A QUALITATIVE CASE STUDY ON THE CHALLENGES OF ACS WASC ACCREDITATION PREPARATION IN KING MONGKUT'S INTERNATIONAL DEMONSTRATION SCHOOL

Thanakrit Supsin

I.D. No. 5929495

A Thesis Submitted in Partial Fulfillment of the

Requirements for the Degree of

MASTER OF EDUCATION

in Curriculum and Instruction

Graduate School of Human Sciences

ASSUMPTION UNIVERSITY OF THAILAND

2018

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Thesis Title: A QUALITATIVE CASE STUDY ON THE CHALLENGES OF ACS WASC ACCREDITATION PREPARATION IN KING MONGKUT'S INTERNATIONAL DEMONSTRATION SCHOOL

By: THANAKRIT SUPSIN

Field of Study: CURRICULUM AND INSTRUCTION

Thesis Advisor: ASST. PROF. DR. ORLANDO RAFAEL GONZALEZ GONZALEZ

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ABSTRACT

I.D. No.: 5929594

Key Words: CHALLENGES, ACS WASC, ACCREDITATION, PREPARATION, KING MONGKUT'S INTERNATIONAL DEMONSTRATION SCHOOL

Name: THANAKRIT SUPSIN

Thesis Title: A QUALITATIVE CASE STUDY ON THE CHALLENGES OF ACS WASC ACCREDITATION PREPARATION IN KING MONGKUT'S INTERNATIONAL DEMONSTRATION SCHOOL

Thesis Advisor: ASST. PROF. DR. ORLANDO RAFAEL GONZALEZ GONZALEZ

The aim of this research study was to identify the challenges of King Mongkut's International Demonstration School (KMIDS) on Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) accreditation preparation from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers. To collect the data to generate the key challenges, the researcher built and implemented a protocol with questions to conduct the one-on-one in-depth interviews with 17 participants. The member-checking and triangulation techniques were used in combination with notes from the observations and document reviews. The researcher applied the systematic design, consisting of open coding, axial coding, and selective coding, to analyze and interprets the data. The findings led to the identified challenges in response to the main research question and six research sub-questions, oriented around ACS WASC initial visit framework as follows. Regarding organization for student learning, there were four main challenges and eight sub-challenges found: (1) administration (consisting of two sub-challenges: school boards and organizational structure); (2) staff (consisting of two sub-challenges: staff qualifications, staff training and development and staff diversity; (3) type

of school (consisting of two sub-challenges: demonstration school and science school); and (4) affiliation with KMITL (consisting of two sub-challenges: being under Office of Higher Education Commission (OHEC), Thailand and KMITL protocol and guidelines). Regarding curriculum, instruction and assessment, there were two main challenges and six sub-challenges found: (1) curriculum (consisting of three sub-challenges: hybrid curriculum, stakeholders' understanding of curriculum and connection between learner outcomes and curriculum standards); and (2) instruction (consisting of three sub-challenges: qualified teaching staff, English proficiency of students, professional learning community for teachers and courses instructed by KMITL professors). Regarding support for student personal and academic growth, there were two main challenges and two sub-challenges found: (1) university admission counselling; and (2) community involvement (consisting of two sub-challenges: language communication and parents' involvement for school improvement process). Regarding resource management and development, there was one challenge and two sub-challenges found in association with the theme: resources (consisting of two sub-challenges: facilities and resources planning). Regarding ONESQA standards for Thai language and Thai studies, there were two main challenges and two sub-challenges found: (1) Thai curriculum and instruction (consisting of two sub-challenges: Thai curriculum and Thai language instruction and learning assessment); and (2) requirements from Thai Ministry of Education (MOE) and Office of National Educational Standards and Quality Assessment (ONESQA) (consisting of two sub-challenges: ONESQA indicators and studying time requirement). Regarding boarding program, there were three challenges found: KMITL dormitory facilities, qualifications of dormitory staff and student well-being and healthcare.

Field of Study: Curriculum and Instruction	**Student's signature……...**
Graduate School of Human Sciences	**Advisor's signature……..**
Academic Year 2018	

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LIST OF ABBREVIATIONS

ACS WASC	Accrediting Commission for Schools, Western Association of Schools and Colleges
KMIDS	King Mongkut's International Demonstration School
KMITL	King Mongkut's Institute of Technology Ladkrabang
OHEC	Office of Higher Education Commission
ONESQA	Office for National Education Standards and Quality Assessment

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CHAPTER I

INTRODUCTION

This research study uses a qualitative approach to explore the challenges of King Mongkut's International Demonstration School (KMIDS) in preparing for accreditation from Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC), from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers. In this chapter, I will begin with a brief background of the study and statement of the problem in the case of KMIDS, followed by research questions and research objectives that state the initial direction of this study. Then, I will provide the theoretical framework with conceptual framework to specify a network of linked concepts. The scope of the study shows how far this study will reach. And the definitions of terms used throughout this study are systematically explained in this study. Lastly, I summarize the significance of the study to point out how this study may contribute to different stakeholders of other schools.

Background of the Study

Accreditation is essential for any kind of educational institutes, schools or colleges, because it is the recognition and/or credentials that an institute maintains standards mandated by the accrediting organization, and guarantees that the education provided by such institute meets an acceptable level of quality (Accrediting Council for Independent Colleges and Schools, 2010).

Since a new paradigm of teaching and learning is likely to shift to student-centric and the needs of 21st century, many schools are facing challenges in relation to student learning.

Those challenges, for example, are a shared and inclusive vision to enhance the learning experiences and outcomes of all students, the innovative curriculum that fits the social, economic and technological changes, new assessment methods that value student outcomes and actions that cannot always be measured enhancement of the chances of an individual's success and fulfilment in personal and professional life (Organisation for Economic Co-operation and Development [OECD], 2018).

ACS WASC, one of the renowned accreditation agencies, has developed the research-based framework for new international schools called "Initial Visit Criteria", consisting of criteria intended to promote student achievements by including various areas to investigate affiliated schools, such as organization for student learning; curriculum, instruction and assessment; support for student personal and academic growth; resource management development; etc. (ACS WASC, 2017). These criteria directly state the emphasis on student learning and how the school will foster it though management tools that ACS WASC guides.

King Mongkut's International Demonstration School (KMIDS) is a new school that was founded in 2016. The school is recognized as the first international demonstration school in Thailand to specialize in mathematics, science and technology under King Mongkut's Institute of Technology Ladkrabang (KMTIL), one of the autonomous universities affiliated with Thai Ministry of Education. KMIDS aims to serve Thailand with producing the creative and innovative graduates (twelfth grade students) to pursue future careers in the fields of science and technology which Thailand still lacks. It is required by Thai Educational Law that all international schools must be accredited from an overseas accreditation organization within six years after the school received the license from the Office of Private Education Commission (Office of Private Education Commission, 2017). Accordingly, the KMIDS Board of Directors had resolved, on June 19, 2017, that the school would be affiliated with and supervised by ACS WASC and prepare for the first step of accreditation, initial visit.

During the preparation period, four groups of people consisting of two school administrators, one school supervisor, two ACS WASC coordinators and 25 teachers assigned in ACS WASC working groups will be collaborating and working on each assigned specific assignment. While school administrators facilitate the accreditation process, ACS WASC coordinators and ACS WASC Working Groups work in cooperation with the school supervisor who gives advice in general.

Along the way of accreditation preparation period, the shared challenges that KMIDS will probably encounter, based on ACS WASC recommendations on other schools or the self-study report of other schools (e.g., such as involvement of academic staff to foster student learning, community engagement in making decision, schoolwide action plan, and curriculum or co-curricular activities that support student growth) are observed and documented by the school administrators, school supervisor, ACS WASC coordinators and teachers who are assigned to be in one Working Group.

Statement of the Problem

KMIDS is the one-of-a-kind international school in Thailand. Its purpose is to foster science students to become a master of innovation to serve the nation after they graduate, following the KMITL goal. In addition, the school is a combination of three types of school: international school, demonstration school, and science school. Accordingly, there is plenty of work that the school needs to accomplish, especially work from the four groups of people (school administrations, school supervisor, ACS WASC coordinators and teachers) involved in the accreditation process.

The purpose of this study is to explore the challenges on ACS WASC accreditation preparation of King Mongkut's International Demonstration School (KMIDS) from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers during the preparation period, before gaining initial accreditation in March or April

2020. This research study focuses on the six aspects identified by ACS WASC, in collaboration with the Office for National Education Standards and Quality Assessment (ONESQA), in its “initial visit” framework (ACS WASC, 2016). They are: (1) organization for student learning; (2) curriculum, instruction and assessment; (3) support for student personal and academic growth; (4) resources management and development; (5) ONESQA standards for Thai language and Thai studies; and (6) boarding program.

Research Questions

The main question driving this research was the following:

What are the challenges of King Mongkut’s International Demonstration School on ACS WASC accreditation preparation from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers?

To provide a more in-depth analysis, this main question was divided into the following six sub-questions.

1. What are the challenges of King Mongkut’s International Demonstration School on ACS WASC accreditation preparation in relation to organization for student learning from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers?
2. What are challenges of King Mongkut’s International Demonstration School on ACS WASC accreditation preparation in relation to curriculum, instruction and assessment from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers?
3. What are the challenges of King Mongkut’s International Demonstration School on ACS WASC accreditation preparation in relation to support for student

personal and academic growth from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers?

4. What are the challenges of King Mongkut's International Demonstration School on ACS WASC accreditation preparation in relation to resources management and development from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers?
5. What are challenges of King Mongkut's International Demonstration School on ACS WASC accreditation preparation in relation to ONESQA standards for Thai language and Thai studies from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers?
6. What are the challenges of King Mongkut's International Demonstration School on ACS WASC accreditation preparation in relation to boarding program from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers?

Research Objectives

The main objective driving this research was to identify the challenges of King Mongkut's International Demonstration School on ACS WASC accreditation preparation from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers.

This main research objective can be divided into the following six sub-objectives.

1. To identify the challenges of King Mongkut's International Demonstration School on ACS WASC accreditation preparation in relation to organization for student

learning from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers.

2. To identify the challenges of King Mongkut's International Demonstration School on ACS WASC accreditation preparation in relation to curriculum, instruction and assessment from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers.
3. To identify the challenges of King Mongkut's International Demonstration School on ACS WASC accreditation preparation in relation to support for student personal and academic growth from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers.
4. To identify the challenges of King Mongkut's International Demonstration School on ACS WASC accreditation preparation in relation to resources management and development from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers.
5. To identify the challenges of King Mongkut's International Demonstration School on ACS WASC accreditation preparation in relation to ONESQA standards for Thai language and Thai studies from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers.
6. To identify the challenges of King Mongkut's International Demonstration School on ACS WASC accreditation preparation in relation to boarding program from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers.

Theoretical Framework

In this qualitative study, the researcher applied the research-based framework called "ACS WASC initial visit criteria", including "ONESQA standards for Thai language and Thai studies" and grounded theory as the framework of the study.

The research-based framework is for new international schools in preparing for their initial accreditation, falling into six categories: namely (1) organization for student learning; (2) curriculum, instruction and assessment; (3) support for student personal and academic growth; (4) resources management and development; (5) ONESQA standards for Thai language and Thai studies; and (6) boarding program. All are used as the theoretical basis to develop the structured interview questions and observation field notes.

Because of the nature of qualitative study, grounded theory was applied in the data analysis process. Grounded theory involves the progressive identification and integration of categories from data. It provides the researcher with guidelines on how to identify categories, how to make links between categories and how to establish relationships between them. The researcher continues to sample and code data until no new categories can be identified, and until new instances of variation for existing categories have ceased to emerge (Willig, 2008).

Conceptual Framework

The conceptual framework is presented in the diagram in the Figure 1. Beginning with the KMIDS context that challenges King Mongkut's International Demonstration School (KMIDS) in preparing for ACS WASC initial accreditation on six categories: organization for student learning; curriculum, instruction and assessment; support for student personal and academic growth; resource management and development; ONESQA standards for Thai language and Thai studies; and boarding program, during preparation period (before an on-site initial visit in March or April 2020). The data was collected through document reviews,

observations, and interviews of the ACS WASC accreditation preparation stakeholders (comprised of school administrators, school supervisor, ACS WASC coordinators, and teachers). The researcher then applied the systematic design of grounded theory to interpret the collected data (consisting of three steps: open coding, axial coding, and selective coding respectively), to generate the challenges of KMIDS in preparing for ACS WASC accreditation (Bryman & Bell, 2011)

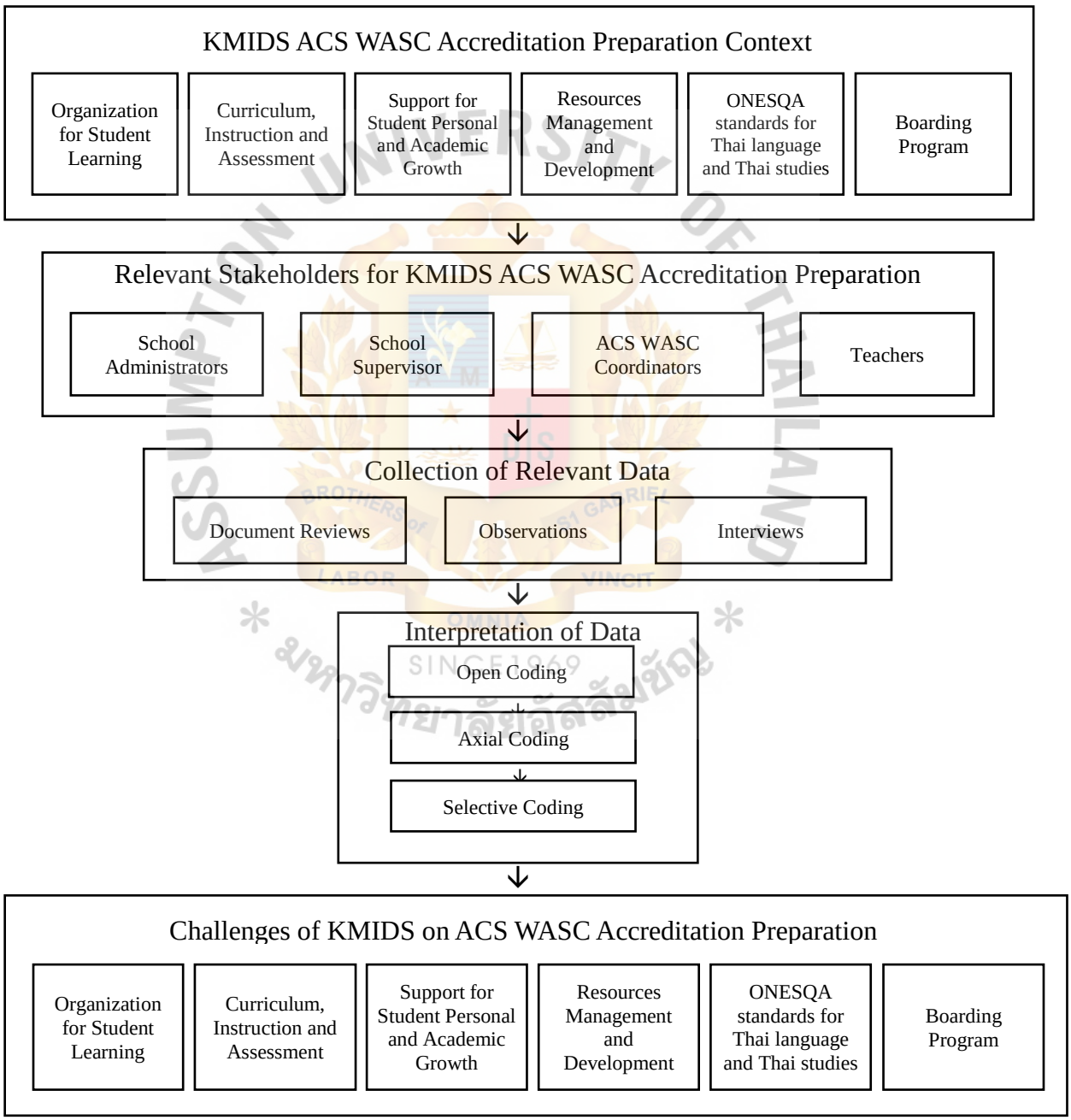

Figure 1. The conceptual framework of the research study.

Scope of the Study

This study was conducted at King Mongkut's International Demonstration School and emphasizes in ACS WASC ACS WAS initial visit criteria framework in six categories:

1. organization for student learning;

2. curriculum, instruction and assessment;

3. support for student personal and academic growth;

4. resources management and development;

5. ONESQA standards for Thai language and Thai studies; and

6. boarding program.

In each category, one working group, consisting of an appropriate number of teachers, assigned by the school administrators, so there are six working groups in total.

Preparation period in this study means the given time that KMIDS has in preparing for ACS WASC accreditation, which is during August 2017 – January 2020.

Target participants for this study will be two school administrators, one school supervisor, two ACS WASC coordinators and 12 teachers (from six ACS WASC working groups).

Data will be collected by document reviews, observations during schoolwide meetings or working groups' meetings and in-depth interviews of participants.

This research study has some limitations that should be mentioned. Firstly, the researcher is the key instrument of qualitative research, the ability to develop appropriate questions, not the questions and to collect and interpret the data are probably the limitation (Merriam, 1998). Secondly, this study will be conducted in a very specific time (August - September 2018), so there probably be some other challenges popping up during the mission period prior to on-site initial visit. Finally, the findings might not be generalized to all international schools, since King Mongkut's International Demonstration School is an international school under a government-affiliated university, King Mongkut's Institute of

Technology Ladkrabang, and not a privately-run school, as most international schools in Thailand. There is a possibility that the challenges or findings are unable to best represent what will happen in those international schools.

Definitions of Terms

The definition of terms is presented as follows.

Accreditation

Accreditation is a school's unending cycle of assessment, planning, implementation, monitoring, and reassessment, focusing on learner achievement. It enhances the better quality of education by ensuring that all accredited schools meet an acceptable level of quality based upon the established framework (ACS WASC, 2017).

Newly-established international schools must follow the guidelines by ACS WASC which consist of the ACS WASC affiliation request, submission of the initial visit school description report and on-site initial visit. The school will be notified of the ACS WASC's action. If they are satisfactory, the school will be granted both initial accreditation and candidacy for a period of time not to exceed three years (ACS WASC, 2017).

In this study, the researcher covers three categories of accreditation (ACS WASC, 2017).

Organization for student learning. Organization for student learning is Category A of ACS WASC initial visit framework for new international schools, including (1) school purpose, (2) governance, (3) school leadership, (4) staff, (5) school environment, (6) reporting student progress and (7) school improvement process.

Curriculum, instruction and assessment. Curriculum, instruction and assessment is Category B of ACS WASC initial visit criteria framework for new international schools, including (1) what students learn, (2) how students learn and (3) how assessment is used.

Support for student personal and academic growth. Support for student personal and academic growth is Category C of ACS WASC initial visit criteria framework for new international schools, including (1) student connectedness and (2) parent/community involvement.

Resources management and development. Resources management and development is Category D of ACS WASC initial visit criteria framework for new international schools, including (1) resources and (2) resource planning.

ONESQA standards for Thai language and Thai studies. ONESQA standards for Thai language and Thai studies are considered as and grouped in Category E of ACS WASC initial visit criteria framework for new international schools, including (1) language and communication (2) culture and social studies and (3) learners' attributes for all students learning Thai language and Thai studies).

Boarding program. Boarding program is Category F of ACS WASC initial visit criteria framework for new international schools. There is one sub-category, boarding program criterion.

ACS WASC Accreditation Preparation

ACS WASC Accreditation Preparation is how King Mongkut's International Demonstration School manages to get ready for ACS WASC before the period of ACS WASC on-site initial visit around March – April 2020.

Accrediting Commission for Schools, Western Association for Schools and Colleges (ACS WASC)

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) is one of the most well-known six regional accreditation agencies in

the United States. ACS WASC provides quality assurance service to schools worldwide, such as in California, Hawaii, Asia, the Pacific Region, the Middle East, Africa, and Europe, to help improve the quality of education for those school (ACS WASC, 2017).

ACS WASC Coordinators

ACS WASC coordinators are particularly hired for ACS WASC accreditation purpose. His/her duties are to facilitate KMIDS and ACS WASC visiting committee; ensure that KMIDS submits required documents to ACS WASC within the timelines, coordinate KMIDS with initial, special, and other types of accreditation visits from ACS WASC; respond to questions from staff who are involved in ACS WASC accreditation process; and build positive relationships with KMIDS and visiting committees.

ACS WASC Working Groups

ACS WASC working groups are the six groups of teachers assigned by the school administrators to work particularly on a specific group based on their responsibility at KMIDS, educational background, expertise and/or interest.

Challenges

Challenge is defined a new or difficult task that tests somebody's ability and skill (Oxford Learner's Dictionaries, 2018). In this study, challenges refer to problems, obstacles, limitations or difficulties that King Mongkut's International Demonstration school encounters during the ACS WASC accreditation preparation period.

Hybrid Curriculum

Hybrid curriculum in this study refers to the curriculum developed by KMIDS by aligning standards from two original sources: California Common Core State Standards and Thai Basic Education Core Curriculum 2008. The administration and quality control of the curriculum is designed and operated by the school.

KMIDS

KMIDS is an abbreviation of King Mongkut's International Demonstration School.

School Administrator

School administrators in this study refer to two Deputy Directors and one Assistant Director who are assigned from the school director to be responsible for ACS WASC accreditation.

School Supervisor

KMIDS has supervisors in many specific areas. Because there is no supervisor directly assigned to oversee ACS WASC accreditation, the director assigns curriculum and instruction supervisor who also has experiences and familiarity both in Thai and overseas accreditation to give practical advice to all ACS WASC stakeholders.

Teachers

Teachers in this study refer to the teaching and academic staff who are assigned by administrators to work on each specific ACS WASC working group, based on their

background and expertise in the criteria. One teacher will be assigned in one specific working group.

Significance of the Study

This study is important to help guide school managers or administrators, ACS WASC coordinators, and/or working groups involved in ACS WASC accreditation process especially those in a newly-established school who are preparing to have on-site initial visit.

School Managers or Administrators

For the school managers or administrators, the findings will help them:

1. formulate the best practices of their context to support teaching and non-teaching staff, and assist the head of teachers in his/her duty to guarantee that the school meets its established goals and ACS WASC criteria;
2. provide professional development workshops related to ACS WASC accreditation for school non-teaching staff in partnership with teaching staff in order to increase their effectiveness to achieve standards of student learning and achievement as required by ACS WASC; and
3. strategically guide how to manage the financial resource, human resource, facility & property, ICT, etc., so as to make the best use of those resources in support of the school's learning objectives and eventually reach ACS WASC standards.

ACS WASC Coordinators

The findings of this study are also important to ACS WASC coordinators, who work as team member to provide support and assistance to the school and visiting committees

(ACS WASC, 2016). The findings will help the coordinators get ready for accreditation and prevent the feasible problems that might occur during the preparation period before the initial visit.

ACS WASC Working Groups/Focus Groups

ACS WASC working groups are teachers assigned to be in each particular group. This study provides experiences of King Mongkut's International Demonstration School's working groups previously encountered during the preparation for ACS WASC initial visit. The results benefit directly on teachers participating in the working groups as it guides how teachers in a new international school struggled and accomplished each particular criterion, especially in student learning and achievement, curriculum, instruction and assessment, or support for student personal and academic growth. Along the way of accreditation, the ACS WASC research-based criteria framework indirectly guide how teachers should have done in their teaching practices.

Students

Students are regarded as consumers and their achievement is the most important product of schools. The ACS WASC framework are designed to help schools locate what they have and what they do not have so far to reach the ultimate goal, which is ongoing and never-ending improvements. Teachers, as ACS WASC stakeholders, can use the results from this study to develop curriculum and teaching methodology that brings about the better students' achievement.

Parents

Parents are considered as both consumers and stakeholders. In order to get accredited, schools must involve parents' roles in administrating and monitoring the school's

improvement as much as possible. The results of this study can guide parents how to help a new school get through the challenges of accreditation in from the very beginning.

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CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the overview of accreditation in international schools and continues with ACS WASC accreditation in depth, including the background of ACS WASC, accreditation process by ACS WASC and ACS WASC initial visit criteria framework for international schools. Next, King Mongkut's International Demonstration School (KMIDS) will be introduced in details as well as the ACS WASC accreditation process. Finally, the previous studies regarding the challenges of accreditation process identified by accreditation agencies or by those accredited schools themselves.

Accreditation in Schools

This section will discuss definitions of accreditation and importance of accreditation to schools.

Definitions of Accreditation

The definitions of accreditation in terms of education are variously stated by dictionary and accreditation agencies as follows.

Accreditation is an official certification that a school or course has met standards set by external regulators (English Oxford Living Dictionary, n.d.).

Georgia Association of Christian Schools (n.d.) defined accreditation as an evaluation by educational peers to verify that the school is accomplishing its goals and purposes. Indispensable elements in the accreditation process are the statement of a school's purpose and goals including their assessment; continuous self-study that emphasized in the school's achievements; and regular on-site reviews by the agency.

ACS WASC (2017) regards accreditation as a voluntary process that schools must demonstrate their trustworthiness to community in providing high standards of learning and commitment of ongoing self-improvement.

New England Association of Schools and Colleges (2018) defines accreditation as an accountability system that is ongoing, voluntary, and comprehensive. The process values the differences such as populations, missions, cultures, backgrounds, etc. The essential elements of accreditation are self-study, peer review, and follow-up process.

Based on these definitions, in this study accreditation will be regarded as a voluntary and ongoing process of quality assurance that schools are assessed in what level and how they accomplish their established philosophy, goals, objectives, quality of curriculum and instruction that have impacts on student learning. The main purpose of accreditation is for schools' progress and improvement, by helping them identify their own strengths and areas for development.

Importance of Accreditation to Schools

Accrediting Council for Independent Colleges and Schools (n.d.), has stated that accreditation is important to schools because it:

1. helps measure if the school meets standards of quality,
2. helps students decide if they should be educated in the school,
3. helps schools in the process of transfer credits,
4. helps organizations or companies decide the validity of programs of study if the graduates receive education in an accredited school or not,
5. involves all stakeholders including staff, faculty, students, graduates, and boards in the process of evaluation and planning, and
6. generates goals for school self-improvement.

Similarly, the Council of International School (2018) has stated that the ultimate contribution of accreditation is to show the community that the school:

1. is dedicated to its mission and vision,
2. has thought deeply about the services it offers to students, family and community,
3. devotes time and resources for the high standards of accreditation,
4. emphasizes in the quality of teaching, student learning, student safeguarding and well-being,
5. is devoted to the development of the students' global competencies,
6. has a suitable philosophy of education suitable for its students,
7. vows only what it can provide and deliver,
8. involves all school stakeholders and is open for peer evaluators, and
9. continually pursues improvement in all areas of the school plans for the future.

ACS WASC (2017) has conveyed the benefits of accreditation to schools as follows.

1. The community is guaranteed that accredited schools are assessed and conform to the established standards because the process necessitates continual self-assessment and monitoring of the offered programs and administration that impact student learning.
2. Students can be certain that the schools which they are about to join have been accredited in terms of quality of education provision.
3. The schools will seek ways to maintain their standards through self-study and self-improvement on the accreditation process.

Accrediting Commission for Schools, Western Association for Schools and Colleges (ACS WASC)

This section will give an overview of ACS WASC, as an accreditation agency for KMIDS, including background, ACS WASC in Thailand, affiliation with ACS WASC and initial visit procedure, international accreditation process and initial visit criteria framework.

Background

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) is a world-renowned accrediting agency and one of the six regional accrediting agencies in the United States. ACS WASC provides services to schools located in California, Hawaii, Guam, the Commonwealth of the Northern Marianas, American Samoa, the Federated States of Micronesia, the Republic of the Marshall Islands, Fiji, Asia, and other parts of the world (ACS WASC, 2017).

The ACS WASC has expanded the accreditation services to around 5,000 schools including public schools, independent schools, church-related schools, and pre-K-12 schools and adult schools. In addition, it teams up with 18 associations in joint accreditation processes, and collaborates with other organizations such as the International Baccalaureate Organization (IBO) and the Council of International Schools (CIS). In Asia, ACS WASC has been working with foreign ministries of education and closely works in partnership with EARCOS to provide the accreditation training and supports to international schools (ACS WASC, 2017).

ACS WASC in Thailand

Ruamrudee International School was the first international school in Thailand which is accredited by ACS WASC (ACS WASC, 2017). Later on, this practice has been followed

by other international schools since it is mandatory that all international must be accredited by an organization of a specific country that the curriculum is used. (Office of the Private Education Commission, 2017). The list below shows international schools in Thailand accredited by ACS WASC (Office of the Private Education Commission, 2015).

1. Ruamrudee International School.
2. St. John's International School .
3. Ekamai International School.
4. International Community School.
5. Ramkhamhaeng Advent International School.
6. The American School of Bangkok, Sukhumvit.
7. Trinity International School.
8. Keera-pat International School.
9. Wells International School.
10. Wells International School (On Nut Campus).
11. Niva International School.
12. Pan-Asia International School.
13. Charter International School.
14. Bangkok Adventist International School.
15. Ascot International School.
16. The Early Learning Centre International School.
17. Bangkok Grace International School.
18. Kevalee International School.
19. Anglo Singapore International School.
20. Berkeley International School.
21. International School Bangkok.

22. Chiangmai International School.

23. International School Eastern Seaboard.

24. St. Stephen's International School Khao Yai.

25. Nakornpayap International School.

26. American Pacific International School.

27. American Pacific International Kindergarten.

28. Thai-Chinese International School.

29. Lanna International School.

30. The American School of Bangkok.

31. Grace International School.

32. Saint John Mary International School.

33. Adventis International Mission School.

34. Chiangrai International School.

35. Global Indian International School.

Affiliation With ACS WASC and Initial Visit Procedure

In order to affiliate with ACS WASC, a new international school must follow these steps: (ACS WASC, 2017)

Step 1: Submission of ACS WASC affiliation request. Interested schools will complete the ACS WASC Affiliation Request and pay the application fee to schedule a visit. For preliminary screen, ACS WASC will go through the school contexts and grant the school eligible status for the initial visit. The followings are the conditions of eligibility that all schools are required to meet (ACS WASC, 2017).

Legal requirements. The school must be legally established based on the host country laws and regulations. ACS WASC does not accredit programs or divisions within a school.

The school must display evidence that a school has a separate operation, leadership, budget, curriculum, etc.

Student well-being. Another evidence for the school to be considered eligible is policies and procedures that ensure that all students are protected in secure environment.

School purpose and program. An eligible school must have all of the following.

- English is a major part of the instruction no matter what kind of program the school claims to be: international, bilingual, English program, etc.
- A clear statement of purpose (beliefs, core values, vision, mission, schoolwide learner outcomes) that reflect global competencies.
- An admissions policy that goes along with the school's purpose.
- A written well-organized curriculum compatible with the school's purpose that meets requirements for admission to North America and other worldwide English-speaking colleges and universities.
- A course of study, marking, grading and reporting procedures that can be transferred to other similar schools in other countries and within the United States.
- Programs of studies include courses on language, culture and history of the host country and region, as well as other parts of the world.

School governance, leadership, and staff. ACS WASC will accredit the school which has all of the following.

- The body of government responsive to the needs of the users of the school, i.e., students, parents, faculty,
- Qualified school administrator(s) and instructional leader(s),
- Qualified teaching staff for all the subject and program and grade levels,
- Non-English speaking staff who are fluent in English,

- A schoolwide action plan that includes strategies and approaches to measure student progress and satisfies the academic standards for global competencies,
- The budget plan that assures continuing financial stability.

School operating minimum requirements. The school must be currently operating at least in the second semester, has a minimum 15 full-time students, as well as an appropriate number of teachers, and administrators on site, and the school's program must include at least two grade levels.

Step 2: Submission of initial visit school description report. After ACS WASC affiliation request is granted, initial visit school description report will be sent to the school to complete. The completed school description report and supporting documentation must be submitted to the ACS WASC office no later than September 1 (for fall visits) and no later than December 31 (for spring visits).

Step 3: Initial visit. A visiting committee will be sent to the school to review the information contained in the school description report and to gather additional information. A mutually acceptable date for the visit will be selected by the school and the chairperson of the visiting committee.

Step 4: Commission action. The visiting committee will provide a report with recommendations or areas for improvement to the ACS WASC Commission. The Commission has the right to decide to grant the school one of the following status.

Initial accreditation. When the school meets ACS WASC criteria for full accreditation and has ample supporting evidence, the initial accreditation will be granted to signify that the school can perform well and sustain into the foreseeable future.

Candidacy. This status is granted to the school that has partially accomplished the initial recognition and is progressing toward. This status is specially designed for the school that cannot provide the sufficient sound planning and resources to implement the plans, but

there is a visible possibility for the school to devise those plans for achieving goals within a reasonable time. The commission will allow the candidate school to make progress and submit a written report that conveys school improvements based on recommendations of the initial visit. However, schools are generally anticipated to do a self-study and participate in a visit for full accreditation by the third year of candidacy.

Withhold of ACS WASC affiliation. If the school is determined to be withheld affiliation, it means that the school does not fully meet ACS WASC criteria and may have to reapply for membership again.

Step 5: Notification. The commission meets at the end of January, April, and June. The school will receive the letter of the commission's action and a copy of visiting committee report.

International Accreditation Process

There are three accreditation processes for international schools: initial visit, self-study report/full visit and follow up processes as clarified in details below (ACS WASC, 2017).

1. Initial visit process. The purpose of the initial visit by a two member team is to understand the school's purpose, its program, and operations based upon the ACS WASC criteria framework and detailed school description.

If the Commission grants initial accreditation or candidacy, the school addresses recommendations from the visiting committee report and completes its first full self-study by the end of the third year.

2. Self-study process or full visit. In order to be granted a full accreditation, the school is required to follow the self-study process consisting of: involvement of all stakeholders; clarification of school vision, mission, purposes and Expected School wide

Learning Outcomes (ESLOs); assessments of student program in relation to ACS WASC criteria framework; school action plan; areas of improvement; and self-study findings based on the accreditation criteria framework.

3. Follow-up process. After the full visit is granted, the school is required to continue the ongoing process of quality assurance to ensure that the school maintains its standards. The process composes of annual assessment and refinement of the school action plan; and completion and review of progress reports and annual reports.

Initial Visit Criteria Framework

The ACS WASC initial visit criteria framework is organized into the following six categories.

Category A: Organization for student learning. This category is mainly about how the school organizes or administers school environment, and staff to facilitate student learning. Within the category, there consists of seven sub-criteria: (1) school purpose, (2) governance, (3) school leadership, (4) staff, (5) school environment, (6) reporting student progress, and (7) school improvement process.

Category B: Curriculum, instruction, and assessment. The Category B places the emphasis on the programs of study, consisting of three sub-criteria: (1) what students learn, (2) how students learn, and (3) how assessment is used.

Category C: Support for student personal and academic growth. The Category C focuses on how the school supports students' physical, intellectual, mental, and social developments through numerous co-curricular activities and community relations. This category falls into two sub-criteria: (1) student connectedness and (2) parent/community involvement.

Category D: Resource management and development. This category specifically looks at how the school leadership team manages resources to sustain the program and school purpose. This category falls into two sub-criteria: (1) resources and (2) resources planning.

Category E: ONESQA standards for Thai language and Thai studies. This category is for international schools in Thailand. ACS WASC cooperates with the local accreditation body in Thailand, ONESQA, in a joint-accreditation program according to the education law of the host country. Therefore the standards are grouped in Category E of ACS WASC initial visit criteria framework. This category falls into three sub-criteria: (1) language and communication (2) culture and social studies and (3) learners' attributes for all students learning Thai language and Thai studies).

Category F: Boarding program. This category is for international schools with student dormitory. ACS WASC will consider if the school dormitory program has met established standards.

In this study, the researcher will cover all Categories. Rubrics and indicators for each category are clearly stated in the Appendices I-VI. Within each of the sub-categories are specific criteria and sample documents that the school is recommended to address (ACS WASC, 2016).

Previous Studies on Accreditation in Schools

There have been ample previous studies of accreditation in educational institutes both basic and higher education system. Most of the studies were conducted after those schools were accredited by certain accreditation agency; they varied in topics such as influential cultural practices or factors that affect accreditation in schools (Gibbons, 2017; Tharp, 2012), comparison of accreditation processes among schools (Shakir, 2010), impacts of accreditation actions (Langevin, 2010; Patel, 2012), perceptions of principals on the

effectiveness of self-study process in bringing about school improvement (Rosa, 2013), teacher attitudes towards accreditation process (Ulmer, 2015), or accreditation and accountabilities processes (Fryer, 2007). Therefore, previous studies on challenges found during accreditation preparation in new schools are very limited.

Accordingly, the researcher studied challenges that many schools faced, those challenges were identified by the schools themselves in their self-study report or by the overseas accreditation agencies in the visiting committee report. However, the findings from the following schools represent some challenges from the perspective of established schools and may not generalize the challenges that new schools will find.

Norwell High School, Boston, Massachusetts, USA (2015) identified their challenges or needs in their self-study report to prepare for NEASC accreditation cycle. The results of their self-study are summarized as follows.

Organization for student learning. Their core value, beliefs and learning outcomes and rubrics for measuring students' achievement based on 21st century civic and social learning expectations should be developed and informed to the school community by engaging the public in school activities and events.

Curriculum and instruction. The school curriculum should be included cross-disciplinary activities and the instruction should be emphasized in data points to separate to identify achievement gaps.

Duxbury High School, Duxbury, Massachusetts, USA (2012) assessed themselves and identified the areas for improvement in their self-study report to prepare for NEASC accreditation cycle.

Curriculum and instruction. The findings are summarized as follows.

- The school should increase more opportunities for students to engage in cross-disciplinary learning and provide sufficient common planning time for teachers to engage in cross-disciplinary collaboration.
- The school should increase number of teaching staff to reduce class sizes.
- The school should increase funding for co-curricular programs.
- The school should create formal opportunities for teacher collaboration, peer observation and sharing of feedback.
- The school should formalize a process for collection and analysis of student data to inform instruction.

Seoul International School, Seoul, South Korea (2015) assessed themselves and identified the areas for improvement in their self-study report to prepare for ACS WASC accreditation cycle in 2015.

Organization for student learning. They presented their areas for improvement as follows.

- The school purpose should more connected with global competencies and involve the community in a review of the school philosophy, mission, and Schoolwide Learner Outcomes.
- Teachers should be regularly appraised throughout levels, given more room for their collaboration. Moreover, selection process should be more consistent and clear-cut.
- School environment such as cleanliness, adequate support services, temperature policies, laboratory, etc. should be improved.
- Student progress report needs more quantitative data to better inform the learning process.

- Communication, collaboration, critical thinking and creativity should be integrated in measurement of student growth.
- The schoolwide action plan should be evaluated its reliability. In addition, the stakeholders should be engaged in the process.

Curriculum, instruction and assessment. They presented their areas for improvement as follows.

- Collaboration time for teacher common planning and data analysis should be added especially in high school level.
- The curriculum should be reviewed to include more global competencies.

Support for student personal and academic growth. They presented their areas for improvement as follows.

- The school should provide more opportunities for elementary and middle school students to interact with students of neighboring schools.
- The school should offer additional support for underperforming students and English as a Second Language students.

Resources management and development. They presented their areas for improvement as follows.

- The administration should to be transparent regarding the departmental budgetary process, especially when the decisions are made to drop requested items. A timeline for budgetary decision-making and an annual review of zero-based budgeting should be shared with the faculty.
- The school should develop a long range resource plan that should be communicated with all members of the faculty.
- The school should provide a space to allow each of the school divisions as well as the whole school to meet.

International School of Bangkok, Pakgred, Nontaburi, Bangkok (2013) assessed themselves and identified the areas for improvement in their self-study report to prepare for ACS WASC accreditation cycle in 2013. The findings are summarized as follows:

Organization for student learning. They presented their areas for improvement as follows.

- The school should keep on developing systems to evaluate learner growth in all learner outcomes and means to help students live balanced lives.
- The school administration should continue to develop Key Performance Indicators (KPI) that are well corresponding to the stated vision and mission.
- The school administration should improve communication lines to keep faculty up-to- date of the most recent research, development and planning carried out at the school.
- The school should pursue ways for greater involvement from teachers in deciding learning goals and professional development programs.

Curriculum, instruction and assessment. They presented their areas for improvement as follows.

- The school should find ways to gather input from teachers for curriculum review and continue to promote teachers' concepts and ability to implement the intended curriculum.
- The school should focus on embedding metacognitive skills and the transformative use of technology into the learning styles.
- The school should provide professional development programs that emphasize in improvement of assessment practices and continue to develop the new assessment methods corresponding to the curriculum standards and benchmarks. Also,

teachers should implement more formative assessment in order to track students' progress move them forward in all areas of the school.

Support for student personal and academic growth. They presented their areas for improvement as follows.

- The school should seek ways to further refine the communication processes to parents about learning assessment.
- The school should continue to further streamline community databases and website to ensure information is accessible, up-to-date and clearly articulated.
- The school should develop 'one-stop' database for teachers and counsellors to help identify students needing support or assistance.

Resources management and development. They presented their areas for improvement as follows.

- The school should modernize the interior of the facilities in the effort of creating efficient, practical, ergonomic, aesthetically pleasing spaces.
- The school should continue to invest the technology, particularly in the area of band-witch.
- The school should seek to provide continuous innovation in technology.
- The school should make short, medium and long term organizational and financial plans to meet the future needs of the shool.

King Mongkut's International Demonstration School (KMIDS)

This section will introduce KMIDS, including background of the school; school vision and mission statement; school organizational structure, curriculum structure and end with overview of KMIDS ACS WASC accreditation process and timeline.

Background

King Mongkut's International Demonstration School (KMIDS) was established in 2016 as a science-focused school under King Mongkut's Institute of Technology Ladkrabang (KMITL). It is a new project of Professor Dr. Suchatchavee Suwansawat, the KMITL president who is trying really hard to have an exclusive international school serve as the pilot school that will produce high quality students for KMITL and leading universities in Thailand and other countries. The school is also established to enable KMITL to achieve its vision of "Being one of the top 10 leading science and technology universities in ASEAN by 2020" and to demonstrate its responsibility toward the nation's education development. (KMIDS, 2016)

In the first phase of school, secondary section was open as a model international demonstration (lab) school to specialize in math, science and technology.

School Vision and Mission

The school vision and mission statements are as follows.

School vision. KMIDS's vision is "KMIDS is the school of Master of Innovation, full of inspiration and imagination."

School mission. The KMIDS mission is comprised of the following objectives:

- to be the leading international science school,
- to incubate graduates who are imaginative, innovative, and inspired,
- to create and develop a challenging educational system,
- to nurture learners with 21st century skills, and
- to instill among students moral and ethical practice, self-confidence and respect for oneself and others (KMIDS, 2016).

School Organizational Structure

KMIDS's organizational structure and the school operational system is both top-down and bottom-up. Nevertheless, the final decision is from the Board of Directors, composing of administrators from King Mongkut's Institute of Technology Ladkrabang, school director and outside school experts and scholars. There are another two boards, namely the Executive Board and the Personnel Board which have different roles. The Executive Board, consisting of five committee members form the Board of Director, is responsible for devising policies and making the primary decision before the matters go to the Board of Director to be approved; on the other hand, this board brings the resolutions from the Board of Director to come into effect. The Personnel Board, consisting of all members of the Executive Board, staff and teacher representatives, and deputy director of administration, serves the school by coming up with the policies and making the primary decision concerning human resources management.

School director is obligatory to be a KMITL faculty and able to have assistant director(s) when needed. The two Deputy Directors are Deputy Director of Academic Services and Deputy Director of Administration. The Deputy Director of Academics' responsibilities are curriculum, quality assurance and student evaluation, student services, all academic departments. The Deputy Director of Administration responsibilities are finance and property, human resources, procurement, premise and vehicle, public relation and educational media and innovation. The organizational structure and chart is displayed in Figure 2.

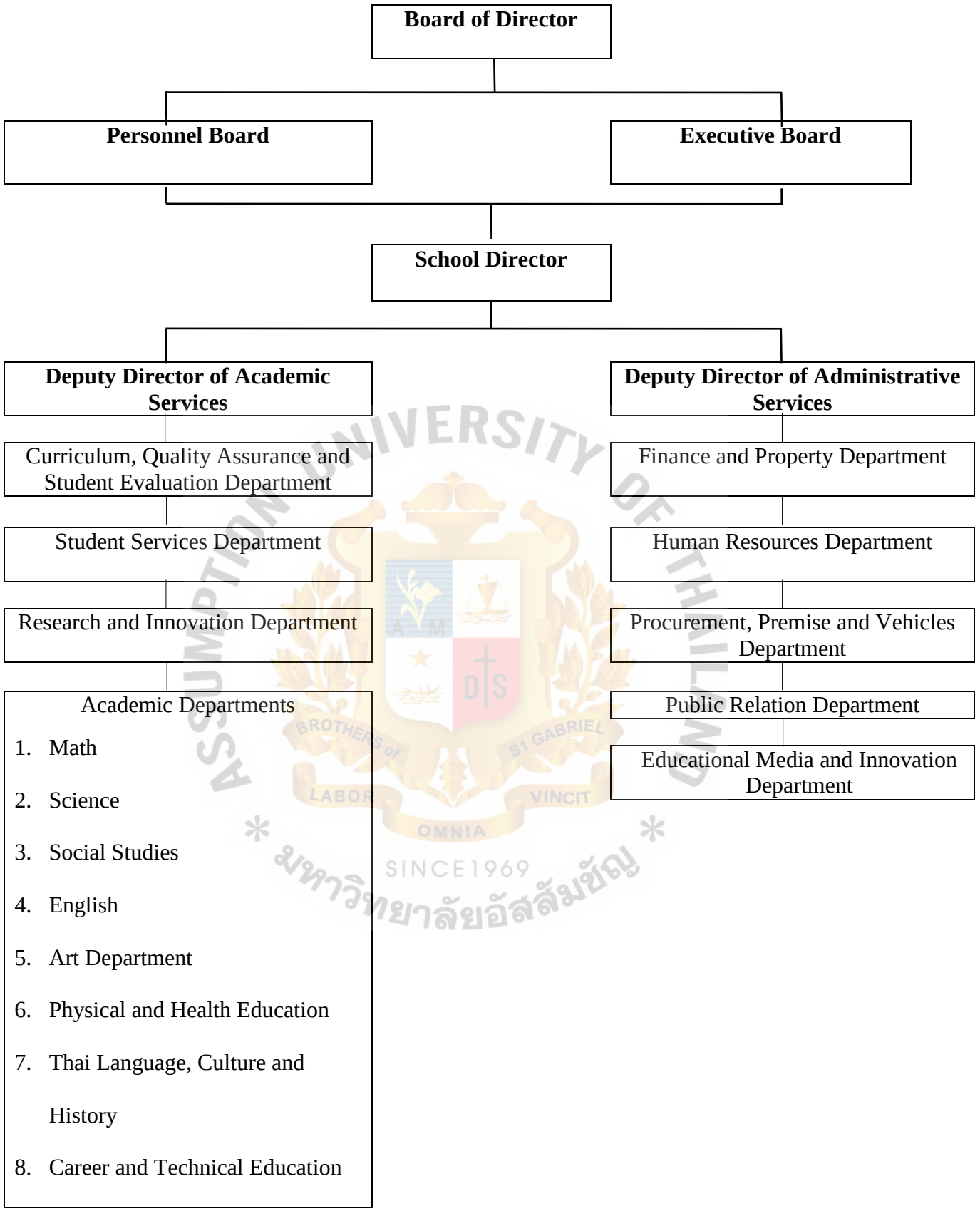

Figure 2. The organizational structure of King Mongkut's International Demonstration School.

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KMIDS Curriculum Structure

KMIDS educational system and curriculum are based on American standards merged with Thai content standards and STEAM curriculum. Additionally, total learning hours are also equivalent to The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) to ensure the equivalency of qualifications for students who desire to continue their higher education in Thailand both Thai and international program (KMIDS, 2017).

Programs of studies. Currently, the school merely provides education for Middle school (Grade 7-8) and High school (Grade 9-12) with a unique curriculum style as the focuses of this school are math, science and technology. Meanwhile, English is also an emphasis of the school since students are from different English backgrounds. The KMIDS Middle School and High School are as follows (KMIDS, 2017).

KMIDS middle school. Middle School students are required to take the fundamental courses; unlike high school, there are no specific programs for them. Special program for them included in the curriculum is STEM with robotics, they will not only study an individual subject alone but they integrate their knowledge especially in the fields of math, science and technology, while the supplements such as advanced math, advanced English, ESL, etc., are offered after school. The middle school curriculum structure is shown in Appendix IV.

KMIDS high school. There are four science-focused programs offered to high school students: medicine, engineering, architecture and applied science. Students need to be particular for what they wish to study and choose the required electives for each program. KMIDS dean of Student Services and counselors will assist and walk with the students through this process. Similar to Middle School, STEM with robotics courses are also offered in high school level. The high school curriculum structure is shown in *Appendix IV*.

Overview of KMIDS ACS WASC Accreditation Process and Timeline

This section presents how KMIDS organizes ACS WASC accreditation preparation, including stakeholders, process and timeline.

Stakeholders. KMIDS ACS WASC stakeholders are organized into four groups as the followings:

School administrators. School administrators, as ACS WASC stakeholders, consists of two Deputy Directors for Academics and Administration and one Assistant Director. They are the leadership team that plays the integral role in ACS WASC accreditation process in involving, organizing, managing, facilitating and guiding all stakeholders to work on ACS WASC in specific criteria.

School supervisor. KMIDS has supervisors in many specific fields. There is no supervisor directly assigned for ACS WASC accreditation. However, the school director entrusts the curriculum and instruction supervisor who also has some backgrounds and is familiar with both in Thai and overseas accreditation to give some advice to all ACS WASC stakeholders. The main role of the supervisor is to provide the best practices on ACS WASC accreditation to school.

ACS WASC coordinators. ACS WASC coordinators are particularly hired for ACS WASC accreditation purpose. His/her duties are to facilitate KMIDS and ACS WASC visiting committee; ensure that KMIDS submits required documents to ACS WASC within the timelines, coordinate KMIDS with initial, special, and other types of accreditation visits from ACS WASC; respond to questions from staff who are involved in ACS WASC accreditation process; and build positive relationships with KMIDS and visiting committees

Teachers. All KMIDS teachers are responsible for ACS WASC accreditation process. The school administrators assign them into each specific ACS WASC working group, based on their background and expertise in the criteria. One teacher will be assigned in one specific

working group. The six working groups are: Group A: Organization for Student Learning; Group B: Curriculum, Instruction, and Assessment; Group C: Support for Student Personal and Academic Growth; Group D: Resource Management and Development; Group E: ONESQA standards for Thai language and Thai studies and Group F: Boarding Program.

KMIDS ACS WASC accreditation process. During academic year 2017 – 2018 (August 2017 – June 2018), the school administrators acquainted KMIDS stakeholders with the accreditation process, starting by setting up working groups for the ACS WASC initial visit criteria framework utilizing as many KMIDS stakeholders as possible. Each working group has a chair who leads, guides, and facilitates the group members. They have regular meetings depending on the chair of each group to receive inputs from as many KMIDS stakeholders as possible in finalizing the initial edition of the school description before submitting it to ACS WASC for the on-site initial visit.

Timeline. KMIDS ACS WASC timeline is shown in the table below.

Table 1

ACS WASC Accreditation Timeline for KMIDS

Tentative timeline	Events
September 2019	Submit request for ACS WASC affiliation.
December 2019	Complete the initial visit school description report and submit it to ACS WASC.
Spring 2020 (March – April 2020)	ACS WASC on-site initial visit
June 2020	ACS WASC Commission action. One of the following actions will be given to KMIDS: full accreditation, candidacy, or accreditation withhold.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research design, population, sample, research instrument, collection of data, data analysis and summary of the research process.

Research Design

This research study was a qualitative case study of one school. The purpose of this research study was to identify the challenges of ACS WASC accreditation preparation of King Mongkut's International Demonstration School (KMIDS) from the perspective of school administrators, ACS WASC, school supervisor, ACS WASC coordinators and teachers. The challenges to be identified focused on six ACS WASC categories: (1) organization for student learning; (2) curriculum, instruction and assessment; (3) support for student personal and academic growth; (4) resources management and development; (5) ONESQA standards for Thai language and Thai studies; and (6) boarding program. For that purpose, qualitative research methodology, called "grounded theory" was used to examine the challenges since the existing theories cannot address the problem that the researcher plans to study. In this study, deductive and inductive qualitative analysis were applied – in other words, the ACS WASC initial visit criteria framework was an existing theory before data collected by the researcher was coded and put under each the six categories from the ACS WASC framework. Document reviews, interview protocols, observation field notes and the researcher were tools that the researcher utilized to collect data. First, the researcher reviewed all relevant documents (such as ACS WASC publications, self-study reports from other international schools and KMIDS school documents) to find out the basic information about

ACS WASC accreditation process and how KMIDS prepares for it. Next, interviews were conducted by use of the interview protocol, comprised of the consent form, background information questions and interview questions for each group of KMIDS ACS WASC working people that were already identified whether each question would answer what research sub-question. During the interview, the researcher also observed the faculty meetings and six working groups' meetings to examine more challenges, difficulties, obstacles or problems that helped fill the gaps of the interview responses. Finally, since the qualitative research focused on process and how people make sense of their lives and experiences rather than the outcomes or products, the researcher or human instrument was then the primary instrument for collection of data and data interpretation.

Data analysis was conducted through the systematic design. First, the researcher pieced together the interview transcriptions, summary of observation field notes and summary of ACS WASC and KMIDS documents. Then, the systematic design was applied, beginning by open coding, axial coding and selective coding respectively, to develop themes and subthemes of the data.

Population

The population for interview in this study consists of four groups of people: two school administrators, one school supervisor, two ACS WASC coordinators and 25 teachers (from the six working groups).

Sample

A population sampling was considered regarding two school administrators, a school supervisor and two ACS WASC coordinators. For teachers, a purposive sampling was considered. Two teachers from each of six working groups were selected for the interviews.

The sampling technique in this study is a “purposive sampling”, all participants were purposefully selected by the researcher to examine an exceptional case or the central phenomenon (Creswell, 2012). The sampling criterion was that teachers who have more years of experiences at KMIDS than other teachers in the same working group were the first priority.

Table 2

Number of Population and Sample Characteristic for This Study

Role	Population size	Sample size
School administrators	2	2
Deputy director	2	2
School supervisor	1	1
ACS WASC coordinators	2	2
Teachers	25	12

Research Instrument

In this research study, four types of qualitative research instruments were involved: document reviews, interview protocols, observation field notes and the human instrument. The details will be explicitly described as follows.

Document Reviews

The researcher started by collecting all type of relevant documents. Documents included ACS WASC documents such as a manual for initial visit, standards or criteria for ACS WASC accreditation, self-study reports of ACS WASC schools, etc., and KMIDS documents such as Board of Director’s meeting minutes, faculty meeting minutes, personal

memos or notes, etc. Once all documents were located, the researcher sought the permission from KMIDS to use them and record information from the documents. This process took several forms such as taking notes, scanning, photocopying, etc.

Interview Protocol

Interview protocol consisted of interview consent form, background information questions and interview questions specifically developed for four group of KMIDS ACS WASC working people: school administrators, school supervisor, ACS WASC coordinators and selected teachers from the six working groups. The researcher applied the question-making guidelines by Creswell (2012); that is, questions are open-ended, allowing participants to flexibly respond to the questions and the initial questions serve as "icebreakers" or "grand tour questions" to reduce anxiety of the participants and encourage them to talk more on the major research questions.

Interview questions were organized for two groups of KMIDS WASC working people and divided into two sets: (1) a set of questions for school administrators, school supervisor and ACS WASC coordinators and (2) a set of questions for teachers who were assigned in the six working groups, since school administrators, school supervisor and ACS WASC coordinators work holistically and in general such as organizing ACS WASC meeting or events, assigning jobs to teachers, facilitating the ACS WASC process, etc., while teachers in the working groups work in details for specific criteria.

Accordingly, the interview questions for school administrators, school supervisor, ACS WASC coordinators would answer research questions in general, whereas the questions for teachers were clearly identified whether the interview questions would respond to what research sub-question (see Appendix VIII for more details).

The open-ended interviews were one-on-one basis, during which the researcher asked questions to and recorded answers from only one participant in the study at a time. The

interview approach was semi-structured; that is, the researcher asked a particular set of predetermined questions, while the follow-up questions were not planned in advance, but arose spontaneously in the free-flowing conversations. During the interviews, responses were audiotaped and taken brief notes. After the interviews, the researcher transcribed audiotapes and continued with the next process, coding.

Observation Field Notes

To examine more data on the challenges of KMIDS on ACS WASC accreditation preparation and to fill the gaps of responses that interview alone may not answer, the observations of the faculty meetings or working groups' meetings was unquestionably useful for exploring such information. During the observations, the instrument called "observation field note" was utilized to allow the researcher to take notes on key ideas or discussions from the meetings.

The field note was developed and structured to respond to the research questions both in general and in details, depending on the type of meeting to observe. If the researcher observes the faculty meetings, the notes would answer the research questions in general, but if the researcher observed the working groups' meetings, the notes then answered the research sub-questions.

Human Instrument

Since qualitative research is concerned primarily with process rather than the outcomes or results and taken more on how people make sense of their experiences, the researcher or human instrument then played an integral role of research process. The researcher had to go to the people and settings to observe and record on what he experienced from the fieldwork. Then, the researcher builds concepts, notions and theories from the responses or collected data. In conclusion, human is the key instrument of data collection and

analysis because data are mediated through the researcher rather than interview questions or any machines (Merriam, 1988).

Collection of Data

In this study, data was collected by means of a researcher as the human instrument, using qualitative techniques such as document reviews, observations of meetings, participant interviews. After that, the data was validated through member-checking and triangulation techniques for its accuracy and reliability. These methodologies allowed the researcher to have multiple, creditable and reliable sources to examine the challenges of KMIDS preparation for ACS WASC accreditation.

Document Reviews

The researcher firstly began by identifying the types of documents that provide useful information to answer the research questions. Such documents included ACS WASC documents and self-study reports of ACS WASC schools which are available online. In addition, KMIDS documents regarding ACS WASC accreditation such as meetings' minutes, KMIDS ACS WASC process, etc. For KMIDS confidential documents, the researcher sought for permission from KMIDS responsible officials to locate those documents and examine them for correctness, completeness, and effectiveness in answering the research questions in this study. The researcher also asked to keep the data in the form of photocopy and scanned files (Creswell, 2012).

Interviews

The interview technique in this study was semi-structured, in-depth and one-on-one. The 17 participants were interviewed either during school hours or after school. Before an interview began, the participant was sent the interview consent form about the interview process and guaranteed confidentiality. These interviews lasted approximately 30-60 minutes in length and focused on open-ended interview questions in the interview protocol. With the

nature of semi-structured interview; however, there were some additional questions occurring during the interviews and that were recorded by the researcher. The languages used during the interviews were English and Thai. There were 11 non-Thai and six Thai participants. Thai language was used only when Thai participant were being interviewed. The researcher scheduled each participant individually by email, from 10 August 2018 to 30 November 2018. (see Appendix XI for more details.)

In the interview protocol, there were two types of questions: (1) icebreaking questions and (2) questions that directly answer the main research problems. This was clearly clarified in the interview protocol (see Appendix V).

A set of questions for school administrators, school supervisor and ACS WASC coordinators answered the research problems in general rather than the set of questions for teachers in particular working groups that addressed directly to the research sub-questions because teachers will work specifically in details of their assigned category and tasks.

At the conclusion of each interview, the researcher summarized the key major points covered and gave the participants sufficient time to clarify their responses and add more information where necessary.

Observations

In this study, the researcher played two roles of participation: participant observer and non-participant observer. Because the researcher was included in the faculty meetings and a member of Category E Working Group, the researcher interacted with other members as naturally as possible and tried to take notes on critical points. The researcher observed the faculty meetings four times and five times for Category E Working Group. For Category A, Category B, Category C, Category D and Category F, the researcher acted as a non-participant observer, the researcher sit on the sidelines, watched, and took field notes and was not involved in the meeting that was observed (Fraenkel & Wallen, 2008). The researcher

observed faculty meetings four times, the leadership meetings for three times, and the working groups' meetings at least two times each, 20 times in total, the observations took place from 10 August 2018 to 22 November 2018. (see Appendix XI for more details.)

Validation of Data

In order to check whether data collected from participants is accurate or not, two typical techniques were implemented in this process: member-checking and triangulation (Creswell, 2012).

Member-checking. Member-checking is the process that the researcher asks one or more participants or informants to check accuracy of the transcript. The participant then may make some changes in the transcripts where necessary. After the report was done, this technique was used again to recheck whether the themes, supporting evidence or interpretations included in the report were complete, realistic, fair and representative.

Triangulation. In this study, this technique was also used to double-check if the data arising from the documents about accreditation from KMIDS and other schools, interviews and observations were corresponding to one another since they are from different sources or perspectives: the documents were written from the perspective of working people who recorded them, interview data was collected from the point of view of participants and the observation notes were recorded from the viewpoint of the researcher. These three sources of information helped the researcher to validate the collected information. For example, the data received from interview may be incomplete or missing some important points, data from observations and document reviews would fill the gaps in developing themes or add more supporting evidence when writing descriptions of the themes. This eventually ensured that the study is accurate and credible because the information has been gone through multiple sources, individuals and processes.

Table 3

Tentative Research Timeline for This Study

Date	Task
18 April 2018	Get the permission from the target school
20 July 2018	Complete the first three chapters
9 August 2018	Do the proposal examination
10 August 2018 – 30 November 2019	Interview KMIDS ACS WASC stakeholders and observe faculty meetings and working groups' meetings.
27 March 2019	Complete Chapters IV and V
1 April 2019	Do the final defense

Data Analysis

The main objective of this research study was to identify the challenges of ACS WASC accreditation preparation of King Mongkut's International Demonstration School (KMIDS) from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers. Within this research objective, there are six sub-objectives oriented around the six categories of ACS WASC initial visit framework: (1) organization for student learning, (2) curriculum, instruction and assessment, (3) support for student personal and academic growth, (4) resources management and development; (5) ONESQA standards for Thai language and Thai studies; and (6) boarding program.

In order to analyze the collected data in this study, the "systematic design" of grounded theory was applied. In this study, the researcher did not merely construct the new theories from his interpretations of raw data (collected from document reviews, participant interviews, and observations), but also considered the research-based theory, ACS WASC initial visit criteria framework, and linked the emerging themes and sub-themes to the

categories from ACS WASC framework (Strauss & Corbin, 1998). In this case, the selection of core categories was done before the coding.

The systematic design as aforementioned involved three steps in the coding process to generate and develop the themes and sub-themes with details in a visual picture: (1) open coding, (2) axial coding and (3) selective coding. In the first step, open coding, the researcher used the written notes, including the summary of document review notes, interview transcripts and observation field notes, to conceptualize all data line by line. Initially, everything was coded to discover the core phenomenon being studied, yielding many challenges. After that, the researcher compared all concepts, went back and forth to merge or modify those concepts and build up theories arising along the way. This step was done inductively, regardless of the ACS WASC initial visit framework. In the axial coding step, the researcher linked the concepts into the related category, oriented around ACS WASC initial visit framework. Finally, the selective coding, the researcher wrote theories from the interrelationships of the concepts from the axial coding. This process involved integrating and refining the theories, by writing up the storyline and explaining them with coherent language. Therefore, the two final coding steps were regarded as both deductive and inductive.

In summary, the new theories from this study were constructed by a combination of both inductive and deductive qualitative analysis of data, that is, the open coding step was purely inductive because the researcher developed themes and sub-themes regardless of the ACS WASC initial visit criteria framework, while the axial and selective coding steps were both deductive and inductive, because themes and sub-themes were developed from the collected data and reorganized under the pre-established ACS WASC categories.

Summary of the Research Process

The research process of this study can be summed up as shown in Table 4 below.

Table 4

Tentative Research Process for This Study

Research objective	Source of data or sample	Data collection method or research instrument	Method of data analysis
Main research objective: To identify the challenges of KMIDS on ACS WASC accreditation preparation from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers	1. School administrators 2. School supervisor 3. ACS WASC coordinators 4. Teachers 5. Observations 6. Documents	1. Document reviews 2. Interviews 3. Observations 4. Human instrument	Data is analyzed through "systematic design", consisting of open coding, axial coding and selective coding (Struass & Corbin, 1998)
Sub-objective 1: To identify the challenges of King Mongkut's International Demonstration School on ACS WASC accreditation preparation in relation to organization for student learning from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers			

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Research objective	Source of data or sample	Data collection method or research instrument	Method of data analysis
Sub-objective 2: To identify the challenges of King Mongkut's International Demonstration School on ACS WASC accreditation preparation in relation to curriculum, instruction and assessment from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers	1. School administrators 2. School supervisor 3. ACS WASC coordinators 4. Teachers 5. Observations 6. Documents	1. Document reviews 2. Interviews 3. Observations 4. Human instrument	Data were analyzed through "systematic design", consisting of open coding, axial coding and selective coding (Struass & Corbin, 1998)
Sub-objective 3: To identify the challenges of King Mongkut's International Demonstration School on ACS WASC accreditation preparation in relation to support for student personal and academic growth from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers			
Sub-objective 4: To identify the challenges of King Mongkut's International Demonstration School on ACS WASC accreditation preparation in relation to resource management and development			

(continued)

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Research objective	Source of data or sample	Data collection method or research instrument	Method of data analysis
from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers			
Sub-objective 5: To identify the challenges of King Mongkut's International Demonstration School on ACS WASC accreditation preparation in relation to ONESQA standards for Thai language and Thai studies from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers	1. School administrators 2. School supervisor 3. ACS WASC coordinators 4. Teachers 5. Observations 6. Documents	1. Document reviews 2. Interviews 3. Observations 4. Human instrument	Data were analyzed through "systematic design", consisting of open coding, axial coding and selective coding (Struass & Corbin, 1998)
Sub-objective 6: To identify the challenges of King Mongkut's International Demonstration School on ACS WASC accreditation preparation in relation to boarding program from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers			

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CHAPTER IV

RESEARCH FINDINGS

The main objective driving this research was to identify the challenges of KMIDS on ACS WASC accreditation preparation from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers. This chapter displays the key findings derived from the researcher's data analysis, which are the challenges from the perspective of the four main groups of KMIDS stakeholders working on ACS WASC accreditation preparation.

The researcher started the data collection process by sending an official request to Deputy Director of Academics who is the ACS WASC team leader, then reviewed all of accessible and relevant documents such as meeting minutes, ACS WASC timeline and process of KMIDS, working groups' meetings, etc.

Prior to the official interviews, the researcher also asked the participants for interview permission and unofficially had conversations with them in order to understand the core concepts of ACS WASC process, then the interview questions were adjusted to fit into the reality of the school. The in-depth interview was one-on-one and semi-structured. During the interviews, follow-up questions by the researcher were added on top of the initial questions. The interview questions, as clearly seen in the interview protocol, were organized into two parts: the icebreaker questions and the questions specifically addressing the main research question and six sub-research questions. There were 17 participants in total. Each interview ranged from approximately 30 to 60 minutes, varying from person to person.

At the period of time of the interviews, the researcher was also doing multiple observations of the six working groups' meetings to get the better insight of how each working group worked and carried out each specific task.

After the researcher transcribed the recordings, each transcription was sent to the participant to verify an accuracy. However, the raw data was from different sources: (1) the documents from the perspective of the staff who recorded them, (2) the interviews from the perspective of participants, and (3) observations from the perspective of the researcher; then, triangulation technique was utilized in order to validate and confirm if the collected data was attaining that certain level of accuracy. It was surprising for the researcher to see that most participants had common areas of challenges.

As mentioned in Chapter III, there were three stages of data analysis: (1) open coding, (2) axial coding, and (3) selective coding, to identify the challenges of KMIDS in preparing for ACS WASC accreditation. In the open coding step, the researcher used the raw data from the documents, interview transcripts, and observation notes to initially created challenges themes, and 17 general themes were coded and found regardless of considering the six categories of ACS WASC initial visit criteria framework as can be seen in Table 5.

Table 5

Summary of Open Coding Process

Themes	Sub-themes
Theme 1 Curriculum	Sub-Theme 1.1 Hybrid curriculum
	Sub-Theme 1.2 Quality control
	Sub-Theme 1.3 Teachers' understanding of curriculum

(continued)

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Themes	Sub-themes
	Sub-Theme 1.4 High level of math, science, and STEM
	Sub-Theme 1.5 Misunderstanding of academic staff
	Sub-Theme 1.6 Courses instructed by KMITL professors
	Sub-Theme 1.7 Curriculum consistency
	Sub-Theme 1.8 Curriculum mapping
Theme 2 Staff	Sub-Theme 2.1 Staff qualifications
	Sub-Theme 2.2 Shared goal/direction
	Sub-Theme 2.3 Staff diversity/staff background
	Sub-Theme 2.4 Collaboration and cooperation
	Sub-Theme 2.5 Staff personality and conflicts
Theme 3 Administration and leadership	Sub-Theme 3.1 School boards
	Sub-Theme 3.2 Functioning administrators/decision-making
	Sub-Theme 3.3 Organizational structure
	Sub-Theme 3.4 Assigning responsible persons
	Sub-Theme 3.5 Opinion management
Theme 4 Time-concerned factor	Sub-Theme 4.1 Time management
	Sub-Theme 4.2 Time limitation
	Sub-Theme 4.3 School schedule
Theme 5 Government-affiliated school	Sub-Theme 5.1 Under the umbrella of KMITL
	Sub-Theme 5.2 KMITL protocols and guidelines
	Sub-Theme 5.3 Language in communication
	Sub-Theme 5.4 Being under OHEC

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Themes	Sub-themes
Theme 6 Instruction	Sub-Theme 6.1 Teachers' qualifications
	Sub-Theme 6.2 direction of instruction
Theme 7 Language barrier	Sub-Theme 7.1 English level of students
	Sub-Theme 7.2 Gap between students' English level
	Sub-Theme 7.3 English communication between KMIDS and school community
Theme 8 Internal communication	Sub-Theme 8.1 Communication between school boards and KMIDS staff
	Sub-Theme 8.2 Communication between administration and KMIDS staff
	Sub-Theme 8.3 Communication in Thai
Theme 9 Demonstration school	Sub-Theme 9.1 Modelling best practices
	Sub-Theme 9.2 Research practices
Theme 10 Science school	Sub-Theme 10.1 A number of science students
	Sub-Theme 10.2 Glooming science students
Theme 11 Community involvement	Sub-Theme 11.1 Parent involvement
	Sub-Theme 11.2 KMITL involvement
Theme 12 Thai program	Sub-Theme 12.1 Integration of STEM in Thai courses
	Sub-Theme 12.2 ONESQA requirements
	Sub-Theme 12.3 Thai MOE requirements
	Sub-Theme 12.4 Curriculum from Thai MOE
	Sub-Theme 12.5 Making Thai curriculum fun to learn
Theme 13 Professional development	Sub-Theme 13.1 Inadequate internal PD
	Sub-Theme 13.2 Need of more outside PD

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Themes	Sub-themes
Theme 14 Student support	Sub-Theme 14.1 Career and counselling
	Sub-Theme 14.2 English support
Theme 15 Population of KMIDS students	Sub-Theme 15.1 Thai students
	Sub-Theme 15.2 Science students
Theme 16 Boarding program	Sub-Theme 16.1 Student healthcare
	Sub-Theme 16.2 Limited use of KMITL facilities
	Sub-Theme 16.3 Dormitory sharing with KMITL students
	Sub-Theme 16.4 Dormitory staff's qualifications
Theme 17 Facilities	Sub-Theme 17.1 Time-consuming process
	Sub-Theme 17.2 Limited use of KMITL facilities

In axial coding step, the researcher classified those 17 general themes by orienting them around the six categories of ACS WASC initial visit criteria framework and renumbered the themes and sub-themes. For example, administration and leadership was Theme 3 in the open coding, but it became Theme 1 under the challenges in relation to organization for student learning in the axial coding (see details in Table 6).

Table 6

Summary of Axial Coding Process

Themes	Sub-themes
Challenges in relation to organization for student learning	
Theme 1 Administration and leadership	Sub-Theme 1.1 School boards
	Sub-Theme 1.2 Organizational structure

(continued)

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Themes	Sub-themes
	Sub-Theme 1.3 Functioning administrators
Theme 2 Staff	Sub-Theme 2.1 Staff qualifications
	Sub-Theme 2.3 Professional development for staff
	Sub-Theme 2.2 Staff diversity/Shared goal of staff/Staff collaboration and cooperation/Staff personality and conflicts
Theme 3 Type of school	Sub-Theme 3.1 Demonstration school
	Sub-Theme 3.2 Science school
Theme 4 Government-affiliated school	Sub-Theme 4.1 Affiliation with KMITL
	Sub-Theme 4.2 KMITL protocols and guidelines
Challenges in relation to curriculum, instruction and assessment	
Theme 5 Curriculum	Sub-Theme 5.1 Hybrid curriculum
	Sub-Theme 5.2 Stakeholders' understanding of curriculum
	Sub-Theme 5.3 Curriculum mapping
Theme 6 Instruction	Sub-Theme 6.1 Students' English level
	Sub-Theme 6.2 Common time for teachers to conduct professional learning community
	Sub-Theme 6.3 Courses instructed by KMITL professors
Challenges in relation to support for student personal and academic growth	

(continued)

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Themes	Sub-themes
Theme 7 Career and counselling	None
Theme 8 Community involvement	Sub-Theme 8.1 Language in communication Sub-Theme 8.2 Parents' involvement
Challenges in relation to resource management and development	
Theme 9 Resources	Sub-Theme 9.1 Facilities Sub-Theme 9.2 Resources development
Challenges in relation to ONESQA standards for Thai language and Thai studies	
Theme 10 Thai curriculum and instruction	Sub-Theme 10.1 Thai curriculum Sub-Theme 10.2 Thai language instruction and assessment
Theme 11 ONESQA and MOE requirements	Sub-Theme 11.1 ONESQA indicators Sub-Theme 11.2 Thai MOE Studying time requirement
Challenges in relation to boarding program	
Theme 12 Facilities	None
Theme 13 Dormitory staff's Qualifications	None
Theme 14 Student healthcare	None

(continued)

In the final step, selective coding, the researcher reviewed and refined the themes and sub-themes from the axial coding. There were no major changes in this stage, only some themes and sub-themes were renamed, renumbered, and combined with the more logical category. For example, Sub-Theme 1.3 which was “functioning administrators/decision-making” was combined with Sub-Theme 1.2 “organizational structure” because they shared the similar details. Another example was Sub-Theme 4.1 “affiliation with KMITL”. It was renamed to “being under OHEC, Thailand” because the new one works better in terms of covering the core ideas under it (see table 7 for the final themes and sub-themes).

Table 7

Summary of Selective Coding Process

Themes	Sub-themes
Challenges in relation to organization for student learning	
Theme 1 Administration	Sub-Theme 1.1 School boards
	Sub-Theme 1.2 Organizational structure
Theme 2 Staff	Sub-Theme 2.1 Staff qualifications
	Sub-Theme 2.2 Staff training and development
	Sub-Theme 2.3 Staff diversity
Theme 3 Type of school	Sub-Theme 3.1 Demonstration school
	Sub-Theme 3.2 Science school
Theme 4 Affiliation with	Sub-Theme 4.1 Being under OHEC, Thailand

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Themes	Sub-themes
KMTL	Sub-Theme 4.2 KMITL protocols and guidelines
Challenges in relation to curriculum, instruction and assessment	
Theme 5 Curriculum	Sub-Theme 5.1 Hybrid curriculum
	Sub-Theme 5.2 Stakeholders' understanding of curriculum
	Sub-Theme 5.3 Connection between learner outcomes and curriculum standards
Theme 6 Instruction	Sub-Theme 6.1 English proficiency of students
	Sub-Theme 6.2 Professional learning community for teachers
	Sub-Theme 6.3 Courses instructed by KMITL professors
Challenges in relation to support for student personal and academic growth	
Theme 7 University admission counselling	None
Theme 8 Community involvement	Sub-Theme 8.1 Language in communication
	Sub-Theme 8.2 Parents' involvement for school improvement process
Challenges in relation to resource management and development	
Theme 9 Resources	Sub-Theme 9.1 Facilities
	Sub-Theme 9.2 Resources planning

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Themes	Sub-themes
Challenges in relation to ONESQA standards for Thai language and Thai studies	
Theme 10 Thai curriculum and instruction	Sub-Theme 10.1 Thai curriculum Sub-Theme 10.2 Thai language instruction and learning assessment
Theme 11 Requirements from Thai MOE and ONESQA	Sub-Theme 11.1 ONESQA indicators Sub-Theme 11.2 Studying time requirement
Challenges in relation to boarding program	
Theme 12 KMITL dormitory and facilities	None
Theme 13 Qualifications of dormitory staff	None
Theme 14 Student well-being and healthcare	None

Profile of participants

The emphasis of this research study was placed on challenges of ACS WASC accreditation preparation, from the perspective of four groups of ACS WASC working people. Thus, the demographic information and profile will be differentiated accordingly.

Number of participants. There were two school administrators, one school supervisor, two ACS WASC coordinators, and 12 teachers participating the in the interview. The total number of participants in this study was 17 people.

Educational background. The educational background was asked as the first question of the interviews and can be summarized according to participant title in the school as follows.

School administrators. Director of Academics, Deputy Director of Administration, and Assistant Director of Academics. The Deputy Director of Academics holds a Master's Degree in Educational Administration, Deputy Director of Administration is a Ph.D. graduate from Educational Research Program.

School supervisor. The curriculum and instruction supervisor has her Ph.D. in Educational Administration from the USA.

ACS WASC coordinators. Both ACS WASC coordinators hold the Master's Degree related to education: the first ACS WASC coordinator earned a Master's Degree in Educational Administration, while another is in Educational Research.

Teachers. Among 12 teachers participating in the interview, there are six teachers who had finished Master's program related to education or the field of his/her teaching, and six of them earned their Bachelor's degree in education or subject-related area of his/her teaching. There is only one dormitory teacher whose degree is not related to education.

Experience in schools and accreditation. School and accreditation experiences of participants can be summarized based on participant title as follows.

School administrators. All of the administrators have previous experiences in school administration, at different levels. The Deputy Director of Academics has more than 20

years in school administration as a principal: two American schools in California, USA; three international schools in Bangkok, Thailand. Most of his previous schools were accredited by ACS WASC. The Deputy Director of Administration has direct administrative experience on accreditation in Office of National Educational Standards and Quality Assessment (ONESQA), which is a local accreditation body in Thailand.

School supervisor. A school supervisor is a retired Associate Professor from a Thai university that is well-known in education. Back then, the supervisor was responsible for Educational Administration program both Master and Ph.D. levels. In addition, the supervisor has experiences in supervising trainee teachers and being an advisor of a bilingual school.

ACS WASC coordinators. Both ACS WASC coordinators had their background in ACS WASC accreditation. One had been working as an ACS WASC organizer in his previous school in Bangkok for six years and another had her background as a general coordinator for overseas accreditation agencies, including ACS WASC, at Office of National Educational Standards and Quality Assessment (ONESQA), Thailand.

Teachers. All teacher participants have accreditation experience from their previous schools so they are familiar with accreditation. Among 12 teachers, four of them have ACS WASC accreditation experience from his/her previous school(s), while the rest of the teachers has backgrounds in other accreditation organizations/agencies. At KMIDS, they have worked on ACS WASC accreditation process for one year and a half, at the period of interview.

Perception towards accreditation. The definition of accreditation was asked as an ice breaker question, aiming to investigate the general understanding of participants in this study. Each participant provided their perspective of accreditation based on their present

knowledge. The researcher then analyzed keywords from those responses and summarized the similar common ideas and some critical points made by participants as follows (full definition of accreditation by each participant can be seen in Appendix X).

Accreditation is a comprehensive process of quality assurance conducted by a school that is affiliated with an outsource accrediting agency. The school has to demonstrate how its people accomplish established standards, criteria or indicators and maintain the level of satisfaction. An administrator (RA) stated that "…accreditation is working as an outside source to check if the school is doing what they said they want to do, they are following their own mission and vision, they are meeting accepted standards…" While gearing towards accreditation, the process works as a key to success. An administrator (KE) gave her idea that "…in my opinion, accreditation should look for three things: input, process and output...." And an ACS WASC coordinator (MN) also mentioned the importance of the process that "…the process should be PDCA (Plan-Do-Check-Action) and connected their work…" Similarly, a teacher (TS) discussed that "…we need three steps for accreditation or quality assurance: quality control, quality auditing and quality assessment…"

The main purpose of accreditation is a guarantee to the community and stakeholders that the school is able to provide the quality provision of education services like what school supervisor stated "…accreditation or quality assurance is what is telling people how we organize our own organization to ensure quality of the education provision and attain that recognition…" and one teacher (DT) who said that "…it is the guarantee to the outside world, supposed should be objective, unbiased, objective use, analysis of the school teaching ability and quality…"

Interpretation of Data

As clearly mentioned in the previous chapters, the data of this research study was from three sources: document reviews, interviews, and observations. However, the majority of information arose from the responses of participants.

The interview questions were meant to scrutinize the challenges of KMIDS on ACS WASC accreditation preparation from the perspectives of the four groups of ACS WASC working people at KMIDS. Their responses together with document reviews and observation notes were employed to identify the challenges by the researcher.

The challenges that the researcher analyzed with the systematic design were categorized into six themes, oriented around ACS WASC initial visit criteria framework. Each theme falls into different sub-themes related to the main theme. By each theme and sub-theme, the researcher also provided the key terms with their frequency mentioned by participants in the parenthesis as grounds of developing themes and sub-themes. It is very interesting to notice that some key terms are different in terms of wordings, but they share the similar idea when reading through the detailed responses of each.

Challenges in Relation to Organization for Student Learning

The challenges in relation to organization for student learning were oriented around the Category A of ACS WASC initial visit criteria framework. The following themes were identified from the qualitative analysis of document reviews, multiple levels of researcher's observation and participant interviews. They are four themes: administration; staff; type of school; and affiliation with King Mongkut's Institute of Technology Ladkrabang (KMITL). Themes and sub-themes can be summarized in the table as follows.

Table 8

Themes and Sub-Themes in Relation to Organization for Student Learning

Themes	Sub-themes	Key terms	Description
Administration	School boards	(School) boards (4), Board of Directors (1)	The school boards are on the top level of administration. The key functions are to issue the school policies and make decisions for the school affairs. How will the school boards be a challenge for KMIDS in preparing for ACS WASC accreditation?
	Organizational structure	Organizational chart (3), unique administration (1)	Organizational structure defines how activities such as task allocation, coordination and supervision in the school are directed toward the achievement of school goals. How will the school organizational structure be a challenge for KMIDS in preparing for ACS WASC accreditation?
Staff	Staff qualifications	Qualified people (3), difficult to find teachers (3)	Staff qualifications involves staff's educational background, their previous professional development or trainings and experiences in K-

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Themes	Sub-themes	Key terms	Description
			12 school that influence their understanding of KMIDS. How will the staff qualifications be a challenge for KMIDS in preparing for ACS WASC accreditation?
	Staff training and development	Outside professional development (2), PD package (1), PD days (1), Individual Development Plan (IDP) (1)	Staff training and development refers to professional development (PD). In order to be a successful and accredited school, professional development workshops should be sufficiently provided and relevant to the school's vision and mission statement. How will the staff training and development be a challenge for KMIDS in preparing for ACS WASC accreditation?
	Staff diversity	Different experience (of people) (2), minority (of people) (1)	Staff diversity refers to a range of various administrators and teachers who were recruited from different background, have different concepts of how a school should be, or have different way of working. How will the staff diversity be a challenge for KMIDS

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Themes	Sub-themes	Key terms	Description
			in preparing for ACS WASC accreditation?
Type of school	Demonstration school	Demonstration school (3), demonstration school in international environment (2)	Demonstration school is a one type of school with the special mission for society, especially in conducting various educational researches, modelling the research-based teaching practices, coaching trainee teachers. How will being a demonstration school be a challenge for KMIDS in preparing for ACS WASC accreditation?
	Science school	Science school (3)	Science school refers to a school where science subjects including mathematics, technology, engineering, medicine or other related subjects are addressed as the school' emphasis and in the school vision or mission statement. How will being a science school be a challenge for KMIDS in preparing for ACS WASC accreditation?
Affiliation with KMITL	Being under OHEC,	Under/Affiliation with KMITL and	KMIDS is an international demonstration school and KMITL,

(continued)

(continued)

Themes	Sub-themes	Key terms	Description
	Thailand	OHEC (3)	so KMIDS is automatically under OHEC. How will being OHEC, Thailand be a challenge for KMIDS in preparing for ACS WASC accreditation?
	KMITL protocols and guidelines	University protocols and guidelines (5)	As part of KMITL, KMIDS has to follow many protocols and guidelines developed by KMITL that is government-affiliated organization without any exception. How will KMITL protocols and guidelines be a challenge for KMIDS in preparing for ACS WASC accreditation?

Administration. Administration, in this case, refers to how the school establishes and manages organization to support student learning, starting from how the school boards give directions to the school, how internal and real working people organize their line of government and supervision. The challenges regarding administration fall into two sub-themes: school boards and organizational structure.

School boards. The school boards are on the top level of administration. The key functions are to issue the school policies and make decisions regarding student admission, teaching and learning, recruitment of teachers, budget management, etc. KMIDS consists of three main functioning boards: Board of Directors, Executive Board, and Personnel Board. The Board of Directors has the superior governing power and makes final decisions, while the Executive Board, and Personnel Board have particular authorities, entrusted by the Board of Directors. The challenges relating to school boards varied, based upon individuals' perspective. The administrators and teachers agreed that the boards' members are university people and have limited members who experienced K-12 level (kindergarten through Grade 12), one administrator (RA) stressed this issue by saying that,

> …I think one thing here. The fact that we are under the university which responsible for this operation. University personnel's understanding of reality and to setup the school is very different because they don't have experience. Their responsibility is right for themselves but how they function is different than how we function. The university is much more involved in theory and research and etc. The lower schools are much more practical. The operation is the primary focus.

One teacher (BL) also felt the disconnection between those three boards and teachers and said that,

> …I think it's a challenge for my group because in terms of accreditation is already a challenge. The target is to make changes. We have the owner director of the school and they can make changes but they have a big governing body, so it's hard to make some big changes because it has too many channels have to go through. There are lots

> of experiences in K-12 in other international schools, they kind of know what they expect. We have got a lot of Thai government agencies overseas in the school might be disconnected in between how they deal with the school and what's term of people deal with the school?

Similarly, another teacher (MB) stated the same issue of having limited number of people in the Board of Directors by saying that,

> …We've already seen the disconnecting, their understanding, their thinking, it is disconnected from K-12 education. There is an excuse from American education and American standards. So, I would like to see the Board of Directors moves forward to where we have. I understand once the university, and the university wants the people from the university to be the Board of Directors, and they should be, but they need to get other people on the Board of Directors that are westerners so they can help guide. We are moving into that direction. I did some research in a lot of American international schools, especially ones their title is 'American International School'. Their Board of Directors, every single of those schools, they have someone from the US embassy.

In addition to responses from administrators and teachers, the researcher also collected and went through various Boards' meeting minutes. The minutes confirmed the responses regarding school boards' administration that decision-making process at KMIDS is mostly top-down and it is difficult to make the real working people understand why those decisions were made. The researcher found that so many times, during the faculty meetings,

when the policies were being communicated, teachers were hesitant and sometimes they were confused about next steps to take.

Organizational structure. Organizational structure defines how activities such as task allocation, coordination and supervision in the school are directed toward the achievement of school goals. Organizational structure at KMIDS is not the same as other international schools. This was addressed by school administrators a school supervisor and an ACS WASC coordinator. Firstly, KMIDS is a school under the umbrella of KMITL. Secondly, its functioning organizational chart is relatively different from other international schools. The school director, who is also a KMITL administrator and cannot present on KMIDS campus most of the time. This fact affects overall working process in general and accreditation, such as ultimate decision making, assignment work for people. One administrator (RA) talked about the KMIDS organization that,

> …Well, several things. KMIDS is unique because of its affiliation with KMITL and the fact that it is an international school and we are learning from ONESQA. It does not seem to fit anywhere. They have troubles figuring it out who should do what?

The school supervisor (PK) also stated the same issue about line of administration at KMIDS that,

> …I think here, we are struggling in work assignments. We do not know who to assign which work to. It is understandable because KMIDS is a newbie school, but in the near future, decisions need to be made on KMIDS campus [the researcher's translation from Thai].

Moreover, an ACS WASC coordinator (FR) also gave his opinion about unique administration and talked about this challenge that,

> …We have a very unique administration, we have a very unique organizational chart, where in our school director is not present all the time at KMIDS. Of course, we have two Deputy Directors but they also have a lot on their hands. So a challenge that I can see now is that not everyone is in place, not everything is communicated properly.

The researcher had observed how the KMIDS organizational structure affects the way people work and found that the having two deputy directors to operate and make initial decisions in place of the school director, who is not present on KMIDS campus, might not be highly effective. Whenever the school director assigns work to people, the two deputy directors have to communicate to all staff and this is where miscommunications or incomplete may occur. In addition, according to ACS WASC document, the school director has to function full-time so having a school director from the university body probably pose a challenge to KMIDS.

Staff. Staff refers to teaching staff (teachers), academic support staff and non-academic staff working as one team to accomplish the school philosophy, vision and mission. They coordinate with one another to get things in terms of teaching-learning, extra-curricular activities, management, etc. based on their job description and other assigned responsibilities. Everything that they do will support the work of accreditation. The challenges in association with staff are in a huge category and were spoken schoolwide. School administrators, a school supervisor, ACS WASC coordinators and teachers mentioned the similar thing that the

researchers interpreted as challenges related to staff, categorizing into three sub-themes: staff qualifications, staff training and development and staff diversity.

Staff qualifications. Staff qualifications refers to staff's educational background, their previous professional development or trainings and experiences in K-12 school that influence their understanding of KMIDS and their performance based on their job description and ultimately successful accreditation. Because KMIDS is a STEM-oriented institution or school that specializes in math, science and technology, highly qualified staff is considered necessary to take the school to its destination. Teachers stressed the importance of having qualified staff in place to create the atmosphere where the science and technology are consistently concentrated. However, seeking for teachers who are have high qualifications and fit into KMIDS can become a challenge of the school. One administrator (KE) expressed her idea on this issue that,

> …we have a clear goal that we are a science school so the challenge for us is to come up with teaching-learning methodologies that are new and fresh, in order to be a role model for other schools. To reach such goal, we need qualified and professional staff who are ready to share this value together and work towards it to make a successful science school [the researcher's translation from Thai].

One teacher (MB) stressed the importance of having highly qualified people working in KMIDS that,

> …Highly qualified is a big word when they accreditation body will give accreditation to a school. When a school is a set, requesting an accreditation, they look at teachers.

They feel that teachers must be highly qualified. One of the thing that teacher being qualified is that teachers have certified.

Another teacher (JC) also addressed a challenge of being a science focused school by saying that,

> …I think it is definitely challenging because it's more difficult to find teachers; science teachers, technology teachers, engineering teachers, math teachers, and all that, are all more difficult.

From the researcher's analysis of school board's meeting minutes, the difficulty in finding teachers for the appropriate positions exists. They leadership stressed that the recruitment process should be more effective with the attractive salary rate and ensure that KMIDS will have highly qualified teachers in place.

Staff training and development. Professional Development (PD) is considered crucial and directly connected to staff's improvement. In order to be a successful and accredited school, professional development workshops should be sufficiently provided and relevant to the school's vision and mission statement. A number of teachers expressed that the organization should provide more opportunities for in-house and outside professional development workshops for them. Two teachers (DT and SF) expressed the importance of outside and more targeted professional development workshops that,

> …The professional development at the moment is all in-house. I think as a school, we should be thinking of seeking out opportunities for outside professional development whether it is conferences, pertaining conferences, taking courses, etc. These are all in

> the domain of the professional development, so as KMIDS improves PD package, including some outside PD possibilities such as the AP training.
>
> …I think the PD days should be used more wisely. I think at the moment; our PD days are more about what is urgently needed to be done. I would say PD days should be spent on the school needs and more targeted to what the school expects the teachers to implement in the classroom.

A school supervisor (PK) also emphasized the essential of encouraging all teachers to have their own Individual Development Plan (IDP) would be a further issue to consider, by stating that,

> …Another important issue is professional development for teachers and staff. I consider this issue enormous. Administrators should require all staff to have Individual Development Plan or IDP in addition to job description by the school. The plan will tell us exactly their job expectations such as goals they would like to accomplish by each semester or academic year, how they will implement their teaching strategies into classrooms, etc. I believe that if we follow use this strategy, achieving KMIDS will become easy [the researcher's translation from Thai].

Apart from official professional development workshops, teachers' meeting to discuss regarding teaching and learning was also addressed by another teacher (BL), who implied that KMIDS should have more trainings for teachers such as English as a Second Language workshop.

> …My opinion is to get accredited for the school is good. I think in this school try to do so many things at one time and I think would be better if try to focus and break it down. We have a lot of meetings focusing on WASC, but we have no meeting to discuss about ESL strategies, what we are doing in our classroom, etc. Admin has no idea what we are doing in our classroom. It is a good idea to get all staff to meet.

From the researcher's observation of Working Group A: Organization for Student Learning, with the meeting minutes, it is evident that teachers demand for their outside and more target professional development workshops. They further discussed that the school should provide the yearly budget for each teacher to go outside and attend the workshops of their interest. This poses a challenge to the leadership on how to make the action plan and providing the proof of professional development when ACS WASC committee visits.

Staff diversity. Staff diversity refers to a range of various administrators and teachers who were recruited from different background, have different concepts of how a school should be, or have different way of working. Since KMIDS is a new school, recruiting qualified and suitable staff is a big challenge of the school. In the first years of operation, getting all of staff with different education experiences to understand KMIDS vision and mission and to have a shared goal is an extra work. One ACS WASC coordinator (FR) highlighted that,

> …We have never gone through accreditation so it will take a lot of helps from teachers, administrators, academic support staff, etc. We need to be 100% focused, we need to collaborate and we need to be one team in order to be successful in

> accreditation. The only challenge that I can see right now is getting everyone, from different experience, to work together, to make this process a little bit easier.

One teacher (SF) also implied about opinion management for people with different backgrounds, by saying that,

> …We want everyone to be collaborative, right? I think maybe some people, a minority, that are overenthusiastic in the ideas. And this might affect the decision-making process a little bit. So we might need a good chair of small group discussions and get inputs from everybody.

The researcher is also one of the teachers who had been participating in school meetings where relevant. The researcher always find the staff diversity a considerable topic. Whenever the meetings go on, teachers with different ideas may start to have arguments and not everyone is on the same page regarding the same topic such as teaching philosophy, curriculum and instruction, research, or even accreditation, etc. This poses a challenge to KMIDS as a new school, gearing towards accreditation because when it comes to accreditation, ACS WASC will examine how the school communicates to make sure if everyone has the same idea about the school's vision and other related policies.

Type of school. Type of school refers to a kind of school KMIDS is in. Type of school in Thailand will define what parent-organization that the school is in including its administrative system. In Thailand, there are three main types of K-12 school: (1) public schools under the umbrella of the Office of Basic Education Commission (OBEC), (2)

private schools and most international schools under the umbrella of Office of Private Education Commission (OPEC) and (3) demonstration schools under the umbrella of its affiliated university and the Office of Higher Education Commission (OHEC). Each type of school will have a unique administrative system according to the guidelines from the parent-organization.

KMIDS defines itself as an international demonstration school to specialize in science. This means that KMIDS is a combination of three main qualities: demonstration school, international school and science school. The challenges were categorized into two major key points: demonstration school and science school.

Demonstration school. Demonstration school is one type of school under the umbrella of a university and Office of Higher Education Commission. In general, demonstration schools in Thailand are affiliated with Faculty of Education of the university with special mission for society, especially in conducting various educational researches, modelling the research-based teaching practices, coaching trainee teachers from the Faculty of Education in the final year, etc. In addition, almost all demonstration schools are available in Thai program and some demonstration schools may have some small section for English program or international program. There are only two demonstration schools in Thailand with the full international program: Mahidol University International Demonstration School (MUIDS) and King Mongkut's International Demonstration School (KMIDS).

KMIDS is operating under umbrella of KMITL as a demonstration school. In this scenario, KMIDS is facing a huge challenge in modelling teaching-learning researches to the country, not all of KMIDS teachers that the school recruited are familiar with this type of school. The school administrator (KE) implied the issue by saying that,

> …Another challenge is that we are not only an international school, but a demonstration school. Teachers may not be into this. They cannot just teach just like they did in the schools they previously experienced. Here, they need to model their excellent teaching-learning process that cannot be found in regular international schools [the researcher's translation from Thai].

Similarly, the school supervisor (PK) discussed that being a demonstration school requires effort from experienced people in order to gear towards the school mission, by stating that,

> …I personally think that a big word for KMIDS, apart from international school, is demonstration school. Creating a demonstration school within international environment is not an easy job. How will you make sure that your teachers understand and are committed to the mission? Being a demonstration school requires, for example, experienced administrators and teachers to work towards research, teaching methodologies, educational services to society [the researcher's translation from Thai].

Science school. Science school refers to a school where science subjects including mathematics, technology, engineering, medicine or other related subjects are addressed as the school' emphasis and in the school vision or mission statement. KMIDS is an international demonstration school where science area is the strong emphasis because KMIDS is operating under the umbrella of King Mongkut's Institute of Technology Ladkrabang (KMITL) and KMITL specializes in technology and engineering fields. The school supervisor (PK) gave

her idea about being successful science school that student recruitment and how to educate them are challenging to KMIDS, by stating that,

> …KMIDS is not like Kamnoetvidya Science Academy which is a gifted school, fully funded by Petroleum Authority of Thailand so it is free, or Mahidol Wittayanusorn School that is a free science school fully subsidized by Thailand's authority. Accordingly, attracting students who are interested in science and technology may become difficult for KMIDS since tuition fee is in the same rate as other international schools and there are so many science students out there who cannot afford this school fee [the researcher's translation from Thai].

The school supervisor (PK) also added that,

> …another challenge that I find here is educating students from many different backgrounds to become scientifically and innovatively minded, because they are from different school. We did not educate them since they were young [the researcher's translation from Thai].

The researcher also observed the faculty meeting multiple times as a participant observer. Whenever they discussed about the school's leaner outcomes (ESLOs), they talked about how to foster innovative students or to equip them with scientific mindset. This confirmed that to do so is demanding and very challenging for a new school where in students are from different backgrounds.

Affiliation with KMITL. Affiliation with KMITL refers to the status of KMIDS as a school under KMITL. A demonstration school has to be affiliated with the university and this automatically make the school be under Office of Higher Education Commission (OHEC).

There are two sub-themes arising from the researcher's analysis: being under OHEC, Thailand and KMITL protocols and guidelines.

Being under OHEC, Thailand. KMIDS is an international demonstration school and KMITL is a parent organization for KMIDS. KMITL is a university under OHEC. KMIDS, therefore, is automatically under OHEC according to Thailand's educational policy. Unlike other international schools in Thailand run by private owner and they are under the Office of Private Education Commission. All protocols and guidelines have been developed and provided for international schools to follow.

The challenge of being under OHEC has been identified a number of participants. OHEC is generally responsible for higher education level, not K-12 levels (kindergarten through grade 12). There have been no established policies and guidelines for demonstration schools. KMIDS administrators, then, have been attempting to find out the solutions for the school, as one ACS WASC coordinator (MN) said,

> …At this point, I would say that there is one obstacle here, it is OHEC. Its main role is more related to university matters all over the country, not basic education (K-12 schools), like KMIDS. In other words, there are no basic education experts sitting in OHEC. Being under the university looks positive in the eyes of outsiders such as resource sharing, but when we really examine the details, it doesn't work that way. How many of them from the university really understand basic education core curriculum? You need to understand students and how to take them to that destination. My worry is that our parent organization does not have the real knowledge of how to provide basic education [the researcher's translation from Thai].

One administrator (RA) also mentioned the challenge of being a school under KMITL that,

> …It's a challenge for anything. This is the first time for me to deal with government and I understand the issue. It's complicated. It's just increases the requirements that need to be satisfied even in our own organization, the university, the government, WASC, or ONESQA. Working on the private school is much easier.

KMITL protocols and guidelines. KMIDS has KMITL as its parent organization and KMIDS building is one of KMITL facilities, so it does not have complete justification to operate on its own. As part of KMITL, KMIDS has to follow many protocols and guidelines developed by KMITL that is government-affiliated organization without any exception. All participants agree that KMITL policies are affecting KMIDS in many aspects such as procurement process, budget allocation, documentation, etc. Everything that is happening on KMIDS campus must be reported to KMITL. They think that any procedures connected with KMITL take too much time and cause the delays of KMIDS activities which should have been done sooner, just like other international schools. This is also one of the huge challenge for KMIDS as it is progressing and growing. One teacher (DH) expressed that,

> …Absolutely. I have never work in the place where you have to jump through so many hoops to get approved to get a piece of paper or pencil. The procurement process and the turnaround time can be pretty lengthened and frustrating. It is something I has to get used to when I arrived last year. That is very interesting to experience.

Similarly, another teacher (MB) expressed his ideas towards using KMITL protocols and guidelines in KMIDS that,

> …When I first came here, we are under umbrella of KMITL. I thought it was a positive but now I stop, I have seen a lot of setback. And that simply because the two biggest things are because of the university protocols and guidelines. We do not have the liberty that a lot international schools can do things like that. We are under the protocols and guidelines of the university and all that. In the wheel of university turns very slow. We have to follow certain procedure that take too much like for procurement for one thing. In a lot of other international school, they just order something when they need it. We have to go through the long drawn-out process. I think at some point in time, we need to be under the umbrella of the university and we need to separate ourselves from them for things to run efficiently for this school. We cannot be absolute under the protocol and guidelines of the university all the time. We have to be able to act on our own separate entity, in order for the school to go forward to the vision and mission successfully.

Also, the researcher reviewed school boards' meeting minutes. The documents showed that the KMITL administrators and KMIDS leadership team had been attempting to reduce the drawn-out procedures such as procurement steps, budget request, etc. Eventually, KMIDS has to follow most of the protocols and guidelines from KMITL since KMIDS is considered a government-affiliated school.

Challenges in Relation to Curriculum, Instruction and Assessment

The challenges in relation to curriculum, instruction and assessment were oriented around Category B of ACS WAS initial visit criteria framework. The researcher analyzed

responses from participants, together with observations and document reviews and structured the results into two main themes: curriculum and instruction.

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Table 9

Themes and Sub-Themes in Relation to Curriculum, Instruction and Assessment

Themes	Sub-themes	Key terms	Description
Curriculum	Hybrid curriculum	Thai and US standards (3), Blended curriculum (1), vertical alignment (1)	Hybrid curriculum refers to the school curriculum where two or more sources of learning standards are addressed. For KMIDS curriculum, they are Thai Basic Education Core Curriculum B.E.2551 (A.D. 2008) and California Common Core State Standards (CCCSS) plus Next Generation Science Standards (NGSS) for science. How will hybrid curriculum be a challenge for KMIDS in preparing for ACS WASC accreditation?
	Stakeholders' understanding of curriculum	Understanding of curriculum (3), misleading concepts of curriculum (2), unique curriculum (1)	Stakeholders' understanding of curriculum refers to how KMIDS stakeholders perceive what KMIDS curriculum is like and the learner outcomes after the curriculum is used. How will stakeholders' understanding of curriculum be a

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Themes	Sub-themes	Key terms	Description
			challenge for KMIDS in preparing for ACS WASC accreditation?
	Connection between learner outcomes and curriculum standards	ESLOs mapping with curriculum standards (2), consistent with learner outcomes (1)	For ACS WASC schools, the leaner outcomes are emphasized in every school process, including the school curriculum. In other words, the school curriculum should provide the curriculum standards in connection with qualities or characteristics that the students need to have upon their graduation. How will connection between learner outcomes and curriculum standards be a challenge for KMIDS in preparing for ACS WASC accreditation?
Instruction	English proficiency of students	English as a second language learner (ESL) (3), Language skills (of students) (2), language support (2)	English proficiency is the ability of students in order to communicate in English, including listening, speaking, reading and writing. The level of fluency of students affects the teaching-learning process in the classroom since all courses instructed in English. How will

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Themes	Sub-themes	Key terms	Description
			English proficiency of students be a challenge for KMIDS in preparing for ACS WASC accreditation?
	Professional learning community for teachers	Common time for teacher meeting (2), discussion and reflection of their teaching (1)	Professional Learning Community (PLC) is one of the requirements of quality assurance as this will bring collaborative atmosphere among teachers to have conversations and discuss ongoing issues happening, especially teaching and learning in their own classroom. How will Professional learning community for teachers be a challenge for KMIDS in preparing for ACS WASC accreditation?
	Courses instructed by KMITL professors	Elective courses instructed by KMITL professors (2), professors not familiar with high school students (1)	KMIDS high school students are privileged to take courses with KMITL professors to instruct them in some electives. How will courses instructed by KMITL professors be a challenge for KMIDS in preparing for ACS WASC accreditation?

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Curriculum. Curriculum refers to a course of study the school offers to students to acquire specific knowledge and skills. According to ACS WASC initial visit document, there are two focused terminologies: written curriculum and taught curriculum and the school needs to demonstrate both as the evidence for student learning. The curriculum is a big category. Participants from every level shared their viewpoints on KMIDS curriculum's characteristics. The challenges were classified into three major points: hybrid curriculum, stakeholders' understanding of curriculum and connection between learner outcomes and curriculum standards.

Hybrid curriculum. Hybrid curriculum refers to the school curriculum where two or more sources of learning standards are addressed. For KMIDS curriculum, learning standards are adapted from two major sources: Thai Basic Education Core Curriculum B.E.2551 (A.D. 2008) and California Common Core State Standards (CCCSS) plus Next Generation Science Standards (NGSS) for science. Therefore, KMIDS curriculum is regarded as hybrid or blended curriculum. There are not many international schools implementing this type of curriculum.

With the unique style of KMIDS curriculum, a number of teachers addressed that curriculum is the heart of school, having this hybrid curriculum is then one of the biggest challenges of KMIDS in preparation for accreditation. One teacher (MB) expressed that,

> …Thai standard is a plus, as long as we are able to show it on our curriculum document. One of the thing that they (ACS WASC) are going to look at (in curriculum) is vertical alignment, from 7th grade – 8th grade, 9th grade to 10th grade, one of the most important thing we need to do is the curriculum committee. When we sit down, we need to make sure that our curriculum is vertically aligned. What we

need to show to WASC is scaffolding, what we teach in 7th grade is built upon an 8th grade and in 8th grade is built upon an 9th grade.

Another teacher (SF) mentioned the difficulty of curriculum standard alignment process that,

…When I was looking at the curriculum last year, and there were lots of aspects of curriculum that did not match up. For example, STEM subject which comes under career and technical education and I have seen some standards in the career and technical education do not align easily with the curriculum that we are following. So I think that one of the challenges to look at where the gaps are, and what we are doing compared with the Thai government schools are doing to look for the way that match all that.

A school supervisor (PK) who is in charge of curriculum and its quality control expressed her worries about curriculum alignment since KMIDS also needs to meet the requirements of Thai standards, aside from the American standards.

…Unlike other established international schools, they bought the whole school system, including curriculum management, from the developer and the school just strictly follows the protocols and guidelines of the system. Some schools may offer more options such as Advanced Placement (AP) or International Baccalaureate (IB), which have rigorous quality control. But here at KMIDS, we claim curriculum as blended curriculum which is a hard work. The quality control became an issue that the school admins have to work towards this so hard and there are so many things to do

> such as teacher mentor, taught curriculum, assessments, student progress reports, and so forth. We need to create the whole new written curriculum in reference to Thai and US standards [the researcher's translation from Thai].

Additionally, one teacher (BL) who is teaching social studies revealed that aligning standards from two sources that look at different things become so difficult. Unlike math or science, social studies standards creators of each country would look at different perspective. He said that,

> …One issue is the other subject that administration gave them to put the standard from the US. For science could actually work because science is similar to everywhere. However, for social studies, I know that cannot work because even in US, there are differences in the same country depending on the states. So, not being California means that for culture standard you cannot just pull because of the standards of the California and expect it to work. If you really want to make social studies curriculum that fit into the student body here. So, I mean that is the challenge and I think there is the challenge in getting administration to understand this.

Stakeholders' understanding of curriculum. Stakeholders' understanding of curriculum refers to how KMIDS stakeholders perceive what KMIDS curriculum is like and the learner outcomes after the curriculum is used. KMIDS curriculum is developed in a unique and uncommon style, hybrid curriculum. A number of participants have stressed the importance of having all stakeholders to understand the curriculum in the same way and work in the same direction. The challenge of working on KMIDS curriculum is to conceptualize administrators, teachers, students and parents as stakeholders who came from different

backgrounds to share this same goal and make sure that they are not misled. A school supervisor (PK) identified this challenge that,

> …KMIDS is new and everyone comes from different backgrounds, most of them are from the schools with the set system and everything is prepared. Without clear communication from the school curriculum leaders, this issue might bring about misleading concepts and pose a challenge to the school as it is progressing accreditation preparation [the researcher's translation from Thai].

Similarly, an administrator (KE) expressed the importance of having everyone understand KMIDS curriculum by stating that,

> Apart from internal communication with administrators, teachers, support staff and students, parents should understand the curriculum in the same way as in-house people do [the researcher's translation from Thai].

An ACS WASC coordinator (FR) also voiced the curriculum issue as the first priority by expressing that,

> …This is a very unique curriculum and it is very difficult. I think more people have to first understand what to achieve what we need to do for the curriculum Next, streamlining the curriculum, making sure that our curriculum is quality in terms of the Thai Ministry of Education and meet that quality of the Common Core or US curriculum.

One teacher (BL) gave his opinion on the significance of one clear direction of school curriculum by expressing that,

> …We need a clear communication about the direction of the school. It's not wrong to say that this is a Thai school implementing Thai and US curriculum. Now it's like if you ask 30 people, you will get 30 opinions about curriculum.

The researcher also observed how KMIDS leadership and teachers developed the unique style of curriculum. The curriculum issue had been discussed plenty of times, during the leadership meetings, faculty meetings, Working Group B: curriculum, instruction and assessment's meeting, etc. The difficult work for the hybrid curriculum is to get everyone on the same page and has the mutual understanding because most teachers are familiar with basically American curriculum.

Connection between learner outcomes and curriculum standards. For ACS WASC schools, the leaner outcomes are emphasized in every school process, including the school curriculum. In other words, the school curriculum should provide the curriculum standards in connection with qualities or characteristics that the students need to have upon their graduation. Expected Schoolwide Learner Outcomes (ESLOs) is used as a term for KMIDS. An administrator stressed the importance of having ESLOs and curriculum standards linked by stating that,

> …Our challenge on the curriculum issue presently is that we have ESLOs in place but our teachers need to be understood and implement them into the written curriculum and taught curriculum. Plus, the ESLOs also need to be communicated with all

> students and parents to have the common comprehension of KMIDS curriculum and work towards the same goal.

Also, the same perspective on curriculum alignment with learner outcomes was from the school supervisor (PK) that,

> …I have read ACS WASC document and learner outcomes are seen many indicators. For curriculum, ACS WASC will take this issue seriously and check if all the process and activities that KMIDS is doing are consistent with the learner outcomes. The challenge on the curriculum aligning the lesson plans and learner outcomes in the right manner and make sure that KMIDS has such evidence available before the ACS WASC committee visits [the researcher's translation from Thai].

Based on the researcher's observations, the ESLOs has been the debated topic during the leadership meetings. The alignment or mapping between ESLOs and curriculum standards is challenging because the curriculum standards keep being changed along the way. As long as the curriculum remains unsettled, it is difficult to align the ESLOs and curriculum standards.

Instruction. Instruction in this study refers to ways that teachers deliver their knowledge based on what is said in the curriculum, including some specific skills as prescribed in the ESLOs. The challenges were categorized into three key main sub-themes: students' English proficiency, professional learning community for teachers and courses instructed by KMITL professors.

English proficiency of students. English proficiency is the ability of students in order to communicate in English, including listening, speaking, reading and writing. The level of fluency of students affects the teaching-learning process in the classroom since all courses, except Thai classes, are instructed in English. Based on document reviews of student population, in the first two years of the school operation, students were recruited from different school types: international schools, bilingual schools, or Thai program schools. Even though the majority of students are Thai, their English proficiency is not at the same level, ranging from students whose English is very fluent and close to native speakers to low level students. A number of participants are aware of this schoolwide topic and agreed that this is another challenge affecting teaching and learning at KMIDS. And for ACS WASC accreditation, the evidence to show that we have that support system is to be available. One teacher (BL) expressed that,

> …Their particular the language skills are impacting their grade. They cannot fully understand what is being asked of them. It is more the language proficiency issue because Grade 7 at one class they have very high English proficiency and the other two are much lower. They might break down like the averages. I think it's more the language situation.

Another (LM) mentioned that English proficiency of students cannot be ignored by stating that,

> …If you leave everything on science; for example, our school is part of the international demonstration school. So, English Language is very important. What kind of services are there to support language development? Because you are focus so

> much on science. Do you have the language now in order to understand things in science world? I think that part of accreditation you need to learn to balance both of them because both of them are the very important things.

Aside from teaching their own subject, teachers at KMIDS are required to learn English as a Second Language (ESL) strategies to cope with their classroom students with different levels of English. This issue was emphasized by an administrator (KE) that,

> …In this school, teachers have found a language issue challenging. They cannot just teach their own subject or academics like what they did in the US. In addition, they have to learn how to teach English to second language learners. Keeping this in mind, while working for WASC accreditation, we need to show them exactly how we provide the language support for these students [the researcher's translation from Thai].

To confirm the statements from participants, the researcher had been observed multiple levels of meeting at KMIDS and discovered that everyone had been aware of students' English proficiency. There were many thoughts on how to improve students' English level and teachers think that this is a difficult issue to be tackled because students keep speaking Thai both inside and outside the classroom and they are shy to speak English with Thai schoolmates. The leadership team is discussing on ways to have teachers understand the nature of Thai students and allows teachers to work this problem out on their own by integrating ESL strategies into their lessons. English issue is considered as one of the critical learner needs that KMIDS is required to addressed in the school report and demonstrate how the school solves this it to ACS WASC committee.

Professional learning community for teachers. Professional Learning Community (PLC) is one of the requirements of quality assurance as this will bring collaborative atmosphere among teachers to have conversations and discuss ongoing issues happening, especially teaching and learning in their own classroom. Some teachers agreed that PLC promotes quality of education provision and sharing of best practices, but KMIDS schedule is a big challenge that they have been gone through. This matter has been cited in the leadership meeting as part of the improvement plan, as well as expressed by a number of teachers. One teacher (TS) stated that,

> …One final thought, I think the schoolwide need and challenge so far is to have our common time for teachers to sit down and talk about their own teaching. One obstacle for us now is the schedule. I understand that the top priority of the school is math and science, and that reflects in our students' master schedule, and this is including teachers'. If the opportunity for the meeting is rare, the quality of teaching-learning might become an issue [the researcher's translation from Thai].

Another teacher (BL) also shared his opinion about time for teachers to meet among themselves by stating that,

> …Common time is a big challenge. I have not been in the school that there is no common time to for meeting, for discussions like here. Even within my department to meet teachers is very hard. Even just three of us being together.

Courses instructed by KMITL professors. Aside from regular courses, KMIDS high school students are privileged to have studied with KMITL professors to instruct them in

some elective courses (Introduction to Engineering, Introduction to Architecture, etc.) and this is unique among international schools. The study plan and instructional plans are developed and implemented by KMITL professors. This poses an instructional challenge to KMIDS. First, KMITL professors have a tight schedule. It becomes difficult when KMIDS needs them to have meetings with its staff to make sure that everyone is on the same page when it comes to teaching and learning. An ACS WASC coordinator (MN) discussed that,

> …I think having KMITL professors teaching KMIDS students is very beneficial to KMIDS. On the other side, they have busy schedule and our school should have a policy where KMIDS Department Heads occasionally have conversation with professors to make sure that we are on the same page [the researcher's translation from Thai].

Likewise, the school supervisor (PK) mentioned about having KMITL professors to teach high school students in another perspective that,

> …First of all, professors are familiar with lecturing college level students. So, when it comes down to dealing with high school students, there are more details to care about and responsibilities to take than college level students that they need to deal with such as student behavior, different levels of students sharing the same class, conferences with parents, etc. [the researcher's translation from Thai].

Challenges in Relation to Support for Student Personal and Academic Growth

The challenges in relation to support for student personal and academic growth were oriented around the Category C of ACS WAS initial visit criteria framework. The interviews responses together with document reviews and researcher's observations were classified into two major themes: career and guidance and community involvement.

Table 10

Themes and Sub-Themes in Relation to Support for Student Personal and Academic Growth

Themes	Sub-themes	Key terms	Description
University admission counselling	None	Thai university (admission) (3), TCAS (1), university abroad (2)	The university admission counselling is a program for high school students where the school counselor with the team are working together to help students to identify their skills or hidden competencies or aid them to match those abilities with their future undergraduate programs or careers. How will university admission counselling be a challenge for KMIDS in preparing for ACS WASC accreditation?
Community involvement	Language in communication	Communication in English (3), doing bilingual communication (1), language barrier (1)	Ideally for international schools, the medium language should be English. However, the exception can be considered for a school like KMIDS where more than 95% of parent and student population is Thai. How will language in communication be a challenge for

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Themes	Sub-themes	Key terms	Description
			KMIDS in preparing for ACS WASC accreditation?
	Parents' involvement for school improvement process	Parent organization (1), parent involvement (1), parent collaboration (1)	Parents' involvement for school improvement process is part of community involvement activities. However, parents are the real customers and they have the closet relationship with the students, so they are considered the most important element of school community. How will parents' involvement for school improvement process be a challenge for KMIDS in preparing for ACS WASC accreditation?

University admission counselling. The university admission counselling is a highlighted program for high school students where the school counselor with the team are working together to help students to identify their skills or hidden competencies or aid them to match those abilities with their future undergraduate programs or careers. From the document reviews regarding university admission, the majority of KMIDS students would like to continue their college level in Thailand, in different science-related programs. And presently the Council of University Presidents of Thailand has passed the new admission

system, called Thai University Central Admission System (TCAS). This is a challenge for American school counsellor to understand the whole system in a short time period.

> …One issue for me in working on counselling here. It is hard for me to understand Thai university system or TCAS, of course, it is different from the system in my home country or other countries that I experienced. Plus, information online is in 100% Thai. I have to get some helps for translation and keep me updated for its constant changes.

Even though, a huge number of students would like to stay in Thailand for their undergraduate level, a few number of students are certain to go abroad. The counsellor needs to balance the counselling support between the two groups of students. This perspective implied by one teacher (LM), he mentioned that,

> …We need to make sure that everything we give to the students is a quality standard. One of the idea, this is kind of the brand of our school that they will not only be able to go to the Thai university, but they be able to go to university abroad. There is the pressure to make things happen and the same time there is a pressure to make sure that we do and will get the accreditation.

Another teacher (SF) also implied his viewpoint regarding counselling that,

> …From what I understand, most of our students are looking to stay in Thailand. So, this got us thinking, with some arrangement with Thai accreditation, this might be the gap for the time being. I foresee that being an available problem.

The researcher also took part in university counselling by being a translator for parent-counselor meeting. What the researcher recorded can confirm the teachers' statements regarding counselling. Most parents at KMIDS would like to have their student to continue their undergraduate in Thailand, while the school counsellor is skilled at international system. This is a challenge for KMIDS counsellor to learn Thai admission system that keeps changing and only Thai information is available.

Community involvement. Community involvement refers to the ways that the school brings the school community that consists of the university, network schools, parents, students, relevant outside organizations, etc. It is regarded as one of the challenges at KMIDS. A number of participants from various working groups discussed the issue, with researcher's observations. The results can be categorized into two sub-themes: language in communication and parents' availability for school improvement process.

Language in communication. Ideally for international schools, the medium language should be English. However, the exception can be considered for a school like KMIDS where more than 95% of parent and student population is Thai. The language in communication has been an issue for KMIDS since the school started. The participants have a similar idea on this issue. First, some parents are Thai and they are not bilingual, trying to communicate with them and getting them involved in activities where the medium language is English are difficult. A school supervisor (PK) mentioned that,

> …English can be another thing to consider. I have seen that so many times when we have the meeting sessions to communicate our policies or progress on something, we, of course, initiated in English because we are international school. Some parents prefer communication in Thai for them to understand 100% of what is being

> discussed. I do not have problems with this and I see nothing wrong communicating in Thai. But when thinking about working process, the workload might be doubled for the team to do bilingual [the researcher's translation from Thai].

Second, KMIDS has KMITL as school community and KMITL staff are Thai, the language can stand in the way of connection. One teacher (SF) stated that,

> ...Well, a language used between the school and KMITL might get in the way of communication. So maybe the communication from the senior side and teachers should be improved a little bit. I think often times teachers might say that why we are doing this, where those ideas come from, or why it is changed that way.

The observations of schoolwide meetings can verify the statements of the teachers. Whenever the meetings were conducted, Thai language has been mostly used for communication. Without translation or proper translation, the language issue can create the barrier and occasionally confusions among people in school community. ACS WASC stresses the importance of communication among stakeholders or community as stated in the ACS WAS initial visit criteria framework. It is a challenge for KMIDS to be examined by the ACS WASC committee.

Parents' involvement for school improvement process. Parents' involvement for school improvement process is part of community involvement activities. However, parents are the real customers and they have the closet relationship with the students, so they are considered the most important element of school community. Parents' involvement for

school improvement process is addressed by some teachers. One teacher (LM) compared KMIDS with the schools back in the United States that,

> …What I can see here is different from the States where parent organization is big and influences the school decision. They are involved in almost everything. Beside from school activities, they looked for details in how the schools offered the suitable curriculum and teaching-learning process for their child. At KMIDS, we talked about ACS WASC which American accreditation organization, so we should accomplish the same thing as schools in the State are doing.

Another teacher (DH) expressed the idea of having more parent sessions while working along to get accredited.

> …Here, I do not have the clear direction regarding parent involvement. In my department, we will invite the parents to talk about different issues that they may have or concern or sharing out information for them with them. So, I would like to see much better job with the parent collaboration for sure.

Challenges in Relation to Resource Management and Development

The challenges in relation to resource management and development were oriented around the Category D of ACS WAS initial visit criteria framework. The researcher analyzed the challenge responses identified by participants together with document reviews and researcher's observations. There is one big theme arising: resources.

Table 11

Themes and Sub-Themes in Relation to Resource Management and Development

Themes	Sub-themes	Key terms	Description
Resources	Facilities	On-campus facilities (2), limited access to facilities (1)	The school facilities include school buildings, sport fields, library, ICT, activity areas, cafeteria, common areas, first aid center, etc. that support and foster student learning. KMIDS is located in KMITL campus. How will facilities be a challenge for KMIDS in preparing for ACS WASC accreditation?
	Resources planning	Strategic plan (1), autonomy in leadership (1)	Resource planning refers to the school development in allocating resources where stakeholders are involved in the process since the beginning. How will resources planning be a challenge for KMIDS in preparing for ACS WASC accreditation?

Resources. Resources in this context include school facilities and environment, budgeting, resources allocation plan, teaching-learning materials, etc. The resources-related challenges were organized into two sub-themes: facilities and resource planning.

Facilities. The school facilities refers to school buildings, sport fields, library, ICT, activity areas, cafeteria, common areas, first aid center, etc. that support and foster student learning. KMIDS is located in KMITL campus. Even though KMITL has all facilities that students need, KMIDS teachers and students, in fact, have limited access to those KMITL resources. First, KMITL is a large campus and its facilities are scattered all over places. One teacher (FA) revealed that,

> …In my previous school, they have everything in campus. They have their own pool, fields and everything. Here, we do have it but it is limited and it is not enough for our students. We do not need to travel to go learn PE but we need have to just walk right there and be right in for their class. What I am trying to say is that it is time-consuming. We have to travel from here to the pool in 15 minutes and to go back in 15 minutes. So, it takes about another 30 minutes for the lesson.

Second, KMIDS must jump through the documentation and all those time-consuming processes when requesting the use of KMITL facilities. This can be evidently seen when the researcher studies school documents. There are too many steps or paperwork more than necessary in merely asking to use KMITL facilities. In other words, this practice does not exist in other private international schools. This factor may also bring conflicts between internal staff and KMIDS staff and KMITL staff. It is a challenge for the school to figure this problem out to better support student learning.

Resources planning. Resource planning refers to the school development in allocating resources where stakeholders are involved in the process since the beginning. It should aim to facilitate how people work and support student learning based on the school

vision, mission and ESLOs. With KMIDS contexts as mentioned earlier in organization for student learning challenges, those factors affect the resource process and planning for KMIDS administrative level. One school administrator (RA) expressed the difficult resource process of KMIDS being a university-affiliated school that,

> …Working in the private school is much easier, operationally. For example, this idea of autonomy in leadership, I felt much more autonomy. I could make decisions and yes, there were subject to approval. But there were boards and tools and so on. It was much easier to make decisions and to move ahead. But here, we get things done but it takes more time and more things are involved. I do not despise the process per say. But it's just harder to move it fast. There are more things need to be satisfied.

Another point of view came from a school supervisor (PK) who stated the challenge of strategic planning because of KMIDS being a science school that,

> …Working in this special school, KMIDS must have is a very rigorous and thoughtful strategic plan first thing. Why? We cannot enroll all students who applied for our school because we have a specific purpose of being a science school. So, we need to map out every single strategy together, including marketing, admission, curriculum, instruction, etc. And how we will allocate resources has to be addressed in the written document and put it into action [the researcher's translation from Thai].

Challenges in Relation to ONESQA Standards for Thai Language and Thai Studies

The challenges in relation to ONESQA standards for Thai language and Thai studies were oriented around the Category E of ACS WAS initial visit criteria framework. The

researcher categorized the challenges from the interview responses, document reviews and researcher's observations into two key themes: Thai curriculum and instruction, and requirements from Thai Ministry of Education (MOE) and Office of National Educational Standards and Quality Assessment (ONESQA).

Table 12

Themes and Sub-Themes in Relation to ONESQA Standards for Thai Language and Thai Studies

Themes	Sub-themes	Key terms	Description
Thai curriculum and instruction	Thai curriculum	Thai curriculum (2), standards (2)	Thai Language, Culture and History curriculum is one of the requirement from Thai Ministry of Education that all international schools in Thailand have to follow. How will Thai curriculum be a challenge for KMIDS in preparing for ACS WASC accreditation?
	Thai language instruction and learning assessment	Instructional methodologies (2), learning assessment (1)	The school with Thai Department has more autonomy to administer how Thai language is taught and how learning is assessed, based on the curriculum contents and guidelines from Thai MOE. How will Thai language instruction and

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Themes	Sub-themes	Key terms	Description
			learning assessment be a challenge for KMIDS in preparing for ACS WASC accreditation?
Requirements from Thai MOE and ONESQA	ONESQA indicators	Indicators (from ONESQA) (2)	ONESQA indicators for Thai Program examine various areas to investigate and ensure the quality of overall Thai program. How will ONESQA indicators be a challenge for KMIDS in preparing for ACS WASC accreditation?
	Studying time requirement	Thai MOE policy (on Thai class's studying time) (3)	According to Thai Ministry of Education, Thai Language, Culture and History class for Thai students has to be taught in every grade level, at least 50 minutes per day and five days per week. How will studying time requirement be a challenge for KMIDS in preparing for ACS WASC accreditation?

Thai curriculum and instruction. Thai curriculum and instruction refer to Thai curriculum and instruction for international schools designed by Thai MOE and ONESQA. Thai MOE gives curriculum contents and guidelines for international schools, while ONESQA invents standards and indicators to check if the school follows the MOE's policies.

Thai curriculum and instruction poses some challenges to Thai Department working upon accreditation. The related challenges were classified into two major themes: Thai curriculum and Thai language instruction and learning assessment.

Thai curriculum. Thai Language, Culture and History curriculum is one of the requirement from Thai Ministry of Education that all international schools in Thailand have to follow. The curriculum targets Thai and international students to learn Thai language and cultural contexts by studying Thai culture, history, geography, political and law system, and religions. Thai teachers have found the Thai curriculum challenging. First of all, trying to cover all standards indicated in the curriculum itself is not easy since those standards are the same thing as what Thai schools are implementing. This has come down to the question for Thai teachers if the Thai curriculum will best suit KMIDS. One Thai teacher (DL) stated that,

> …This is an international school and I kind of doubt if those standards would well fit into the nature of our students who came from different backgrounds. Some are obviously weak and some are advanced. I also think that some content areas in the curriculum are too deep and unnecessarily to be taught in international schools. If I have to state one first challenge, I would say adjusting the curriculum to best suit KMIDS students [The researcher's translation from Thai].

In addition, Thai Department is also aware of the school vision and learner outcomes and does not want to fall behind. Another Thai teacher (TS) emphasized that,

> …We realize that this is an international school that focuses in science and technology. My point is that What does our Thai curriculum have anything to do with that school focus, in order to foster students' mindset and allow students to think

> scientifically, innovatively and creatively? This can be considered challenging for Thai teachers to make the curriculum can help the school reach its vision [The researcher's translation from Thai].

Thai language instruction and learning assessment. Thai language instruction and learning assessment are school-based management. The school with Thai Department has more autonomy to administer how Thai language is taught and how learning is assessed, based on the curriculum contents and guidelines from Thai MOE.

Thai Department has been facing the challenge in terms of students' level of Thai language. They feel concerned about the gap among students so managing the Thai classroom, where there are a variety of students coming from different backgrounds of Thai language. This factor is very demanding for the teachers to provide the suitable instruction and learning assessment. One Thai teacher (DL) who feels that it is not easy to get them fascinated by Thai contents stated that,

> …I have taught in three international schools so far, and KMIDS is the third school for me, the issue that I found in my first two schools was different from KMIDS. In those two schools, they have been operating for more than 10 years and the system was established. So, working at KMIDS is quite a big challenge for me because it is a new school. I have to work with my team to set goals. We have different opinions on instructional methodologies or learning assessment on how to make the it fascinated by students who are from different school systems all over Thailand. Thai class is seen boring in the eyes of those whose mother-tongue is not Thai [The researcher's translation from Thai].

Thai Department also has to deal with students' attitude towards learning Thai language and culture. Some are very negative and do not want to learn Thai. Another Thai teacher (TS) revealed that,

> …I personally think that the hardest part for me teaching Thai at KMIDS is instruction. I have found a big challenge when I have to deal with some students' attitude towards learning Thai, especially ones who are bilingual and have a strong level of English. They do not want to learn Thai. Most of the time, these students are so negative and expressed it through their face when they have to deal with advanced Thai. I understand how they feel so as a teacher I have to be flexible. I observe overall students' behavior. If I feel that my lesson is difficult or there are too many contents to do, I manage to reduce and teach them what are necessary for them [the researcher's translation from Thai].

Requirements from Thai MOE and ONESQA. Requirements from Thai MOE and ONESQA refer to Thai language and Thai studies program prescribed by Thai MOE and ONESQA for all international schools to follow. The Thai MOE requires Thai and international students to learn Thai as prescribed in the Thai curriculum. The ONESQA works as the local accreditation body to examine if an international school teach those students in the desirable ways as indicated in their standards and indicators. The related challenges were classified into two sub-themes: ONESQA indicators and studying time requirement.

ONESQA indicators. ONESQA's indicators for Thai Program examine various areas to investigate and ensure the quality of overall Thai program. The indicators include Thai language skills, Thai culture, history, geography, government, overall Thai curriculum,

instruction, assessment, resources, etc. Thai teachers revealed that there are too many indicators for international schools and they have observed some repetitions with ACS WASC indicators. The two Thai teachers (DL and TS) provided the similar comments of the ONESQA's indicators by saying that,

> …If you take a closely look at the additional areas for Thai program, you will see some repeated terms and areas that ACS WASC already examined. If you say that is a joint-accreditation (synchronized accreditation), then, you should carefully review and revise the indicators before releasing them [the researcher's translation from Thai].

> …The developers of Thai Language, Culture and History and those who developed Thai program's indicators should work together and make sure that the indicators that they would like to examine go along with the curriculum. From what I have seen now, the Thai curriculum standards from Thai Ministry of Education emphasizes a lot on contents like Thai literature or Thai grammar, while the indicators from ONESQA look for language literacy focusing on the four skill areas: listening, speaking, reading and writing. It becomes difficult for us because there are too many things that they require [the researcher's translation from Thai].

The researcher has a role as a participant observer for Working Group E: ONESQA standards for Thai language and studies and work as one of the Thai teachers. Multiple observations and review of meeting minutes confirmed the statements from the Thai teachers that it is challenging to cover every requirement when time concern is a big factor.

Studying time requirement. One of the requirements from Thai Ministry of Education for most international schools in Thailand is a number of Thai classes that Thai Department has to cover. Thai Language, Culture and History class for Thai students has to be taught in every grade level, at least 50 minutes per day and five days per week. One Thai teacher (DL) discussed this challenge in terms of students' schedule management, by saying that,

> …It is always easy for Thai Ministry of Education or ONESQA to issue a policy that we need to teach Thai language at least 50 minutes every day. I believe that this is a huge obstacle for other international schools as well. Each school has their own emphasis, like KMIDS, we have to focus on science and technology as stated in our philosophy. Studying time requirement like this does not allow any flexibility [the researcher's translation from Thai].

Another Thai teacher (TS) mentioned the difficult part of making students' timetable based on a studying time requirement from Thai MOE that,

> …One problem for me since the school begun is Thai Ministry of Education policy that forces us to teach Thai language and culture every day. Of course, Thai teachers will smile when the policy to ensure that Thai students will not forget their native language is available. But for administration, I have to say that this strict and inflexible policy will do more harm than good for international schools. Every school has different types of schedule management. At KMIDS, we cannot follow that policy 100% but we do count extra Thai activities outside the classroom in place of doing 50 minutes for five days [the researcher's translation from Thai].

Challenges in Relation to Boarding Program

The challenges in relation to boarding program were oriented around the Category F of ACS WASC ACS WAS initial visit criteria framework. The researcher categorized the related challenges into three main themes: KMITL dormitory facilities, qualifications of dormitory staff and student well-being and healthcare.

Table 13

Themes and Sub-Themes in Relation to Boarding Program

Themes	Sub-themes	Key terms	Description
KMITL dormitory and facilities	None	University (KMITL) dormitory (2), facilities (2)	KMIDS students' dormitory is another resource shared by KMITL. How will KMITL dormitory and facilities be a challenge for KMIDS in preparing for ACS WASC accreditation?
Qualifications of dormitory staff	None	Language to communicate (2), experiences in working with children (1)	Qualifications of dormitory staff refer to the staff's educational backgrounds, experiences in dealing with middle school and high school students, language skills, etc. How will qualifications of dormitory staff be a challenge for KMIDS in preparing for ACS WASC accreditation?

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Themes	Sub-themes	Key terms	Description
Student well-being and healthcare	None	Safety (2), security (2), health (1)	Student well-being in this case refers to how the school provides the safe, healthy, nurturing boarding environment together with child protection policies to help them flourish in both academic and social realms. How will student well-being and healthcare be a challenge for KMIDS in preparing for ACS WASC accreditation?

KMITL dormitory and facilities. KMITL dormitory and facilities refer to dormitory and other dormitory facilities owned by KMITL and KMITL shares them to KMIDS students as KMIDS is regarded as an affiliated unit. Originally, KMITL dormitory was only for college-level students. After KMIDS was established, the KMITL dormitory has been shared to KMIDS middle school and high school students. That factor poses a key challenge for KMIDS working on Boarding Program accreditation. Since KMIDS is not autonomous to administer the dormitory. One administrator (KE) stated that,

> …Dormitory is not owned by KMIDS. Whatever we do, we have to ask for permission from KMITL. We do not have that freedom to allocate the dorm resources. Compared with other boarding schools, they have a full boarding program where they are able to make changes in policies, program, and so forth [the researcher's translation from Thai].

A dormitory teacher (NJ) gave the similar comment on the limitations of dormitory by stating that,

> …If we have our own dorm facility, it would be a lot better. Presently, we are using university dormitory and that comes with many limitations. We used to allow students to cook on weekends to make them learn life skills. But when KMITL issued the no-cooking policy inside the dorm building, we had to follow it [the researcher's translation from Thai].
>
> …Before this school, I never had to jump through a lot of steps like working here. I mean paperwork is the main problem. The procedure is so much easier and faster in private sector and we can also skip some step if the issue is urgent. Here, we need to look at what has that authority to sign things. Or even something that we can use Line for approval, we have to make an official document instead. It is wasting our time [the researcher's translation from Thai].

The researcher also scrutinized further by observing what were discussed during Working Group F: boarding program's meetings, with documents recorded by the relevant people. The researcher discovered that the school not having a full authority in doing things or fixing problems (such as mice, air-conditioner, windows, leaking ceiling, etc.) can affect the whole quality of boarding program that ACS WASC will inspect.

Qualifications of dormitory staff. Qualifications of dormitory staff refer to the staff's educational backgrounds, experiences in dealing with middle school and high school students, language skills, etc. The first challenge for boarding program is the language issue. For the language, one dormitory teacher (NJ), when being asked about the challenge said,

> …I definitely say the language. It is quite difficult for us to communicate and understand when we have to get into the deep details. Sometimes, Google Translate is our big help but not for everything [the researcher's translation from Thai].

The second challenge is dormitory staff's experiences in dealing with middle school and high school students, another dormitory teacher (JK) expressed that,

> …From my point of view, the dormitory staff have limited experiences in working in schools or working with children, supervising. It is difficult for them to first handle the kids and second making decisions such as students' behavior. Why I mentioned this? Because dealing with the kids, you need to understand their physical and emotional development so you know what should be done for the kids.

Student well-being and healthcare. Student well-being in this case refers to how the school provides the safe, healthy, nurturing boarding environment together with child protection policies to help them flourish in both academic and social realms. The student well-being and healthcare is the big issue that ACS WASC will examine the school boarding program. The fact is that KMIDS dormitory students are being surrounded by college students and living in the public area, the dormitory teachers take this issue seriously. One dormitory teacher (NJ) said that,

> …I have talked to the KMITL security guards and they were still worried about students' checking-in and checking-out. When students come out the dorm, it is the open and public area of KMITL. WASC might say something about this issue [the researcher's translation from Thai].

The teacher (NJ) also added the health issue of students by stating that,

> …Our dorm is quite far away from the hospital. It is fine with university students but for us, we are supervising young children. If something happens to them especially at night, I need to take them to the hospital [the researcher's translation from Thai].

Another teacher (JK) talked about having insufficient restaurants (KMITL's canteens) for kids by saying that,

> …There are not enough restaurants in the evening where the kids can get the proper meals. Most of the time students go to the 7-11 (a well-known convenient store in Thailand) to buy junk food. It is not good for their health. This is another issue for university dormitory that needs to be taken into consideration.

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CHAPTER V

CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

This Chapter presents the summary of the study, conclusions from the researcher's perspective, discussion to show how the results this research study are related to other work that people have done in the same area, and

Summary of the Study

This research study examined the challenges of King Mongkut's International Demonstration School (KMIDS) in preparing towards ACS WASC accreditation. This study centers on the challenges identified by four groups of KMIDS walking into ACS WASC initial accreditation: school administrators, school supervisor, ACS WASC coordinators and selected teachers. The researcher began with an examination of related documents and had unofficial interview sessions with the participants. Then, the researcher used protocol and questions to conduct the one-on-one in-depth interviews with participants. While collecting data from the interview, the researcher also observed the various levels of meeting to gain the better insight of how each working group worked and carried out each specific task. The raw data from interviews was first verified its accuracy by using member-checking and triangulation techniques in combination with summary from related documents and field notes. The researcher then began data analysis process following three steps of the systematic design: (1) open coding, (2) axial coding, and (3) selective coding.

The findings led to the identified challenges in response to the main research

question and six research sub-questions, oriented around ACS WASC initial visit criteria framework as follows.

Conclusions

In the following sub-sections, the conclusion regarding each research objective will be presented in details.

Research Question 1: What are the challenges of King Mongkut's International Demonstration School on ACS WASC accreditation preparation in relation to organization for student learning from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers?

Considering all challenge categories, organization for student learning is the biggest category of all. The researcher classified the challenges into four main themes and eight sub-themes: (1) administration (consisting of two sub-themes: school boards and organizational structure); (2) staff (consisting of two sub-themes: staff qualifications, staff training and development and staff diversity; (3) type of school (consisting of two sub-themes: demonstration school and science school); and (4) affiliation with KMITL (consisting of two sub-themes: being under Office of Higher Education Commission (OHEC), Thailand and KMITL protocol and guidelines).

Administration is the first thing that ACS WASC will meticulously investigate. KMIDS has governing boards, with limited members from K-12 education, to make final decisions and issue school policies. This indicates why teachers feel disconnected from the boards and would like to have more communication with the boards and see how the boards come up with policies that may affect their work.

Staffing issue implies how KMIDS recruits and assign people to the right position. ACS WASC will examine this as part of administration, as can be seen in organization for student learning criteria framework. Administration's concern about qualifications of teachers can be said that it is a challenge for the leadership team to design a recruitment system to ensure the quality of teachers that matches up with KMIDS vision and mission. Moreover, the teachers' responses about professional development can be implied that the school has to take prompt action; for example, the leadership team may provide more targeted and science-focused workshops that are challenging and relevant to the school purpose.

KMIDS organization is special and new to Thailand because the school itself is made up from three types of school: international school, demonstration school and science-focused school. The first concern revealed by the leadership team is teachers' understanding and commitment to the school purpose (such as educational research modelling, science-based instructions, excellent best teaching practices, etc.). This indicates that if the teachers have limited experiences working for this type of school, it is difficult for the school to reach such ultimate goals. It is the leadership's responsibility to provide teachers with proper communication and necessary knowledge and skills.

KMIDS leadership team addressed that affiliation with KMITL is a big challenge for them. Both KMITL and KMIDS are under the umbrella of Office of Higher Education Commission (OHEC), Thailand. This reason results in having limited instructions to guide the school, because OHEC has inadequate people to oversee demonstration schools. To solve this issue, KMIDS may work with KMITL and OHEC to establish the clear policies and guidelines of this type of school. On top of that, KMIDS has to internally deal with KMITL protocols and guidelines that may obstruct and slow the school working process. This implies

that what works for the university may not be applied to school level such as complicated purchasing process, paperwork, etc.

Research Question 2: What are challenges of King Mongkut's International Demonstration School on ACS WASC accreditation preparation in relation to curriculum, instruction and assessment from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers?

Curriculum, instruction and assessment is a significant category because it is the heart of the school. The researcher classified the challenges into two main themes and six sub-themes: (1) curriculum (consisting of three sub-themes: hybrid curriculum, stakeholders' understanding of curriculum and connection between learner outcomes and curriculum standards); and (2) instruction (consisting of three sub-themes: English proficiency of students, professional learning community for teachers and courses instructed by KMITL professors).

With the exceptional design of curriculum, KMIDS team has faced challenges, concerning operation of hybrid curriculum, stakeholders' in understanding the curriculum and making connections between its learner outcomes and learning standards. First, the hybrid curriculum is operationally difficult. The hybrid curriculum is the school-made curriculum and this points out that the school team has to work hard to develop the whole new content standards that go along with both US and Thai standards in addition to inventing a quality control system to ensure that all teachers will instruct students in the way that KMIDS is committed to the school community. Next, such the curriculum design and operation is difficult for KMIDS stakeholders to understand it, so the implication is that there is a high possibility that different people at KMIDS would talk about the curriculum from different perspective which is not a positive thing for accreditation. Furthermore, the

leadership team's concern about connecting learner outcomes with KMIDS-made learning standards suggests that this task is not easy and may be seen as extra workload for teachers aside from making KMIDS learning standards.

Regarding instruction, the school team has faced four challenges: qualified teaching staff, students' English level, professional learning community for teachers, and courses by KMITL professors. The leadership's concern about teachers' qualifications indicates the challenge for the team in searching for the suitable teachers to fit into KMIDS contexts. Students' English level addressed by the teachers suggests the critical learner need of KMIDS students and the leadership team should take immediate action to solve this challenge. Next, professional learning community issue implies that KMIDS has limited time for teachers to have face-to-face meeting to talk about their classroom problems and the challenge for the school leadership is to create more flexible schedule. Finally, the problems regarding advanced courses instructed by KMITL professors is a good implication that the KMITL professors may not be familiar with making effective teaching and learning for high school students and KMIDS leadership team has to take action to ensure the quality and appropriate classroom experiences for those in high school ages.

It is interesting to the researcher that there were none of participants addressed learning assessment as a KMIDS challenges in preparing for ACS WASC accreditation. The finding can be implied that the working people do not think that learning assessment itself is difficult, compared with curriculum and instruction parts. In other words, how to use the assessment results to better the quality of instruction is considered more challenging.

Research Question 3: What are the challenges of King Mongkut's International Demonstration School on ACS WASC accreditation preparation in relation to support

for student personal and academic growth from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers?

Support for student personal and academic growth from ACS WASC initial visit criteria framework includes any co-curricular and extra-curricular activities that enhance students' growth in all aspects such as intervention and referral services, career and personal counselling, academic assistance, community involvement, community services, etc. The researcher classified the challenges into two main themes and two sub-themes: (1) university admission counselling; and (2) community involvement (consisting of two sub-themes: language communication and parents' involvement for school improvement process).

Based upon KMIDS high school student profile and survey, many of them would like to continue their undergraduate level in Thailand. This is a challenge for the foreign counsellor because the new TCAS system was recently released and unstable and there is only a little and rough information about Thailand's university admission available in English. So, the next step for the school leadership is to consider hiring one Thai person to assist the foreign counsellor.

Another issue is insufficient English communication between school community. This further reveals that the school may encourage the community both parents and KMITL to use English more in their communication to improve awareness and understanding of all stakeholders towards KMIDS affairs.

Research Question 4: What are the challenges of King Mongkut's International Demonstration School on ACS WASC accreditation preparation in relation to resources management and development from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers?

There are a few but massive challenges in relation to resources management and development for KMIDS, addressed by the leadership team and some teachers. The researcher found one challenge theme and two sub-themes in association with the theme: resources (consisting of two sub-themes: facilities and resources planning).

Regarding facilities, KMIDS campus is owned and shared by KMITL. Even though KMITL campus is large and KMIDS students are able to use those facilities together with KMITL, KMIDS, in reality, has limited access to all facilities such as sport complex, as one of the teachers addressed. Also, there is paperwork standing in the way of school activities. So, the issue can be implied that the next phase for KMIDS is to have school-owned facilities not only for the easier use purpose, but also the appropriateness to secondary level and students' ages.

For resource planning, KMIDS leadership team finds it very challenging because the planning process has not been done and finalized in the school. KMITL, as a parent organization, has to be engaged in the process such as strategic plan, yearly budget plan, etc. The matter indicates that the school leaders will be struggling and slowly moving school forward unless the KMIDS is independent.

Research Question 5: What are challenges of King Mongkut's International Demonstration School on ACS WASC accreditation preparation in relation to ONESQA standards for Thai language and Thai studies from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers?

Thai program is considered part of a joint-accreditation between ACS WASC and ONESQA. Thai Department will be inspected the overall quality of teaching and learning both Thai language and Thai studies (including history, culture, geography, civics, laws, politics and religions). The challenges were from the school profile itself and from Thai MOE

and ONESQA requirements. Given that, the researcher classified the challenges into two main themes and four sub-themes: (1) Thai curriculum and instruction (consisting of two sub-themes: Thai curriculum and Thai language instruction and learning assessment); and (2) requirements from Thai Ministry of Education (MOE) and Office of National Educational Standards and Quality Assessment (ONESQA) (consisting of two sub-themes: ONESQA indicators and studying time requirement).

Thai curriculum and instruction is the first challenge for Thai teachers. They think that designing Thai curriculum and instruction to be well aligned with KMIDS various groups of students is a challenging and demanding work. Thai teachers may need to regularly review and revise the Thai curriculum with implementation of research-based language teaching methods based on the majority of students that may change each year.

In addition, Thai teachers have also observed that the MOE requires the school to cover too many learning standards as Thai students will do in Thai schools while ONESQA indicators examine immensely on Thai literacy and Thai studies. Thai teachers may use this implication to study those standards and indicators very carefully and try to balance the curriculum and instruction in order to serve the accreditation purpose.

Research Question 6: What are the challenges of King Mongkut's International Demonstration School on ACS WASC accreditation preparation in relation to boarding program from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers?

Compare with other categories, boarding program is considered a minor issue for ACS WASC accreditation. The reason is because KMIDS does not own the dormitory and surrounding facilities; in fact, they all are KMITL-owned. Therefore, KMIDS boarding program is not regarded as a full boarding program. The researcher classified the challenges

into three main themes without sub-theme: KMITL dormitory facilities, qualifications of dormitory staff and student well-being and healthcare.

Regarding facilities, the dormitory teachers face the same issue as KMIDS people on campus do; the autonomy in administration. They have to be gone through unnecessary steps in order to get approved such as paperwork. KMIDS leadership team may have to further discuss with KMITL and develop the guidelines to make the KMIDS dormitory work run more smoothly and efficiently.

For dormitory staff, the issue is the staff abilities to use English and to deal with middle school and high school children. The next step for the school may be pointed at dormitory staff recruitment of qualified staff and/or trainings offered by KMIDS for them to grow in their knowledge, professional skill and career.

The final challenge for boarding program involves student well-being and safeguard and ACS WASC will take this criterion seriously. The dormitory teachers are worried about students' exposure to the university environment which is a public area, the location of the dormitory is quite far away from the hospital, and the quality of food that students eat at night. These facts reflect the limitations of having secondary students staying in KMITL dormitory. In order to be accredited by ACS WASC, KMIDS dormitory team with the support from the leadership team is required to provide evidence to prove that the school has a well written dormitory policy with regard to students' safety and healthcare and is implementing it strictly.

Discussion

The challenges of KMIDS in preparing for ACS WASC accreditation were classified into six categories, being oriented around the ACS WASC initial visit criteria framework.

The researcher related the challenge findings to the Self-Study Report of other schools and pointed out the key challenges that are unique to KMIDS as presented below.

Challenges in Relation to Organization for Student Learning

Based on the researcher's analysis, the challenge responses regarding organization for student learning were from the four groups of ACS WASC working people in the school, both leadership (including school administrators, a school supervisor, and ACS WASC coordinators) and teachers. Organization for student learning is the biggest challenge category. The first challenge category is administration. The leadership team and teachers felt that the body of KMIDS boards consist of university people who might not fully understand K-12 education and that probably results in disconnection between those boards and the real working people. This result is similar to the Self-Study Report of International School of Bangkok (2013), stating their further administration challenges in the areas of growth that the school administration should improve communication lines to keep faculty up-to- date of the most recent research, development and planning carried out at the school. It can be implied that the school administration walking towards accreditation should provide a clear, up-to-date and research-based communication with the real working people in the school organization for the better understanding.

The school staff is another big category. Since KMIDS is the special school and one of its kind in Thailand, the leadership mentioned that finding the suitable teaching staff is probably difficult. In addition, teachers think that the next step for KMIDS is to provide specialized, in-depth and more targeted trainings or professional development for teachers. This finding is similar to the International School of Bangkok (2013), the school should pursue ways for greater involvement from teachers in deciding learning goals and professional development programs.

Next challenge category is KMIDS's type of school. KMIDS is not the first demonstration school being operated under the umbrella of university, but it is the first combination of international school, science school and demonstration school altogether. The leadership strongly believes that this is very challenging because KMIDS will have more work to do to get to its philosophy, vision and mission statement.

One last challenge category of organization for students learning is affiliation with KMITL. As a demonstration school operated under KMITL, this automatically puts KMIDS as a school under Office of Higher Education Commission (OHEC). The leadership agrees that such the status brings more difficulties to KMIDS to function as a school because OHEC does not specialize in K-12 education, there are no clear and precise policies stating direction for a school like KMIDS. On top of that, KMITL protocols and guidelines that KMIDS has to follow are the enormous obstacles and slow the process of school activities. A few participants stressed that KMIDS should be on its own separate entity.

Challenges in Relation to Curriculum, Instruction and Assessment

The challenge responses related to curriculum, instruction and assessment were from the four groups of ACS WASC working people in the school, both leadership (including school administrators, a school supervisor, and ACS WASC coordinators) and teachers. The two main points addressed are curriculum and instruction. Based on the idea of having hybrid curriculum in place, KMIDS curriculum is unique in style and management. The content standards were aligned from two sources: Thai and USA standards. The school leadership and teachers agree that standard alignment is a challenge because everyone has to buy in the idea, understand it and make it happen. A very interesting response was from the school supervisor, demonstrating her viewpoint that having this special type of curriculum is quite rare because the school team has to do a lot more work such as standard alignment,

supervising system, quality control system, etc. than other international schools where they are implementing the established system (such as Cambridge's, AP, IB, etc.) that they paid for the license. Another interesting point for curriculum aspect is KMIDS stakeholders' understanding of the school curriculum. From the researcher observations in the curriculum meetings, some teachers admitted that they are not familiar with Thai curriculum standards to be addressed in the written curriculum. This was confirmed again during the interviews with the leadership and teachers that all stakeholders must have the shared goal in order to gain accreditation. The result is similar to what International School of Bangkok (2013) addressed in the Self-Study Report as their areas of growth, stating that school should find ways to gather input from teachers for curriculum review and continue to promote teachers' concepts and ability to implement the intended curriculum. The findings can be implied that all stakeholders should have the same concept about school's direction towards curriculum.

Regarding instruction, the leadership team and teachers discussed students' English proficiency as a critical point. They take this issue seriously because KMIDS is enrolling students from all different backgrounds and English levels and that factor affects the classroom instruction. The participants express their strong opinions towards this issue and think that this is a challenging work for them and for accreditation. Some teachers also added that English proficiency has greatly resulted in their students' overall performance in their class. This result is similar to what Seoul International School (2015) stated in their areas of growth in the Self-Study Report, saying that the school should offer additional support for underperforming students and English as a Second Language students.

When looking at teacher side, professional learning community (PLC) is another challenge for the quality improvement. The teachers think that they need more opportunities to share what happens in their classroom and the solutions to solve the problem, but that becomes difficult finding such the common time to make that happen because of the school

tight schedule. This finding is the same as what Duxbury High School (2012) addressed their areas of growth in the Self-Study Report that the school should provide sufficient common planning time for teachers to engage in cross-disciplinary collaboration. Similarly, Seoul International School (2015) also found that the common time is one of their areas of growth to further develop, by stating that collaboration time for teacher common planning and data analysis should be added especially in high school level.

One final thought from the leadership is courses developed and instructed by KMITL professors. These are considered as college-level courses directly stated the KMIDS high school programs such as Introduction to Architecture, Introduction to Engineering, etc. The only point for this is instruction by KMITL professors because the nature of college students and high school students is different. The leadership observes the issue and thinks that next challenging step is to get the professors involved in school activities more often.

Challenges in Relation to Support for Student Personal and Academic Growth

The challenge responses related to support for student personal and academic growth were from the four groups of ACS WASC working people in the school, both leadership (including school administrators, a school supervisor, and ACS WASC coordinators) and teachers (mainly in Working Group C). The two main points addressed are: counselling and community involvement. The majority of students at KMIDS would like to continue their undergraduate level in Thai universities, especially KMITL. The challenge is for the school counsellor who is American to understand the Thai university system that is different from that of American universities and frequently keep changing. Another teacher gives the idea that there are also some students who want to study abroad and thinks that the challenge is balancing the counselling workshops for students and revealing this work to ACS WASC visiting committee for accreditation.

Community involvement is the stage where school people, parents and community have the opportunity to sit together and suggest the best solutions for any problems. The challenge for KMIDS from perspectives of the leadership and teachers is getting parents and KMITL community engaged in school events. However, the school find two things standing in the way of that communication: language and parents' involvement. For the language issue, the school has to do more work in translation when communicating with some KMITL staff or parents in KMIDS events/brainstorming sessions.

Regarding parents' engagement, the idea is shared by a teacher in Working Group C that the next challenging step is to have more of parents' sessions to better improve home-school collaboration. This result is similar to the areas of growth in the Self-Study Report addressed by two schools: Norwell High School (2015) and Seoul International School (2015), stating that the schools should engage community to communicate and review their philosophy, mission, and schoolwide learner outcomes.

Challenges in Relation to Resource Management and Development

The challenge responses related to resource management and development were from the four groups of ACS WASC working people in the school, both the leadership team and teachers (mainly in Working Group D). The two main points: resources and resource planning are grouped in one category: resources. Even though KMIDS is operating in KMITL campus and sharing all facilities with KMITL, accessing to those KMITL sport complex requires KMIDS to do paperwork and travelling to the sport complex may be time-consuming. Due to the facility administration as mentioned, this challenge finding is unique only for KMIDS and may not be able to generalize to other schools.

For resource planning, a school supervisor gave a very interesting opinion on a challenge for KMIDS to build a school action plan in response to school philosophy, mission

and learner outcomes. The challenging part is addressing all strategies that include marketing, curriculum and instruction, etc. with resource allocation that directly suits the school distinctive points.

Challenges in relation to ONESQA standards for Thai language and Thai studies

The challenge responses related to ONESQA standards for Thai language and Thai studies were only from Thai teachers in Working Group E because this is a very special area and only Thai teachers could identify the challenges. From their perspective towards challenges walking into accreditation, two main points were examined: Thai curriculum and instruction and ONESQA's and Thai Ministry of Education's requirements. Thai teachers stressed that curriculum and instruction as their number one challenge. They have come to the question if Thai curriculum from the Ministry of Education will best suit each international school's environment and student context. For KMIDS, the challenge is to brainstorm the ideas from Thai teachers and make the Thai curriculum that fits students' level and nature the most. One teacher also added a very interesting opinion that the school's emphasis in science and technology should not be overlooked and a challenge for Thai teachers at KMIDS is to make the Thai curriculum that is relevant to the school's mission and helps students to accomplish scientific, innovative and creative thinking. In terms of instruction and assessment, they think that the challenge for Thai teachers is to make the learning activities fascinating because the fact that KMIDS just opened and there is a huge gap between Thai students who came from different backgrounds, several levels of the language and some who still have a negative attitude towards learning Thai. These are what exactly Thai teachers have to deal with and provide the supporting evidence to the ACS WASC/ONESQA committee visits KMIDS.

Another challenge that Thai teachers discover is the Thai studies requirements for international schools from ONESQA and Thai Ministry of Education. First, ONESQA indicators. One teacher demonstrates that ONESQA accrediting indicators and Thai content standards from the Ministry of Education examine different issue. While the ONESQA indicators look for language acquisition and literacy, Thai content standards emphasizes in Thai literature or Thai grammar. Second, Thai studies time from Thai Ministry of Education that requires Thai national students to be scheduled Thai class at least 50 minutes on every school day. They think that the policy is difficult to abide by because each school has different schedule management, style and emphasis. The researcher considers this challenge can be generalized to other international schools in Thailand because there is a high possibility that they will experience this same common issue.

Challenges in Relation to Boarding Program

The challenge responses related to boarding program were chiefly from administrator and dormitory teachers in Working Group F because only people who work in this specific area can provide the responses. Three main points were examined: facilities, dormitory staff and students' well-being. For facilities, boarding program is encountering the same issue as resource management working group since all dormitory facilities are owned by KMITL, KMIDS students has limited access to them. The challenge for the staff is how to work faster and efficiently in this context. From the researcher's perspective, KMIDS leadership and dormitory staff have to work hard in preparing for boarding program accreditation, due to the fact that the dormitory is not under KMIDS authority.

Dormitory staff's qualifications become a challenge for boarding program working group, especially in language communication and experiences with children. For the language, English is the issue for some staff when getting into specific topics and it is

probably standing in the way of communication between staff when critical points are discussed. Also, the staff's skills in dealing with children is necessary since those children are in between 13 – 17 years. Without the proper knowledge of physical and emotional development of teenagers and the skills to handle them will be a big obstacle for the KMIDS in preparing for boarding program accreditation because staff's qualification is one of the first things that ACS WASC will examine.

The final challenge relating to boarding program is students' safeguard and well-being. This is one of the most essential elements before launching the boarding program. However, since KMIDS is sharing the dormitory with KMITL, the school has to work under limitations. The dormitory teachers are concerned about three things: the dormitory is surrounded by a public area; the dormitory is quite far away from the hospital; and there are limited options for students to have proper meals for dinner. The researcher believes that even though there is the child protection policy for dormitory students available, students' safeguard and well-being are still challenging for the school to manage and prepare for accreditation.

Recommendations

After reviewing the responses from the participants and the researcher' analysis of findings, there are some recommendations for KMIDS in preparing towards ACS WASC initial accreditation as follows.

Recommendations in Relation to Organization for Student Learning

1. The school should work with KMITL to allow KMIDS to be more autonomous because K-12 school education is different from higher education. The action includes having separate rules, regulations, and protocols that may hinder operation of international school cultures.

2. The school should add more K-12 education experts into KMIDS's Boards to ensure that decision-making process is valid and reliable in accordance with practices of other international schools.
3. As a demonstration school, the school should have a clear vision and mission of what to accomplish in addition to what other international schools do, such as modeling as a research center in K-12 education, developing unique teaching methods, being a center to supervise the foreign trainee teachers, etc., and be committed to it.
4. The school administration should allocate workloads to appropriate leaders and built reasonable lines of administration that is clear and relevant to the actual functions of international school. In addition, job descriptions of all staff should be developed in support of school administration and better operation.
5. The school boards and leadership team should regularly communicate with school staff and all stakeholders to ensure the shared goal and common understanding of what is happening in the school.
6. The school should encourage staff to create their own Individual Development Plan (IDP) to identify their strengths and target areas where they need the school to support them. In addition, the school should allocate more budget for individual teachers who would like to seek more opportunities to attend outside professional development workshops that best suit development needs of teachers.
7. The school administration should establish the recruitment system enabling the school to have highly qualified teachers who fit into KMIDS vision and mission.

Recommendations in Relation to Curriculum, Instruction and Assessment

1. The school should develop the written curriculum policies, protocols, or guidelines to aid understanding of all school stakeholders because the school curriculum has a

unique style in terms of content alignment, quality control system, supervision, etc. This is to prevent the misunderstandings that may occur among school stakeholders and make sure everyone will be on the same page when being visited by ACS WASC.

2. The school should address English proficiency of students in the schoolwide action plan with the vivid and attainable goal and action strategies to help English-as-a-second-language learners to progress in classes taught in English.
3. The school should emphasize the importance of using various formative assessments (such as presentation rubrics, quizzes, grade level reading, etc.) to enhance student learning in addition to summative assessments (such as final examinations, TOEFL, MAP Testing, Pre-SAT, etc.)
4. For advanced courses instructed by KMITL professors, KMIDS should work out with KMITL to develop explicit protocols and guidelines on curriculum contents, course outlines, assignments, learning assessments, credit transfer system, etc. for those courses and make sure that the professors are prepared to teach high school students. Such protocols and guidelines can be used as evidence when being visited by ACS WASC.

Recommendations in Relation to Support for Student Personal and Academic growth

1. Because all admission information available online is in Thai, the school should have at least one Thai staff to cooperate with the TCAS system in order to better help school counsellor and prepare students who wish to continue their undergraduate level in Thailand.
2. The school should develop a calendar addressing more parent sessions in various topics to engage them as one of the most important school stakeholders. This will help the busy parents to schedule meeting with the school beforehand.

3. The school should allow parents, especially those who had experience in international school, to help with the improvement process and accreditation.

Recommendations in Relation to Resource Management and Development

1. The school should discuss with KMITL to synchronize the systems together as one and brainstorm in inventing the protocols and guidelines to reduce paperwork and help the school to move forward more rapidly.
2. The school leadership team should work with KMITL and stakeholders to develop a strategic plan that includes every single point that the school needs such as marketing plan, admission policy, curriculum and instruction, etc. and make sure that every action step being addressed will be consistent with the school vision and mission.

Recommendations in Relation to ONESQA Standards for Thai Language and Thai Studies

1. Thai teachers should develop Thai language and Thai social studies curriculum that help the majority of students to grow as well as differentiated instructions should be included to ensure the minority of students are not left behind.
2. Thai department should kick off by aligning indicators from ONESQA and Thai Ministry of Education together to see the similar areas and gaps between two sources of standards. Then, use them to develop the action plan that focuses on the what both ONESQA and Thai Ministry of Education would like to see happening as an international school.
3. Thai language and culture-related activities should be promoted schoolwide and Thai department should encourage non-Thai staff to participate and learn Thai culture from these activities.

Recommendations in Relation to Boarding Program

1. The school leadership should have professional development or job-relevant workshops for dormitory staff who still need training in the specific areas such as English speaking, child's development, teenagers' emotion, etc.
2. The school administration should take prompt action to the problems relevant to student well-being and safeguarding.

Recommendations for Future Researchers

1. This study is original because of two reasons: (1) there have been no studies conducted during initial visit time before and (2) KMIDS is a unique and one-of-a-kind school in Thailand, the first international demonstration school specialized in science and technology. The future study may concern KMIDS's procedures after receiving initial accreditation and how KMIDS maintains the accreditation status.
2. In this study, the researcher focus on the perspectives from four groups of KMIDS people: school administrators, school supervisor, ACS WASC coordinators, and teachers, since KMIDS is new and only the internal people are involved. The future study, after KMIDS receives initial accreditation, may center on other stakeholders such as parents, students, relevant KMITL personnel, etc. if they are engaged in ACS WASC accreditation process.

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APPENDICES

APPENDIX I

ACS WASC Initial Visit Criteria Framework

Category A: Organization for Student Learning

Appendix I

ACS WASC Initial Visit Criteria Framework

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 school. 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.

Table 14

ACS WASC A1. School Purpose Criterion

Initial accreditation status	Candidacy status	Sample documents
• The school has established a clear statement of vision and mission (purpose) that reflects the beliefs and philosophy of the school. • The student/community profile data and identified global competencies have impacted the development of the school purpose.	• The school has adopted a clear statement of purpose • The student/community profile data and identified global competencies have impacted the development of the school purpose. • The school has designed a system and process to communicate the	• Statement of school purpose (Note: school purpose is a general term for terminology used by schools such as vision, mission, or philosophy and objectives). • Schoolwide student goals (schoolwide learner outcomes) and the process for development. • Student/community demographic and

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Initial accreditation status	Candidacy status	Sample documents
• A high degree of involvement by representatives of the entire school community has occurred in the development of the school purpose and schoolwide learner outcomes. • There is a clear and systematic network of communication of the school's purpose and schoolwide learner outcomes within the school community. • Staff, students, parents, and other stakeholders understand and are committed to the purpose of the school. • There is a process in place for the regular review or revision of the	school's purpose that will lead to further development of schoolwide learner outcomes. • Plans to carry out the school purpose are in place and implementation has begun that show alignment of the schoolwide learner outcomes, the program, and ongoing improvement.	performance information and data. • Admission policies and materials. • Master schedule. • Any academic or operational plans the school may have in place. • Process for regular review or revision of school purpose and schoolwide learner outcomes. • Processes and publications/media for communication to all stakeholders within the school community.

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Initial accreditation status	Candidacy status	Sample documents
school purpose and schoolwide learner outcomes. • There is consistency between the school purpose, the schoolwide learner outcomes, the school program, and ongoing improvement. • Publications and other media are used to inform parents and community members about the school purpose.		

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.

Table 15

ACS WASC A2. Governance Criterion

Initial accreditation status	Candidacy status	Sample documents
• The school has a functioning governance structure, with clear lines of authority and responsibility. • The governing authority has adopted policies that are consistent with the school's purpose and support student achievement as defined in the school's schoolwide learner outcomes. • There is participation of central office personnel, if applicable, and board in the development of the school purpose, and schoolwide learner outcomes of the school. • The governing authority delegates implementation	• The school has a functioning governance structure, with clear lines of authority and responsibility. • The governing authority has adopted policies that are consistent with the school's purpose and support student achievement as defined in the school's schoolwide learner outcomes. • The governing authority delegates implementation of these policies to the professional staff. • There is participation of central office personnel, if applicable, and board in the development of the school purpose, and	• Documents relating to the organization of the school, including roles and relationships of the governing board and administration and other areas of the school's infrastructure. Could include job descriptions, organizational charts, personnel rosters, board policies, admission policies, procedures, and forms. • Minutes of board meetings.

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Initial accreditation status	Candidacy status	Sample documents
of these policies to the professional staff. • Authority and responsibility are allocated in a way that promotes effective functioning of staff at all levels. • The school community understands the governing authority's role. • The governing authority carries out clear evaluation procedures on the identified goals. • There is a process in place for evaluation of the governing authority.	schoolwide learner outcomes of the school. • The school community understands the governing authority's role. • The governing authority carries out clear evaluation procedures on the identified goals.	

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.

Table 16

ACS WASC A3. School Leadership Criterion

Initial accreditation status	Candidacy status	Sample documents
• The chief administrative officer effectively leads the entire staff in exercising a decision-making process that focuses on the school purpose, student accomplishment of the schoolwide learner outcomes, i.e., global competencies, and academic standards. • The school leadership is working to ensure that standard operational practices, decision-making processes, and established procedures for internal	• A chief administrative officer has been employed. This individual has adequate qualifications for the position. • The school leadership demonstrates understanding of the purpose and the schoolwide learner outcomes that should promote a globally minded culture. • The school leadership is working to ensure that standard operational practices, decision-making processes, and	• Team dialogue with the principal or head of school and discuss the school's needs, potential, and plans for the future. • Discussion with leadership regarding modes of operation. • Review of brief summaries about professional background of leadership and defined responsibilities. • Review of policies and procedures. • Dialogue with faculty and support staff. • Documents relating to the organization of the

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Initial accreditation status	Candidacy status	Sample documents
communication and conflict resolution are clearly written, agreed upon, understood, and practiced. • The school leadership empowers the staff and encourages commitment, participation, and shared accountability for successful student learning, preparing the students to be global citizens. • There are written policies, charts, and handbooks that define the responsibilities and relationships of administrators, faculty, and staff. • The actions of the leadership are directly linked to student	established procedures for internal communication and conflict resolution are clearly written, agreed upon, understood, and practiced. • The actions of the leadership are directly linked to successful student learning, preparing the students to be global citizens.	school, including roles and relationships of the administration to other areas of the school's infrastructure. Could include job descriptions, organizational charts, roles, responsibilities, personnel rosters, board policies, admission policies, procedures, and forms.

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Initial accreditation status	Candidacy status	Sample documents
achievement of the schoolwide learner outcomes.		

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.

Table 17

ACS WASC A4. Staff Criterion

Initial accreditation status	Candidacy status	Sample documents
• The school staff is qualified for their assigned responsibilities, and is involved in ongoing professional development. • The school has clear employment policies/ practices related to qualification requirements of staff. • The school reviews all information regarding staff background, training and	• The school staff is qualified for their assigned responsibilities. • The school has clear employment policies/ practices related to qualification requirements of staff. • The school reviews all information regarding staff background, training and preparation. • The school has plans to	• Summary of teaching staff credentials and preparation. • Schedule of teaching assignments with staff credentials and preparation to assess appropriateness of instructional staff assignments. • Roster of administrative and support staff with qualifications and job

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Initial accreditation status	Candidacy status	Sample documents
preparation. • The school leadership supports a schoolwide professional development program with time, personnel and fiscal resources based upon student needs, the schoolwide learner outcomes and academic standards. • There is a clearly articulated supervision and evaluation process in place. • Staff evaluations are used to promote professional growth and improve the quality of instruction. • Processes are used to determine the measurable effect of professional development on student learning.	provide ongoing professional development that supports student learning. • The school leadership and staff are developing a supervision and evaluation process. • Processes are being put in place to determine the measurable effect of professional development on student learning.	assignments. • Staff development plans, descriptions of current or ongoing professional development activities that promote student learning. • Examination of the written professional development plan. • Examination of the supervision and evaluation process and procedures. • Interviews with staff. • Review of policies and procedures for employee hiring, professional development, and supervision.

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A5. School Environment Criterion: The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

Table 18

ACS WASC A5. School Environment Criterion

Initial accreditation status	Candidacy status	Sample documents
• The school's facilities (buildings, labs, technology, library, and other) are sufficient to support the program in a functional, safe, clean, and healthy setting. • The school's environment reflects a respect for differences, trust, caring, professionalism, support, and high expectations for each student. • Written policies and procedures are in place to ensure a safe, healthy, nurturing environment that is conducive to	• The school's facilities (buildings, labs, technology, library, and other) are sufficient to support the program in a functional, safe, and healthy setting. • The school's environment reflects a respect for differences, trust, caring, professionalism, support, and high expectations for each student. • Written policies and procedures are being developed to ensure a safe, healthy, nurturing environment that is	• Tour of the school plant and review the site master plan to assess the current and planned adequacy in meeting the needs of the student body. • Tour of instructional materials center, visits to representative classrooms, laboratories, library/media center(s), and discussions with teachers regarding their judgments as to the adequacy of instructional materials and aids. • General discussion with

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Initial accreditation status	Candidacy status	Sample documents
learning. • Students and staff have a clear understanding of safety policies and procedures. • There is mutual respect, cross- cultural communication, and support in relationships among the staff, between staff and students, between staff and parents (where applicable), and between staff and leadership. • Caring, concern, and high expectations for students are demonstrated on a daily basis.	conducive to learning. • Students and staff have a clear understanding of safety policies and procedures. • Mutual respect and effective cross-cultural communication among staff is evident. • Caring, concern, and high expectations for students are demonstrated on a daily basis.	students, staff, parents, and other stakeholders about the environment.

A6. Reporting Student Progress Criterion: The school leadership and staff regularly assess student progress toward accomplishing the schoolwide learner outcomes and report students' progress to the rest of the school community.

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Table 19

ACS WASC A6. Reporting Student Progress Criterion

Initial accreditation status	Candidacy status	Sample documents
• Student progress is determined and monitored on a regular basis with respect to course content standards and schoolwide learner outcomes. • There is a linkage between what is learned and the schoolwide learner outcomes, which is understood by staff, students, and parents (if applicable). • Student work/performance is used to determine the degree to which students are achieving the schoolwide learner outcomes. • There is correlation between school improvement, professional development activities/topics and student	• Student progress is determined and monitored on a regular basis with respect to course content standards and schoolwide learner outcomes. • The school is working to ensure that there is a link between what is learned and the schoolwide learner outcomes. • The school is developing written procedures to communicate to the governing authority and members of the school community about student progress.	• Analyzed and interpreted student achievement data with respect to content standards and schoolwide learner outcomes. • Evidence of professional development addressing learning issues and/or modifications in curriculum. • Lists of graduates and identification of next steps. • Means of communication with parents and other stakeholders regarding student achievement. • Dialogue with parents, other community members, staff and students.

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Initial accreditation status	Candidacy status	Sample documents
progress of the schoolwide learner outcomes. • There are published lists of graduates, students progressing from one level to another; job placements (if applicable); students pursuing further education. • There are written procedures in place to regularly communicate to the governing authority and members of the school community about student progress.		

A7. 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.

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Table 20

ACS WASC A7. School Improvement Process Criterion

Initial accreditation status	Candidacy status	Sample documents
• The school leadership has demonstrated an understanding of ongoing school improvement and the importance of plans of action to enhance learning for all students. • The school leadership has monitored the accomplishment of a schoolwide action plan directly linked to the results of student achievement measurements. • There is evidence of stakeholder involvement in development of the plan, and evidence of support for its implementation. • There is correlation between allocation of time, fiscal and personnel resources,	• The school leadership is developing a schoolwide action plan with identified measures of success that show the impact of the results on student learning. • The school leadership has an understanding of ongoing school improvement and the importance of plans of action to enhance learning for all students.	• Examination of the school's action plan showing measures of success and with respect to student learning. The action plan should include: • Statement of area for improvement • Brief statement of the rationale for identifying this area • Schoolwide learner outcomes addressed • Specific steps • Timeline • Person(s) responsible and involved • Resources • Ways of assessing progress of steps and overall area of improvement • Means to report progress to

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Initial accreditation status	Candidacy status	Sample documents
improvement plans, and student achievement of the learner outcomes.		all members. • Evidence of stakeholder involvement in the action plan development. • Discussion with leadership and staff about the action plan and the ongoing improvement process, i.e., the degree of correlation between school improvement, professional development, and student learner outcomes. • The historical development of the school, including current enrollment and demographics, trends in student body makeup, etc. • Instructional plans and goals and other evidence to assure the school resources, operations, and procedures are managed at a level to achieve the purpose.

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APPENDIX II

ACS WASC Initial Visit Criteria Framework

Category B: Curriculum, Instruction and Assessment

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Appendix II

ACS WASC Initial Visit Criteria Framework

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.

Table 21

ACS WASC B1. What Students Learn Criterion

Initial accreditation status	Candidacy status	Sample documents
• The school has defined what all students should know and be able to do for each subject area and this is reflected in the taught curriculum. • The school's taught curriculum correlates with a well-developed written curriculum that is based on high-quality content standards and schoolwide learner outcomes for all students across and within	• The school has defined what all students should know and be able to do for each subject area and this is reflected in the taught curriculum. • The school is further refining its written curriculum to ensure that it reflects high-quality content standards and learner outcomes for all students. • The evaluation of each	• Written curriculum that includes content standards, performance indicators, examples of ways to assess learning, suggested learning activities, instructional materials used, and references. • Instructional materials. • Discussion with staff, students, and parents about the curriculum. • Evidence of regular review and revision of curriculum.

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Initial accreditation status	Candidacy status	Sample documents
grade levels. • The evaluation of each student's academic performance is based on defined performance indicators for the content standards. • The school has established a regular cycle of review and revision for each curricular area to ensure a challenging, relevant, and rigorous curriculum for all students. • There is consideration by the school of current educational research and thinking related to various subject areas and curricular programs to maintain a meaningful instructional program for students. • Clear policies exist regarding course completion, credits, grades,	student's academic performance is at the initial stages of being linked to the defined performance indicators for the content standards. • The school is establishing a regular cycle of review and revision for each curricular area to ensure a challenging, relevant, and rigorous curriculum for all students. • Clear policies exist regarding course completion, credits, grades, etc.	• Observations of taught curriculum and overall linkage to school's learning goals. • Examination of student work and student engagement in learning.

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Initial accreditation status	Candidacy status	Sample documents
etc.		

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.

Table 22

ACS WASC B2. How Students Learn Criterion

Initial accreditation status	Candidacy status	Sample documents
• The staff uses a variety of techniques that effectively engage students in learning and are consistent with the school's purpose, schoolwide learner outcomes, and standards.	• Staff and leadership utilize a variety of instructional methods to address student needs and improve student learning. • The staff is current in the instructional content taught and research-based methodology. • Staff development plans are in place that will enhance instructional repertoires of the staff to	• Observations of students engaged in instruction. • Interviews with students and instructional staff. • Evidence of attention to the needs of individual students, such as accelerated programs, remediation plans, individual learning plans. • Examination of representative student work. • Documentation of professional development activities.

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Initial accreditation status	Candidacy status	Sample documents
	improve student achievement through greater engagement and comprehension. • There is student use of resources for learning beyond the limits of textbooks, such as effective use of the library/media center, technology, collaborative activities, and community resources. • Students engage in learning and their work demonstrates the use of critical thinking, problem solving, knowledge, and application skills. • Students have a positive perception about their learning experiences.	• Documentation of resource use beyond the classroom.

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B3. How Assessment Is Used Criterion: Teacher and student uses of assessment are frequent and integrated into the teaching/learning process. The assessment results are the basis for (a) measurement of each student's progress toward the schoolwide learner outcomes and academic standards, (b) regular evaluation, modification, and improvement of curriculum and instructional approaches, and (c) allocation of resources.

Table 23

ACS WASC B3. How Assessment Is Used Criterion

Initial accreditation status	Candidacy status	Sample documents
• The school's instructional program includes identification of ways to evaluate student learning on an ongoing basis. • The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as selected responses, essays, individual or group projects, etc. • The teacher and student use of assessment is integral to the teaching/learning process.	• The school's instructional program includes identification of ways to evaluate student learning on an ongoing basis. • The teachers regularly use assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as selected responses, essays, individual or group projects, etc.	• Examination of student achievement results for at least three years (if available) • Examination of sample representative student work. • Policies or other documentation relating to assessment policies, grading standards, reporting of student progress, and communications with parents and/or students about student achievement. • Discussion regarding examples of curriculum and instructional modifications

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Initial accreditation status	Candidacy status	Sample documents
• Assessment results measure the progress of students toward defined content standards and the schoolwide learner outcomes. • Assessment data is collected, disaggregated, and analyzed, and is used to make changes and decisions about curriculum, instruction, resource allocation, and professional development activities. • Student feedback is an important part of monitoring student progress over time based on standards and schoolwide learner outcomes.	• The teacher and student use of assessment is becoming integral to the teaching/ learning process. • Assessment results measure the progress of students toward defined content standards and the schoolwide learner outcomes. • The school is beginning to use assessment data collected, disaggregated, and analyzed to make changes and decisions about curriculum, instruction, resource allocation, and professional development activities. • Student feedback is becoming an important part of monitoring	based on learning results. • Plans and schedules for standardized testing and other assessment activities. • Examples of allocating resources based on student learning results.

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Initial accreditation status	Candidacy status	Sample documents
	student progress over time based on standards and schoolwide learner outcomes.	

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APPENDIX III

ACS WASC Initial Visit Criteria Framework

Category C: Support for Student Personal and Academic Growth

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Appendix III

ACS WASC Initial Visit Criteria Framework

Category C: Support for Student Personal and Academic Growth

C1. Student Connectedness Criterion: 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.

Table 24

ACS WASC C1. Student Connectedness Criterion

Initial accreditation status	Candidacy status	Sample documents
• The school provides personalized student support correlated to student achievement of the schoolwide learner outcomes. • The school staff implements strategies to develop students' self-confidence, a personalized approach to learning, and connection to the learning environment. • The school provides adequate services, including referral	• The school is working to ensure adequate services, including referral services, support students in such areas as health, career, academic, and guidance counseling. • The school staff implements strategies to develop students' self-confidence, a personalized approach to learning, and connection	• Pupil personnel services: information about how academic and guidance services are provided. • Student activity program: discussion about the range of activities, including student government. • Interviews with students, parents, and teachers about the range of activities, including student government.

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Initial accreditation status	Candidacy status	Sample documents
services, to support students in such areas as health, career, academic, and guidance counseling. • The school offers co-curricular and enrichment activities, correlated with the school's schoolwide learner outcomes, i.e., global competencies. • Students are involved in curricular/co-curricular activities such as student leadership organizations and service projects linked to defined global competencies. • The school regularly evaluates the level of student involvement in curricular/co-curricular activities and student use of support services. This includes student involvement in global projects, issues and networks.	to the learning environment. • The school offers co-curricular and enrichment activities commensurate with its stage of development. • Students are involved in curricular/co-curricular activities such as student leadership organizations and service projects linked to defined global competencies. • The school is developing a process to evaluate the level of student involvement in curricular/co-curricular activities and student use of support services.	• Review of related policies, handbooks, forms, and publications, e.g., health forms, student and parent handbooks, and newsletters.

(continued)

C2. 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.

Table 25

ACS WASC C2. Parent/Community Involvement Criterion

Initial accreditation status	Candidacy status	Sample documents
• The school has established a formal process for involvement of parents and/or a parent or community-based organization that connects school and student life with the larger community. • Parents and community are active in the school, and roles, responsibilities, and communication channels are clearly delineated. • Parents have an understanding of the schoolwide learner outcomes (global competencies) and content standards in relation to student achievement, and	• The school is working toward educating parents and community members in understanding that student achievement is based on student accomplishment of the schoolwide learner outcomes and content standards. • Parents and community members are becoming active partners in supporting student learning, and understand how to access school personnel regarding all	• Dialogue with school staff, parents and/or community members about the means of communication, and level of involvement in the support programs at the school for all students. • Examination of materials and other means to engage parents and community members in the school's educational program for students.

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Initial accreditation status	Candidacy status	Sample documents
their role in helping students learn. • The school has a well-developed system for communication with all parents regarding specific problems, issues, and general school information. • The school's stakeholders take part in planning for the school's further development. • The school uses community resources to support students through activities such as local and/or global projects, community service, business partnerships, and speakers.	concerns. • The school is working to establish a formal process or organization that involves parents and the school community with the school and student life. • The school regularly communicates to parents and other stakeholders. • The school is encouraging stakeholders to take part in planning for the school's further development. • The school is beginning to explore the use of community resources for local and/or global actions and service opportunities.	

APPENDIX IV

ACS WASC Initial Visit Criteria Framework

Category D: Resources Management and Development

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Appendix IV

ACS WASC Initial Visit Criteria Framework

Category D: Resources Management and Development

D1. 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.

Table 26

ACS WASC D1. Resources Criterion

Initial accreditation status	Candidacy status	Sample documents
• The school has developed an adequate financial base to give reasonable assurance of continuing financial stability. An external audit ensures the trustworthiness of the school's financial records. • Resources are sufficient to support anticipated growth, multi-year planning is in place to ensure continued viability, and resources are targeted toward achieving the school's most important	• The school has developed an adequate financial base to give reasonable assurance of continuing financial stability. Sound business and accounting practices are followed, including an external annual audit. • The school has facilities that are safe, functional, and well-maintained.	• The school's budget. • Description of the budgeting process. • Any plans relating to facilities. • Examination of current facilities, including safety, maintenance, and adequacy. • Review of equipment and materials procurement policies. • Latest financial audit.

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Initial accreditation status	Candidacy status	Sample documents
short- and long-term goals, and are linked to student learning. • The school has in place procedures for ensuring a well-qualified staff, adequate facilities, and adequate instructional materials. • There is correlation between decisions about resource allocations and the school's purpose and assessment of the schoolwide learner outcomes and content standards. • There are written procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed material, audio-visuals, support technology, manipulatives, and laboratory materials.	• The school has in place and is further defining procedures for ensuring a well-qualified staff, adequate facilities, and adequate instructional materials.	

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D2. Resource Planning Criterion: The governing authority and the school leadership execute responsible resource planning for the future.

Table 27

ACS WASC D2. Resource Planning Criterion

Initial accreditation status	Candidacy status	Sample documents
• The school has developed a process and uses a master resource plan to focus the school on the goal of student accomplishment of the schoolwide learner outcomes and academic standards. • The school's governing authority uses research and internal and external information to form the master resource plan. • The school's governing authority, leadership, and staff understand the ways internal and external resources are obtained and used to support student	• The school is well aware of the necessity of long-range resource planning and is in the process of developing such a plan. • The resource planning process is centered upon the goal of student accomplishment of the schoolwide learner outcomes and academic standards. • The school's governing authority, leadership, and staff are understanding the	• Examination of planning documents, such as long-term financial plans, future site and building plans, enrollment projections, and staffing needs. • Interviews with governing body representatives, leadership, and staff about the long-range planning process and strategies used. • Enrollments projections. • Development plans.

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Initial accreditation status	Candidacy status	Sample documents
learning. • Governing authorities and school leaders are involved with informing the appropriate entities and constituencies about the short-term and long-term financial needs of the school. • Stakeholders are involved in the future planning for the school.	ways internal and external resources are obtained and used to support student learning. • Stakeholders are becoming part of the future planning for the school.	

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APPENDIX V

ACS WASC Initial Visit Criteria in collaboration with ONESQA

Category E: ONESQA standards for Thai language and Thai studies

Appendix V

ACS WASC Initial Visit Criteria in collaboration with ONESQA

Category E: ONESQA standards for Thai language and Thai studies

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

E.1 Language and Communication Domain

1.1) Listening and oral skills for Thai speaking students

Criterion

1) Students can summarize or retell the key information or stories from the learning.
2) Students can tell stories in sequence of events.
3) Students can ask or answer questions relevant to the information heard.
4) Students can express feeling or discuss critical ideas using correct language usage and well-choice vocabulary.
5) Students can present or critical information using content, register and vocabulary appropriate to contexts and audience.

1.2) Reading skills for Thai speaking students

Criterion

1) Students read various types of reading materials including prose, poetry, magazines, prints, documentary and literature, etc.
2) Students read and demonstrate literal comprehension they understand ideas and information exactly stated in the reading material and can summarize main ideas or key elements of the information and stories read.
3) Students apply reading skills to acquire or construct knowledge and information needed for real-life situations.

4) Students read and demonstrate inferential comprehension such as drawing conclusions, predicting outcomes and judging the author's point of view, etc.
5) Students read and demonstrate critical comprehension, they evaluate the quality, values of the reading selections and give critiques of literature, texts and media information read.

1.3) Writing skills for Thai speaking students

Criterion

1) Students write words, phrases, sentences or texts appropriate to their grade levels.
2) Students' writing is relevant to purpose, audience and presents organized ideas.
3) Students' writing displays elements of good writing including correct spelling, clarity, sequence, appropriate cohesion, effective vocabulary and register, etc.
4) Students can practice various writing forms including narrative writing, descriptive writing, persuasive writing, imaginative and expository writing.
5) Students' research of academic writing includes citations.

1.4) Thai Language skills for Non-Thai speaking students

Criterion

1) Students appropriately follow instructions or 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 can tell necessary personal information about themselves including names, addresses, telephone numbers, etc.
4) Students can politely ask and answer simple questions.
5) Students engage in simple dialogues using simple words, phrases or short sentences.

E.2 Culture and Social Studies Domain

2.1) Thai cultural values for Thai students

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, beliefs 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 reflect on their experiences about the engagement in cultural activities.
5) Students have pride in their cultural identities and display a respect for cultural diversity.

2.2) Thai history and governance for Thai students

Criterion

1) Students can tell main features of Thai ancient kingdoms including important people and major events.
2) Students can describe the Thai way of life and Thai local wisdom 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 perform civic duties and social responsibilities.
5) Students can explain basic Thai laws and consequences violation of the laws.

2.3) Thai geography and environments for Thai students

Criterion

1) Students can describe geographical features, 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, wild lives and the environments.
3) Students reflect on their experiences of conserving natural resources.
4) Students demonstrate critical thinking on approaches needed for the sustainable prevention of natural disasters.
5) Students can explain key elements of a sufficiency economy philosophy and its benefits on improving the people's quality of life.

2.4) Thai cultural and social values for foreign students

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 the traditions relating to Thai festivals and holidays.
4) Students display respect towards diverse cultural practices and beliefs.
5) Students can explain basic Thai laws and respect authority.

E.3 Learners' Attributes for All Students Learning Thai Language and Thai Studies Domain

3.1) Positive Learning Attitudes

Criterion

1) Students display interests and positive attitudes 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 to make inquiries to investigate or to research information.
4) Students apply computer and interdisciplinary skills to create projects or task assignments or to solve problems.
5) Students assess their own learning and set targets for self-improvement in learning Thai language and Thai studies.

3.2) Desirable Global Characteristics

Criterion

1) Students show courtesy and respect for the rights of others.
2) Students display integrity and ethics.
3) Students display compassion and caring for others.
4) Students demonstrate leadership and responsibility for communities.
5) Students demonstrate self-discipline.

APPENDIX VI

ACS WASC Initial Visit Criteria Framework

Category F: Boarding Program

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Appendix VI

ACS WASC Initial Visit Criteria Framework

Category F: Boarding Program

The school's boarding program embraces the school's purpose, complements the school's program, and enhances the personal and academic growth of the students.

- The boarding program embraces the school's vision, mission, and supports student achievement of the schoolwide learner outcomes.
- There is a body that holds the boarding program accountable to goals, policies, and procedures that are well-documented and aligned with the school's mission, vision, and schoolwide learner outcomes. There is a well-established appeal process related to decisions made related to students in the boarding program.
- There is evidence of full support and understanding by the governing authority, leadership, teachers, staff, students, parents, guardians, and community of the expectations of the boarding program.
- The implementation of operational procedures and systems support the goals of the boarding program and include specific health and safety boarding expectations.
- The staff members of the boarding program are qualified for their roles and responsibilities with the maturity, character, skills, knowledge, and experience appropriate to the age and needs of the boarders to ensure a safe, healthy, and nurturing environment.
- There is an ongoing supervision, evaluation, and professional learning process for all boarding staff.
- There is support of the needs of all staff members of the boarding staff to ensure they can address the goals of the program.

- The culture of the boarding program is responsive to and respectful of the diversity and personal and academic needs of the students.
- The staff of the boarding program works closely and communicates regularly with the parents and/or guardians regarding all aspects to support the students who are boarding. This includes clear expectations and monitoring for those under guardianship or legal authority of the school.
- There is a well-planned program of academic and personal support that is integral to the program for the day students and overall supports the school's mission, vision, and schoolwide learner outcomes. This includes the boarding staff's responsibility to communicate with teachers and to provide emotional support through counseling and/or advocate support.
- There is a process for an ongoing evaluation of all aspects of the boarding program in relation to the school's purpose; this evaluation supports staff implementation of a well-developed short- and long-range plan.
- The functioning boarding facilities are regularly assessed based on the school's purpose, specifically in the following areas: the ratio of staff to students; the number of students per adequate individual living quarters; and the basic services such as medical support, laundry, meals, transport, technology, etc.

APPENDIX VII

KMIDS Curriculum Structure

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Appendix VII

KMIDS Curriculum Structure

Middle School

Table 28

The Middle School Curriculum Structure

Grade level	Courses	Block(s)/ Week (50min/block)
Grade 7	English 7 (2 semesters)	5
	Mathematics 7 (2 semesters)	5
	Science 7 (2 semesters)	4
	Social Studies 7 (2 semesters)	4
	Art 7 (2 semesters)	1.5
	Music 7 (2 semesters)	1
	World Language 7 (2 semesters)	4
	Physical Education 7 (2 semesters)	1.5
	Health Education 7 (2 semesters)	1
	Career and technical education courses	
	STEM Robotics 7 (2 semesters)	2
	Computer Science 7 (2 semesters)	1
Grade 8	English 8 (2 semesters)	5
	Mathematics 8 (2 semesters)	5
	Science 8 (2 semesters)	4

(continued)

(continued)

Grade level	Courses	Block(s)/ Week (50min/block)
	Social Studies 8 (2 semesters)	4
	Art 8 (2 semesters)	1.5
	Music 8 (2 semesters)	1
	World Language 8 (2 semesters)	4
	Physical Education 8 (2 semesters)	1.5
	Health Education 8 (2 semesters)	1
	Career and technical education courses	
	STEM Robotics 8 (2 semesters)	2
	Computer Science 8 (2 semesters)	1
- Thai students are required to take Thai Language & Culture for their World Language class. Non-Thai students are required to take Thai Language & Culture in addition to World Language.		

KMIDS High School

Table 29

The High School Curriculum Structure

Grade level	Programs of study	Block(s)/ Week (90min/block)	Credits/ Year
Grade 9	English 9 (2 semesters)[T]	4	8
	Mathematics 9 (2 semesters)	2	4

(continued)

(continued)

Grade level	Programs of study	Block(s)/ Week (90min/block)	Credits/ Year
	World Geography (2 semesters)	2	4
	Introduction to Chemistry (2 semesters)	2	4
	Introduction to Physics 1 (2 semesters)	2	4
	World Language 9 (2 semesters)	2	4
	Art 9 (2 semesters)	1.5	3
	Physical Education 9 (1 semester)	1.5	1.5
	Health Education 9 (1 semester)	1.5	1.5
	Career and technical education courses		
	STEM Robotics 9 (2 semesters)	1	2
	Computer Science 9 (2 semesters)	1	2
	Free Electives	3	6
	Students refer to list of elective courses provided in the recommended free electives table and elective catalogue		
Grade 10	English 10 (2 semesters)†	4	8
	Integrated Mathematics 1 (2 semesters)	3	6
	World History (2 semesters)	2	4
	Introduction to Biology (2 semesters)	2	4
	Introduction to Physics 2 (2 semesters)	2	4
	World Language 10 (2 semesters)	2	4
	Career and technical education course		
	STEM Robotics 10 (2 semesters)	1	2

(continued)

(continued)

Grade level	Programs of study	Block(s)/ Week (90min/block)	Credits/ Year
	Required Electives		
	Computer Science 10 (2 semesters)	1	2
	Science and Society (2 semesters)	2	4
	Free Electives		
	Students refer to list of elective courses provided in the recommended free electives table and elective catalogue	3	6
Grade 11	English 11 (2 semesters)[T]	4	8
	Integrated Mathematics 2 (2 semesters)	2	4
	Contemporary World (2 semesters)	2	4
	World Language 11 (2 semesters)	2	4
	Physical Education 11 (1 semester)	1	1
	Health Education 11 (1 semester)	1	1
	Career and technical education course		
	STEM Robotics 11 (2 semesters)	1	2
	Required Electives		
	Computer Science 11 (2 semesters)	1	2
	Free Electives		
	Students refer to list of elective courses provided in the recommended free electives table and elective catalogue	9	18
Grade 12	English 12 (2 semesters)[T]	4	8

(continued)

(continued)

Grade level	Programs of study	Block(s)/ Week (90min/block)	Credits/ Year
	World Language 12 (2 semesters)	2	4
	Physical Education 12 (2 semesters)	1	2
	Art 12 (2 semesters)	1	2
	Music 12 (2 semesters)	1	2
	Career and technical education course		
	STEM Robotics 12 (2 semesters)	1	2
	Required Electives		
	Computer Science 12 (2 semesters)	1	2
	Science Research, Independent Study (2 semesters)	2	4
	Free Electives	9	18
	Please refer to list of elective courses provided in the recommended free electives table and elective catalogue		

- Students can choose different elective courses following recommendations from the school counselor to ensure that they earn sufficient number of credits in each subject area.

- Thai students are required to take Thai Language & Culture for their World Language class. Non-Thai students are required to take Thai Language & Culture in addition to World Language.

Recommended Free Electives

Table 30

KMIDS Recommended Electives for High School

Program	Recommended electives	Block(s)/ Week (90min/block)	Credits/ Year
Medicine Program	**Grade 9**		
	Science (choose at least 1)		
	Environmental Science (2 semesters)	3	6
	Food Science (2 semesters)	3	6
	Nutrition (2 semesters)	3	6
	Grade 10		
	Science (choose at least 1)		
	Environmental Science (2 semesters)	3	6
	Food Science (2 semesters)	3	6
	Nutrition (2 semesters)	3	6
	Grade 11		
	Science (choose at least 2)		
	Anatomy and Physiology (2 semesters)	3	6
	AP Biology (2 semesters)	3	6
	AP Chemistry (2 semesters)	3	6
	AP Physics 1-2 (2 semesters)	3	6
	AP Physics C (2 semesters)	3	6
	Advanced Biology (2 semesters)	3	6

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(continued)

Program	Recommended electives	Block(s)/ Week (90min/block)	Credits/ Year
	Advanced Chemistry (2 semesters)	3	6
	Advanced Physics (2 semesters)	3	6
	Mathematics (choose at least 1)		
	AP Calculus AB (2 semesters)	3	6
	AP Calculus BC (2 semesters)	3	6
	AP Statistics (2 semesters)	3	6
	Advanced Mathematics (2 semesters)	3	6
	Grade 12		
	Science		
	Anatomy and Physiology (2 semesters)	3	6
	AP Biology (2 semesters)	3	6
	AP Chemistry (2 semesters)	3	6
	AP Physics 1-2 (2 semesters)	3	6
	AP Physics C (2 semesters)	3	6
	Advanced Biology (2 semesters)	3	6
	Advanced Chemistry (2 semesters)	3	6
	Advanced Physics (2 semesters)	3	6
	Mathematics		
	AP Calculus AB (2 semesters)	3	6
	AP Calculus BC (2 semesters)	3	6
	AP Statistics (2 semesters)	3	6
	Advanced Mathematics (2 semesters)	3	6

(continued)

(continued)

Program	Recommended electives	Block(s)/ Week (90min/block)	Credits/ Year
Engineering Program	**Grade 9**		
	Science (choose at least 1)		
	Introduction to Engineering (2 semesters)	3	6
	Earth and Space Science (2 semesters)	3	6
	Environmental Science (2 semesters)	3	6
	Grade 10		
	Science (choose at least 1)		
	Introduction to Engineering (2 semesters)	3	6
	Earth and Space Science (2 semesters)	3	6
	Environmental Science (2 semesters)	3	6
	Grade 11		
	Science (choose at least 2)		
	Anatomy and Physiology (2 semesters)	3	6
	AP Biology (2 semesters)	3	6
	AP Chemistry (2 semesters)	3	6
	AP Physics 1-2 (2 semesters)	3	6
	AP Physics C (2 semesters)	3	6
	Advanced Biology (2 semesters)	3	6
	Advanced Chemistry (2 semesters)	3	6
	Advanced Physics (2 semesters)		
	Mathematics (choose at least 1)		
	AP Calculus AB (2 semesters)	3	6

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Program	Recommended electives	Block(s)/ Week (90min/block)	Credits/ Year
	AP Calculus BC (2 semesters)	3	6
	AP Statistics (2 semesters)	3	6
	Advanced Mathematics (2 semesters)	3	6
	Grade 12		
	Science		
	Anatomy and Physiology (2 semesters)	3	6
	AP Biology (2 semesters)	3	6
	AP Chemistry (2 semesters)	3	6
	AP Physics 1-2 (2 semesters)	3	6
	AP Physics C (2 semesters)	3	6
	Advanced Biology (2 semesters)	3	6
	Advanced Chemistry (2 semesters)	3	6
	Advanced Physics (2 semesters)	3	6
	Mathematics		
	AP Calculus AB (2 semesters)	3	6
	AP Calculus BC (2 semesters)	3	6
	AP Statistics (2 semesters)	3	6
	Advanced Mathematics (2 semesters)	3	6
	KMITL Engineering Mathematics 1 (2	3	6
	semesters)	3	6
	KMITL Engineering Mathematics 2 (2	3	6
	semesters)		

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Program	Recommended electives	Block(s)/ Week (90min/block)	Credits/ Year
	KMITL Engineering Mathematics 3 (2 semesters)		
Applied Science Program	**Grade 9**		
	Science (choose at least 1)		
	Earth and Space Science (2 semesters)	3	6
	Environmental Science (2 semesters)	3	6
	Food Science (2 semesters)	3	6
	Nutrition (2 semesters)	3	6
	Grade 10		
	Science (choose at least 1)		
	Earth and Space Science (2 semesters)	3	6
	Environmental Science (2 semesters)	3	6
	Food Science (2 semesters)	3	6
	Nutrition (2 semesters)	3	6
	Grade 11		
	Science (choose at least 1)		
	Earth and Space Science (2 semesters)	3	6
	Environmental Science (2 semesters)	3	6
	Food Science (2 semesters)	3	6
	Nutrition (2 semesters)	3	6
	AP Biology (2 semesters)	3	6
	AP Chemistry (2 semesters)	3	6

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Program	Recommended electives	Block(s)/ Week (90min/block)	Credits/ Year
	AP Physics 1-2 (2 semesters)	3	6
	AP Physics C (2 semesters)	3	6
	Advanced Biology (2 semesters)	3	6
	Advanced Chemistry (2 semesters)	3	6
	Advanced Physics (2 semesters)	3	6
	Mathematics (choose at least 1)		
	Pre-calculus (2 semesters)	3	6
	Probability and Statistics (2 semesters)	3	6
	Calculus (2 semesters)	3	6
	Trigonometry (2 semesters)	3	6
	AP Calculus AB (2 semesters)	3	6
	AP Calculus BC (2 semesters)	3	6
	AP Statistics (2 semesters)	3	6
	Advanced Mathematics (2 semesters)	3	6
	Grade 12		
	Science		
	Earth and Space Science (2 semesters)	3	6
	Environmental Science (2 semesters)	3	6
	Food Science (2 semesters)	3	6
	Nutrition (2 semesters)	3	6
	AP Biology (2 semesters)	3	6
	AP Chemistry (2 semesters)	3	6

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Program	Recommended electives	Block(s)/ Week (90min/block)	Credits/ Year
	AP Physics 1-2 (2 semesters)	3	6
	AP Physics C (2 semesters)	3	6
	Advanced Biology (2 semesters)	3	6
	Advanced Chemistry (2 semesters)	3	6
	Advanced Physics (2 semesters)	3	6
	Mathematics		
	AP Calculus AB (2 semesters)	3	6
	AP Calculus BC (2 semesters)	3	6
	AP Statistics (2 semesters)	3	6
	Advanced Mathematics (2 semesters)	3	6
	KMITL Engineering Mathematics 1 (2 semesters)	3	6
	KMITL Engineering Mathematics 2 (2 semesters)	3	6
	KMITL Engineering Mathematics 3 (2 semesters)	3	6
Architecture Program	**Grade 9**		
	Arts (choose at least 1)		
	Introduction to 2 and 3 Dimensional Art (2 semesters)	3	6
	Drawing & Painting (2 semesters)	3	6
	Photography (2 semesters)	3	6

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Program	Recommended electives	Block(s)/ Week (90min/block)	Credits/ Year
	Ceramics (2 semesters)		
	Grade 10		
	Arts (choose at least 1)	3	6
	Introduction to Two and Three Dimensional	3	6
	Art (2 semester)	3	6
	Drawing & Painting (2 semesters)	3	6
	Photography (2 semesters)		
	Ceramics (2 semesters)		
	Grade 11	3	6
	Arts (choose at least 1)	3	6
	Photography (2 semesters)	3	6
	Ceramics (2 semesters)	3	6
	KMITL Fundamental Design (2 semesters)		
	KMITL Visual Design (2 semesters)	3	6
	Science (choose at least 1)	3	6
	Earth and Space Science (2 semesters)	3	6
	Environmental Science (2 semesters)	3	6
	Food Science (2 semesters)	3	6
	Nutrition (2 semesters)	3	6
	Advanced Biology (2 semesters)	3	6
	Advanced Chemistry (2 semesters)		
	Advanced Physics (2 semesters)		

(continued)

(continued)

Program	Recommended electives	Block(s)/ Week (90min/block)	Credits/ Year
	Grade 12	3	6
	Science (choose at least 1)	3	6
	Earth and Space Science (2 semesters)	3	6
	Environmental Science (2 semesters)	3	6
	Food Science (2 semesters)	3	6
	Nutrition (2 semesters)	3	6
	Advanced Biology (2 semesters)	3	6
	Advanced Chemistry (2 semesters)		
	Advanced Physics (2 semesters)	3	6
	Arts	3	6
	Photography (2 semesters)	3	6
	Ceramics (2 semesters)	3	6
	KMITL Fundamental Design (2 semesters)		
	KMITL Visual Design (2 semesters)	3	6
	Mathematics	3	6
	Pre-calculus (2 semesters)	3	6
	Probability and Statistics (2 semesters)	3	6
	Calculus (2 semesters)		
	Trigonometry (2 semesters)		

APPENDIX VIII

Interview Consent Form and Protocol

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Appendix VIII

Interview Consent Form and Protocol

I agree to participate in a master study entitled "A QUALITATIVE CASE STUDY ON THE CHALLENGES OF ACS WASC ACCREDITATION PREPARATION IN KING MONGKUT'S INTERNATIONAL DEMONSTRATION SCHOOL", being conducted by Thanakrit Supsin (hereafter "the researcher"). The researcher is a master student at Assumption University, Thailand, and the results of this study will be submitted as part of the requirements for the Master in Education degree. I understand that I do not have to participate in this study and may withdraw at any time without reason.

The purpose of this study is to identify the challenges of King Mongkut's International Demonstration School on ACS WASC accreditation preparation from the perspective of school administrators, supervisor, ACS WASC coordinators and teachers. No risks are foreseen by participating in this study. The results of my participation in this study will be kept confidential and will not be in an identifiable form without my prior consent.

If I choose to participate in this study, the researcher agrees to answer any further questions about the study, now or during the course of it. He can be reached at King Mongkut's International Demonstration School or via email at thanakrit.su@kmids.ac.th

My signature below indicates that the researcher has answered all of my questions to my satisfaction and that I consent to participate in this study. I have been given a copy of this form.

_____

Signature of participant/Date

_____

Signature of researcher/Date

Interview Protocol

Date and time of interview:_____

Place:_____

Interviewer:_____

Position of Participant: _____

Focus group:_____

Background Information:

1. What is your educational background?

_____

_____

2. How long have you been working (administering/ supervising/ coordinating/ teaching) in K-12 school and how many schools so far?

_____

3. Did you have any experience regarding any type of accreditation? If so, please name the accrediting agencies that you have experienced with?

_____

_____

4. What is your main job(s) in the accreditation process at KMIDS? Please briefly explain.

_____

_____

Interview Questions for School Administrators, School Supervisor and ACS WASC Coordinators:

Question 1 – 4 are icebreakers to encourage participant to talk.

1. What is your definition of education accreditation or quality assurance?
2. Before working on ACS WASC accreditation at KMIDS, how much do you know about it? Do you think it is different from other accreditation agencies? Why?
3. Please explain your role(s) in ACS WASC accreditation preparation at KMIDS? How do you organize or facilitate the accreditation preparation process?

Questions 5 – 7 will answer Research Question in general, including Research Sub-Questions 1 – 3.

4. Do you think working on accreditation in a new school like KMIDS is harder than working established schools? Why?
5. Please identify the obstacles or difficulties or any problems you have encountered while dealing with the ACS WASC accreditation at KMIDS? Why are they challenging to you or school? How do you plan to manage those challenges?

   <u>Guiding areas</u>

   a. Working process (i.e. dealing with staff, leading the team, collecting evidence, time to manage accreditation, etc.)
   b. ACS WASC Criteria (i.e. organization for student learning; teaching and learning; student services and supports; resource management; Thai program, boarding program; etc.)
   c. School context (i.e. science focus, government affiliation, demonstration school, unique curriculum style, etc.)

Interview Questions for Teachers in Working Groups (Focus Groups)

Items 1 – 7 will work as icebreakers to encourage individuals to talk.

1. What is your definition of education accreditation or quality assurance?
2. Before working on ACS WASC accreditation at KMIDS, how much do you know about it? Do you think it is different from other accreditation agencies? Why?
3. How often do you attend the meeting of your working group on ACS WASC accreditation? Please describe the regular meeting activities of your group.
4. Do you think working on ACS WASC accreditation is beneficial to KMIDS? Why or why not?
5. Please describe your specific assigned tasks or assignments for your group and how you get each task done.
6. How do you accomplish your assignments from the working group?

Questions 7 will answer Research Sub-Questions 1 – 6.

7. Specific questions for the six working groups.

   Question 7.1 will answer Research Sub-Question 1.

   7.1 For Group A: Organization for Student Learning

   1. Does KMIDS context or identity affect the process toward working in your group? How? Please elaborate with your own perspective and include some specific details?
   2. What areas or criteria of your group do you think the most challenging for KMIDS to attain such goals? Why? How do you plan to accomplish them?

      <u>Guiding areas (for organization for student learning)</u>

      a. school purpose (i.e. objective, vision and mission, learner outcomes, etc.)
      b. school governance (i.e. operation of leadership team, school board(s), issued policies, etc.)

c. teaching staff and non-teaching staff (i.e. qualifications, training and professional development, supervision process, etc.)

d. school environment (i.e. facilities, professionalism, learning-conducive atmosphere, respect, etc.)

e. school improvement process (i.e. student progress report, allocation of resources to support school improvement, etc.)

Items 7.2 will answer Research Sub-Question 2.

7.2 For Group B: Curriculum, Instruction and Assessment

1. Does KMIDS context or identity affect the process toward working in your group? How? Please elaborate with your own perspective and include some specific details?
2. What areas or criteria of your group do you think the most challenging for KMIDS to attain such goals? Why? How do you plan to accomplish them?

Guiding areas (for curriculum, instruction and assessment)

a. curriculum (i.e. quality, correlation between written curriculum and taught curriculum, review, grading policies, etc.)

b. teaching and learning process and activities (i.e. teaching methodologies, individualized instruction, use of technology, support for thinking skills, etc.)

c. learning assessment (i.e. appropriateness, strategies, consistency, validity, etc.)

Items 7.3 will answer Research Sub-Question 3

7.3 For Group C: Support for Student Personal and Academic Growth

1. Does KMIDS context or identity affect the process toward working in your group? How? Please elaborate with your own perspective and include some specific details?
2. What areas or criteria of your group do you think the most challenging for KMIDS to attain such goals? Why? How do you plan to accomplish them?

   Guiding areas (for support for student personal and academic growth)

   a. student support services (i.e. extra-curricular activities, counselling, personalized system, student leadership, etc.)
   b. parental and community involvement (i.e. home-school collaborations, use of community resources, etc.)

Items 7.4 will answer Research Sub-Question 4

7.4 For Group D: Resource Management and Development

1. Does KMIDS context or identity affect the process toward working in your group? How? Please elaborate with your own perspective and include some specific details?
2. What areas or criteria of your group do you think the most challenging for KMIDS to attain such goals? Why? How do you plan to accomplish them?

   Guiding areas (for resource management and development)

   a. resources (i.e. availability of resources, linkage to student learning, etc.)
   b. resource planning (i.e. multi-year financial plan, internal and external audit, financial records, etc.)

Items 7.5 will answer Research Sub-Question 5

7.5 For Group E: ONESQA Standards for Thai

1. Does KMIDS context or identity affect the process toward working in your group? How? Please elaborate with your own perspective and include some specific details?
2. What areas or criteria of your group do you think the most challenging for KMIDS to attain such goals? Why? How do you plan to accomplish them?

Guiding areas (for ONESQA standards for Thai language and Thai Studies)

a. Thai language and communication (listening, reading and writing skills for Thai speaking students and Thai language skills for non-Thai students)
b. Thai culture and social studies (Thai social values, history, geography for Thai and non-Thai students)
c. Learners' attributes for all students learning Thai language and Thai studies (positive learning attitudes and desirable global charateristics)

Items 7.6 will answer Research Sub-Question 6

7.6 For Group F: Boarding Program

1. Does KMIDS context or identity affect the process toward working in your group? How? Please elaborate with your own perspective and include some specific details?
2. What areas or criteria of your group do you think the most challenging for KMIDS to attain such goals? Why? How do you plan to accomplish them?

Guiding areas (for boarding program)

a. dormitory student supports (i.e. academic activities, non-academic activities, counselling, etc.)
b. operational procedures (i.e. government, involvement of school staff, etc.)

c. supervisor and dormitory staff (i.e. qualifications, character skills, knowledge, experience, etc.)

d. dormitory environment (i.e. safe, healthy, nurturing environment, medical support, laundry, meals, transport, technology, etc.)

e. functioning evaluation (i.e. process, short-term and long-term planning, implementation, documentation, etc.)

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APPENDIX IX

Observation Field Notes

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Appendix IX

Observation Field Notes

Observation Field Note of Faculty Meeting/ Leadership Meeting/ Department Meeting

Setting:_____

Observer:_____

Role of Observer:_____

Time:_____

This field note will answer research question in general, including Sub-Questions 1 – 3.

Time	Description of Faculty Meeting	Reflective Notes

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Observation Field Note of Working Group A Meeting

Setting:_____

Observer:_____

Role of Observer:_____

Time:_____

This field note will answer the research Sub-Question 1.

Time	Description of Group A Meeting	Reflective Notes

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Observation Field Note of Working Group B Meeting

Setting:_____

Observer:_____

Role of Observer:_____

Time:_____

This field note will answer the research Sub-Question 2.

Time	Description of Group B Meeting	Reflective Notes

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Observation Field Note of Working Group C Meeting

Setting:_____

Observer:_____

Role of Observer:_____

Time:_____

This field note will answer the research Sub-Question 3.

Time	Description of Group C Meeting	Reflective Notes

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Observation Field Note of Working Group D Meeting

Setting:_____

Observer:_____

Role of Observer:_____

Time:_____

This field note will answer the research Sub-Question 4.

Time	Description of Group D Meeting	Reflective Notes

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Observation Field Note of Working Group E Meeting

Setting:_____

Observer:_____

Role of Observer:_____

Time:_____

This field note will answer the research Sub-Question 5.

Time	Description of Group E Meeting	Reflective Notes

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Observation Field Note of Working Group F Meeting

Setting:_____

Observer:_____

Role of Observer:_____

Time:_____

This field note will answer the research Sub-Question 6.

Time	Description of Group F Meeting	Reflective Notes

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APPENDIX X

Perception on Accreditation of School Administrators, School Supervisor, ACS WASC Coordinator and Teachers

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Perception on Accreditation of

School Administrators, School Supervisor, ACS WASC Coordinator and Teachers

Table 31

Perception on Accreditation of School Administrators, School Supervisor, ACS WASC Coordinator and Teachers

Title	Self-definition of accreditation
Deputy Director of Academics (RA)	*The accreditation, in essence, is a stamp of approval by recognized entity, telling stakeholders and those in organization is doing what is said it is doing. In other words, we have a lot of information, our intents, our goal, our vision and so on. Accreditation is working as an outside source to check if the school is doing what they said they want to do, they are following their own mission and vision, they are meeting accepted standards, their teachers are qualified for what the organization set up is accomplished, and so on. In this sense, the accreditation is just recognition by entity that is recognized worldwide to give approval or not. It gives parents confidence that the school has reached the certain level of standards.*
Deputy Director of Administration (KE)	*It is whatever that the school is doing to guarantee that we can deliver a good quality of education services. Whatever means the accreditation agencies' philosophy and focus. In my opinion, accreditation should look for three things: input, process and output.*
School supervisor (PK)	*Accreditation or quality assurance is what is telling people how we organize our own organization to ensure quality of the education*

(continued)

(continued)

Title	Self-definition of accreditation
	provision and attain that recognition. In the past, the accreditation agency will direct us exactly what to do. In the sense, it was more like quality control. But now, they are more open and allow the school to set their own standards or indicators, like what ONESQA, Thailand, is doing, for example.
ACS WASC coordinator 1 (FR)	*Accreditation is maybe basically checking on the quality and the standard of the school with regards to criteria on that accreditation. So, this is how we make sure how effective we are a set school because accreditation is not only looking at academic side but also the overall in academics, achievement of the student, student support program, and all those things.*
ACS WASC coordinator 1 (MN)	*It is part of the organizational culture and should be integrated in their work. They have to be aware whether what they are doing is satisfying the quality assurance process or not. The process should be PDCA (Plan-Do-Check-Action) and connected their work. If the staff feel that accreditation is extra work, it is not quality assurance.*
Teacher A.1 (DT)	*My feeling about accreditation should serve as almost like a safety check on the process is being conducted in the school. It is the guarantee to the outside world, supposed should be objective, unbiased, objective use, analysis of the school teaching ability and quality. So, it's the quality control device and also something that the school can go forward with and say we have been approved by accreditation agency. So, you can have confident in our process.*
Teacher A.2 (SF)	*I think the purpose of accreditation is to ensure that standards are*

(continued)

(continued)

Title	Self-definition of accreditation
	being met in education. So accrediting body like WASC, the MOE, and all that are looking to make sure that the schools are meeting the standards.
Teacher B.1 (MB)	*The quality of the education provided to the students meets the standard that set forced by whoever the accrediting agency who stay in a country. So that the whole points. The accreditation agency, whenever they particular stay provided in the country, they set out the standard. Your job as a school is you need to meet or accede those standard in order for you to proceed that accreditation. So, have to set it up your quality to provide to the student in every single aspect has to meet or accede whatever the standards are.*
Teacher B.2 (BL)	*Basically, it is assuring that students to attend a K-12 school are learning consistent with basic international standards and that school is providing the same or similar standard of the schools in US, my home country, have to abide by, regarding the curriculum, regarding the students' safety, so on.*
Teacher C.1 (DH)	*I start with quality assurance is the way, in particular in school, for us to show that we are recognized and we are operating at the standard level of excellence. So, if we are associated with that accreditation agency, it shows that our school is operating with some of the level of standards, some level of excellence that can be compared.*
Teacher C.2 (LM)	*The accreditation is the process in which a school goes through in order to maintain the standard set by an organization. In this case,*

(continued)

(continued)

Title	Self-definition of accreditation
	ACS WASC. But the most important thing is to make sure that particular school or organization has met standards. Making sure that students are getting the same quality education and this quality education is something that assists all of the different schools.
Teacher D.1 (JC)	*It is necessary to have model that the school can follow to make sure that we have the same quality of education. So, in the study of accreditation should be prepared before the students have come to the school. It will have affected the educational strategies.*
Teacher D.2 (FA)	*Basically, it is correction of the policies, procedures, systems, practices inside and outside of the administration, decide to achieve and has the quality of basically the school.*
Teacher E.1 (DL)	*I think this is an amazing process. We know what to expect in each year by planning activities and things that need to be done by the time period, using the quality control system which includes checking and assessing. If we carry out tasks that we already committed, the school will be recognized in terms of curriculum and instruction standards.*
Teacher E.2 (TS)	*It is the activity or mission for the school to take action as prescribed in the plan. We need three steps for accreditation or quality assurance: quality control, quality auditing and quality assessment. These steps will guarantee the quality and standards, the process and the outcomes of education provision.*
Teacher F.1 (JK)	*It means maintaining the quality of the school. It is more of process-oriented. So you maintain the quality by working on the*

(continued)

(continued)

Title	Self-definition of accreditation
	processes involving in the school.
Teacher F.1 (NJ)	*Generally, it is the standards of the organization the they need to keep in order to be well accepted by internal and external people. For schools, it is a guarantee that the school will set and maintain those standards to serve the quality control purpose.*

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APPENDIX XI

Details of Participant Interviews and Observations

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Details of Participant Interviews and Observations

Table 32

Details of participant interviews

Given name of participants	Title	Date	Duration	Language used in the interview
RA	Deputy Director of Academics	11 October 2018	49.58 Minutes	English
KE	Deputy Director of Administration	24 October 2018	45.45 Minutes	Thai
PK	School Supervisor	24 October 2018	28.55 Minutes	Thai
FR	ACS WASC Coordinator	17 October 2018	38.39 Minutes	English
MN	ACS WASC Coordinator	9 November 2018	29.29 Minutes	Thai
DT	Mathematics Teacher	7 November 2018	29.16 Minutes	English
SF	STEM Teacher	16 October 2018	45.02 Minutes	English
MB	Science Teacher	19 October 2018	66.06 Minutes	English
BL	Social Studies Teacher	31 October 2018	29.05 Minutes	English

(continued)

Given name of participants	Title	Date	Duration	Language used in the interview
DH	Counselling Teacher/Dean of Student Services	12 October 2018	29.48 Minutes	English
LM	English Teacher/Global Relations Coordinator	30 October 2018	28.37 Minutes	English
JC	Computer Science Teacher	8 October 2018	28.39 Minutes	English
FA	Physical Education Teacher	22 November 2018	27.37 Minutes	English
DL	Thai Teacher	19 November 2018	32.44 Minutes	Thai
TS	Thai Teacher	30 November 2018	37.22 Minutes	Thai
JK	Dormitory teacher	2 November 2018	29.54 Minutes	English
NJ	Dormitory teacher	5 November 2018	30.33 Minutes	Thai

Table 33

Details of observations

Type of meeting	Role of observer (researcher)	Session and Date	Duration
Faculty meeting (all	Participant observer	Session 1: 29 October 2018	60 Minutes

(continued)

Type of meeting	Role of observer (researcher)	Session and Date	Duration
academic staff meeting)		Session 2: 5 November 2018 Session 3:3 December 2018 Session 4: 17 December 2018	60 Minutes 60 Minutes 60 Minutes
Leadership meeting	Non-participant observer	Session 1: 10 September 2018 Session 2: 8 October 2018 Session 3: 19 November 2018	30 Minutes 30 Minutes 30 Minutes
Working Group A meeting	Non-participant observer	Session 1: 1 August 2018 Session 2: 8 November 2018	30 Minutes 30 Minutes
Working Group B meeting	Non-participant observer	Session 1: 16 October 2018 Session 2: 4 December 2018	30 Minutes 30 Minutes
Working Group C meeting	Non-participant observer	Session 1: 14 August 2018 Session 2: 20 December 2018	30 Minutes 30 Minutes
Working Group D meeting	Non-participant observer	Session 1: 16 September 2018 Session 2: 25 November 2018	30 Minutes 30 Minutes
Working Group E meeting	Participant observer	Session 1: 25 September 2018 Session 2: 16 October 2018 Session 3: 20 November 2018	30 Minutes 30 Minutes 30 Minutes
Working Group F meeting	Non-participant observer	Session 1: 8 November 2018 Session 2: 3 December 2018	30 Minutes 30 Minutes

BIOGRAPHY

Name: Thanakrit Supsin
Gender: Male
Nationality: Thai
Date of Birth: March 4th, 1991

EDUCATION

2016 - PRESENT **ASSUMPTION UNIVERSITY**
Master of Education in Curriculum & Instruction

2014 – 2016 **RAMKHAMHEANG UNIVERSITY (GPA: 3.39)**
Bachelor of Art in English and History (minor)

- Finished the degree within two years, 45 credits transferred. Emphasis in general English and English for career with History as a minor subject.

2009 – 2014 **SRINAKHARINWIROT UNIVERSITY (GPA: 3.71)**
Bachelor of Art in Social Studies Education (Social Studies Teaching)

- Social studies education program, focusing on geography, history, civics, religions, and philosophy.
- Intensive teacher training program for 1 year at ***Triam Udom Suksa Pattanakarn School*** and ***Demonstration School of Srinakharinwirot University (Pathumwan Campus)***.
- Obtained teaching license after graduation.

PROFESSIONAL EXPERIENCE

King Mongkut's International Demonstration School May 2016 to present

King Mongkut's International Demonstration School (KMIDS) is a secondary international demonstration school affiliated with King Mongkut's Institute of Technology, Ladkrabang (KMITL). The school was found in 2016 aiming to foster students who are Master of Innovation. KMIDS boasts about being the first international school in Thailand to specialize in science fields. As a demonstration school, the mission to the society is modeling the best practices of teaching and learning by conducting research in relation to the school's purpose.

Thai Quality Assurance Head

Quality Assurance Department, KMIDS – Bangkok, Thailand *(March 2018 to present)*

- Being promoted as Thai Quality Assurance Head to lead and collaborate with the Quality Assurance team to carry out the accreditation-related tasks *such as developing the Self-Assessment Report template, attending ONESQA conferences as needed, working closely with ACS WASC team to do synchronized accreditation with ONESQA, making KMIDS QA Board's agenda and minutes of meetings, organizing accreditation events, making presentations to communicate QA with the school team, etc.*
- Lead Thai Department to work on the Self-Assessment Report (SAR) 2017-18 in Thai Program section *such as how to write narrative findings, identifying strengths and areas of growth, providing evidence to support the findings, drafting a Thai department Improvement Plan, etc.*
- Developed KMIDS written curriculum project and coordinate with in-house and outside experts to complete the school curriculum, the project was done in June 2018.
- Wrote Social Studies curriculum for Social Studies Department in alignment between Thai Basic Education Core Curriculum B.E. 2551 and California Common Core State Standards.

Thai Social Studies Teacher

Thai Language, Culture and History Department, KMIDS – Bangkok, Thailand (October 2017 to present)

- Lead the team to develop Thai language, culture and history curriculum for Thai and expatriate students for Middle and High School (Grade 6 through 12).
- Teach Thai Social Studies for Middle School and High School and Thai language for Non-Thai students.

KMIDS Project Coordinator

King Mongkut's Institute of Technology, Ladkrabang, Bangkok, Thailand (May 2016 to October 2017)

- Wrote **KMIDS project proposal** to present to KMITL Council.
- Coordinated with the Office of Higher Education Commission (OHEC), Thailand to obtain the **license code** for KMIDS.
- Outlined **KMIDS Curriculum** with the startup team to develop a hybrid curriculum, using standards from two sources: Thai Basic Education Core Curriculum and California Common Core State Standards.
- Drafted the **school protocol and policies** *such as organizational structure, staff and benefits, etc.*
- Created contents for **school publications** *such as brochures, newspapers, medias, scripts for VIP, TV, radio, etc.*
- Recruited **parents and students** of the academic year 2017-18.

EXTRACURRICULAR ACTIVITIES

- Assist the KMIDS Dean of Student Services as a Thai Counsellor to help High School students to prepare for their university admissions. The tasks include: *making related-presentations for parent sessions, creating portfolio template to satisfy the TCAS system, developing an easy-to-follow TCAS guidebook to for HS students, having individual conferences with parents for the counselling purpose, etc.*
- Be one of the speakers of the **Off-Campus Roadshows** with the marketing team for the purpose of attracting new prospective parents and students.

- Be certified for **TOEFL ITP** proctor and supervise relevant staff in proctoring TOEFL ITP. Teach TOEFL ITP to high school students with strategies to obtain higher score.
- Tutor English for career, English for specific purpose, conversational English for High School students.
- Translate school documents from Thai to English and from English to Thai and write MC scripts in English for various occasions.

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