p>Korean Day Japan Day Father's Day Mother's Day <u>Taiwanese Celebrations:</u> Chinese New Year 10/10 Day <u>Thai Celebrations:</u> Songkran Loy Kratong Wai Kru</p> | <p>Korean Day</p> <p>Japan Day</p> <p>Taiwanese Celebrations: <u>Chinese New Year</u></p> <p><u>Double 10 Day</u></p> <p>Thai Celebrations: Songkran</p> <p>Loy Krathong</p> <p>Translated messages for parents in all 3 languages</p> |

Additionally the school sends letters and messages to parents in English, Chinese, and Thai translations via LINE, Facebook, divisional newsletters, and the school website.

The school library also collects books in English, Chinese, and Thai, and provides reading material to students and parents.

The school's canteen diet also provides international meals: Thai-style meals, as well as Western and Chinese food.

We should continue to support these events as they help foster cultural awareness for all the students at TCIS.

Students participate in every event in our school every year. We learn how to show our respect to our teachers in Thai culture at the Wai Kru ceremony. Students perform to show their love to parents on Mother's Day and Father's Day. Students also experience Taiwanese culture on Double Ten Day. Students perform Chinese traditional dance, experience Chinese hands-on works and learn Chinese culture during Chinese New Year. We have a winter concert and a spring concert every year. Students can play instruments and sing songs in English and Chinese.

Due to the covid-19 situation this year, parents are not allowed to be on the campus, but these events are broadcasted live. Parents or guests can watch or join our event through facebook. This year for the winter concert, TCIS restricted the number of guests who could attend in person. The ones who did attend were kept at a safe social distance by having spacing between seats. All the students, teachers, and staff have masks on while attending these events.

Teacher Support and Encouragement

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

Prompt: *How effective is the level of support and encouragement for teachers to use innovative approaches to enhance student learning?*

| Findings | Supporting Evidence |
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| <p>TCIS effectively supports a culture that provides support and encouragement for teachers to use innovative approaches to enhance student learning.</p> <p>Based on the Teacher Perception Data, 63% of teachers are happy with the support they receive from TCIS. There were only 11% who felt TCIS was poorly supporting them.</p> | <p>Teacher Perception Data New teacher recruitment video</p> <p>Film Festival</p> <p>Global Studies</p> <p>ReSea Write-Up</p> |

The majority of teachers feel supported and encouraged to use innovative approaches. This is evident in the many unique activities, classes, and clubs that teachers organize.

Teacher-organized enrichment activities:

- ReSea Clean-up trips
- MUN club trip to Korea
- Global Studies trip to study Indigenous cultures
- MS science field trips
- HS Film Festival
- Global Studies Class
- ASEP activities, such as, strategic games, chess, robotics, magic club, cooking/baking club
- Maker Space PD



(Maker Space Professional Development Workshop)

Teachers are given the opportunity to request Professional Development when they see training that will help them to increase their positive impact on student learning.

When teachers feel supported, it positively impacts student learning and should be continued.

Since the outbreak of the COVID-19 epidemic, schools have been closed and students must use the Internet for online learning at home. Teachers conduct teaching activities through the network platform (ZOOM). Until the summer vacation in June 2020, teachers and students completed the online teaching mechanism. In addition to teaching at all levels, online virtual off-campus teaching /field-trip, online Chinese singing performances, online spiritual week and other activities were also held. Teachers and students participated in and obtained the school strong support and effectiveness.

Since the beginning of school in August 2020, the school has cooperated with the Thai government's epidemic prevention decree to gradually lift

[PD Workshop for TCIS - August](#)

[PD Tracking Document](#)

[Online Learning](#)

[Virtual Class Meeting Norms](#)



Class and learning environment management for CoVid-19



Keep social distance and individual utensils

the ban and open the teachers to resume normal teaching in the classrooms. It is still necessary to do a good job of cleaning and disinfection, wear masks and take various epidemic prevention measures to establish a safe learning environment , Teachers and students are guaranteed energy saving and concentrate on teaching and learning.

Our school has also provided enough materials such as writing utensils, notebooks, colors, etc. for students to use and to avoid sharing as well as passing any disease from one student to another. To ensure the safety of our students all of the materials that students have touched have been sanitized as well.

In order to provide the best communication on a daily basis with ECE and G.1 students, especially with regards to the Covid-19 pandemic, our school has purchased the app called “Seesaw.” In order to be more efficient our school also provided workshops for ECE and ES teachers.



Safe, Clean, and Orderly Environment

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

Prompt: *Comment on your analysis of the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

| Findings | Supporting Evidence |
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| <p>TCIS effectively has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.</p> <p>The school has worked hard to improve existing policies and update the resources that are provided to staff, parents, and visitors who come to TCIS. This can be seen with the updated handbooks, the new ID scanner at the entrance, and the organizations that help keep the school safe, clean, and pleasant.</p> <p>Updates were made to the Crisis Response Manual</p> | <p>TCIS Crisis Response Manual</p> <p>Faculty Handbook</p> <p>Child Protection and Safeguarding Policy</p> <p>Canteen Committee Meetings</p> |

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| <p>A Child Protection and Safeguarding Policy was launched.</p> <p>A new canteen company was chosen this year to help improve the diversity and quality of food for our students.</p> <p>TCIS should continue to improve and develop its policies each year to keep the campus safe, clean, and orderly.</p> <p>Since the outbreak of the COVID-19 epidemic, schools must fully abide by the Thai government's decree, and implement epidemic prevention measures and a clean, safe, and orderly teaching and learning environment.</p> <p>With the development of the epidemic, the school will announce information about the epidemic abroad and at any time, announce the Thai government's decree and measures for epidemic prevention, and publicize how to keep the campus clean, disinfected, and control measures for people entering and leaving the campus. The school administration system through the network platform (Official School Facebook) conducts efficient information communication, so that teachers, students and parents can get the fastest and most accurate information.</p> <p>In order to enable teachers and students to obtain a safe online teaching environment during the COVID-19 epidemic, in addition to strengthening the control of bandwidth traffic, the school has also strengthened the security system of the network firewall to ensure that teachers and students are under a protected network domain. Fully carry out various teaching and learning activities. The IT department of the school always supports the needs of teachers and students, and solves problems immediately, so that teachers, students and parents can learn without any difficulties.</p> <p>Due to the Covid-19 epidemic, our school has set up the new layout for every classroom. We have arranged each student's desk to separate at least 1 meter away from another. Tables and chairs have been set up in the same manner.</p> | <p><u>CoVid19 News on the official TCIS webside</u></p> <p><u>New Normal at TCIS video</u></p> |
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Our cleaning ladies receiving a well-deserved thumbs-up.



Power washing and disinfecting our playground equipment.

Child Protection

Indicator: 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.

Prompt: *Evaluate the developed and adopted definition of child abuse to ensure it is appropriate.*

| Findings | Supporting Evidence |
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| TCIS has somewhat effectively explained the definition of child abuse to help teachers when they need to identify child abuse. However, the school needs to put more thought and explanation into commercial exploitation and how to handle inappropriate behavior of children towards other children. | Child protection and safeguarding Policy |
| The Child Protection and Safeguarding Policy provides the definition of abuse. Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults, or another child or children. | Child Protection Slides - Training |
| | TCIS School Preparation Video |

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| <p>There is no clear policy to handle commercial exploitation in the Child Protection and Safeguarding Policy.</p> <p>There is no clear policy to handle inappropriate behavior of children towards other children in the Child Protection and Safeguarding Policy.</p> <p>While TCIS has effectively defined child abuse, it needs to continue to develop its policies and explanations for different types of abuse, especially children towards other children.</p> <p>During the COVID-19 period, there have been strict controls on entering and leaving schools to ensure that students have a safe learning environment while they are in school. All teachers and students of the school must strictly abide by the epidemic prevention regulations. For example, the school has purchased heat-sensing equipment to assist in control of teachers' and students' body temperatures, in addition to actual measurements taken by the school nurses.</p> <p>In order to ensure the safety of students, we have strengthened the promotion of wearing masks throughout the day, maintaining safe social distancing, and indeed developing the correct concept of frequent hand washing. We have also strengthened the routine work of cleaning the campus and classrooms with frequency.</p> | |
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Indicator: 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.

Prompt: *Evaluate the effectiveness of the 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. Determine if these policies and practices are reviewed regularly.*

| Findings | Supporting Evidence |
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| <p>TCIS somewhat effectively implemented established policies for staff to follow in order to provide a safe school environment. The policies have been recently updated, and the FA has spoken with the administrative team to clarify the reporting process. It would be beneficial for the school to establish a yearly date to review the policy.</p> <p>Based on the Child Protection and Safeguarding Policy, several safeguarding procedures. For example, all doors must have a window and teachers must use faculty bathrooms. Adjustments were made to teacher classrooms to be sure there is compliance with these updated policies.</p> <p>At the beginning of the year, the Head of School gave a training for all staff members.</p> | <p>Child Protection and Safeguarding Policy</p> <p><u>Virtual Class Meeting Norms</u></p> |

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| <p>Teachers were required to sign-off on reading the child protection policy.</p> <p>To keep child safety a priority, a yearly review should be scheduled at the end of the year with a combination of administration, teachers, and staff to clarify what is working and not working with the reporting process.</p> <p>In response to the outbreak of COVID-19, students are learning online. In order to ensure the safety of students using the Internet, the school has formulated clear usage specifications, and teachers and students conduct teaching and learning activities in a protected network environment.</p> | |
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Indicator: 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.

Prompt: *Evaluate the effectiveness of the scheduled program of regular, systematic professional training for volunteers, contractors, faculty, and staff on student safeguarding, child abuse prevention, recognition, intervention, and reporting.*

| Findings | Supporting Evidence |
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| <p>Currently, TCIS has training at the beginning of the year for staff, faculty, and parents. This is effective as a reminder for returning staff and introduction for new staff.</p> <p>TCIS faculty training happened at the beginning of the year.</p> <p>Parents were also trained on the safeguarding of their children.</p> <p>Continual training throughout the year for new families would be helpful, potentially through newsletters.</p> <p>Due to the late arrival of teachers amid the Covid situation, training was provided online to new teachers at the beginning of the year. Documents were shared online regarding safeguarding school policies.</p> <p>With Covid-19, and the ongoing potential for having to change to online learning in lieu of on-campus classroom activities, we must maintain positive personal and social interactions with our students. Lockdown can be a stressful time for families, and teachers should make an extra effort to monitor students' emotional well being, as well as academic progress. As a rule, online learning at TCIS requires a minimum 15-minute introduction using face to face software such as Zoom and a 10-minute closing and reflection using the same venue. This way, teachers can observe any important behavioral changes with the students.</p> | <p>Orientation 2020</p> <p>Child Protection Policy Training</p> <p>Parent Orientation</p> <p>Virtual Class Meeting Norms</p> <p>Middle School Parent Newsletter</p> <p>Child Safeguarding policy</p> <p>Online Training Provided to New Teachers</p> |

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

Prompt: *Review and evaluate the formal learning programs through the school experience related to child protection.*

| Findings | Supporting Evidence |
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| <p>TCIS is somewhat effective at having in place formal learning programs through the school experience related to child protection.</p> <p>The Head of School provided training for all teachers at the beginning of the year based on child safety. He was clear in his expectations, but additional opportunities to train or learn about child protection would be beneficial. An area that needs to be addressed is child protection training of local staff and vendors. TCIS is currently researching Thai-language based child protection for staff. Additional training could be sent out through newsletters or provided by the Student Services, especially for new families.</p> <p>If online learning should commence, it is important to send letters home to the parents in all languages, stating ways to contact the teachers via Zoom, Google chat, phone, or email in order to keep lines of communication open. With a lack of daily social interchange while students are being dropped off and picked up, the families of our students need to have alternate methods of contact. This connection allows for families to voice concerns and ask questions, and additionally helps preserve a sense of community for all stakeholders</p> <p>Due to the Covid situation, parent orientation took place after school started with a reduced number of parents.</p> | <p>Child Safeguarding policy</p> <p>Orientation 2020</p> <p>Child Protection Slides - Training</p> <p>Parent Orientation - Child</p> <p>On-Line Learning Lesson Plan 2021</p> |

Indicator: 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.

Prompt: *Evaluate the effectiveness of the*

| Findings | Supporting Evidence |
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| <p>TCIS is somewhat effective at having structured procedures for reporting suspected or disclosed maltreatment or abuse and formal policies identifying actions to be taken, including informing appropriate authorities and school administrators.</p> <p>Completed forms are given to the principal/HOD/or Thai Director to decide the next steps to be taken.</p> <p>An area of improvement in this area is to have a review process in place each year to ensure the process continues to work effectively.</p> <p>Due to the late arrival of teachers amid the Covid situation, training has been provided online to new teachers at the beginning of the year.</p> | <p>Child Safeguarding policy</p> <p>Child Protection Slides - Training</p> |

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| Documents have been shared online regarding safeguarding school policies. If online learning should commence, it is important to send letters home to the parents in all languages, stating ways to contact the teachers via Zoom, Google chat, phone, or email in order to keep lines of communication open. With a lack of daily social interchange while students are being dropped off and picked up, the families of our students need to have alternate methods of contact. This connection allows for families to voice concerns and ask questions, and additionally helps preserve a sense of community for all stakeholders. | |
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Indicator: 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.

Prompt: *Evaluate if 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.*

| Findings | Supporting Evidence |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| TCIS is aware of and is highly effective in following Thai laws in regards to child abuse. This area has not suffered changes associated with the Covid Pandemic. | Thai Protection Policy at TCIS |

D2. Parent/Community Involvement Criterion

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.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement

Indicator: 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.

Prompt: *Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents and/or online parents.*

| Findings | Supporting Evidence |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| TCIS is highly effective in involving parents in the school environment by inviting them to participate in events. The school also regularly works with the local community throughout the year. TCIS could improve by involving parents more in the teaching/learning process. TCIS has an active Parent Association, and parents are included in several events at school throughout the year, such as New Teacher Orientation, Open Houses, Family Nights, etc. | https://www.tcis.ac.th/tcis-parent-association |

Many parents participate during the Chinese New Year festival by setting up booths.

Parents are also involved in the Loy Krathong fashion show and the Songkran festival.

Parents are regularly invited to see student performances throughout the year, and are able to attend award ceremonies.

Community members join in the learning process each year:

- Community clean-up days
- Monk talks during Songkran
- Taiwanese experts teach the lion dance and CNY drum performances

At TCIS, we value learning and growth through participation in sport.

Support and involvement from parents has been crucial in making our sports program a successful and solid building block for our school community. One example of this is parent attendance at sports matches, which results from clear communication between coaches, teachers, and parents. A combination of face-to-face communication, along with tech tools such as Google Classroom, the LINE messaging app, and email has helped to keep parents informed and involved from the homefront, as well as at matches—, both home and away.



Parents participate in Sports Day

[Parents attend cultural events like Loy Krathong](#)



Parents attend coffee chats to discuss teaching and learning at the school

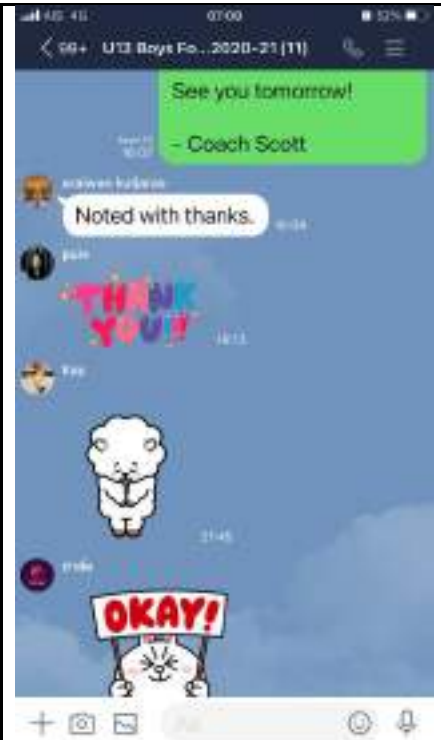




Parents are happy to participate in activities and have fun with students. In 2019, we have Ms. Chang (江怡倩女士) as the judge of the Chinese singing competition.



A parent and member of the TCIS Parent Association waves goodbye to her daughter at the gate in the morning. (Screenshot from our New Normal video.)





Parents use LINE to monitor team news, and to film and share moments from matches, such as goals, halftime team talks, and the post-match handshake.

Use of Community Resources

Indicator: The school uses community resources of the host country to support students such as professional services, partnerships, speakers, etc.

Prompt: *How effective is the school use of community resources to support students?*

| Findings | Supporting Evidence |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>TCIS is effective at utilizing community resources. TCIS introduces community resources in many classrooms to assist students in understanding Thai society, art & culture, language classes, higher education, physical development, environmental concerns, and technology skills.</p> <p>Within the Thai department the school has had visits from universities and helped with soi clean-ups.</p> <p>The Chinese department has had visiting cultural teachers each year, plus many visits from Taiwanese government and business officials who help support the school.</p> <p>The music department has had several guest conductors at the school.</p> <p>The art department has had several workshops and presentations from local artists. Additionally, student art has been showcased throughout Bangkok.</p> <p>The PE department participates in BISAC tournaments.</p> <p>The Library has an author visit each year, plus they have book readings focused on traditional festivals.</p> <p>TCIS is effectively using community resources, especially in the Arts and Electives. To improve on this, the school can try to utilize more speakers to the whole school when possible.</p> <p>From November to December each year, culture teachers will visit TCIS for one month to teach students about Chinese culture. Due to the covid-19 situation in 2020, Taiwanese cultural teachers can not enter Thailand as scheduled. However, we still have the support of graduate students. Who passed on the Chinese drum percussion techniques she had learned at TCIS to her younger siblings, so that TCIS can maintain the traditional culture of the Chinese New Year's vibrating drum.</p> <p>Korea Day festivals were held in January or February. TCIS Korean language class students and Korean students from South Korea</p> | <p>ITC Madihol School Visit</p> <p>King Mongkut's University of Technology Thonburi (KMUTT) Visit</p> <p>The Sirindhorn International Institute of Technology Thammasat University (SIIT) Visit</p> <p>See the supporting Use of Community Resources at TCIS</p>  <p>Local university professor Dr. Pamornpan Komolpamorn conducts the Grade 8 Band, September 2020.</p>  <p>A graduate student is teaching Grade 12 students how to play Chinese drums.</p> |

performed Korean cultural shows together. Not only the performances but also Korean booths set up for giving a chance to try Korean foods, folk games and traditional costumes. These festivals helped the TCIS community to learn and experience diverse culture.

Also, Korean Language class students learned New Year's Day traditions of Korea. Students dressed up in Hanbok and practiced big bows on New Year's day.



Parent/Community and Student Achievement

Indicator: 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.

Prompt: Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program. Evaluate the understanding level and involvement of parents in the focus on students demonstrating global competencies.

| Findings | Supporting Evidence |
|----------|---------------------|
|----------|---------------------|

TCIS is **highly effective** in showcasing student achievement throughout the year. Additionally, there have been several opportunities for parents to train in the grading website and to understand the use of MAP scores. Many parents are happy with the learning that takes place at TCIS.

TCIS is taking a multi-pronged approach:

1. NWEA MAP results were issued with progress reports in September.
2. Training for how to read MAP reports was conducted on October 1, at the Parent Coffee function.
3. Curriculum is published through the curriculum website (linked on school page).
4. SLOs have been posted as banners on campus.
5. Principals and teachers regularly publish newsletters and distribute to families and students.
6. Line group and Facebook posts include information regarding SLOs and student assessments.
7. SLOs are published on the school website.
8. Curriculum information (including information about Common Core and AP standards) are on the school website.
9. SLO Awards are presented monthly in MS and ES, and bulletin boards sharing these accomplishments are displayed on campus.
10. SLO's are posted in the Admission Room and are shared with new and potential families.

Many parents are happy with the learning that takes place at TCIS.

TCIS helps parents in many ways to understand the goals, grading, and testing that is being given to students.

SLOs in English, Chinese, and Thai are posted on campus and in every weekly Parent Newsletter.

The TCIS Chinese Department organizes the Test of Chinese Proficiency (TOCFL) every year since the 2017-2018 school year. Students and parents can know the student's Chinese language proficiency based on test scores and check their progress.

Due to the COVID-19 situation, TCIS switched to virtual, online teaching in response to Thai government policies from March-June 2020 and again during January 2021. During online learning, students follow their normal schedules to learn, face-to-face with the teachers and complete assignments.

[NWEA MAP Testing](#)

[How to read MAP results \(for parents\)](#)



Schoolwide Learner Outcomes posted prominently above the sports field

[Parent Perception Data](#)



September 3, 2020 --TOCFL



The picture shows how students are doing their presentations during ZOOM virtual class. An 8th grader student is presenting about 3 New year's wishes both in English and Korean.



This screenshot is from Grade 8 Korean class. They are answering questions during the ZOOM meeting class. Grammar points are shown by the teacher in the chat window.



HS Drama Students [“Family Portraits”](#) Activity—Modified for Zoom

Earlier in the school year, when students were together in the classroom, they took photos of each other to make a mosaic poster with all of them capturing their exaggerated physical response to various drastic situations. That task was later adapted to fit our online learning format, by forming small groups in breakout rooms, where they together agreed on their situations to capture, then submitted screenshots of their group’s momentary performances.

Additional Online Instruction Prompt: Evaluate the school’s processes to ensure that parents understand the expectations for the online instruction in relation to the desired student achievement and to review and counsel families for whom the selected online instruction format may not be the best match.

| Findings | Supporting Evidence |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| TCIS is effective at ensuring that parents understand the expectations for the online instruction in relation to the desired student achievement and to review and counsel families for whom the selected online instruction format may not be the best match. | |

When new families join the TCIS community, they are provided information about the online instruction systems that their children will be using. Throughout the year, training is provided to help parents as well. More support could be provided for families for whom the selected online instruction is not working.

Parents can use the phone, e-mail, Facebook, LINE, and other official school communication channels to receive school information and to contact various school offices. The school also holds regular parent meetings to keep them informed and interact with parents who have questions or concerns.

When parents register at our school, they are informed that we are a Google school. All classes use either Class Dojo or Google Classroom, and parents are invited to join to monitor student work.

Parents are given information about accessing PlusPortals (our grading system) and periodic training is offered (last session was 10/30). A link to PlusPortals is listed on the school website.

Middle school grades 5 & 6 are issued Chromebooks to use on campus, while grade 7-12 students are required to purchase MacBooks or Chromebook, which are used regularly in instruction. We provide information to assist parents with the purchase. The Parent association also distributes information to parents.

TCIS should continue to find ways to help students/families that may not be effectively able to use the online instruction.

For example, our counseling department invites parents of each grade 11 student to schedule an individual meeting to discuss their child's hopes and preferences about university applications.



September 3, 2020 --TOCFL
[Flyer - PlusPortals Training for Parents](#)

[PlusPortals Training Slides](#)

[Flyer @ Computers in HS](#)

TCIS facebook



HS Parent Coffee, Aligning the High School Curriculum to US, Thai, and Taiwanese Universities (Dec 3, 2020)

COVID 19 Impact

ACS WASC Category D: School Culture and Environment: Summary of COVID Impacts from Findings

Use the COVID narratives from each of the findings sections in Category D to summarize the impact COVID 19 has had on school culture and environment at TCIS.

Students' safety is our first priority and is embedded in our school culture, and maintaining that commitment to students continued during the COVID pandemic. School-wide, hand sanitizer is widely available to students and to all stakeholders. Social distancing has been practiced for all students. In the PreK classes, social distancing extended into their nap times, as all mattresses were spaced at least one meter apart to ensure students' safety. Handwashing has always been routine for students at TCIS, however, it took on a greater priority due to COVID-19.

Due to the COVID-19 situation, TCIS switched to virtual, online teaching in response to Thai government policies from March-June 2020 and again during January 2021. During online learning, students follow their normal schedules and interact face-to-face with the teachers and complete assignments. When we returned to learning within the classrooms, furniture layouts were adjusted. We arranged each student's desk to be separated by at least one meter. Floor mat areas were set up in the same manner. In addition, between all lessons, all desks and tables in the classroom are wiped down and sanitized.

TCIS is a family community, but due to COVID-19 situation this year, parents were restricted from being on campus to gather or to attend events that they were traditionally attended. To maintain parental involvement in those challenging times, many of our events were broadcasted live on Facebook. However, while maintaining strict safety and social distancing procedures, the early years and elementary divisions were allowed to have their parents attend the 2020 Winter Concert event in person on campus. This provided parents and students with a much-appreciated sense of normalcy to the school-year.

While we endeavor to maintain as normal a school routine as possible, we are very aware of the extra stresses on students, families, teachers, and staff that has resulted from COVID-19. Due to this, we remain strongly committed to providing students and families with extra support and to providing staff with a positive work/life balance. We make it a point to reach out to staff who need extra support due to being away from their families in their home countries due to travel restrictions.

ACS WASC Category D. School Culture and Environment: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs.

Summary (including comments about the critical student learning needs)

TCIS has a clear focus on providing a trilingual learning environment. Many students feel challenged when learning the three languages, however. When new students join the TCIS community in the MS and HS grade levels with a weaker level of English/Chinese/Thai proficiency, there are very few resources to help them. Fortunately, the majority of students are happy and feel cared for at TCIS. The school has done a great job to make improvements on school safety and teaching the school community about the Child Protection Policy.

Prioritize the areas of strength and growth for Category D.

Category D: School Culture and Environment: Areas of Strength

The areas of strength would include:

- Trilingual language curriculum
- The majority of parents, students, and teachers are happy at TCIS
- There is a strong cultural awareness at TCIS, and it is celebrated within the school.
- Many community resources are used throughout the year, especially within the Arts and Language classes
- Great improvements have been made with child safety and within the Child Protection and Safeguarding Policy at TCIS

Category D: School Culture and Environment: Areas of Growth

The areas of growth would include:

- TCIS should develop a better system to care for all students, especially new students that need more language support in the upper grades
- TCIS should be consistent in developing high expectations for classroom content that will challenge students.
- TCIS should continue to develop and reevaluate the Child Protection and Safeguarding Policies each year. They should include a variety of members to help in this process, from administrators, teachers, staff, and probably even parents.



Parents attend an early years and elementary school Coffee Morning with Parents event.

Category E: ONESQA Standards (for ACS WASC/ONESQA schools)

The Quality Assessment of the Thai Language and Thai Studies* Programme for International Schools in Thailand on the 4th Round of the ONESQA and the Joint Accreditation between the ONESQA and Overseas Accreditation Agencies

Introduction

The Office for National Education Standards and Quality Assessment (Public Organization), referred to as ONESQA, has developed a cooperative relationship supporting the accreditation of international schools in Thailand through the implementation of a joint accreditation process with overseas accrediting agencies recognized by the Ministry of Education.

Under the fourth round of the external quality assessment of the ONESQA through the implementation of a joint accreditation process, the visiting team reviews and examines the quality of the whole school while the ONESQA evaluates the quality and standards of the Thai programme provision with the emphasis placed on the students' learning progress and achievement.

The provision of the Thai language and Thai social studies programme has become an integral part of all international schools as it is required by the Ministry of Education. The Thai curriculum aims to develop the students' knowledge, understanding and necessary skills relevant to the subject, and to instill an appreciation of the Thai language, culture and social values provided by the host country in order that they could develop positive attitudes and appropriately apply their learning in real life situations.

In order to support the continuing development and improvement of the quality Thai programme provision within an international context, the external evaluation of the quality learners is undertaken against the learning standards of the Thai curriculum developed by the ONESQA; the quality of leadership and management and the teaching and learning are reviewed against the standards set by the overseas accreditation agencies.

External Assessment of the Thai language and Thai Studies Programme

The learning standards of the Thai language, culture and social studies programme developed by the ONESQA outline the expectations of what students should know and be able to do in relation to the Thai and social studies curriculum standards of the Ministry of Education.

The ONESQA assessors examine the students' learning performance and achievement identified in the self-study report, the learners' quality is judged against those learning standards. The quality of management and teaching of the Thai curriculum are also reviewed by the ONESQA assessors in relation to the standards of the overseas accreditation agency visiting the school. The findings of the external assessment are intended to keep the school informed of the school's strength and the areas that the school may need further development.

*Thai Studies includes Thai Social Studies, History and Culture

Students of Diverse Cultural and Language Backgrounds

Due to the students' diverse language and cultural backgrounds in international schools, the students demonstrate different levels of language proficiency, varying from advanced to beginning. Many Thai national students are native speakers and some Thai students may demonstrate intermediate level of language

proficiency. Most non-Thai students have limited exposure to Thai cultural and language environments and demonstrate basic language skills and knowledge about Thai society. The learning standards are then established to separately address the expectations for Thai and non-Thai speaking students' language skills and the knowledge and understanding of Thai society; however, the standards for assessing the students' desirable character traits are applied to all students in relation to the school's context and social values.

Learning Standards for Thai Language and Thai Studies

The learning standards are set into 3 domains comprising 10 standards as follows:

Domain 1: Language and Communication

- 1.1) Listening and oral skills for Thai-speaking students
- 1.2) Reading skills for Thai-speaking students
- 1.3) Writing skills for Thai-speaking students
- 1.4) Language and Communication for non-Thai speaking students

Domain 2: Thai Culture and Social Studies

- 2.1) Thai cultural values for Thai-speaking students
- 2.2) Thai history and governance for Thai-speaking students
- 2.3) Thai geography and environments for Thai-speaking students
- 2.4) Thai cultural and social values for non-Thai speaking students

Domain 3: Learners' Attributes

- 3.1) Positive Learning Attitudes
- 3.2) Desirable Characteristics

Students' Performance Evaluation Rating Descriptions

The following rating descriptions explain students' learning performance demonstrated at each of the four levels of performance. They should assist the discussion in identifying the current level of performance. In addition, this should assist in describing what additional actions or areas the students would need to demonstrate to achieve a higher rating.

The external evaluation of students' learning performance is carried out against the learning standards set on a four-point scale including

- Outstanding (O)
- Competent (C)
- Satisfactory (S)
- Developing (D)

The four-point scale of performance is defined as follows:

| Levels of Performance | Definition |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outstanding (O) | Most students consistently make good learning progress and demonstrate high academic achievement in nearly all learning areas. Their learning performances are exemplary. |
| Competent (C) | Most students consistently make good learning progress and demonstrate high academic achievement in many learning areas. |
| Satisfactory (S) | Most students consistently make learning progress and achieve the expected learning standards. |
| Developing (D) | Most students' learning performances are at a fundamental level; they are working to achieve the expected learning standards. |

The Learning Framework and Standards for Quality Learners

Students demonstrate knowledge, skills and understanding of Thai language and Thai studies in relation to the learning standards of the school curriculum and develop positive attributes.

Thai Language and Culture courses focus on allowing students to learn and apply knowledge and various skills in real life. Students are taught by highly knowledgeable and experienced native Thai teachers in different ways, both theoretical and practical. It is learner-centered education. The focus is on preserving and inheriting Thai traditions, which is the foundation of Thai culture.

The TCIS Thai Language & Culture program provides two sections: “mother tongue” and “foreign tongue.” Students who are Thai nationality and have a strong background in the Thai language are placed in the mother tongue class where the lessons focus on effectiveness and proficiency in listening, speaking, reading, writing, literature, social studies, and history. In the foreign tongue classes, students are non-native Thai speakers, and the lessons focus on communicating in basic Thai, reading basic Thai, and learning about Thai culture and traditions in order to live life effectively in Thai society.

We aim to enrich students' ability to learn both the language and moral values, in order to help them take their places in society as good citizens. In grades 9-12, non-Thai citizens new to Thailand are required by the Ministry Of Education in Thailand to study at least 1 period of Foreign Thai Language every week for 2 years.

Students in Thai language and culture courses are measured and evaluated according to the standards and units of learning of each class level. Measuring and evaluating each individual students' learning differences is emphasized.

Highlight on TCIS Thai Language & Culture Program

- Intensive Thai courses covering beginners to advanced students
- Nine certified Thai teachers
- Variety of Thai cultural events and festivals, including Songkran, Loy Krathong, Father's Day, Mother's Day, and Wai Kru's Day
- Extracurricular activities, such as Thai traditional dancing
- Community Service: Thai Red Cross Youth Volunteer, local community, and local school support
- Special internal and external academic competitions: Serm Panya Thai Language/Social Studies/English Proficiency Test and the Asmo Math/Science Olympiad Contest (External)/ Thailand Educational Development and Evaluation Tests (TEDET).
- Internal - Thai Knowledge Bowl
- The curriculum includes "The Five Precepts Thailand" (not part of the MOE requirement but they support student)
 - All Buddhists live by the Five Moral Precepts which are refraining from:
 - harming living things
 - taking what is not given
 - sexual misconduct
 - lying or gossip
 - taking intoxicating substances (e.g. drugs or drink)
- Campaigns to promote the Desirable Characteristics, according to the Thai Ministry of Education
 - Love of nation, religion, and the king
 - Honesty and integrity
 - Self-discipline
 - Enthusiasm for learning
 - Observance of principles of Sufficient Economic Philosophy in one's way of life
 - Dedication and commitment to work
 - Cherishing Thai-ness
 - Public-mindedness
- D.A.R.E. (Drug Abuse Resistance Education)
- A friendly learning environment with Thai cultural field trips
- Opportunity for admission to the top universities in Thailand

[TCIS Thai Language & Culture Standard](#)

[TCIS Thai Language & Culture Courses PK2-G.12](#)

[ES Thai Curriculum Maps](#)

[MS Thai Curriculum Maps](#)

[HS Thai Curriculum Map](#)

[2020-2021 OPEC SAR \(Self Assessment Report\)](#)

Domain 1: Language and Communication

| 1.1) Listening and Oral skills for Thai-speaking students | Level of Performance | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---|---|---|
| | O | C | S | D |
| Thai-speaking students communicate information effectively and apply communication skills in real-life settings in relation to the learning standards. 1.1 Evidence | | X | | |

Criterion

1. Students can summarise the key information from the listening.
2. Students can ask or answer questions relevant to the information heard.
3. Students can clearly express feelings or ideas with complete and correct grammatical usage and well-chosen vocabulary.
4. Students can present or discuss the information using register and vocabulary appropriate to context and audience.

Students will be encouraged to learn and practice four learning skills (listening, speaking, reading, and writing) through classroom activities and homework assignments, such as creating reports to present as classroom assignments. In this activity, students plan their work, chat with peers, exchange ideas, answer questions, and receive other people's opinions.

| 1.2) Reading skills for Thai-speaking students | Level of Performance | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---|---|---|
| | O | C | S | D |
| Thai speaking students can read effectively in relation to the learning standards of their grade levels. They read various types of reading materials and apply their learning in real-life settings. 1.2 Evidence | | X | | |

Criterion

1. Students read various types of reading materials including prose, poetry, magazines, prints, signs, documentary and literature, etc.
2. Students read and summarise main ideas or key elements of the information or stories read.
3. Students apply reading skills to acquire or construct knowledge and information needed for real-life situations.
4. Students analyse, evaluate values of the reading selections and give critiques of literature, texts, and media information read.

Students are encouraged to learn and develop reading effectively: reviewing pictures, textbooks, and literature in the classrooms, They also have the opportunity to read books outside, using Reading Logs to

continue reading practice. Students should be able to tell what they have learned from the stories they've read and then apply these concepts in daily life.

| 1.3) Writing skills for Thai speaking students | Level of Performance | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---|---|---|
| | O | C | S | D |
| Thai-speaking students can effectively write to communicate their ideas, to give out information in relation to the learning standards of their grade levels. 1.3 Evidence | | X | | |

Criterion

1. Students' writing is relevant to purpose and audience, and presents organised ideas.
2. Students' writing displays elements of good writing, including correct spelling, clarity, sequence, appropriate cohesion, effective vocabulary and register, etc.
3. Students can produce various writing forms including narrative writing, descriptive writing, persuasive writing, imaginative and expository writing.
4. Students' research or academic writing includes citations.

Students are encouraged to learn how to communicate effectively in the classroom. Students are able to write using good Thai communication skills, as evidenced by writing a presentation on paper, reading information, and compositions in Thai. They present work to their classmates by using different levels of Thai language, formal and informal language. Students can write poems and essays as well.

| 1.4) Language and Communication Skills for non-Thai Speaking Students | Level of Performance | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---|---|------|
| | O | C | S | Dash |
| Non-Thai speaking students demonstrate conversational skills in relation to the expectation of their language levels. 1.4 Evidence | | X | | |

Criterion

1. Students appropriately respond to others using verbal and non-verbal communication skills.
2. Students acquire a wide range of vocabulary relating to the learning topics.
3. Students engage in simple dialogues using simple words, phrases or short sentences.
4. Students can politely ask and answer simple questions.

Non-Thai students have been encouraged to learn Thai language skills to help them communicate. They have learned the Thai alphabet, Thai vowels, words, sentences, and idioms which they can use in real life. They complete activities, both theoretical and practical, such as reading and

writing in Thai books, making sentences from flashcards, making word headbands, creating their own games, and making presentations.

Domain 1:

Comments:

Most of our TCIS students consistently demonstrate Thai language knowledge and skills. They have high academic achievement in listening and speaking. Thai students are able to summarize information, answer questions, express feelings and discuss ideas appropriately.

Recommendations:

Students are working to achieve expected learning standards in academic writing and reading. TCIS could provide extra curricular writing and reading programs to further support students. TCIS could also encourage students to participate in external language competitions.

Domain 2: Thai Studies

| 2.1) Thai cultural studies for Thai-speaking students | Level of Performance | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---|---|---|
| | O | C | S | D |
| Thai-speaking students demonstrate knowledge and appreciation of Thai cultural and social values, and indigenous wisdom, and appropriately apply their cultural learning experiences in real-life settings. <u>2.1 Evidence</u> | X | | | |

Criterion

1. Students demonstrate appropriate Thai etiquette and manners in various occasions, including respectful behaviors towards the primary institutions of Thailand.
2. Students can describe the Thai way of life, Thai customs and traditions practiced in local communities.
3. Students can explain various types of Thai art and indigenous wisdom including Thai handicrafts, Thai mural paintings, Thai architectural designs and structures, Thai dramatic art and folk art, and Thai games and sports, etc.
4. Students have pride in their cultural identities, display cross-cultural awareness and a respect for cultural diversity.

The Thai Department has encouraged Thai students to learn about Thai culture. One important aspect of culture is Thai manners. Students have participated in all the Thai cultural events, such as Loy Krathong, Songkran, and Wai Kru. The students attend these activities for both pleasure and to understand Thai culture. It's critical that they learn to be proud of being Thai. It's a way to pass culture from generation to generation. The Thai Department is using integrated teaching which helps students understand the value of Thai culture.

| 2.2) Thai History and Governance for Thai-speaking students | Level of Performance | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---|---|---|
| | O | C | S | D |
| Thai-speaking students demonstrate the knowledge and understanding of the development of the Thai nation from past to present and the Thai governance under the constitutional monarchy. <u>2.2 Evidence</u> | | X | | |

Criterion

1. Students can tell the main features of Thai ancient kingdoms including important people and major events.
2. Students can describe the Thai way of life in the past.
3. Students can explain changes of the Thai governance systems from the past to the present, and the impact of the governance systems on the Thai people's way of life.
4. Students can explain regulations, civic duties, and social responsibilities.

The Thai Department has encouraged students to learn Thai history. For example, ES Students learn about the Thai political system's democracy. As a fundamental understanding of this topic, students get to choose a class representative through voting, learning how elections work in Thailand. In class, students build a box and make their own ballots, then count the ballots. MS and HS students learn about the Sukhothai Kingdom, Ayutthaya Kingdom, Thonburi Kingdom, and Rattanakosin Kingdom. Through this teaching and these exercises, students gain both knowledge and an understanding of Thai history.

| 2.3) Thai Geography and Environments | Level of Performance | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---|---|---|
| | O | C | S | D |
| Thai students demonstrate knowledge and understanding of the relationship between people and geographical environments and the importance of the conservation of the environment and natural resources. <u>2.3 Evidence</u> | | X | | |

Criterion

1. Students can describe geographical features and natural resources in different parts of Thailand.
2. Students can explain the impact of environmental changes on human lives and the importance of the conservation of natural resources, wildlife, and the environment.
3. Students demonstrate critical thinking on approaches needed for the sustainable prevention of natural disasters.
4. Students can explain the key elements of a sufficiency economy philosophy, and its benefits in improving people's quality of life.

The Thai Department has encouraged students to learn about Thai geography and our environment. For example, students learn about the lives of people near rivers. Students not only see how people sustain their lives from the river but also their unique traditions and culture, such as boat racing and living with nature. They can integrate the knowledge to the Thai ways such as make a Krathong from the banana leaves. They also have a Field Trip to learn how to plant rice in the rice fields.

| 2.4) Thai cultural studies for non-Thai speaking students | Level of Performance | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---|---|---|
| | O | C | S | D |
| Students demonstrate knowledge and understanding of Thai cultural and social values in relation to the learning standards, and appropriately apply their cultural learning experiences in real-life situations. 2.4 Evidence | | X | | |

Criterion

1. Students demonstrate appropriate Thai etiquette and manners in various occasions
2. Students display respectful behaviors towards the primary institutions of Thailand.
3. Students can explain the Thai way of life, Thai customs and traditions relating to Thai festivals and holidays.
4. Students display respect towards diverse cultural practices and beliefs, and obey Thai law and regulations.

The Thai Department encourages both Thai and non-Thai students to participate in Thai cultural events. For example, at the Loy Krathong Festival, students dress up in Thai traditional costumes and learn the Thai traditional dances. Students do the same for other cultural events, such as Father's Day and the Songkran Festival.

| |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Domain 2:</p> <p>Comments:</p> <p>Most students have high achievement in Thai cultural studies. Students show appreciation of Thai culture, social values and wisdom by expressing appropriate Thai etiquette and manners.</p> |
| <p>Recommendations:</p> <p>Students could be more involved in local Thai wisdom workshops from experts in order to further develop pride in Thai cultural identities.</p> |

Domain 3: Learners' Attributes

| 3.1) Positive Learning Attitudes | Level of Performance | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---|---|---|
| | O | C | S | D |
| Students demonstrate positive attitudes and enthusiastically participate in learning Thai language and Thai studies. 3.1 Evidence | X | | | |

Criterion

1. Students display interest and are engaged in learning Thai language and Thai studies.
2. Students actively participate in collaborative teams in learning Thai language and Thai studies.
3. Students apply critical thinking and computer technology to research or to create task assignments.
4. Students make inquiries and set targets for self-improvement in learning Thai language and Thai studies.

Positive attitudes in learning the Thai language and Thai history are displayed through Thai cultural activities, such as Loy Krathong and Songkran celebrations. Elementary, middle, and high school students enthusiastically wear Thai traditional costumes and join cultural activities. Moreover, middle and high school students apply their computer technology skills to prepare graphics and videos during these celebrations.

| 3.2) Desirable Characteristics | Level of Performance | | | |
|-----------------------------------------------------------------------------------------------------------|----------------------|---|---|---|
| | O | C | S | D |
| Students exhibit desirable characteristics and appropriate social values. 3.2 Evidence | X | | | |

Criterion

1. Students display integrity, ethics, and responsibility for themselves and others.
2. Students display compassion and caring for others and the environments.
3. Students demonstrate leadership and community involvement.
4. Students demonstrate self-regulation skills.

Students are encouraged to participate in extracurricular activities to increase their commitment to our community and environment. They cooperate with other local communities and government agencies to organize community service events. These include collecting donations for local charities, which motivates students to enhance their time management, balancing this work with their academic requirements.

Domain 3:**Comments:**

Students demonstrate positive attitudes in learning Thai language and Thai studies. Students collaborate to create technology based projects and work pieces to present at public events with increased positive attitudes toward Thai language and studies.

Recommendations:

Students could continuously maintain community involvement to improve desirable characteristics and social values.

Overall Quality of the Thai Language and Thai Studies Programme

The overall quality of the Thai language and Thai studies programme will be evaluated in various areas including the curriculum, quality teaching, quality learning, the learning environment, learning resources, learning support and enrichment, and leadership and management.

| Overall Quality of the Thai Language and Thai Studies Programme | Level of Performance | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---|---|---|
| | O | C | S | D |
| <ul style="list-style-type: none"> Outstanding – The school demonstrates best practices in all or nearly all areas assessed. The quality in each area is distinguished and supports the students' learning and achievement. Competent – The school demonstrates best practices in many areas assessed. The quality in each area is good and supports the students' learning and achievement. Satisfactory – The quality in each area assessed is acceptable and supports the students' learning and achievement. Developing – The quality in each area assessed is being developed to support the students' learning and achievement. | | | | |
| 1. Quality Curriculum | X | | | |
| 2. Quality Teaching | X | | | |
| 3. Quality Learners | X | | | |
| 4. Positive Learning Environments | | X | | |
| 5. Meaningful, Relevant, Sufficient Resources | | X | | |

| | | | | |
|-------------------------------------------|---|--|--|--|
| 6. Leadership and Management | X | | | |
| 7. Professional Development Opportunities | X | | | |
| 8. Performance Management | X | | | |

Overall Quality:

Comments:

TCIS demonstrates best practices in curriculum, teaching, learning, leadership, management, professional development opportunities and performance management. Student learning progress and achievement are obvious in successful assignments and university acceptances both in Thailand and in other countries.

Recommendations:

- TCIS could provide more positive, modern and engaging learning environments such as classroom facilities and learning resources to support students' learning accomplishments.
- To develop the Non-Thai classes in middle school and Thai extracurriculars for the whole school, the TCIS could provide one more Thai teacher to the Thai department.



The TCIS Thai teaching team.

COVID 19 Impact

ACS WASC Category E: ONESQA Standards: Summary of COVID-19 Impact on Findings

Use the COVID narratives from each of the findings sections in Category E to summarize the impact COVID 19 has had on the Thai curriculum and ONESQA Standards at TCIS.

The Thai Department is facing the challenge of providing Thai culture and history lessons while in a virtual environment. Normally, teachers and students are taken on field trips around Thailand, visiting significant museums, attending events, visiting the locations of historical events, and visiting universities. In the virtual environment, that is not presently possible.

Students this year have had limited access to Thai cultural events and exhibitions, making it difficult to develop and grow their sense of Thai culture. Many/most museums are closed or have very tight controls on access. Large group tours violate social distancing rules, thereby making these trips nearly impossible. The department has developed virtual tours for some limited venues, but most museums and locations do not have ready access to virtual tours/environments.

However, even with these challenges, the Thai Department endeavors to instill Thai culture into the curriculum.

Self-Study Report

The school will be required to conduct the self-study of the Thai language and Thai studies programme. The students' learning progress and achievement are measured against the learning standards of each grade level set in the school curriculum, and the analysis of the students' achievement results will help the school to identify strengths and weaknesses of the learning areas. The self-study report of the Thai programme would be incorporated into the whole school's self-study report submitted to the ONESQA and the overseas accrediting agency.

Analysis of Self-Study Report (SSR)

The ONESQA visiting team will conduct an analysis of the SAR submitted online prior to the school visit. The visiting team will familiarize themselves with the school's data and information through the school's SSR. They will examine the information in the report with all supporting evidence to confirm the school's self-analysis. The areas of concerns may be noted for further examination during the school visit.

School Visit and Collection of Evidence

The Thai assessors will join the overseas team to visit the school to examine the quality stated in the SSR, Thai section. The school visit includes an interviewing management team, teaching staff, students and parents. The observation of the teaching and learning during the school visit is one of the integral parts of the external quality assessment. Necessary evidence will be observed and may be collected; for instance, assessment data, assessment rubrics, report progress, achievement test results, interviews, homework and work assignments, language policy and assessment policy, etc.

Writing the Summary of the Quality Assessment of Thai Language and Thai Studies

The assessors will write a summary of quality assessment based on the self-study analysis, the evidence and the observation during the school visit. The strengths and needs of the program required for further development will be included in the summary and it will be attached to the whole school quality report.

Category E. ONESQA Standards: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs.

Summary (including comments about the critical student learning needs)

Prioritize the areas of strength and growth for Category E.

| |
|-------------------------------------------------|
| Category E: ONESQA Standards: Areas of Strength |
|-------------------------------------------------|

| |
|-----------------------|
| Thai Cultural Studies |
|-----------------------|

| |
|-----------------------------------------------|
| Category E: ONESQA Standards: Areas of Growth |
|-----------------------------------------------|

| |
|-----------------------------------|
| Learning Environment (Facilities) |
|-----------------------------------|



Our Thai Director observes students during a Thai class.

Category F. Boarding Program

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category F are being met. Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical student learning needs.

Summary (including comments about the critical student learning needs)

Not Applicable to TCIS

Prioritize the areas of strength and growth for Category F.

| Category F: Boarding Program: Areas of Strength |
|-------------------------------------------------|
| Not Applicable to TCIS |

| Category F: Boarding Program: Areas of Growth |
|-----------------------------------------------|
| Not Applicable to TCIS |



Chapter III Focus Group Teams hard at work



Chapter IV: Critical Needs Analysis



Critical Needs Analysis

Chapter IV: Critical Needs Analysis

Successes to Celebrate

After analyzing the data in our self-study process, we have identified many areas of success to celebrate at TCIS.

Without question, our students are the most precious part of our school, and our largest amount of celebration is derived by sharing in their successes. Our student body is amazing. From our youngest learners in PK2 through to our graduating students in grade 12, we take great pride in having each and every student as part of our community.

In relation to school culture and environment, we are proud to excel in many areas. For TCIS, building self-esteem in our students is important, and we are highly effective at fostering student self-esteem through setting high expectations for each student and offering recognition of their successes. We build a collaborative culture of mutual respect, inquiry, and effective communication among and between staff, students, and parents. TCIS works hard to showcase the cultures of its students. Parents are invited to participate and attend events throughout the year, and staff members are encouraged to participate even though it may not be their native culture.

We are proud that we provide teachers the opportunity to request professional development when they discover training that will help them to increase their positive impact on student learning. Parental involvement is high at the school, especially among parents of our younger students, and we offer parents opportunities to be part of the school community by inviting them to participate in many events. Additionally, we celebrate our successes during the COVID-19 pandemic of being able to provide high quality instruction to students as we pivoted between multiple methods of delivering instruction, including online learning and hybrid classes.

Within the Thai department, TCIS has many areas of success to celebrate. Among the successes that we are most proud of are our close relationships with parents, students, and the community; the very high academic achievements of our students (whose scores rank among the highest in Thailand); and our long-term retention of

our outstanding Thai teachers - several of whom have been with us for more than ten years. In addition, we take pride in maintaining and developing an understanding of Thai culture among all our stakeholders, including our international teachers and staff - many of whom are new to Thailand and Thai culture.

TCIS is a family, and we celebrate our family environment on a daily basis.



Our support staff, including custodians, drivers, and storeroom personal take part in a self-study meeting

After analyzing the data from their meetings, our focus group members identified a number of areas in need of improvement from each category.

| CATEGORY A: ORGANIZATION FOR STUDENT LEARNING AREAS FOR IMPROVEMENT | |
|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A2 | In some policy areas there is a lack of clarity. Articulating policies and ensuring clarity is an area we are improving upon. Our policy manuals are academic in nature, but foundation policies are not within our policy manual. Due to the lack of training, there is not a common understanding about the written policies. |
| A3 | Internal communication is sometimes unclear or contradictory between divisions. |
| | A new child protection policy has been initiated, but follow-up and continued improvement or training are necessary. |
| | New areas of entry to school have yet to be properly secured to ensure effective safety of students. |
| A4 | A standards-based, teacher mentor program should be implemented for new teachers and last for the duration of the first two-years of employment at TCIS. |
| | A multi-year, school-wide professional development plan should be developed based on an analysis of student achievement and implemented based on the needs of adult learners (teaming, opportunities for leadership experiences, collegial inquiry, and mentoring). |
| | All Western teachers should possess and maintain valid teaching credentials in accordance with the regulations of the state/province that issued the teaching license/certificate. |
| | All Western high school teachers need to be certified and qualified to teach the subject area(s) and grade-levels assigned. |
| A5 | Scope for greater consistency in the long-term implementation of school improvement processes. |

| CATEGORY B: CURRICULUM, INSTRUCTION, & ASSESSMENT AREAS FOR IMPROVEMENT | |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| 1 | Integration among disciplines in the high school |
| 2 | Curriculum review and evaluation processes |
| 3 | Collaboration to examine curriculum |
| 4 | Informing appropriate stakeholders of the SLOs |
| 5 | Differentiating to make the curriculum accessible to all students in middle and high school |

CATEGORY C: STUDENT SUPPORT FOR PERSONAL & ACADEMIC GROWTH AREAS FOR IMPROVEMENT

| | |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Areas of growth for TCIS would include the need to gather data on student perception of the organization, availability, and usefulness of our student services program. |
| 2 | In addition, TCIS needs to consider better ways to communicate with parents of underperforming students and set clear policies for students that are struggling academically. |
| 3 | Student attendance needs to be tracked more rigorously and consequences should be communicated and implemented for students who are habitually tardy or absent without excuse. |
| 4 | The TCIS needs to create a cohesive connection between the college application process and English class-finding ways to work together to strengthen essays. |
| 5 | Accountability towards student events, community service, etc needs work. Community service trips often have a little community service and a lot of vacation/ down time. |
| 6 | The TCIS needs to find ways to better connect with parents in support of their child's education-student led conferences, as an example. |

CATEGORY D: SCHOOL CULTURE & ENVIRONMENT AREAS FOR IMPROVEMENT

| | |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | TCIS should develop a better system to care for all students, especially new students that need more language support in the upper grades |
| 2 | TCIS should be consistent in developing high expectations for classroom content that will challenge students. |
| 3 | TCIS should continue to develop and reevaluate the Child Protection and Safeguarding Policies each year. They should include a variety of members to help in this process, from administrators, teachers, staff, and probably even parents. |

CATEGORY E: THAI ONESQA STANDARDS AREAS FOR IMPROVEMENT

| | |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Domain 1 | TCIS could provide extracurricular writing and reading programs to further support students in Thai. |
| 2 Domain 2 | Students could be more involved in local Thai wisdom workshops from experts in order to further develop pride in Thai cultural identities. |
| 3 Domain 3 | Students could continuously maintain community involvement to improve desirable characteristics and social values. |
| 4 Overall Quality | TCIS could provide more positive, modern and engaging learning environments such as classroom facilities and learning resources to support students' learning accomplishments. |
| 5 Overall Quality | <p>Greatest Areas in Need of Improvement in the Thai Department:</p> <ul style="list-style-type: none"> • Develop middle school classes for non-native Thai speakers, • Add Thai extracurricular options for the whole school, • Provide at least one more Thai teacher to the Thai department. |

CATEGORY F: BOARDING PROGRAM

| | |
|---|------------------------|
| 1 | Not Applicable to TCIS |
|---|------------------------|

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile, progress, and Focus Group findings.

The review of our data has led the TCIS leadership team to identify these **critical learner needs**:

- Critical Area of Growth #1: Research, Develop, and Implement an Effective ELL Program to Serve the Needs of All Students.
- Critical Area of Growth #2: Develop an effective child protection policy that includes training for all stakeholders, improve campus safety, and align Personal Data Protection Act (PDPA) to the TCIS School Safety Plan.
- Critical Area of Growth #3: Review school policies, develop detailed procedures, and communicate with all stakeholders

Questions to consider:

What systems and practices are in place to support student well-being and connection to the school?

What systems and practices are in place to develop literacy skills - across the four domains - across the content areas?

What practices are in place to support English Language Learners who are or who enter below grade level expectations?

Critical Area of Growth #1: Research, Develop, and Implement an Effective ELL Program to Serve the Needs of All Students.

The vast majority of our students (approximately 95%) are English language learners. Students who join TCIS early in our ECE program and remain with us through elementary and beyond normally become very competent in their English skills. However, students that join us in elementary, middle, or high school often lack English proficiency. To date, we have not had a well-structured ELL program to support students' needs, and have depended on teachers using differentiation within the classroom to support students, as well as our after-school programs, and peer tutoring programs. However, that approach has not produced the results to support all students in reaching the English proficiency levels needed for them to be successful as they apply for colleges and universities. Therefore, researching, developing, and implementing an effective ELL program will address this critical need.

Critical Area of Growth #2: Develop an effective child protection policy that includes training for all stakeholders, improve campus safety, and align Personal Data Protection Act (PDPA) to the TCIS School Safety Plan.

Student safety is our top priority at TCIS. We believe that students must have a safe learning environment in which to learn, and when they feel safe in that environment, they will excel socially, emotionally, and academically. We also believe that we must take an increasingly proactive approach to school safety, as opposed to a reactive approach. Although we do have a safeguarding and child protection policy, it needs to be updated and structured training must be provided to all stakeholders. All stakeholders must be trained in the about the content and procedures within the policy and must know the reporting procedures. Our community is made up of English, Thai, and Chinese language speakers and includes students, parents, teachers, teacher assistants, office support staff, other support staff, outside vendors, and visitors. Our safeguarding and child protection policy training must be accessible to all TCIS stakeholders in a language they understand, and we must have a safe school campus. In addition, we are required by the government to align to the TCIS School Safety Plan to their new Personal Data Protection Act (PDPA). This Act will be in force in the second semester of the 2020/21 school-year.

Critical Area of Growth #3: Review school policies, develop detailed procedures, and communicate with all stakeholders

Well-written and well communicated school policies coupled with explicit and well-communicated procedures enable schools to operate smoothly. When this occurs, teachers can focus on taking care of students' safety, social, emotional, and academic needs with little or no time being lost due to not understanding policies or not being able to complete procedural steps. Although TCIS does have a written policy manual, it is outdated and poorly disseminated. In addition, a significant number of policies do not have accompanying procedures to follow, or the procedures are unclear. This has resulted in a significant amount of frustration being felt by teachers and staff, and it has also resulted in teachers not being able to focus fully on their tasks with students. Addressing this critical area of need will result in teachers and staff being able to fully focus on students' needs while at the same time resulting in a more harmonious work environment. Increasing the harmony within our school is especially important in current times, as the challenges and stresses that have resulted during from the global crisis of the past year has taken on increased significance.



Chapter V: School-wide Action Plan



School-Wide Action Plan

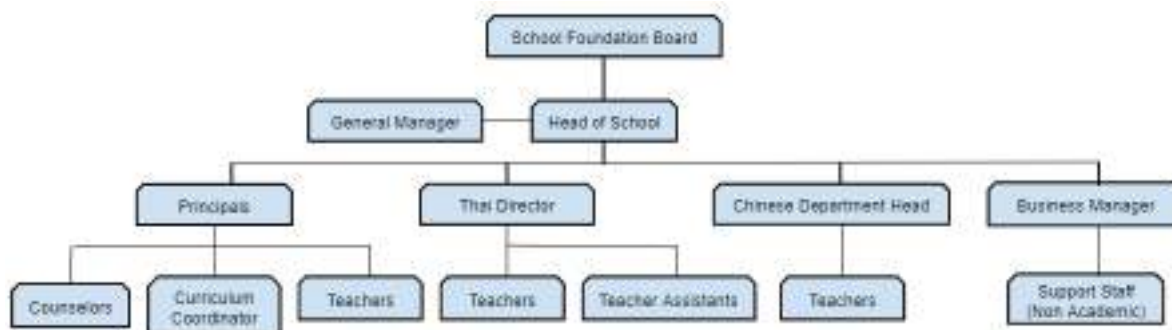
Chapter V: School-Wide Action Plan

Revise the schoolwide action plan.

State any additional specific strategies to be used by staff within each subject area/ support program to support sections of the schoolwide action plan.

C. Describe the school's follow-up process, ensuring an ongoing improvement process.

TCIS ORGANIZATION CHART



2021 Revised Action Plan

| Area of Growth #1: ELL Program Research, Develop, and Implement an Effective ELL Program to Serve the Needs of All Students. | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|------------------------|---------------------------------------------------|-----------------------------------------------------|
| Rationale | <p>Why is this an area of growth for TCIS?</p> <p>The student body at TCIS is almost entirely composed of students for whom English is a second or third language. Although our students excel in Thai and Chinese, our data indicates that their English levels are below that necessary to be prepared for tiercy education - especially in writing.</p> <p>Although we have several areas of improvement to make in relation to our curriculum, we separated ELL out of our curriculum needs as it is our greatest area of need related to academic curriculum.</p> | | | | |
| Expected Impact on Student Learning | <p>How will being successful in achieving this area of growth positively impact students?</p> <p>Implementing this program will support struggling students' English skills and will help them gain more confidence to speak English in multiple settings. A focus on writing will particularly help our students when they reach high school and they write collage application essays. The Thai and Chinese language programs at TCIS rank as the top in Thailand and prepare students exceptionally well. We aim to achieve that same level of excellence in English.</p> | | | | |
| Action Plan Note | <p>This area of critical need was being addressed in a previous action plan before the COVID-19 pandemic with a goal of implementing an ELL program at the beginning of the 2020 school-year. However, due to the impact of the pandemic and the uncertainties surrounding it, we placed this area of need on hold so we could better focus on providing a safe learning environment for students, pivot to providing effective online teaching and learning, and supporting our community during this time of global transition.</p> <p>As a school, we understand the importance of this area of need, and we have already begun laying the foundation for a program and are fully committed to implementing an effective ELL program at the beginning of the 2021 school-year.</p> | | | | |
| Action Steps | Person/s Responsible | Resources Needed | Timeline | Success Criteria | Means to Report Progress Completion |
| Step 1 Establish a ELL Committee | Head of School | Staffing Budget | December 2020 | Committee member assigned | Admin Meeting Minutes Staff Meeting Minutes |
| Step 2 Analyze multiple student data points. | Admin team ELL Team Counselors Teachers Admissions | Time Meeting room MAP Reports WIDA Reports | January 2021 - Ongoing | Meeting Minutes Student Data Tracking Meetings | Student Data Meetings Parent Conference Meetings |

| | | Dibbles Running Records Report card PSAT Reports SAT Reports | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------------------------|-----------------------------------------------------------------------------------|
| Action Steps | Person/s Responsible | Resources Needed | Timeline | Success Criteria | Means to Report Progress Completion |
| Step 3 Discuss data results in Admin meeting | Admin team ELL Team Counselors Teachers Admissions | Time Meeting room MAP Reports WIDA Reports Dibbles Running Records Report card PSAT Reports SAT Reports | January 2021 - Ongoing | Assessment Data Meeting Minutes | Admin Meeting Minutes Staff Meeting Minutes ELL Committee Meetings |
| Step 4 Review ELL needs with teachers. Further discussion with stakeholders, inc. parents, teachers, TA's | ELL Team Admin Team Counselors Teachers Admissions | ELL Program Leader Meeting Minutes | December 2020 - Ongoing Monthly | Grade Level Needs Document | ELL Team Leader Document Shared with Admin Team |
| Step 5 Analyze different ELL models and choose a suitable model for TCIS and develop entry and exit criteria for students | ELL Team Admin team | Multiple ELL Models Internet Book Vendors Consultants | March 2021 - Ongoing | Recommendation from ELL Team | Recommendation to Admin Team for Adoption ELL Framework |
| Step 6 Analyze staffing needs for the ELL program | Head of Schools Admin team ELL Team Leader | Budget Process Enrollment Report | March 2021 - Ongoing | ELL Team Members Appointed | Admin Meeting Minutes Staff Meeting Minutes |

| Action Steps | Person/s Responsible | Resources Needed | Timeline | Success Criteria | Means to Report Progress Completion |
|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------|
| Step 7 Present ELL Framework Findings to the Admin Team for approval | Admin team ELL Program Leader | Room Admin Meeting | March 2021 - Ongoing | ELL Frameworks Finding Report | Report Shared with Admin Team |
| Step 8 Admin to determine develop policies and procedures, including assessments, and admissions procedure impact | Admin team ELL Team Counselors Teachers Admissions | Time Admin Meeting ELL Program Meeting | March 2021 - Ongoing | ELL Policies and Procedures added to our TCIS Policy Manual | ELL Policies and Procedures shared with relevant stakeholders |
| Step 9 Develop Program Entry and Exit Criteria as related to financial component for new students | Head of Schools Business Manager Admissions Team | Admissions Reports | August 2021 - Ongoing | Enrollment | Admissions and Marketing Reports |
| Step 10 Present and garner parent feedback and support | Admin team ELL Team Counselors Teachers Admissions | Coffee Meeting with Parents PA | August 2021 - Ongoing | Surveys | Survey Results |
| Step 11 Assess students of need | Admin team ELL Team Counselors Teachers Admissions | Assessment Model (ie WIDA) | August 2021 - Ongoing (Continuous Enrollment) | Developed ELL Student Assessment Data Report | Report Shared with all stakeholders |
| Step 12 Implement the ELL program | ELL Team Teachers | ELL Program Model | August 2021 - Ongoing | Implementation of ELL Program | Report of Implementation to Admin Team |
| Step 13 Mid-Year Assessment of ELL Students | ELL Team Teachers | Data Model | December 2021 - Semi-Annually | Data Results | Data Results Shared with Admin Team and relevant stakeholders |
| Step 14 Review, evaluate, and modify the program annually | Admin team ELL Team Counselors Teachers Admissions | Data Results | Annually | Data Results | Data Results Shared with Admin Team and relevant stakeholders |

| SCHEDULED REFLECTION ON PROGRESS TOWARDS GOALS | | | | | |
|------------------------------------------------|----------------------------------------------|-----------------------------------------------|----------------------------------------|------------------------------------------|--|
| | Rate Our Achievement Towards Stated Timeline | Possible Adjustments Required to Achieve Goal | Possible Additional Resources Required | Successes to Celebrate with Stakeholders | |
| April 2021 | | | | | |
| August 2021 | | | | | |
| December 2021 | | | | | |
| June 2022 | | | | | |

Area of Growth #2: School Safety**Develop an effective child protection policy that includes training for all stakeholders, improve campus safety, and align Personal Data Protection Act (PDPA) to the TCIS School Safety Plan.****Rational**

Why is this an area of growth for TCIS?

Student safety is our top priority at TCIS. We believe that we must first provide a safe and secure environment for students, and after that safe environment has been established, we can focus on students' academics and social emotional learning. However, we have identified campus safety and safeguarding and child protection as areas that need to be further developed to better serve all stakeholders. This must be aligned to the PDPA legislation which comes into effect in May 2021.

Expected Impact on Student Learning

How will being successful in achieving this area of growth positively impact students?

We know that feeling safe in the school environment is the first task we have as educators and until they feel safe, other parts of the curriculum cannot be addressed. Aligning digital policies and safe uses of technology will help us protect our students from bullying, and help our students to develop a safe digital identity. At We believe that student safety is a fundamental need for students to be able to advance socially, emotionally, and academically.

Action Steps**Person/s Responsible****Resources Needed****Timeline****Success Criteria****Means to Report Progress Completion**

Step 1
Add safeguarding and child protection (SCP) to the criteria for TCIS to become a top 10 ranked school and admin team to establish a commitment to follow-through on all procedures and consequences outlined in the policy.

Board
Admin Team

SCP Manual
Scheduled Time

February 2021

Documented agreement in Strategic Plan

Board Meetings
Admin Meetings
Staff Meetings

Step 2
Add safeguarding and child protection updates to staff and admin meetings.

Admin Team
Counselors

Admin Meeting
Agenda
Scheduled Time

March 2021 - Ongoing

SCP added as agenda item in Admin Meetings

Admin Meeting Minutes

Step 3
Review the current safeguarding policy and procedures manual, document

Admin Team
Counselors

SCP Manual
Google Sheet
Google Forms
Scheduled Time

March-April 2021

All persons responsible have reviewed the SCP manual and

Admin Meeting Minutes
Daily Updates

| | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| feedback, and review in admin meeting | | | | provided actionable feedback | |
| Action Steps | Person/s Responsible | Resources Needed | Timeline | Success Criteria | Means to Report Progress Completion |
| Step 4 Establish a school safety and safeguarding and child protection (SCP) committee that includes counselors, parents, and school leaders and schedule monthly SCP meetings | Admin Team SCP Committee Counselors Staff | Scheduled Time Staff Meetings | March 2021 | SCP Committee members have been chosen and members roles are communicated to stakeholders | Admin Meeting Minutes Staff Meetings Whole-school Meetings Newsletters |
| Step 5 Establish a monthly incident report and review and send a report to TCIS' admin team. | SCP Committee Counselors HR Dept. Admin Team | Admin Meeting SCP Manual Scheduled Time | April 2021 - Ongoing | SCP Committee presents monthly updates in Admin Meetings | SCP Committee Report Admin Meeting Minutes |
| Step 6 Establish a clear and explicit SCP reporting system and update SCP related procedures | Business Manager HR Dept. Admission Dpt. Admin Team SCP Committee Counselors | SCP Manual Google Sheet Google Forms Scheduled Time Assemblies SEL | April 2021 - Ongoing | All SCP procedures updated, usable, and communicated clearly to all stakeholders | Admin Meetings Staff Meetings PA Meetings |
| Step 7 Develop a survey to obtain students', parents', teachers', and administrators' current perceptions about safeguarding, child protection, campus safety, bullying, e-learning safety at TCIS | Admin Team SCP Committee Counselors Parent Association | SCP Manual Google Sheet Google Forms Scheduled Time | April 2021 | Stakeholders have been surveyed Annual survey | Report results during Board meetings, Admn Meetings, Staff Meetings, Newsletters Coffee w/ Parents Meeting |

| Action Steps | Person/s Responsible | Resources Needed | Timeline | Success Criteria | Means to Report Progress Completion |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|--------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Step 8 Research bullying and its effects on student learning, as well as effective responses to bullying, including zero tolerance policies, conflict resolution or mediation strategies, counseling, etc. | SCP Committee Counselors | Scheduled Time Internet Resources | April-May 2021 | Report on how bullying affects students at TCIS that includes recommended strategies for prevention and resolution | Report shared with Admin Team |
| Step 9 Alignment of Personal Data Protection Act (PDPA) and School Safety Plan | | | | | |
| Step 10 Research safe Internet and electronic use policies, as well as policies and procedures that cover e-learning. Add them to the TCIS safeguarding and child protection policies manual | SCP Committee Counselors | Scheduled Time Internet Resources | April 2021 | Document that covers safe Internet and electronic use, as well as policies and procedures that cover e-learning guidelines. | Report is shared with the Admin Team and is a Staff Meeting agenda item. Staff trained on new procedures |
| Step 11 Establish clear and explicit reporting systems procedures, complete with required reporting forms/documents. | Admin Team SCP Committee Counselors | SCP Manual Google Sheet Google Forms Scheduled Time | May 2021 | Clear and explicit reporting systems procedures, complete with required reporting forms are approved by Admin Team | Share form location with stakeholders during Staff Meetings |
| Step 12 Research online and in-person training for all stakeholders in English and Thai that aligns with our policies and procedures. | Business Manager SCP Committee Counselors | SCP Manual Google Sheet Google Forms Scheduled Time | March - April 2021 | Short-list of companies recommended to Admin Team for one to be approved by the Board for purchase | Admin Meeting minutes |

| Action Steps | Person/s Responsible | Resources Needed | Timeline | Success Criteria | Means to Report Progress Completion |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| Step 13 Establish a budget for safeguarding and child protection training including newly approved SCP vendor-offered training | Board Head of School Business Manager Admin Team | Finances 2021/22 Budget Scheduled Time | March 2021 | Budget Item Approve | Line item added to future TCIS budgets |
| Step 14 Recommend the Purchase of SCP training program | Business Manager Head of School Purchasing Dpt. | Finances | May 2021 | Training Purchased | Board Meeting Admin Meeting Staff Meeting |
| Step 15 Research and meet with local child protection community resources, such as Save the Children, UNICEF, D.A.R.E. and local agencies such as Department of Children and Youth, Children Youth and Family Counseling Center, “Sai Dek” Child Line 1387 with whom to build partnerships | Thai Director SCP Committee Counselors | Thai Director Scheduled Time Internet | May 2021- Ongoing | Report developed that includes list of community resources that includes company names, contact info, services provided, name of contact person, meeting minutes/notes, and recommendations | Admin Meetings Staff Meetings Newsletters PA Meetings |
| Step 16 Research local laws surrounding the School’s legal obligation and reporting procedures and commit to following local laws. | Thai Director Business Manager HR Dept. Head of School | Scheduled Time TCIS Lawyer | May 2021- Ongoing | Develop a list of laws that details TCIS’ reporting responsibilities and procedures for reporting | Admin Meetings Staff Meetings Newsletters PA Meetings |

| Action Steps | Person/s Responsible | Resources Needed | Timeline | Success Criteria | Means to Report Progress Completion |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Step 17 Revise/update the current safeguarding and child protection manual, and include clear procedures and consequences, safe-touch requirements, safe recruitment procedure, safe vendor and visitors procedures. | SCP Committee Counselors Business Manager HR Dept.. Admin Team | SCP Manual Google Sheet Google Forms Scheduled Time | May 2021 | Comprehensive 2021/22 SCP Manual developed | Admin Meetings Staff Meetings Newsletters PA Meetings Staff Orientation |
| Step 18 Provide SCP training to all current stakeholders, including students, parents, staff, and vendors in English, Thai, and Chinese and survey attendees. | Business Manager HR Dept. Admin Team SCP Committee Counselors Admission Dpt. | Staff Orientation Coffee Morning with Parents SCP Online training website IT Dept. SCP Manual SCP Slides Google Forms Scheduled Time | August 2021 - Ongoing | Teachers and staff receive SCP training during orientation week. Students and parents receive training in August 2021 | Admin Meetings Orientation Agenda Newsletters |
| Step 19 Establish and implement ongoing training and background checks for newly arrived TCIS stakeholders throughout the year, including students, parents, teachers, staff in English, Thai, and Chinese | Business Manager HR Dept. Admission Dpt. Admin Team SCP Committee Counselors | Coffee Morning with Parents Meeting SCP Online training website IT Dept. SCP Manual SCP Slides Google Forms Scheduled Time | August 2021 - Ongoing | New students, , parents, staff, and stakeholders receive SCP training within two weeks of their arrival | Admin Meetings Orientation Agenda Newsletters HR staff reports |

| Action Steps | Person/s Responsible | Resources Needed | Timeline | Success Criteria | Means to Report Progress Completion |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------|
| Step 20 Implement regular Safe Campus Walks that includes all aspects of safety, including campus entry, equipment checks.. Use data to improve campus safety | Business Manager HR Dept. Maintenance Dpt. Admission Dpt. Admin Team SCP Committee Counselors Divisional Teachers Student Council | SCP Manual Google Sheet Google Forms Scheduled Time Assemblies | April 2021- Ongoing | Safe Campus Walks implemented and reports updated monthly | Admin Meetings Staff Meetings PA Meetings |
| Step 21 Update the SCP manual based on using proactive preventative measures as well as data and to protect stakeholders | Admin Team SCP Committee Counselors | Old SCP Manual Google Sheet Google Forms Dedicated Admin Meeting time | June 2022 - Ongoing Yearly | TCIS' SPC manuals are updated yearly | SPC Manual Admin Meetings Staff Meetings PA Meetings |
| SCHEDULED REFLECTION ON PROGRESS TOWARDS GOALS | | | | | |
| | Rate Our Achievement Towards Stated Timeline | Possible Adjustments Required to Achieve Goal | Possible Additional Resources Required | Successes to Celebrate with Stakeholders | |
| April 2021 | | | | | |
| August 2021 | | | | | |
| December 2021 | | | | | |
| June 2022 | | | | | |

Area of Growth #3: Policies and Procedures**Review school policies, develop detailed procedures, and communicate with all stakeholders****Rational**

Why is this an area of growth for TCIS?

Policies have been developed in isolation, and there has not been a concerted effort to communicate with stakeholders. Also, procedures have not been delineated to accompany the policies.

Expected Impact on Student Learning

By including curriculum related procedures in this effort there will be a clear codification of PK - 12 teaching, including vertical and horizontal alignment. By removing obstacles related to not having clearly defined policies and procedures, we allow our teachers to focus on teaching and learning.

| Action Steps | Person/s Responsible | Resources Needed | Timeline | Success Criteria | Means to Report Progress Completion |
|-----------------------------------------------------------------------|-----------------------------------------------------|-------------------------|--------------------------------|---------------------------------------------------------------|-----------------------------------------------------|
| Step 1 Locate board approved 2014 digital version of policy manual | Admin Team Board Policy and Procedures Committee | 2014 Policy Manual | February 2021 | Policy Manual Located and Shared with Admin | Admin Team Meeting Minutes |
| Step 2 Review the existing policy manual as admin team | Admin Team Board Policy and Procedures Committee | 2014 Policy Manual Time | August 2021 | 2014 Policy Manual Reviewed by Admin Team | Admin Team Meeting Minutes |
| Step 3 Establish policies steering committee | Admin Team | Admin Team Teachers | August 2021 | Steering Committee Established | Admin Team Meeting Minutes Staff Meeting Minutes |
| Step 4 Review, Identify and Update current and missing policies | Admin Team Policy Steering Committee | 2014 Policy Manual | September 2021 - December 2021 | Submit a Policy Review Report on Current and Missing Policies | Policy Review Report Completed |
| Step 5 Submit Updated Policy Manual to Board for Approval | Head of Schools | Policy Review Report | January 2022 | Policy Review Report Received by Board for Approval | Minutes of Board Meeting |

| Action Steps | Person/s Responsible | Resources Needed | Timeline | Success Criteria | Means to Report Progress Completion |
|-------------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------|-----------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------|
| Step 6 On approval of Updated Policy Manual Establish Procedures Committee | Admin Team | Teachers Personnel | April 2022 | Committee Established | Admin Team Meeting Minutes |
| Step 7 Draft 2022 Procedures Manual | Policy Manual and Procedures Committee | Teachers Personnel | April 2022 - October 2022 | Proposed 2022 Proposed Procedures Manual | Distribution of 2022 Procedures Manual to Relevant Stakeholders |
| Step 8 Communicate new policies and procedures to all stakeholders | Admin Team | 2022 Procedures Manual | January 2023 | All Relevant Stakeholders have been informed of 2022 Procedures Manual | HR Checklist |
| Step 9 Develop an annual review process | Admin Team | 2022 Procedures Manual Meeting Time | January 2023 - Ongoing Annually | Review Process | Minutes |
| SCHEDULED REFLECTION ON PROGRESS TOWARDS GOALS | | | | | |
| | Rate Our Achievement Towards Stated Timeline | Possible Adjustments Required to Achieve Goal | Possible Additional Resources Required | Successes to Celebrate with Stakeholders | |
| April 2021 | | | | | |
| August 2021 | | | | | |
| December 2021 | | | | | |
| June 2022 | | | | | |

C. Follow-up process, ensuring an ongoing improvement process.

To ensure an ongoing flow of communication through the school, a focus on continuous improvement of student learner outcomes and involvement of all stakeholders we will forward with the following processes:

To ensure follow-up on our action plan items, we have built in a review process within our action plan template for April, August, December, and June of each year. During the review process, we will:

- **Use Data to Rate Our Achievement Towards Stated Timeline**
- **Discuss Possible Adjustments Required to Achieve Goal**
- **Investigate Possible Additional Resources Required**
- **Communicate Successes to Celebrate with Stakeholder**

In addition, action plan progress will be a standalone agenda item during the first admin meeting of each month as part of our larger five-year strategic plan of becoming recognized as a top 10 international school in Thailand.

Appendices

A. Master schedule

[Bell Schedule](#)

B. Graduation requirements

[Graduation Requirements](#)

C. Any pertinent additional data

[Faculty Handbook](#)

[Student-Parent Handbook](#)

[Emergency Protocols Response Manual](#)

[School Wide Map](#)

[SLO Awards Calendar for ES](#)

[Student Support Team Process Presentation](#)

[Readers' Workshop with EAL Focus PD](#)

[2019-2020 Official Calendar](#)

[Duty Schedule](#)

[Progress Reports and Report Cards: Timeline](#)

[Staff Meeting Calendar](#)

[Staff Roster](#)

[Notes from Senior Administrative Meetings](#)

[Notes from Leadership Team Meetings](#)

[ES Weekly Staff Newsletters](#)

[ES Google Site for Staff](#)

[Parent Newsletters, Meetings, Coffees](#)

[Parent Association Agendas and Minutes \(2018-19\)](#) (updated in shared drive)

[WASC Focus Groups, Data, Leaders](#)

[EAL Alignment Brochure](#)

D. Budgetary information, including budget pages from the school's action plan

[ES Budget Summary with Links](#)

MS Budget Summary (upon request)

HS Budget Summary (upon request)

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile, progress, and Focus Group findings.



Head of School, Dr. John (left) and TCIS Chairman Mr. Chang Wei Pien (right).



TCIS 2020/21 staff photograph



Thai-Chinese International School

ASC WASC SELF-STUDY REPORT

APRIL 2021

TCIS: ONE SCHOOL. MULTI-CULTURAL