



هيئة التقييم

EVALUATION INSTITUTE

# Qatar National School Accreditation (QNSA)





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*In the Name of Allah, the Merciful, the Compassionate*

## 1 QNSA Handbook Foreword

Education is the foundation of civilization and economic growth in the State of Qatar. It is integral in the significant impact on the preparation of human resources needed for the process of progress in various fields.

As quality education is the ultimate goal we seek, the Supreme Education Council in alliance with achieving the goals of the Qatar National Vision 2030, has adopted a National School Accreditation System to ensure the quality of education, by supporting schools towards consistent school improvement. The national accreditation system is based on the directives of His Highness the Emir, His Highness the Heir Apparent - Chairman of the Supreme Education Council, and Her Highness Sheikha Moza Bint Nasser - Vice-President of the Supreme Education Council.

Qatar National School Accreditation represents the framework through which the school conducts its own self-study following the standards and indicators presented in this handbook, for the national school accreditation. This is done in order to improve the educational outcomes and achieve a high level of achievement for all students.

The principles and standards of Qatar National School Accreditation System have been developed along with the quality standards guide using the school accreditation model prepared by the Arab Bureau of Education for the Gulf States, as well as studies submitted by Rand Institution. These have greatly helped during the preparation process.

We thank all the parties who have supported us in this endeavor, and the Western Association of Schools and Colleges (WASC) of the United States, which has also supported us through the exchange of professional expertise.

In conclusion, we ask Allah, the Almighty to guide our steps to further development of education and improving its outcomes; for the good of everyone.....

*Allah is the Grantor of Success....Ameen*

**Dr. Hamda Hassan Al-Sulaiti**  
**Director, Evaluation Institute**



## Vision:

The vision of QNSA is to build a national accreditation system matching global accreditation systems in performance and quality. QNSA aims to achieve the principles of the education system in the State of Qatar, in an era of educational reform, ensuring that schools are continuously and consistently improving standards through self-evaluation and action planning.

## The Concept of School Accreditation:

School accreditation is imperative, as it helps facilitate a school into assessing the quality of their own school through a critical self-study; and development and monitoring of a school improvement plan. Using established criteria, the accreditation process allows peer educators and stakeholders alike to understand a school site's learning outcomes, and examine programs geared towards student performance (i.e. evaluating mission and program alignment). The QNSA is a specialized entity that reviews a school's self-study, validating areas of strength and reinforcing the areas a school needs for improvement. This is done according to specific standards set forth for accreditation as elaborated in this QNSA handbook.

The criteria used are based on researched guidelines that drive school improvement and encourage a school to focus on its school mission in order to meet high level achievement for all students they serve. These guidelines are uniform to various international accrediting organizations, as they serve as universal threads that are important towards the success of any school.

## Objectives of School Accreditation:

The main objective of QNSA accreditation is to improve the quality of schools using established standards to ensure that each child in Qatar is receiving an optimal learning experience based on their individual educational needs. This is done through the establishment of learning results/outcomes, and the support that school programs provide to ensure that each child is receiving the necessary support to meet standards for high achievement. The overall objectives of school accreditation can be summarized as follows:

- Ascertain the level of school performance and educational processes and management through self-study and school visits; to encourage self-evaluation and planning for the future; as well as improving all elements of the educational process on a continuous and consistent basis.



- Ensure schools are meeting requirements and specifications of the school under evaluation and accreditation.
- Guide schools in developing learning results that ensures that each student is learning (i.e. what each student should know at each level of program?)
- Ensure a solid level of academic performance, and to evaluate educational programs offered by the school under assessment and accreditation.
- Ensure access for students and parents to the information that shows how students are assessed and attain grades/their degrees, based on academic standards of high quality.
- Increase awareness to all stakeholders about the schools in terms of accountability and the cycle of improvement through research-based modes.
- Increase community service, through raising the efficiency of schools and improving their performance as a result of the educational accreditation process in the long run.
- Help validate school strengths and guide schools in the development and implementation of a school improvement plan through a specific action plan. This will identify areas of improvement and target times for completion.



## The Difference between the Accreditation and Licensing Process:

### Licensing:

The process by which the official body gives the institution the authorization consistent with specific standards and requirements (operational permission for a school).

### Accreditation:

The recognition of an educational institution or a specialized course in light of certain officially recognized standards and educational qualifications.

## Background of the School Accreditation System and Quality Assurance:

The basic elements of the accreditation system and its' applications are as follows:

- **Background**

The accreditation process for QNSA came about after extensive work and research was done on the status of schools in Qatar by the Supreme Education Council and Rand Corporation. Based on their findings and recommendations, the QNSA framework and standards have emerged as found in this handbook. Critical to the framework is the drive for school change and continuous improvement to meet high standards for learning for all students.

- **The Basics of the System and Implementation Levels:**

The system is based on the principles it is built on, standards of accreditation and quality assurance, and stages of operations to obtain accreditation (internal and external processes for assertion of quality).

Internal quality assurance operations are the systems that schools put into place that include foundation of the quality system, planning processes, and self-study towards school improvement.

The external quality assurance processes include implementing the requirements of external audit, applying for accreditation, a commitment to the review of the external evaluation team, the accreditation decision, and periodic reviews. The system has taken a number of considerations for its building:

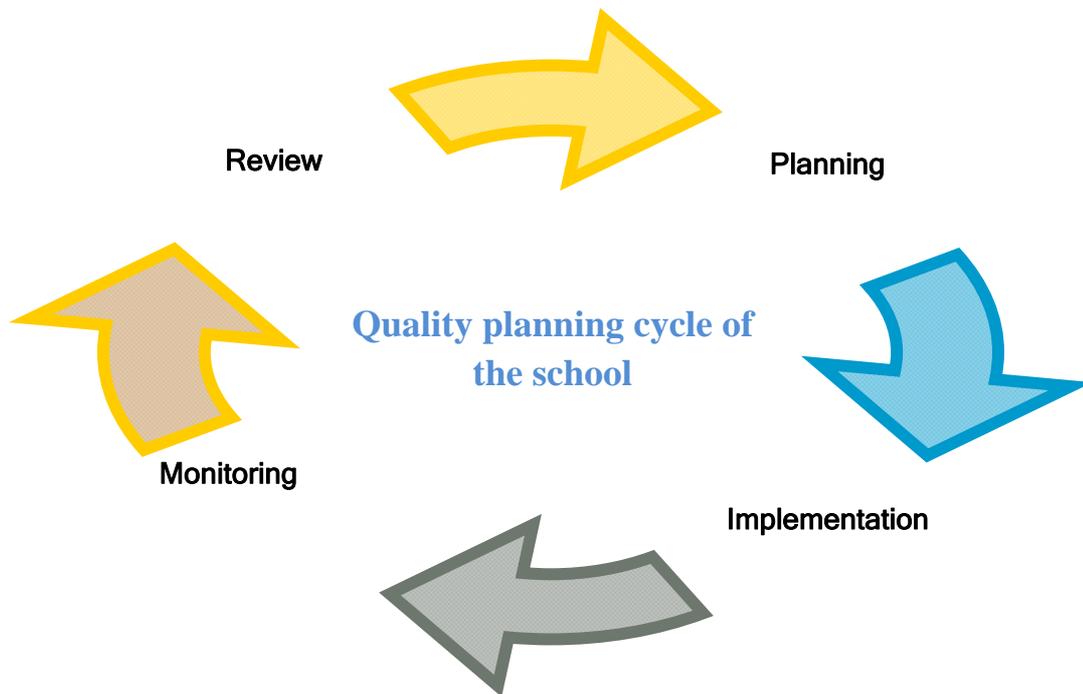


- The different educational systems in private schools.
  - The adoption of general standards for all levels of education regardless of the type of education and level of education in the school.
- **Quality Planning Cycle for Schools:**

This system provides schools with a framework, and standard elements for continuous improvement. This improvement is through a school cycle, which includes the processes of strategic planning in the light of the vision, mission and values set for the school (long-term and short term), a self-study (internal quality assurance) depending on the evidence and indicators of quality performance, and writing special reports. After which, an external audit (external quality assurance) by teams of external auditors/evaluators by QNSA visits school to certify and validate the results of the school's performance against their own objectives and accreditation standards as set by QNSA.

The visiting team's recommendations after the school visit and completing necessary reports is the basis for the accreditation decision of which the final approval for the accreditation term is given by the SEC. This system is introduced in a transitional form beginning with a school receiving candidacy, followed by completion of self-study, visiting team review and reports, and final decision of accreditation term by the SEC. The terms of accreditation as described in detail later in this document are 0, 3, and 5 year accreditation status.

Quality improvement entails involving all stakeholders in a constant cycle of planning, implementation, monitoring, and revision. The following figure illustrates this.



- **Main Criteria for Evaluating Performance of Schools:**

The system of school accreditation and quality assurance rely on a number of criteria for evaluating school performance, of which its success is based primarily on the following key elements, including:

- The school's vision, mission, values and objectives which require that every school has a phrase/motto which highlights the school philosophy and objectives. Schools are evaluated in light of the extent it effectively communicates and clarifies school mission to school stakeholders.
- Involvement of school stakeholders in the self-study and action plan process is integral to a successful school accreditation.
- Comparison in light of the standards where each school is required to illustrate the extent of commitment (linked to processes and results) on the basis of performance indicators/standards as set in this handbook for review.
- The effectiveness of the intended learning outcomes/results to be achieved according to the school stage for all students.
- The school's commitment to high standards and regulations related to its activities (such as health systems, infrastructure, resources, accounting standards, and others). The following is a breakdown of this:



**A. Performance compared to vision, mission, values and objectives:**

This assessment focuses on the school's performance in terms of achieving its vision, mission and values and objectives. The school develops a strategic plan that focuses on key objectives including short and long-term targets for the duration of the accreditation. Schools are to identify the operational plans, including short-term and long-term objectives/tasks for improvement. The focus is on specific and measurable objectives, with a clear definition of the responsibilities of work, target time for completion for specific tasks, and resources required.

The school is expected to clearly determine the values and objectives based on its mission, and to make reference points (benchmarks to compare performance) in an appropriate and ambitious manner as criteria selected for attainment and approved by QNSA. The strategic plans and operational plans should include performance indicators, with the school following-up on progress on a regular basis (internally) in achieving its goals and doing the necessary modifications to the plans through the planning cycle, writing plans for improvement and consistently reviewing their progress.

**B. Performance against accepted standards of high performance:**

The school compares its performance with standards prepared for that purpose, which can be used as criteria for the initial assessment for the current level of quality and to identify priorities for improvement, selection of items for continuous monitoring, reviews and self-study, and a guide to determine the external review team. Action plans should be developed that describe the necessary adjustments to strategies and materials reflecting the most critical changes that are required, and producing reports covering the most important performance indicators, the additional information required, and the necessary changes.

**C. Development and Implementation of Learning Results**

A significant component of school accreditation is the development and monitoring of a school's learning results. These learning results emerge after careful analysis of the school mission by all stakeholders. These learning results should reflect what students are expected to learn and know upon exit from a school. They are imperative as they are a catalyst for both school change and reform. These learning results should reflect the



school's goals for curriculum while at the same provide support for school planning and operation.

## **D. Collection of Evidence**

The self-study process emerges as a support system for schools to collect school data, conduct various forms of analysis and requires an in-depth collection of various forms of evidence. These evidences should be varied, and reflect the different facets and indicators that are reviewed through both the internal and external evaluation process. Evidence gathering helps a school to take a critical look at themselves and identify where gaps are in the instructional and support programs available at school.

This evidence should include samples of student work at all levels, minutes of meetings, survey results, assessment and other academic analysis, data on various school areas, interviews, observations, and other relevant and supportive documentation. In addition, evidence gathering should be varied reflecting stakeholder input.

## **Developing a System of Quality Assurance, and the Basics of School Accreditation and School Improvement:**

Schools going through the school accreditation process should commit themselves to the following three tasks:

- A. The implementation of the school accreditation standards:** The school is expected to document (thorough collection of evidence that supports self-study), and ensure their implementation.
- B. Commitment to continuous improvement:** The school is expected to develop the school action plan and apply the critical elements crucial to continuous improvement. There are several components to this:
  - Vision: A vision represents statements of goals, principles, and expectations for the entire learning community. This is achieved when all stakeholders are able to clearly communicate that vision through the daily operation of the school. A vision becomes a guiding force when all educational decisions are based on its framework and goals.
  - School Profile & Self-Study: Represents what the reality of the school is based on accreditation standards and indicators, with internal quality assurance taking a critical



look at where school site is in specific target areas, that reflect support on student learning.

- **Formation of Learning Results:** what each student should know in a specific school program, and benchmarks in place as to how students are doing on attainment of these learning results at each level.
- **Action Plan:** Programs/tasks to be taken by the school for improvement.

### **C. The Implementation of Quality Assurance:**

- **Review** (External Auditors): The school is to prepare and ask for a review of external references to strengthen and improve student learning and determine school methods for quality assurance.
- **Results:** Documentation of evidence associated with the school's achievements in improving the school, student learning, and the use of these results to determine what is happening in the future as well as the strategies taken to improve.

### **Conditions to Obtaining Accreditation:**

The school obtaining accreditation should seek the following:

- Work to achieve the vision, mission and objectives of the school.
- Implement or exceed the quality standards.
- Prepare a self-study.
- Receive accreditation team during its visit.
- Implement quality improvement processes via action planning.
- The school uses data to identify the strengths and weaknesses, and to demonstrate that it has a plan for development, and is able to document the progress of students.

### **Steps for setting up a system of quality assurance (through school accreditation team) in school:**

- Work to promote a culture of quality and informing the school community on the benefits of accreditation, encouraging school improvement.
- The management of the school should form a quality assurance committee and designate a self-study coordinator for the school accreditation process. A core team of accreditation members should be composed of school leadership personnel, teachers, parents,



students, and school board members. Most members of the core group will consist of teachers with experience and skill. The committee should consist of a Chairman (self-study coordinator) and the Managing Director, teachers and parents and some students, under the supervision of the school administrator(s). The focus of work is the improvement of the school, with a schedule prepared for such purpose. Sub-working committees are to be formed and to be led by members of the Main Committee to complete the tasks at hand for self-study preparation and receiving the external QNSA visiting team.

- Collect and analyze data.
- Assess student programs and its impact on student learning relative to the development of the learning results at specific school site.
- Establish and develop mission and objectives of the school to lead the school and serve as a basis for decisions. Develop a plan for school improvement, assessment tools and intervention methods for improvement, and professional development plans for teaching staff.
- Develop clear, attainable, and measurable learning results through the input of all school stakeholders.
- Implementation of Quality Plan and identify database for performance.
- Monitoring the development plan with emphasis on documentation.
- Collaborate with members of all stakeholder groups in each section of the self-study.

## Tasks of the School Accreditation Committee on Quality

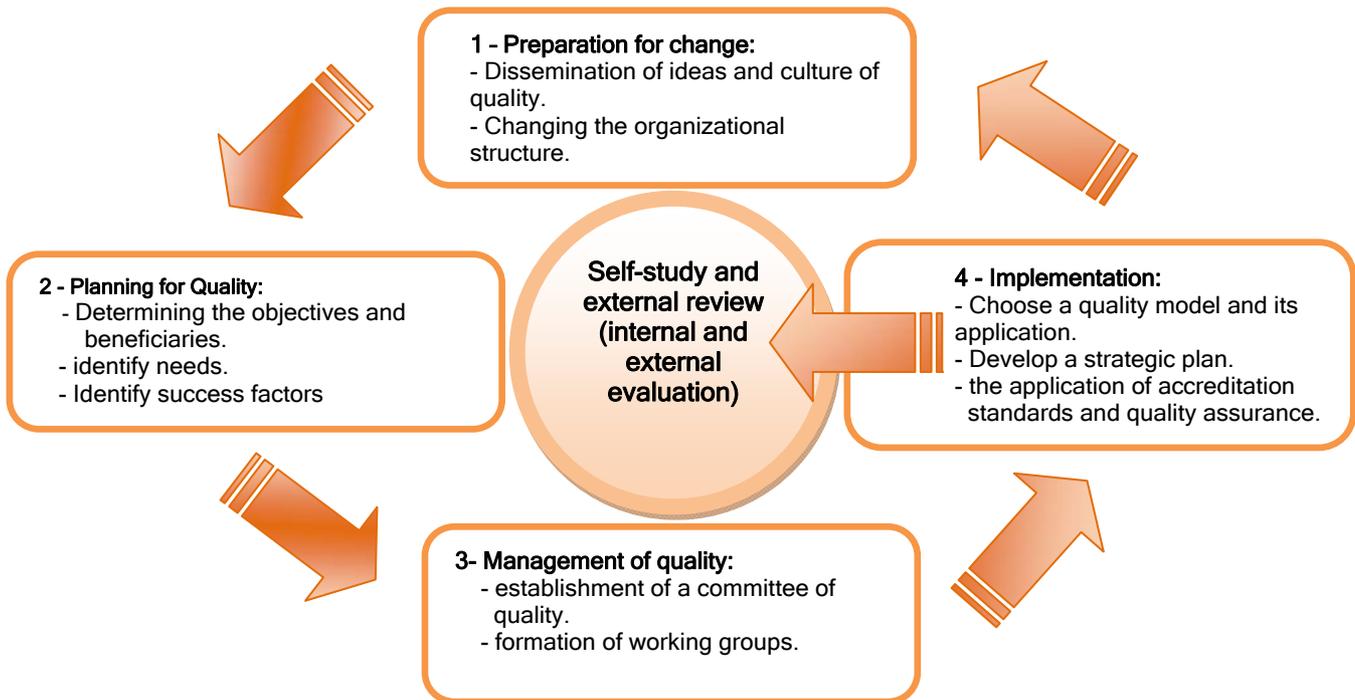
### Assurance include the following:

- Contribute to the development of public policy for quality and develop plans to improve quality in the school, supervising their implementation and coordination of efforts to apply these plans.
- Promote a culture of quality via various means throughout the school and beyond.
- Monitoring the quality of performance, and control the extent to which workers respect the implementation of the educational processes and support services, administrative and financial aspects to ensure the quality of education.
- Identify problems and propose solutions, and follow-up with continuous improvement processes.
- Provide application forms and documents used in the activities of quality assurance.
- 
- Implementation of self-evaluation procedures, and reporting the results of the implementation periodically.
- Provide the necessary advice and recommendations on appropriate plans for improving quality.



- Adoption of training programs for the implementation of quality, and provide support and motivation for teams and individuals for excellence in the implementation of quality in education.
  - Committing and improving the above tasks, a clearer picture will emerge for schools to undertake the summarized tasks below for the a successful self-study, and hence accreditation process:
- (1) Develop with input of stakeholders a clear school and community profile.
  - (2) Clarify the school mission and purpose.
  - (3) Develop school learning results that enhance the educational experience for all students served at school site.
  - (4) Respond to 5 standards/areas of QNSA criteria and indicators, as to where each specific school site is in alignment with each.
  - (5) Summarize overall findings.
  - (6) Develop a school wide action plan that focuses on an internal analysis of school strengths and areas requiring improvement. This action plan should integrate both short and long term planning goals, and drive the achievement of all learning results in school.

### Steps for Setting up a System of Quality Assurance for Schools:





## Principles/Starting points of the system, and standards for school accreditation:

Since the standards determine the expected high levels of quality in the system of teaching and learning, the philosophy of building accreditation standards of the school is built on a set of principles, key concepts and themes that reflect the future vision for education.

1. The starting points and principles built on the basis of school accreditation system are as follows:
  - Focus on consolidation of the vision, goals and strategies in the educational community.
  - Schools should develop targets up to an acceptable level of challenge based on good practices, and adopt the decisions and judgments based on facts.
  - Emphasis on continuous quality improvement and commitment to respond to changing needs, and move the performance of fixed or minimum performance to the continuous improvement of performance to reach for excellence.
  - Encourage the school to improve the performance and benchmarking of best practices, and have a strong commitment to excellence in learning, and the ability to follow-up and evaluation.
  - Establish expectations for student learning outcomes/results and identify them, with a focus on the final products indicating whether or not the educational processes and objectives have been achieved, and are measurable through all school programs and support services available to students.
  - Reliance should be placed on all facets and support systems in place at school towards achievement of learning outcomes/results and implementation of target areas in school wide action plan.
  - Focus should be on educating all students and meeting their optimal learning needs. This is to be done through upgrading of the educational process and promoting the active learning model, self-direction, and assistance in building a broad base of knowledge to the learner in an integrated, differentiated, and effective manner.
  - Provide the right environment to ensure quality education for all students and professional development sustainable for all school staff. Support the ability of participants in the educational process to solve problems and decision-making; fostering an environment of critical thinking and creativity.



- Develop a pattern of management that establishes the concepts of leadership and community learning; working to achieve total quality, commitment to transparency, and helping to regenerate and drive continuous development.
- Transforming education processes increases the ability of society to participate, and the involvement of individuals, and promoting the effective participation of all of them to link to education.
- Supporting the elements of good citizenship and belonging to the learner.
- Strengthening the capacity of society for the development of future generations, capable of dealing with complex systems, competition and keep pace with modern developments in a changing world that depends on developing continuous knowledge, technology, and multiple sources of learning.
- Developing the necessary skills to deal with the knowledge of society, and promote the empowerment of knowledge and support of production values.
- Encourage the school to acquire the personal and distinctive identity based on the system to ensure quality in school standards, without undermining their own school identity.
- The responsibility of accreditation and quality assurance are located within the school, and is linked to all activities and functions of the school, guiding stakeholders in the school access to it.
- Quality assessment is based on evidence, and decisions must be taken in accordance with indicators, and to ensure tasks through external evaluation.
- The beneficiaries must be the students and teachers and the role of financiers in the planning and review with regular feedback, analysis and leadership.
- The need for flexibility and development, and focus on results, short and long term.



### Areas/Standards of Analysis with Qatar National School Accreditation (QNSA):

The assessment of quality in general education is being carried out through reference to educational standards of good practice. The standards were set to be comprehensive, objective, flexible, and achievable through the principles of participation. It also must be sustained, amendable, and measurable.

These standards or practices are considered to be the basis for accreditation in schools, and is a reference to a school in the internal quality assurance processes, as they are used by external reviewers as criterion in their assessment. They include 14 aspects under five key areas integrated with each other as illustrated in the following table:

#### QNSA School Accreditation Standards

The Standard	The Aspects
<b>Educational Leadership</b>	<ul style="list-style-type: none"> <li>• Vision &amp; Mission of the School.</li> <li>• Planning &amp; Administrative Organization, Empowerment</li> <li>• Monitoring and Follow Up Process.</li> </ul>
<b>Educational Performance and Learning Environment</b>	<ul style="list-style-type: none"> <li>• Methods and Pedagogy</li> <li>• Quality of Curriculum</li> <li>• Learning Environment</li> <li>• Assessments</li> </ul>
<b>Development and Care for Learners</b>	<ul style="list-style-type: none"> <li>• Academic Achievement for Students</li> <li>• Care for Different Categories of Students</li> <li>• Behavior &amp; Discipline of Students</li> <li>• Student Connectedness</li> </ul>
<b>Resources Management</b>	<ul style="list-style-type: none"> <li>• Monitoring and Distribution of Staff</li> <li>• Preparation and Professional Development</li> <li>• Management and distribution of School Resources</li> </ul>
<b>Parental and Community Partnership</b>	<ul style="list-style-type: none"> <li>• Parental Involvement</li> <li>• School Community Relations</li> </ul>



## Overall Procedures for the QNSA National School Accreditation Process:

Include detailed procedures for each of the following:

- A. Apply for school candidacy by completing candidacy forms and school description report.
- B. Initial visit to the school through school candidacy process
- C. Acquire candidacy certification with QNSA
- D. Begin self-study/self-evaluation
- E. Accreditation visit team to review or carry external evaluation.
- F. Decision on accreditation of school by the SEC.
- G. Re-evaluation and follow-up reports and the consequent dependence on them.
- H. Applying for school re-accreditation

### **A – Applying for Accreditation with QNSA :**

1. Schools must first apply for school candidacy with QNSA by completing appropriate school description forms and report. This is then followed by a school visit by QNSA to validate school description report. QNSA will then recommend QNSA candidacy stature to those schools meeting requirements to begin full accreditation process, and fulfill requirements for school re licensing.
2. The school applies for accreditation within 18 months of receiving QNSA candidacy certification. The school does so by a letter of request filed by the school to the QNSA. At which, schools may begin the full accreditation process with the QNSA.
3. The Accreditation Unit of QNSA sets a schedule with the school for self-study process. This includes school training and guidance of how to complete self-study, developing proper learning results and action planning for the school site.



- **B - Self-study or Self-Evaluation.**

During the nomination/candidacy period, the school should develop a school accreditation team, including designating a school accreditation team leader, and forms work teams for quality and seek help of experts to hold workshops on the accreditation process, and implement the requirements of quality assurance, carry out a self-directed study with the participation of beneficiaries in preparation for the external review for quality assurance.

The goals of the self-study report/school review requires the following from the school:

1. Develop a plan of improvement for the school (Action plans).
2. Provide supportive evidence of achievement of accreditation standards through data, reports, and evidence collection.
3. Identify and clarify the process of continuous improvement.
4. Identify process of development of school wide learning results, including use and impact of these learning results on all students.
5. Describe the methods used for quality assurance within the school.
6. Schools must show collaboration on development of self-study with representatives from all stakeholder groups. This includes governing body, administration, teachers, other staff, parents, and students.
7. The school applies for accreditation on the assumption that the accreditation requirements have been met and are supported.
8. The QNSA will provide schools with the materials, self-study preparation guidelines. The QNSA will select a visiting team and will submit names in advance to school requesting accreditation, ensuring that there is no conflict of interest. Schools with justifiable reasons may request the change of one or more of visiting team members.
9. The school provides a written report on self-study and any other supportive materials to the members of the visiting team of QNSA.
10. Preparing to host the review team of external quality assurance.  
The school should do the following:
  - i. Preparation of school to receive the review team and prove that the school is ready for accreditation.
  - ii. To notify the school community as a whole about the objectives of the visit and quality review.
  - iii. Have sample members of school stakeholders involved in the self-study process, available during visiting team visit available for meeting with visiting team.



### **C - The QNSA Visiting Review Team or External Evaluation:**

The visiting review team will carry out review of quality assurance. The visiting team will spend a number of days (2-4 days, depending on size and other aspects of the school) to study the programs and services available in order to deepen their understanding of the self-study report submitted. This will include meetings with various stakeholder groups and review of evidence at school site.

The responsibilities of the QNSA school visiting team are:

- Ensure the school completion and taking into account the views of beneficiaries regarding the strengths and areas of growth, and the willingness of the school to achieve its vision and objectives.
- Report on the school's commitment to the standards.
- Review the school's commitment to the process of continuous improvement.
- Assessment strategies for school quality assurance.
- Assessment of meeting learning needs of ALL students (i.e. programs, resources and support available, and methods of teaching applied in school).
- Review learning results and their application school wide.

### **D - Reaching Decision on School Accreditation:**

- Chairman of the visiting team submits a comprehensive report to the Accreditation Committee, which in turn, studies in-depth, the recommendations made. The QNSA then submits its recommendation for accreditation term and supportive reports to the Supreme Education Council who then makes a final decision on the granting of accreditation.
- Each school has the right to challenge the decision within two months of its issuance and may form a committee to look into it with both the SEC and QNSA findings.

### **E-Accreditation Terms Factors with QNSA**

The QNSA recommendation for accreditation for a school is determined based on the findings of the QNSA visiting team to a school. They reflect a visiting team's analysis on a school's development and support on the various indicators of the QNSA standards as found in this handbook. A school's accreditation term recommendation will be as factored as follows:

(1) 5 YEAR QNSA Accreditation: for schools achieving an average within the range of **2.5-3** on all standards and their indicators of self-study as detailed later in this handbook.



(2) 3 YEAR QNSA Accreditation: for schools achieving an average within the range of **2.0-2.49** on all standards and their indicators of self-study as detailed later in this handbook.

(3) Denial of Accreditation: schools achieving less than an average of less than **2.0** on all standards and their indicators of self-study as detailed later in this handbook.

### **F- Re-evaluation/Re-accreditation:**

After obtaining a term accreditation, the school commits to targeting goals of action plan, with further improvements directed towards improving and committing to high quality of education standards for students, so that they are prepared for new accreditation and self-study process.

Schools must yearly commit to:

- Carrying out continuous improvement of operations as required.
- Conduct internal quality assurance processes to make sure that school goals, optimal school programs, and support services targeting all students are being met.



## Guide to Standards

### Guide to Quality Standards and School Accreditation:

The Standards Guide aims to assist schools in planning, self-revision, and policies to improve quality, by assessing performance based on recognized standards of good practice. These standards are designed to assist those responsible for the implementation of specific programs in school to focus on areas which are seen as representing good practice, and aims to assist them in evaluating school performance and to identify their own comparative relative strengths as a school and areas of growth, and motivate them to work to improve aspects of activities that need to be given priority attention to.

This directory is a particular framework under which the self-study procedures are carried out as well as external review procedures. These standards are used by the quality team in the school for internal evaluation, as well as the QNSA visiting team in assessing term of accreditation for schools applying for accreditation. The evaluation of standards aims to help the school to complete a thorough self-study, and implement in the early stages. A school should be able to identify the school strengths and areas of growth, and the performance on the elements of each standard that will be addressed in the report of the self-study. These standards as listed, also serve as a guide for external reviewers being a skeletal guide for the accreditation process.

The guide contains five key areas under which sixteen standards are outlined under, namely:

#### **1 -Educational Leadership:**

- School Mission and Vision
- Planning and Administrative Organization (Management), Empowerment
- Quality Assurance System: monitoring and follow-up.

#### **2 - The Educational Performance and Learning Environment:**

- Curricular Standards, Quality & Implementation
- Methods and Pedagogy
- The Learning Environment
- Assessments



### **3 - Development and Care for Learners:**

- Students' Academic Achievement
- Differentiated Instruction, Support for Students with Special Learning Needs
- Student Discipline and Behavior
- Student Connectedness

### **4 - Resource Management:**

- Oversight and Distribution of Staff.
- Staff Professional Development.
- Infrastructure, Equipment, Materials', Availability and Distribution of School Resources

### **5 - Parental and Community Partnership:**

- Parent Involvement and Communication
- School Community Relations

The introduction to each area contains an overall description of the area and provides a framework and picture of expected operations to achieve this area. This is then followed by a number of elements that represent "good practices" in the form of a list which works as an ongoing basis for schools to measure themselves with, in regards to high quality, before assessing the levels of achievement.

#### **The following should be noted:**

- The standards were set in the form of four measures of appreciation (from zero to 3) to facilitate the process of self-evaluation by the school (for both internal and external quality assurance review). The performance is evaluated on each element of the standards criteria, and then combines the total degree of the elements. Thus all of these points are to be specifically addressed in self-study report.
- These elements are matters of concern to all schools, but some may not apply to some schools. In the absence of the applicability of any of these items, schools should address them briefly as to why they are not applicable to specific school site. It is essential that the assessment is based on direct evidence, supporting that the practices are actually adhered to, and desired quality levels have been reached. There should be an adoption on provisions of evidence with both qualitative and quantitative indicators, and their support. It is also necessary to identify indicators, evidence and documents required in advance, and data collection and study as part of ongoing monitoring. Documented evidence that confirms the implementation of each standard must be



made available to support self-study data. (as tangible evidence of the visiting accreditation team to the school).

### **How to use measures of standards:**

Every element of the standards in the following pages may be addressed in a reporting format, either in brief paragraphs or lengthier explanations as needed in the appropriate sections of the self-study. They should describe the degree of implementation of the school to the practice indicated by that element, and the effectiveness of the practice. There are four levels of evaluation, and a fifth to determine if the item does not apply. Performance by evaluators will be rated according to the following specifications:

- Three (3): Achieved at a high standard: namely, that there is an obligation to implement the practice at a high level, and there are indicators to measure the quality of performance, which shows that the performance is of high quality, and there are plans for improvement being applied, and the activity is monitored systematically.
- Two (2): Achieved at an intermediate level: that there is an obligation to some extent in implementation of the practice and it is implemented most of the time, and indications are effective to some extent, although there is room for improvement, and there are plans to improve performance, and the implementation is being followed up.
- One (1): A low level is achieved: that there is no evidence of obligation to implement the practice, but there is sporadic work to implement the practice which are generally not effective, nor does they partially documented, and refers to the need for improvement.
- Zero (0): There is no evidence of commitment to standard: Although the practice is important, it is not implemented at all.
- "Not applicable", i.e., that the practice referred to do not apply to the situation of the school.

The average estimates are calculated for each criterion by the general assessment of the extent to which the items by using estimates of the levels by using the previous four levels of evaluation by all visiting team members and their evaluation scores on each of the standards.

Schools which obtain an estimate less than 2 on a standard reflects that the school's performance on this standard is unsatisfactory, while obtaining at



least a 2 means that the performance was acceptable, and a 3 means that the performance was high.

As explained previously in this handbook, the QNSA recommendation for accreditation for a school is determined based on the findings of the QNSA visiting team to a school. They reflect a visiting team's analysis on a school's development and support on the various indicators of the QNSA standards as found in this handbook. A school's accreditation term recommendation will be as factored as follows:

- (1) 5 YEAR QNSA Accreditation: for schools achieving an average within the range of **2.5-3** on all standards and their indicators of self-study as detailed later in this handbook.
- (2) 3 YEAR QNSA Accreditation: for schools achieving an average within the range of **2.0-2.49** on all standards and their indicators of self-study as detailed later in this handbook.
- (3) 0 YEAR QNSA Accreditation/Denial: for schools achieving less than an average of less than **2.0** on all standards and their indicators of self-study as detailed later in this handbook.

## Aspects of Strength & Areas of Growth/ Areas Necessitating Improvement:

Aspects of strengths should be determined in order to receive validation of good practices at school site towards high standards. Areas of growth should be identified in order to make improvements based on performance on the elements of each standard. After identifying areas of improvement, (it is not required that all the areas of growth be targeted for improvement at the time of accreditation, only those that are of priority towards improving students' learning experiences).

Identifying areas of growth is one of the important outcomes of quality assurance/assessment processes, using the standards with estimates. The areas requiring attention as identified in the self-study as areas of growth should be addressed into a targeted time frame for a school wide action plan, specifying both long term and short term goals. The school should determine the priorities to be refined based on estimates of the elements of all standards. A space has been allocated at the end of each standard to refer to the notes, the strengths and areas of growths, and items of high priority for improvement for the internal quality assurance process within a school.



## Quality Standards and School Accreditation:

### Instructions:

The following are the five standards/areas, and sixteen indicators/benchmarks of quality for school accreditation analysis. Schools are required to use the self-assessment guide as explained in the following pages to help develop their own self-study, learning results, and action plan. The quality of the school's performance is determined by how they meet the elements of both types and performance is evaluated on each of the following words by putting a reference (X) under the appropriate box.

The score of Three (3) indicates a high-quality performance, which means that there is a commitment to implement the practice at a high level.

The score of Two (2) indicates an average performance or acceptable, i.e., that there is no commitment to some extent to the practice.

The score One (1) indicates poor performance that needs improvement, i.e., that there is no commitment on the implementation of the practice.

The score Zero (0) indicates no implementation of the practice, and that the practice, although important, is not implemented at all.

The two marks (- -) indicates the element is “not applicable” to the school. Comments should be made on all the elements that get less than 2.



## Educational Leadership

No	Aspect	Level Of Application				
		3	2	1	0	--
<b>First: School Mission and Vision</b>						
The school's mission, vision, values and joint objectives are well-known to all stakeholders (students, staff, parents, community, Board Trustees); which it revises regularly to make sure that the school is working towards realizing its mission and reaching excellence.						
1	The school has a specific mission and objectives well-known to all, radiating throughout the school.					
2	All stakeholders are involved in developing the strategic objectives, which realize the school mission and vision.					
3	The school educational mission, vision, and objectives are aligned with the State's guidelines and the SEC's plans and programs.					
4	The school educational mission, vision, and objectives are realistic and attainable, and are in the range of the school capacity-both with human and financial resources.					
5	The school management promotes the school mission, objectives, and its values to the students, staff, parents and community.					
6	The school mission, vision, and objectives are supportive of setting up a healthy, safe, and happy environment for all students.					
7	The school mission, vision, and objectives have a positive impact on student behavior and its attainment.					
8	The school mission, vision, and objectives are reflected through teaching quality and teachers' dedication.					
9	The school has cutting-edge procedures to enable it to measure its own success in applying the mission, vision, and objectives.					



No	Aspect	Level Of Application				
		3	2	1	0	--
<b>Second: Planning and Management Organization, Empowerment:</b>						
The school has clear and comprehensive plans, which contribute to improving the school on the short and long term, involving all stakeholders. In addition, the school regularly executes, reviews, and amends the plans to achieve the school mission and objectives.						
1	The school is committed to the SEC's regulations, and follows up the work instructions precisely.					
2	The school priorities are identified and executed effectively to improve and achieve its mission.					
3	There are clear plans (strategic, executive, and/or operational) which lead to the achievement of the school objectives.					
4	There is a clear and announced organizational structure, which identifies the level of leadership, responsibility, and instructional hierarchy.					
5	There are clearly communicated regulations, bylaws, and policies to operate school work.					
6	There is a mechanism for assigning tasks, which contribute in work improvement and quick accomplishment.					
7	The school management involves all stakeholders in decisions-making.					
8	There are mechanisms, which facilitate communication among staff.					
9	The school atmosphere is positive, cooperative, and with a sense of responsibility.					
10	The governing body, while making policies and strategically plans for school, authorizes the school administration to implement its decisions.					
11	The school leadership ensures that staff are empowered in shared responsibility, school input, collaborative decision-making, and accountability for teaching and learning to support students.					



No	Aspect	Level Of Application				
		3	2	1	0	--
<b>Third: Quality Assurance System: Monitoring and Follow-up of Operations</b>						
The school has an effective oversight system, which contributes to increasing the school efficiency and in continuously improving its performance.						
1	The quality and efficiency of the regulations of staff accountability.					
2	The school applies an assessment system for management, staff and school efficiency.					
3	The school monitors and follows up on staff performance to contribute to continuously improving their performance.					
4	School monitors & follows up on student performance.					
5	The school follows up and evaluates the programs, plans and projects through KPI's.					
<b>Overall Assessment :</b>						

**Remarks:**

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**Aspects of Strengths:**

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**Areas for Improvement:**

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## Educational Performance and Learning Environment

No	Aspects	Level Of Application				
		3	2	1	0	--
<b>First: Methods &amp; Teaching Pedagogy</b>						
<p>The school is committed to applying teaching strategies and activities based on modern research and studies. Teachers use diversified teaching/differentiated instruction and learning methods suitable to different students' levels to help students meet the expectations set by the school and contribute in high educational outcomes aligned with each grade level.</p>						
1	The teaching and learning strategies are consistent with the school mission and objectives.					
2	Modern and differentiated/diversified teaching methods are applied for ALL students.					
3	Modern technologies and tools are used in teaching.					
4	The school implements an educational and systematic plan, which reflects the desired objectives and expectations from students in different levels.					
5	The teachers have adequate knowledge and experience relative to their content areas.					
6	The school provides academic guidance for students to help them identify their future directions (Preparatory and Secondary schools only).					
7	Teaching promotes students participation, motivating and challenging them on a consistent basis. Critical thinking and deductive reasoning is encouraged in classrooms.					
8	Positive and respectful relationships are evident between students and teachers.					
9	When the language of teaching is not the mother language of the students, the school provides support resources, which assist the students to learn in the new language.					



No	Aspects	Level Of Application				
		3	2	1	0	--
10	Implements teaching and learning strategies which takes into account differentiation among students.					
11	All students are encouraged to be responsible and independent learners.					
12	The students can apply what they have learned and use their knowledge and skills efficiently.					
13	Students' learning quality and progress are evaluated regularly.					
<p><b>Second: Curricular Standards</b></p> <p>Implement a curriculum based on students' needs and advanced research to increase students' achievement/attainment of skills. In addition, the curriculum and the teaching methods stimulate the students' mental ability, and encourages them to seek an active interaction to acquire the basic knowledge and skills in all learning disciplines. The curriculum should be revisited and revised regularly.</p>						
1	The curriculum, which the school provides are aligned with its' mission vision and objectives.					
2	The curriculum enables the students to improve their knowledge and skills.					
3	The curriculum meets the students' physical, social, and psychological needs in the different educational levels, including special needs students.					
4	The school provides appropriate and necessary resources to implement the curriculum.					
<p><b>Third: Learning Environment:</b></p> <p>School provides well organized environments in the classroom supplied with appropriate resources. Also, the environment should be positive and conducive to learning; stimulating and encouraging students to be inquisitive, and passionate about learning.</p>						
1	Classrooms are organized in a way that helps students to learn and practice various activities.					
2	Students' works are displayed in an organized way and are updated consistently, which stimulates and encourages students towards achievement.					



No	Aspects	Level Of Application				
		3	2	1	0	--
3	Classroom and educational facilities are supplied with appropriate tools and resources to support teaching and learning.					
4	Classrooms are well lit and ventilated.					
5	Classrooms have good quality furniture and are in a good shape.					
<p><b>Fourth: Assessments</b></p> <p>There is regular assessment of student programs and their impact on student learning. Teachers and students use various forms of assessment frequently, integrating them into the learning process. Assessments are appropriate to measure various skill sets. Assessments are used to measure student progress, for monitoring and planning of curricular programs and student growth, and to allocate resources. Assessments are regularly evaluated and are modified as necessary.</p>						
1	Subject areas are regularly reviewed with corresponding learning materials to ensure that they are in line with educational research and trends. School demonstrates that curricular goals are being met through student learning, and varied forms of assessments are used to gauge student performance.					
2	Analysis of various student work demonstrates that there is evidence of accomplishment of learning outcomes.					
3	Teachers use appropriate assessment methods to measure student learning towards specific skills and knowledge.					
4	Assessment information/data is collected and analyzed and drives changes towards lesson planning, curricular modifications, instructional changes when necessary.					
<p><b>Overall Assessment:</b></p>						



Remarks:

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**Aspects of Strengths:**

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**Areas for Improvement:**

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## Development and Care for Learners

No	Aspects	Level Of Application				
		3	2	1	0	--
<b>First: Students' Academic Achievement</b>						
Students' assessment results show continuous improvement as the school follows a comprehensive evaluation system where data are collected, analyzed, performance is evaluated and the result sent to stakeholders regularly. The results are used in improvement planning through action plans and lesson plans.						
1	The students are evaluated when they join the school to identify their level and knowledge and to use the evaluation result in differentiation of instruction catered to all students.					
2	Teachers use various ways to identify students' levels, knowledge, and skills. Teachers develop multiple and frequent assessment tools for all students in all objectives.					
3	Students' assessments enable using advanced thinking skills/higher-order thinking skills, and not rote memorization skills.					
4	Students' performance shows a clear and continuous improvement in all subjects over consecutive time span.					
5	Students' results in international tests show continuous improvement.					
6	The school uses evaluation processes regularly to make decisions and develop strategies to improve students' learning.					
7	The school uses evaluation results to improve teaching methods and meet teachers' needs.					
8	The school regularly analyzes data to evaluate students' progress and makes informed decisions related to continuous improvement.					



No	Aspects	Level Of Application				
		3	2	1	0	--
9	Develops clear reports on students' performance and behaviors, and send it to stakeholders regularly.					
<p><b>Second: Care for Different Categories of Students</b></p> <p>Provides necessary educational requirements for different groups, and adopts effective procedures to identify the requirements for each group. In addition, the school must have a clear policy in this regard and execute it in a way that contributes to the improvement of all learning groups in school.</p>						
1	Develop plans and programs for each group (e.g. talented, gifted, disabled, learning difficulties).					
2	The plans are executed and followed up in a way that contributes to improving students' performance.					
3	Train and improve teachers' differentiations skills.					
4	Students with disabilities and learning difficulties make evident progress.					
5	The school rewards outstanding students and students with various other accomplishments.					
<p><b>Third: Students Discipline and Behavior</b></p> <p>The school provides a positive environment to support students' positive behavior patterns. Furthermore, students' positive attitude and commitment to school policies and regulations have a positive impact on their learning.</p>						
1	The school has detailed and comprehensive behavior policies.					
2	The students' behavior policy is clear and well known to students, parents, and staff.					
3	The school applies the behavior policy to all students fairly and at all times.					
4	Rewards and incentives for good behavior are in place and granted to students as they achieve them.					
5	Students' negative behavior is treated firmly and fairly to prevent such repeated infractions of behavior.					



No	Aspects	Level Of Application				
		3	2	1	0	--
6	There is mutual respect between students and teachers, and teachers are good role models for students.					
7	Develop activities and programs to promote positive behavior and dealing with negative behavior.					
8	The school has a documentation system for student behavior (positive and negative).					
<p><b>Fourth: Student Connectedness</b></p> <p>Students are connected to various support services at school, including activities and other enrichment opportunities to support growth of talents while at the same time support students in meeting the goals of curricular and extra-curricular programs.</p>						
1	Support systems are in place to help students in need of intervention, referral, and for students in general towards career and personal guidance.					
2	Support services in school are adequate and include extra-curricular activities, support for students with special needs, that support student learning.					
3	School has in place strategies to nurture self-esteem, confidence, personal growth, and character development.					
4	School provides personalized support for students to support their achievement of curricular goals.					
5	School regularly evaluates the level of student involvement in various school vents and extracurricular activities and student use of support services available to students.					
6	Student perceptions of school, events, and support services are generally positive, and school regularly gauges students for their perceptions of the school and it events.					
<p><b>Overall Assessment:</b></p>						



**Remarks:**

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**Aspects of Strengths:**

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**Areas for Improvement:**

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## Resources Management

NO	Aspect	Level Of Application				
		3	2	1	0	--
<b>First: Oversight and Staff Distribution</b>						
Develop effective policy to recruit staff based on their knowledge and skills to enable them to provide quality education. Continuous follow up, monitoring and rewards are in place, and are crucial for staff retention.						
1	The school has a clear recruitment policy, which is implemented properly to assure human resources' efficiency.					
2	Tasks are assigned to staff according to their qualifications, ability, and experience.					
3	The school has a promotion policy for staff.					
4	Sufficient +numbers of teachers are recruited to commensurate with student numbers.					
5	Teachers' absenteeism is followed up rigorously.					
6	Proper procedures are applied to make sure that students' learning is not affected with staff absenteeism and substitution.					
<b>Second: Staff Professional Development</b>						
The school hires staff equipped with the necessary knowledge and skills to enable students' learning and attainment. Once the staff are hired, the school has means to retain them as long as possible through improving their knowledge and skills. School also supports their acquisition of professional confidence in order to tackle learning challenges and changes through developing diversified and comprehensive plans based on their professional needs.						
1	The school prepares and executes a professional development plan based on staff individual plan and serves the school's orientation.					
2	The school prepares and trains new employees.					
3	The school follows up and measures the impact of professional development.					



NO	Aspect	Level Of Application				
		3	2	1	0	--
<p><b>Third: Infrastructure, Equipment, Materials' Distribution, Resource Availability &amp; Distribution</b></p> <p>Good planning is important to meet the school's requirement for facilities and infrastructure. In addition, effective plans for purchasing, managing and distributing resources should be in place to ensure equal provision of material to both students and subjects. Moreover, it is important that each school follows up on the condition of its facilities and maintains it to be in optimal working condition.</p>						
1	The school location, yard, facilities, services, technical supplies, and furniture are appropriate, adequate, and meet the educational needs of the schools.					
2	The school has appropriate facilities to meet the students' cultural, athletic, and extra-curricular activities' needs.					
3	The school ensures maintaining the location, facilities, services, and equipment and keeps it clean at all times.					
4	School library contains resources and references suitable for teachers, students, and staff needs.					
5	Classrooms and library have computers and internet services.					
6	Safety and security are maintained in school facilities.					
7	Health unit is in the school to care for health matters during the school day and extra-curricular activities.					
<b>Overall Assessment :</b>						



**Remarks:**

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**Aspects of strengths:**

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**Areas for Improvement:**

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## Parental and Community Partnership

No	Aspects	Level of Application				
		3	2	1	0	--
<b>First: Parental Involvement and Communication</b>						
Promote effective communication and good relationships with parents through providing various activities and programs; responding to parents' suggestions and complaints, encouraging them to supervise their children's academic attainment and participate in school activities and functions.						
1	The school communicates regularly with parents and in different ways.					
2	The school communicates its objectives, mission and policies with parents.					
3	The school organizes activities and programs to promote parental participation in school life.					
4	The school provides opportunities for parents to discuss their opinions and suggestions before making important decisions.					
5	The school responds quickly to parents complaints.					
6	The school encourages parents to follow up on their children academic levels.					
7	Parents participate in the different school activities and events.					
8	Parents' satisfaction on school efficiency and competency are overall positive.					
<b>Second: School Community Partnership</b>						
Promote effective communication with local community, and enhance the image of positive school growth to encourage the different institutions to support the school in achieving their missions, vision, and objectives						
1	The school has an effective strategy to encourage community involvement.					
2	The school promotes local community activities.					
3	There is an effective communication between school staff and community institutions.					
4	Community institutions support the school in achieving the educational objectives.					
<b>Overall assessment:</b>						



**Remarks:**

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**Aspects of Strengths:**

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**Areas for Improvement:**

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## School Accreditation Application Guide

The objective of the school accreditation system is realizing quality school and accountability through the visits of accreditation experts of the Qatar National School Accreditation.

The school applies for accreditation through filling out a nomination and a supplemental school information form (Form 1) and sends it to QNSA. This follows the attainment of candidacy with QNSA, completion of self-study, identifying learning results, and having a school wide action plan in place.

A visiting team will review the self-study, the school improvement and quality control plan and grant approval for school visit for determining accreditation term for school site applying for accreditation.



Form (1)

Qatar National School Accreditation (QNSA) Office  
Evaluation Institute  
Supreme Education Council  
PO Box 3511, Doha – Qatar  
Telephone :+974 44559431

### Qatar National School Accreditation (QNSA) Candidacy Form

School Site Name: .....

School Site Address: .....

Phone: ..... Fax: .....

School Email: ..... Website: .....

School Owner Name: .....

Nationality of School Owner: .....

Head of School: ..... Phone: .....

Contact Person: .....

Email: .....

**1- Type of School (Check all that apply):**

Kindergarten Program                       Primary School                       Preparatory School

Secondary School                       Private Arabic School

Community School

Private International School

Other, please specify: .....



**2- Curriculum Type (check all that apply):**

- British Curriculum                       American Curriculum                       IB
- Other Curriculum, which? .....

**3- Enrollment Numbers: .....**

Number of Qatari Students: .....

Percentage of Qatari Students: .....

Grade Span: .....

Number of Teaching Staff: .....

Number of Support Staff Including Administration: .....

**4- Does the school have more than one campus? .....**

If so, how many? .....

Location(s)? .....

Year School First Opened: .....

**5- Accrediting Information:**

Is school currently accredited by another international accrediting organization? .....

If so, what accrediting organization(s)? .....

Term of Accreditation: .....

Expiry Date: .....



Form (2)

**Supplemental Information Form for QNSA Accreditation**

**School General Information:**

School Name:	School Number:
Year of Establishment:	Educational Stages:
Name Of School Owner:	Name Of School Principal:
Chairman of school quality control committee:	Email:
School Address: Street: Area: Country:	P.O Box: Telephone: Fax:
Total Number of School Employees:	Number of Students:
Number of Administrative:	Number of Teachers:
Number of Advisors:	Number of Labs Supervisors:
Number of labor:	Number of IT Specialists:
Others:	
Date Of Visit:	

**Number of Facilities and Equipments:**

IT Lab	Language lab	Laboratory	Classroom	Resources room	Clinic	Mosque	GYM	Canteen	Other



**Summary of the school:**

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**Results**

The visit team recommends initial approval:	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**Names of the Visit team:**

Name:	Signature:	Date:



## Self Assessment Guide/Self-Study Preparation & Format:

This guide is to be used as a primarily guideline in the self-study process. It will guide schools in developing an organized and thorough self-study report, with the proper format and expectations for QNSA.

The effectiveness of the accreditation system relies to a far extent on periodic self- assessment and external assessment. The self-study is a comprehensive assessment of the school against accreditation standards with support of evidence and indicators.

The school conducts self assessment expressed in a self-study, which is the most important element in both the external and internal assessments of the school. The school conducts an objective assessment and forms an internal committee to execute it. The school self-assessment/self-study should include the procedures, which was applied by the school to deal with the various weaknesses of the school. The self-assessment/self-study includes the following and should be organized as follows:

### SELF-STUDY BACKGROUND & PREPARATION

In this section, give an overview of the school's self-study preparation and process. Identify the name of the chairman/self-study coordinator and members of the main committee who directed the school's internal and external review for accreditation. The number of the committee members varies from one school to another according to school size. The main committee appoints sub-committees, which must be specified in the study.

### CHAPTER 1: SCHOOL PROFILE

A comprehensive image on the school is presented in this section. School description should be detailed including the community and type of students school serves, summary of the instructional and support programs offered by the school, student participation in activities, and school growth needs, and school/community partnership. It should also include the school characteristics, features, students' and teachers' relevant demographics and data, percentage of students to teachers, percentage of students to teachers assistants, teachers expertise and qualifications, teachers professional development, classrooms capacity, parents background, students and teachers movement, percentage of absenteeism, code of conduct and students and teachers opinions about the different aspects in the school. In addition, reporting on the school resources and capacity, and the financial support to



available to teachers and students development programs should be addressed in this chapter.

This section should address rates of success, graduation, dropouts, students' quality and background and their attitude towards learning and relay information on follow-up of graduates and their trends.

## **CHAPTER 2: SCHOOL MISSION & LEARNING RESULTS**

- This section should address and specify the school's mission, overall objectives, vision, and values.
- It should also list and explain the school's learning results for all students.
- Learning results must be developed with the collaboration of all stakeholder groups.
- Learning results should be developed to ensure that they embody the school mission, curricular objectives, and overall school vision
- They should be developed to ensure they have measurable indicators/targets.

## **CHAPTER 3: SELF-STUDY ANALYSIS ON STANDARDS**

For each QNSA standard and corresponding indicators, a 3-5 page summary of the findings on each should be reported. This should include school's own internal quality assurance reflections in each category, evidence supporting these findings, and summarized reflection on the areas of strengths and weaknesses in each section.

### **A. Educational Leadership**

1. School Mission and Vision
  2. Planning and Administrative Organization, Empowerment
  3. Quality Assurance System: Monitoring and Follow-up
- Strengths  
Growth Area/Weaknesses



## B. Educational Performance and Learning Environment

1. Methods & Pedagogy
2. Curricular Standards, Quality, and Implementation
3. The Learning Environment

### 4. Assessments

Strengths

Growth Area/Weaknesses

## C. Development & Care for Learners

1. Students' Academic Achievement
2. Differentiated Instruction, Students with Special Learning Needs
3. Student Discipline & Behavior
4. Student Connectedness

Strengths

Growth Area/Weaknesses

## D. Resource Management

1. Oversight and Distribution of Staff
2. Staff Professional Development
3. Infrastructure, Equipment, Materials' Distribution, Resource Availability and Distribution

Strengths

Growth Area/Weaknesses

## E. Parental & Community Partnership

1. Parent Involvement & Communication
2. School Community Relations

Strengths

Growth Area/Weaknesses

## CHAPTER 4: Short & Long Term Action Plan

The school action plan should focus on the specific areas of weaknesses as identified in each standard for Chapter 3. The action plan may be listed in a detailed table if desired. For each action plan item include the following:

- Statement of the area of growth/weakness, goal for improvement, and why is it a target area for improvement within the school (i.e. how will it support learning results at school?)
- Which learning results do each growth area target improvement?
- What specific steps will be taken and by whom to improve target area of growth?



- Which persons and resources will be made available to make sure growth area is being followed up on?
- Timeline for short and long term action plan items
- Specific strategies to be incorporated to ensure accomplishment of each part of action plan
- What follow-up process will be in place to ensure the proper follow-up on each action plan item?

## **CHAPTER 5: Supportive Documents for Review**

Survey and questionnaires used, interviews, and any other supportive documents should be included in this section, if relevant.

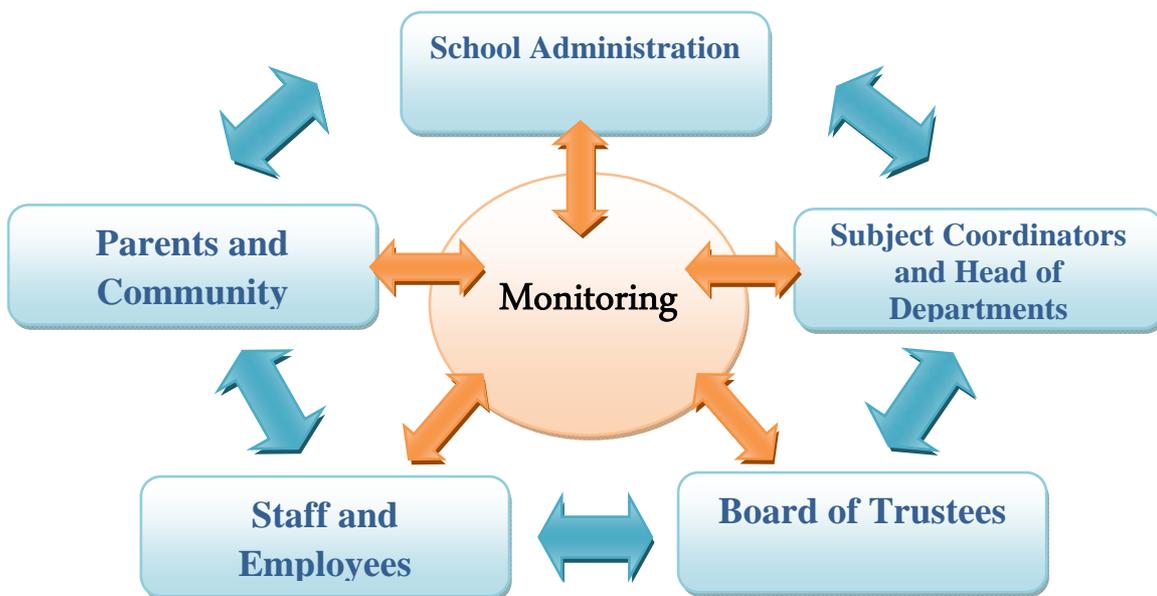


## Standard 1 with Corresponding Indicators: School Management and Leadership

### Evaluating Educational and Leadership

School leadership and management is one of the most important elements of school success. It allows schools to achieve the required quality, which should exist in all school areas. If a school is to succeed in its mission, it must be effective and have the efficiency to sustain itself (viability). All schools should be committed towards high level of achievement.

School management leadership should include strong ties between the following:





**The following must exist in the school:**

- A clear vision to ensure achieving high standards for the students.
- Strong sense of the school's objectives.
- Provide clear orientation through strategies and policies.
- The leader clarifies the participation of the VP, financial manager and subjects' coordinators.
- Form effective teams.
- The school leader effectively empowers school stakeholders, in ensuring their input is taken into account, and in helping to drive the school's mission and programs.
- The school management is committed to encouraging other employees to reaching high standards in their work.

If the school aims to succeed, it must make sure that all areas in the school are of high standards, and the external evaluators will judge the efficiency of leadership.

Indicator	Best Practices	Tools and Evidence Guides
<b>Aspect (1): School Mission and Vision</b>		
1.1.1. The school has clear vision, mission, and objectives as reflected in school's stakeholders	<ul style="list-style-type: none"> <li>• Clear school vision and mission for all stakeholders, i.e. employees, students, parents, local community, and Board of Trustees.</li> <li>• All stakeholders understand how to contribute to achieving the mission and objectives, and what are the roles needed from each group.</li> <li>• Develop a set of objectives aligned with its mission, and help achieving it.</li> <li>• Identify the time frame during which the school will achieve its mission and objectives.</li> <li>• Use the best of means to disseminate and introduce the school mission.</li> </ul>	<ul style="list-style-type: none"> <li>• School Objectives</li> <li>• School Vision and Mission</li> <li>• Policies that contribute in achieving school vision and mission, such as health documents, behavior documents, activities.</li> <li>• Lesson Plans</li> <li>• Meetings and means of disseminating School vision and mission, pamphlets, posters, website</li> <li>• Interviews</li> </ul>
1.1.2. All stakeholders have contributed in developing the strategic objectives that achieve	<ul style="list-style-type: none"> <li>• Benefit from all stakeholders' opinions and suggestions in the preparation and formulation of the mission and objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Methods and documents of everyone's involvement in developing the mission.</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
<p>the school vision and mission.</p>	<ul style="list-style-type: none"> <li>• Hold special meetings to discuss articles and areas to be included in the mission for achieving high level performance in the school.</li> <li>• Develop questionnaires for the various categories to benefit from their suggestions in the formulation and review of the mission and objectives in a way that is beneficial to students and to the school.</li> <li>• Involve stakeholders in reviewing and updating the mission, objectives, and the vision that the school seeks to achieve, which are in line with the developments that occur in the school as well as the country.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• surveys</li> </ul>
<p>1.1.3. The school mission and the school’s educational objectives and vision are in line with country’s general orientations as well as with the plans and programs of the Supreme Education Council.</p>	<ul style="list-style-type: none"> <li>• School vision are clear through its mission, and are effective throughout the school such areas are planned for, and therefore, becomes part of the school success.</li> <li>• The mission, vision and objectives are in line with the state’s orientation.</li> <li>• The mission, vision, and objectives are in line with the policies, plans and orientation of the Supreme Education Council.</li> </ul> <p>The school mission promotes social values and local culture.</p>	<ul style="list-style-type: none"> <li>• School Mission, Objectives, and Vision</li> </ul>
<p>1.1.4. The school mission, educational objectives, and vision are realistic and appropriate to the school capacity and its’ human and financial resources.</p>	<ul style="list-style-type: none"> <li>• Measurability and applicability of the school mission and objectives.</li> <li>• Setting objectives and vision that are within the school’s human and financial capacity.</li> <li>• Non-measurable statements should not be included in the mission.</li> </ul>	<ul style="list-style-type: none"> <li>• School mission, objectives</li> <li>• Observation</li> <li>• School tour</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
<p>1.1.5. The school leadership seeks to instill the school’s mission, vision, and objectives in students, employees, parents, and the local community.</p>	<ul style="list-style-type: none"> <li>• Develop plans to disseminate and instill the school’s mission and objectives.</li> <li>• Employ various methods and means to disseminate the school’s mission and promote achieving it.</li> <li>• Integrate the school’s mission, objectives, and vision in all school activities, curriculum, and publications.</li> </ul>	<ul style="list-style-type: none"> <li>• Mission dissemination plans.</li> <li>• Mission dissemination means and methods.</li> <li>• Meetings.</li> <li>• Interviews.</li> <li>• School publications.</li> <li>• Activities records.</li> </ul>
<p>1.1.6. The school mission, objectives, and vision help to create a safe and healthy school environment.</p>	<ul style="list-style-type: none"> <li>• The school mission focuses on providing for a safe and healthy environment.</li> <li>• The school takes necessary actions which help in providing for a safe and healthy environment.</li> <li>• Taking all security and safety measures to maintain student safety.</li> <li>• The school mission contributes in achieving a safe and a healthy atmosphere in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and health documents.</li> <li>• Behavior records</li> <li>• Meeting the school nurse.</li> <li>• Observation.</li> <li>• Interviews.</li> </ul>
<p>1.1.7. Positive impact of the school’s mission, objectives, and vision on students’ behavior, progress, and attainment.</p>	<ul style="list-style-type: none"> <li>• Reflection of the school’s Mission and Vision on students’ behavior and learning.</li> <li>• Taking all measures and actions that promote students’ positive behavior and limits the negative ones.</li> <li>• Provide students with opportunities to take responsibility.</li> <li>• Seeks to raise students learning bar and achievement in realization of the school’s Mission and Objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior and discipline documents</li> <li>• Records of student scores.</li> <li>• Observing and monitoring student behavior with other students and with teachers.</li> <li>• Assessment records.</li> <li>• Student attendance.</li> <li>• Record of Student Council.</li> </ul>
<p>1.1.8. School mission, objectives and vision are expressed through</p>	<ul style="list-style-type: none"> <li>• Provide high level teaching to achieve the school Mission, Objectives and aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Curricular and extracurricular activities</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
the quality of teaching and teachers' commitment to teach their students.	<ul style="list-style-type: none"> <li>The mission's reflection on teachers, in terms of their commitment to providing quality teaching as a contribution in achieving the mission.</li> </ul>	<ul style="list-style-type: none"> <li>Observation of classes</li> <li>Interviews</li> </ul>
1.1.9. Clear procedures are in place that enables the school to identify how successful it is in implementing and achieving the school mission and objectives.	<ul style="list-style-type: none"> <li>The school develops, implements, and follows up with plans for executing the school mission.</li> <li>Identify actions to be taken by the school to measure what has been and what has not been implemented of the mission, and identify obstacles that prevented achieving the mission or parts of it.</li> <li>Regular review and continuous update of the mission according to the school aspirations, the objectives of the Supreme Education Council, and the orientation of the country.</li> </ul>	<ul style="list-style-type: none"> <li>Plans and policy for follow up on and verification of achieving the mission</li> <li>Procedure of measuring the extent of implementing the mission and its impact</li> <li>Evidence of updating and reviewing the mission</li> <li>Meetings</li> <li>Interviews</li> </ul>
<b>Aspect (2): Planning and Organization, Empowerment</b>		
1.2.1. Effectively identify and implement school priorities, contributing in developing the school and achieving its mission.	<ul style="list-style-type: none"> <li>Schools' ability to identify its priorities and objectives that are in line with its mission and requirements within its financial and human capacity.</li> <li>Prepare a plan to implement priorities, identify time period and capacity to implement it and follow up on its achievement.</li> <li>Clear and announced priorities to all, and involvement of all in its implementation.</li> <li>Reflection of priorities on student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Priorities Plan</li> <li>Meeting minutes</li> <li>Interviews</li> <li>Observation</li> <li>Observation lessons</li> </ul>
1.2.2. Clear plans are in place (strategic, executive, and operational) and are implemented in ways that contribute in achieving the school's	<ul style="list-style-type: none"> <li>School plans include basic components of an action plan-both short and long term.</li> <li>The school explains its effort through publishing and disseminating its plans.</li> <li>Develop a mechanism to follow up on</li> </ul>	<ul style="list-style-type: none"> <li>School plans</li> <li>The strategic plan</li> <li>The annual executive plan (including programs, projects, objectives,</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
objectives.	<p>plan implementation and its impact on school, students, and teachers.</p>	<p>implementation time frame, follow up methods, and success indicators)</p> <ul style="list-style-type: none"> <li>• The various remedial and action plans (for students and teachers)</li> <li>• Department plans</li> <li>• Professional development plan</li> </ul>
<p>1.2.3. Clear and announced organizational structure is in place that identifies levels of leadership and the chain of instructions and responsibilities.</p>	<ul style="list-style-type: none"> <li>• Clear and accurate organizational structure that includes all jobs in the school and in sequence which enables the school to achieve success.</li> <li>• A detailed job description that explains roles, responsibilities and tasks for all jobs in the school.</li> <li>• Brief employees on the organizational structure and the job description, and explaining it to them.</li> </ul>	<ul style="list-style-type: none"> <li>• The school’s approved organizational structure</li> <li>• Job description</li> <li>• Administration and employees distribution plan</li> <li>• Documents confirming employees' knowledge of the structure and job description</li> <li>• School’s administrative guide</li> <li>• Minutes of meetings for employment structure orientation</li> </ul>
<p>1.2.4. Clear and announced systems, manuals, and policies to facilitate school business.</p>	<ul style="list-style-type: none"> <li>• Preparing a manual that shows all the policies and regulations of the school.</li> <li>• Such policies are assigned to staff in their work and that work is divided fairly.</li> <li>• Inform all stakeholders (staff – students – parents ) of these policies.</li> <li>• The policies are to be clear and consistent with the school goals and values as well as with the manuals and regulations of the Supreme Education Council.</li> <li>• Such policies are to have an evident impact on facilitating the school work in achieving its objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• All policies and manuals of the schools (student assessment and employees appraisal policies, behavior policy, penalties policy, reward policy, ...)</li> <li>• Meeting minutes</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
<p>1.2.5. A mechanism is in place for distributing and delegating tasks, and contributes in improving work and effective achievement.</p>	<ul style="list-style-type: none"> <li>• A policy in the school that describes the mechanism of delegating tasks and dividing them among the leadership as well as among employees.</li> <li>• Work is divided fairly and according to employees' capacities and experience.</li> <li>• Delegation and division of tasks helps facilitates easy and accurate work.</li> <li>• Follow-up on the performance of delegated employees to ensure high standards in the work.</li> </ul>	<ul style="list-style-type: none"> <li>• Task distribution and delegation policy</li> <li>• Task distribution table</li> <li>• Supervisory reports</li> <li>• Samples of work follow up</li> <li>• Meetings</li> <li>• Interviews</li> </ul>
<p>1.2.6. School administration involves all stakeholders in decision making (Empowerment).</p>	<ul style="list-style-type: none"> <li>• The school administration should allow suggestions and participation in school decisions (inclusion of stakeholder input).</li> <li>• Distribution and preparation of questionnaires and use them in decision-making.</li> <li>• The school should benefit from submitted suggestions and implement the suitable ones for the development of the school.</li> <li>• When developing any plan or project or face any problem, the school should involve all stakeholders (staff - students - parents - Board of Trustees) in the decision-making.</li> <li>• Those concerned should have high satisfaction of participating in decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires, their analysis and plans built on them</li> <li>• Meeting minutes</li> <li>• Interviews</li> </ul>
<p>1.2.7. Mechanisms are in place to facilitate communication among employees.</p>	<ul style="list-style-type: none"> <li>• The school should have many ways and means to facilitate communication among staff to ensure ease of work and a positive environment.</li> <li>• Communication can be possible through an internal network for teachers, meetings and circulars.</li> </ul>	<ul style="list-style-type: none"> <li>• School network</li> <li>• Meeting minutes</li> <li>• Internal circulations</li> <li>• Interviews</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
1.2.8. The overall atmosphere in the school is positive, cooperative, and with a sense of responsibility.	<ul style="list-style-type: none"> <li>• A positive atmosphere should prevail in the school with staff satisfied with working in the school, and the atmosphere of cooperation, sense of belonging and responsibility are evident in it.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questionnaires</li> <li>• Interviews</li> </ul>
<b>Aspect (3): Quality Assurance System: Monitoring and Follow-up</b>		
1.3.1. The school applies an evaluation system on the effectiveness of management in the performing its duties and the performance of the school staff and the school as a whole.	<ul style="list-style-type: none"> <li>• Develop a plan to manage staff performance that includes evaluation criteria and evaluation mechanism, and should be clear and announced to all.</li> <li>• The school administration reviews and modifies its practices, and evaluates their impact in the school.</li> <li>• Develop a policy to assess students' performance and use its results in evaluating the school's success.</li> <li>• A variety of methods for assessing students, staff and administration.</li> </ul>	<ul style="list-style-type: none"> <li>• Self review</li> <li>• Assessment policies</li> <li>• The various assessments (self assessment – peer assessment – principal and coordinators assessment)</li> <li>• Student results</li> <li>• Classroom visits</li> </ul>
1.3.2. The school leadership monitors and follows up on staff performance in a way that improves their performance.	<ul style="list-style-type: none"> <li>• A system is in place to follow up and monitor staff performance in the school (self-assessment/self study – peer assessment – supervisors assessment)</li> <li>• The quality of upper and middle leadership in following up the performance of teachers and staff.</li> <li>• Provide feedback to staff whose performance was monitored as well as to classrooms that were observed to improve work.</li> <li>• Intensify follow-up on teachers whose poor performance was noticed and on new teachers.</li> <li>• Observe the impact of follow-up on the performance of teachers and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow up forms</li> <li>• Feedback forms</li> <li>• Classroom visits</li> <li>• Evaluations</li> <li>• Interviews</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
<p>1.3.3. The school leadership monitors and follows up on student performance effectively.</p>	<ul style="list-style-type: none"> <li>• The school determines for itself methods and means of follow-up on student results.</li> <li>• The school should follow-up on student results and the improvement they achieve.</li> <li>• Utilize student results in improving teaching practices and in developing plans to improve students’ academic outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Students’ performance follow up plans and methods</li> <li>• Tests</li> <li>• Student reports</li> <li>• Follow up records</li> <li>• Lesson plans</li> <li>• Analysis of student results</li> <li>• Action plans</li> </ul>
<p>1.3.4. Follow up on and evaluation of plans, programs, and projects</p>	<ul style="list-style-type: none"> <li>• The school should develop a mechanism for monitoring and evaluating plans and projects.</li> <li>• Follow-up on plans, projects and programs.</li> <li>• Assess the impact, results and the effectiveness of these programs and projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans and projects follow up forms</li> <li>• Portfolios</li> <li>• Meeting minutes</li> <li>• Mechanism of follow up and evaluation of plans and programs</li> <li>• Project evaluation forms</li> </ul>



## Standard 2 and Corresponding Indicators: Development and Welfare of Learners

The development and care of learners are of great importance, in the light of which the success and effectiveness of the school is determined. Critical to the role of good schools is the ability to enable students to continuously improve according to their learning strengths, and obtain high standards, as well as considering their different levels and developing their positive behaviour. In addition, a school’s success is determined by the quality of student achievement and the extent of improvement they achieve. To accomplish these goals, schools should ensure the following:

- Utilize student results in providing effective teaching, that takes into account students’ different levels and which enables them to develop appropriate skills and knowledge.
- Students are able to apply their skills, knowledge and understanding in various assessment forms.
- Students' achievement results commensurate with the high expectations; and such results improve continuously.
- Regularity of attendance in the school.
- Students observe behavior rules in the school and do their work without disturbing other students.
- Students are assessed on a regular basis so that teachers can determine the extent of their learning and understanding, and to identify the skills that can be used and applied as well as assess the progress the students have achieved since the previous academic year or since the previous test.

Indicator	Best Practices	Tools and Evidence Guides
<b>Aspect (1): Students’ Academic Achievement</b>		
2.1.1. Students are assessed when enrolling at the school to identify their knowledge level and utilize the assessment results in considering their individual learning needs.	<ul style="list-style-type: none"> <li>• Administer placement tests to students when enrolling in the school.</li> <li>• Analyze tests and utilize them in identifying students’ knowledge levels.</li> <li>• Provide a student preparation program suitable to their levels and individual needs.</li> <li>• Utilize test results in lesson planning and preparing activities that consider individual differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Placement tests</li> <li>• Test analysis</li> <li>• Orientation programs</li> <li>• Lesson planning</li> <li>• Activities and worksheets</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
<p>2.1.2. Teachers’ use varied assessment methods to identify students’ performance, knowledge and skills.</p>	<ul style="list-style-type: none"> <li>• The school should develop a plan and a policy for student assessment in which the school identifies assessment methods and how it would utilize the assessment.</li> <li>• Assess student performance regularly (daily, weekly, monthly ...)</li> <li>• Thoroughly score students’ work and give them feedback explaining what they did and what they must do better in future assignments/assessments to improve their level.</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Classroom Observation</li> <li>• Assessment records</li> <li>• Students’ written works</li> <li>• Assessment plan and policy</li> </ul>
<p>2.1.3. Enable assessment processes that measures higher-order thinking skills, and not limited to measuring students’ remembering ability only.</p>	<ul style="list-style-type: none"> <li>• Challenge students within their respective abilities to achieve more, and expand their horizons.</li> <li>• Students’ work, projects, and the various assessment practices should include higher-order thinking skills that are challenging, and stimulate thinking in students.</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Classroom Observation</li> <li>• Assessment records</li> <li>• Students’ written works</li> <li>• Samples of test applications and worksheets</li> </ul>
<p>2.1.4. Students’ performance shows evident and continuous improvement in all content areas over successive periods.</p>	<ul style="list-style-type: none"> <li>• Provide records or data through which students’ performance in all subjects is tracked over successive periods (quarterly – yearly) to measure progress.</li> <li>• Continuously analyze students’ results in all subjects and compare them with previous ones to measure progress.</li> <li>• Teach students effectively and constantly support them to ensure continuous improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment records</li> <li>• Test analysis</li> <li>• Interviews</li> <li>• Lesson observations</li> </ul>
<p>2.1.5. Continuous improvement of students’ overall results in international tests.</p>	<ul style="list-style-type: none"> <li>• The school is able to track students’ results in international tests to measure progress.</li> <li>• Properly prepare students for these tests to ensure best results.</li> <li>• Utilize the results of international</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment records</li> <li>• Orientation plan</li> <li>• Action plans</li> <li>• Interviews</li> <li>• Classroom Observation</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
	tests in preparing support plans and in improving learning in the school.	
2.1.6. Use assessment process regularly for making decisions and develop strategies for improving student learning.	<ul style="list-style-type: none"> <li>• The school must have an assessment policy that identifies the types of assessments and the mark assigned for each assessment, and the policy must be clear and announced to all.</li> <li>• Students should be assessed regularly.</li> <li>• Analyze assessment results and utilize them in identifying the school level as well as the priorities and the objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment records</li> <li>• Assessment policy</li> <li>• Assessment results</li> <li>• Interviews</li> <li>• Classroom Observation</li> </ul>
2.1.7. Utilize assessment results in improving teaching methods in order to meet learners' requirements.	<ul style="list-style-type: none"> <li>• Teachers should seek to know their students' progress in order to modify teaching in a way appropriate to learners' needs.</li> <li>• Utilize assessment results in identifying students' different levels and considering that in lesson planning and in developing lesson activities and worksheets.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment records</li> <li>• Interviews</li> <li>• Teachers' plans</li> <li>• Classroom Observation</li> </ul>
2.1.8. Provide organized data analysis to assess students' progress in a way that helps making decisions related to continuous improvement.	<ul style="list-style-type: none"> <li>• Constantly analyze students' results to measure progress and to identify weaknesses and strengths.</li> <li>• Develop effective action plans to address weaknesses and to improve students' levels.</li> <li>• Follow up on the implementation of plans in a way that ensures continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Assessment and analysis records</li> </ul>
2.1.9. Preparing clear and coherent reports on student's performance level and behavior, and submit them to the concerned parties on a consistent basis.	<ul style="list-style-type: none"> <li>• The school sends regular reports to parents with adequate information on students' performance and behavior.</li> <li>• Holds meetings to discuss students' performance level in the reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Student reports</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
<b>Aspect (2): Differentiated Instruction, Students with Special Learning Needs</b>		
<p>2.2.1. Special plans and programs are in place for each of the different categories (Gifted, talented, special needs, learning difficulties, etc.).</p>	<ul style="list-style-type: none"> <li>• The school develops plans and programs that explain how to address gifted students and how to care for them, and includes implementation and follow up procedure.</li> <li>• The school develops plans and programs that explain how to address students with special needs, and includes implementation and follow up procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Various categories plans</li> <li>• Interviews</li> </ul>
<p>2.2.2. The school implements and follows up on the plans in a way that contribute to developing student performance.</p>	<ul style="list-style-type: none"> <li>• The school should develop a mechanism for implementing and following up on plans and programs.</li> <li>• Follow up on plans and programs to evaluate the impact, results, and effectiveness of these plans and programs on students' performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow up records</li> <li>• Interviews</li> <li>• Classroom Observation</li> </ul>
<p>2.2.3. The school trains and develops teachers' skills in dealing with the various categories.</p>	<ul style="list-style-type: none"> <li>• Provide a qualified educational cadre to address the various categories.</li> <li>• Enroll teachers in appropriate training courses that qualify them to address the various categories.</li> </ul>	<ul style="list-style-type: none"> <li>• Development records</li> <li>• Interviews</li> <li>• Classroom Observation</li> </ul>
<p>2.2.4. Students with special needs achieve tangible progress.</p>	<ul style="list-style-type: none"> <li>• Provide records of tracking students with special needs to measure their progress.</li> <li>• Provide appropriate support to students with special needs and follow up on them to ensure their progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment records</li> <li>• Interviews</li> <li>• Classroom Observation</li> </ul>
<p>2.2.5. The school honors and recognizes top students and students with different accomplishments.</p>	<p>Award students with rewards to encourage them (certificates, excursions, visits ...)</p> <ul style="list-style-type: none"> <li>• Task students with favorable assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Honoring records</li> <li>• Interviews</li> <li>• Observation</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
<b>Aspect (3): Student Discipline and Behavior</b>		
2.3.1. The school has a comprehensive and detailed behavior policy.	<ul style="list-style-type: none"> <li>• The school should provide a comprehensive behavior policy that includes behavior to observe in and out of the classrooms as well as consequences of violations.</li> <li>• The policy must include unacceptable behaviors and the penalties each behavior entails.</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior and Discipline policy</li> </ul>
2.3.2. Policies that regulate students' behavior are clear and known to all students, parents and staff.	<ul style="list-style-type: none"> <li>• Educate (students, parents, school staff) of the behavior policy.</li> <li>• Students, parents, and school staff have knowledge of the policy</li> <li>• Display the behavior policy in the school yard and in the classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• School publications and releases</li> <li>• Classrooms, corridors, and yard observations</li> </ul>
2.3.3. Applying behavior regulations consistently and fairly to all students at all times.	<ul style="list-style-type: none"> <li>• Behavior regulations are applied to all students in classrooms and in the school.</li> <li>• Students' sense of fairness in implementing the behavior policy is evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Interviews</li> <li>• Observing students in classrooms, corridors, and yard</li> </ul>
2.3.4. Rewards and incentives are granted for good student behavior in order to promote good behavior.	<ul style="list-style-type: none"> <li>• Honor abiding students to encourage them.</li> <li>• Students exercise positive behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Honoring records</li> <li>• Observing students in classrooms, corridors, and yard</li> </ul>
2.3.5. Students' negative behavior is addressed firmly and fairly in order to limit and prevent such behavior infractions.	<ul style="list-style-type: none"> <li>• The school tracks negative behaviors and develops solutions for them.</li> <li>• Students avoid negative behaviors as a result of addressing them well.</li> </ul>	<ul style="list-style-type: none"> <li>• Cases handling records</li> <li>• Observing students in classrooms, corridors, and yard</li> </ul>
2.3.6. Teachers are good role models to students.	<ul style="list-style-type: none"> <li>• Teachers demonstrate positive behaviors in the classrooms and in the school (discipline and commitment).</li> <li>• Teachers encourage students to observe good behavior and treating them with respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires results</li> <li>• Classroom Observation</li> <li>• Interviews</li> <li>• Observation in all school facilities</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
2.3.7. Relations between teachers and students as well as among peer students are good.	<ul style="list-style-type: none"> <li>Teachers deal friendly with students and students respect their teachers.</li> <li>Students respect each other.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Observation</li> <li>Interviews</li> <li>Questionnaires</li> <li>The school</li> </ul>
2.3.8. Organize activities and programs to promote good behavior, and remedy and prevent negative behavior.	<ul style="list-style-type: none"> <li>Provide activities and programs (lectures or seminars – excursions or visits ...) to improve students’ behavioral aspect.</li> </ul>	<ul style="list-style-type: none"> <li>Activities records</li> <li>Interviews</li> </ul>
2.3.9. The school maintains documented and regularly reviewed data on students’ behaviors (both positive and negative) to make sure that the direction of progress is towards achieving its values.	<ul style="list-style-type: none"> <li>Data on students’ behaviors should be provided (through the academic year) and reflects the extent of progress.</li> <li>Develop a mechanism to continuously track students’ behaviors.</li> <li>The school is to maintain a tracking record of students’ behaviors and track progress achieved.</li> <li>Recorded actions taken with each behavioral case and analyzed for its impact on students.</li> </ul>	<ul style="list-style-type: none"> <li>Follow up records</li> <li>Interviews</li> </ul>
<b>Aspect (4): Student Connectedness</b>		
2.4.1 School ensures that proper support systems are in place to support student learning, and which enrich student talents in both curricular and co-curricular arenas of the school.	<ul style="list-style-type: none"> <li>School has in place availability of proper services, including both referral services and enrichment opportunities to support student growth.</li> <li>School has a system that ensures that these services are adequately and maximally used by students.</li> <li>These services include career guidance and personal counseling, resources for exploring talents, and community involvement opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Orientation Programs &amp; Guides</li> <li>Relationship/Activities (career guidance &amp; personal planning activities) that Support Services are in Place</li> <li>Student Interviews &amp; Data Supporting that such activities and resources are effectively taking place, and utilized by students.</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
<p>2.4.2 Services at school are aimed at being sufficient, with an emphasis on providing ample extra-curricular activities, and special need services to support student learning.</p>	<ul style="list-style-type: none"> <li>• Services at school are adequate, include academic assistance programs and pull-out programs when necessary.</li> <li>• School provides support to students that are not limited to personal, health, and career counseling.</li> <li>• Students are provided with various extra-curricular opportunities outside of the classroom.</li> <li>• School regularly evaluates the effectiveness of these program and the level at which students are using these resources.</li> <li>• School regularly gauges students and parents to evaluate the services and extracurricular activities at school.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation on adequacy of services provided.</li> <li>• Interviews with students and parents</li> <li>• Interviews with student support services at school</li> <li>• Interviews, survey data from extra-curricular clubs and departments.</li> </ul>
<p>2.4.3 School fosters an environment that support student’s personal growth and responsibility, self-esteem, and character and ethical development.</p>	<ul style="list-style-type: none"> <li>• Strategies are in place to develop student capabilities, and personal growth.</li> <li>• Class and school environment is one that encourages personal responsibility and encourages students to use positive peer influences.</li> <li>• Character development programs are embedded into the core curricular subjects, as reflected in classrooms.</li> <li>• High level of involvement and proper interaction is observed between school personnel and students outside of classroom.</li> <li>• School provides and encourages student to participate in service learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Interview with student life coordinators and school counselors</li> <li>• Review of character development programs in place.</li> <li>• Classroom visits</li> <li>• Service learning activities at school-documentation.</li> </ul>
<p>2.4.4 School has in place strategies to identify those students that require personalized support to achieve their own curricular needs.</p>	<ul style="list-style-type: none"> <li>• School has an early detection program that identifies which students require referral services, necessary pull-out programs for academic growth.</li> <li>• School has a coordinated system of support services that allows for continuous intervention, and maximum efficiency to these services.</li> </ul>	<ul style="list-style-type: none"> <li>• Sample Meeting Notes/Documentation for school intervention programs for students in these programs.</li> <li>• Planning Guides, Work for students in intervention and pull-out programs.</li> <li>• Interview of Parents</li> <li>• Evidence that</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
	<ul style="list-style-type: none"> <li>• Involvement and engagement between parents, teacher, and support service personnel for these specific students.</li> </ul>	<p>improvement has been observed in these students.</p> <ul style="list-style-type: none"> <li>• Survey data</li> </ul>
<p>2.4.5 Evaluation system is in place to assess the level of involvement, student interest, effectiveness, and positive outlook to the resources and extra-curricular activities made available to students, schoolwide.</p>	<ul style="list-style-type: none"> <li>• School regularly talks to students to gauge their interest.</li> <li>• Student Life Coordinator/Student Support personnel regularly meet to identify student needs/interests, and modify programs and services as necessary.</li> <li>• School has in place mechanisms to draw student interest and communication to elevate level of participation in school events.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Interviews</li> <li>• Data on student participation</li> <li>• Documentation, programs list</li> </ul>
<p>2.4.6 School regularly measures student perception as to how they view the school. Students feel that their voice is being heard at school, and student voice is important in guiding school change when necessary.</p>	<ul style="list-style-type: none"> <li>• Student Council regularly meets with school administration to lend student voice.</li> <li>• School administration utilizes student concerns to make necessary change when applicable to elevate level of student pride in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews with Student Council</li> <li>• Meeting notes, documentation reflection administration making changes that help create greater student connectedness and pride in school.</li> </ul>



## Standard 3 and its Corresponding Indicators: Educational Performance and Learning Environment

Good teaching is a basic element for developing students' knowledge and their learning quality. Good teaching should entail preparing students for acquiring the necessary skills to be productive members and leaders in society. Schools should have highly qualified teaching staff in addition to providing a balanced and comprehensive curriculum which promotes students' thinking and meets all of their educational needs; while at the same time be in alignment with the school mission and targets. The school should pay great attention to the classroom setting and provide it with all the resources that facilitate the teaching process and increase student motivation towards learning.

QNSA evaluators on your school visiting team will attend many classes, in addition to reviewing the documents which help in judging the quality of the educational performance, and its effect on students' achievement and achieving school's goals.

Indicator	Best Practices	Tools and Evidence Guides
<b>Aspect (1): Teaching Pedagogy &amp; Methods</b>		
3.1.1. Teaching strategies coordinate with school mission and goals.	<ul style="list-style-type: none"> <li>The school should use teaching strategies that help in achieving the school's mission and targets in all subject areas.</li> <li>Teachers should prepare supportive programs and activities that align with the mission, values and targets.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' planning files (daily plans, – term plans, yearly plans)</li> <li>Student assessment records</li> <li>Student works</li> <li>Educational plans</li> <li>Worksheets and classroom activities</li> <li>Classroom Observation</li> </ul>
3.1.2. Applying modern and varied methods in teaching.	<ul style="list-style-type: none"> <li>Using varied and modern teaching methods such as: cooperative learning, dual, educational games, etc.</li> <li>Teaching differentiation/diversity should lead to promoting students' enthusiasm and increasing their motivation, learning and enjoyment in lessons while meeting curricular objectives.</li> <li>The methods and strategies used should align with the lesson targets.</li> </ul>	<ul style="list-style-type: none"> <li>Planning files</li> <li>Classroom Observation</li> <li>Activities and worksheets</li> <li>Interviews</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
3.1.3. Using technology and modern methods in teaching	<ul style="list-style-type: none"> <li>• Providing and employing supportive tools and supplies for the lesson.</li> <li>• Using technology in an effective way to serve the lesson material and targets.</li> <li>• Using technology should help in facilitating the ideas presentation and saving the class time.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observation</li> <li>• Daily lesson plans</li> <li>• Interviews</li> </ul>
3.1.4. The school implements educational and curricular plans that express the expected targets of students in various year levels.	<ul style="list-style-type: none"> <li>• The school should prepare comprehensive educational plans of the expected targets of the students in all year level.</li> <li>• Clarifying the procedures for executing the plan and a mechanism for following it up.</li> </ul>	<ul style="list-style-type: none"> <li>• Educational plan</li> <li>• Interviews</li> </ul>
3.1.5. Teachers have enough knowledge in the curriculum.	<ul style="list-style-type: none"> <li>• Teachers should fully understand the subject material.</li> <li>• They should have enough knowledge of the subject they are teaching to be able of answering students' inquiries and questions.</li> <li>• As a result of understanding the subject material, teachers can guide questions that promote challenge and thinking.</li> <li>• Teachers' knowledge of the subject material should be reflected in teaching quality and questioning skills.</li> <li>• Teachers should be confident when presenting the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observation</li> <li>• Lesson planning files</li> <li>• Teachers, students, and parents interviews</li> </ul>
3.1.6. Providing academic guidance for a student that supports them in determining their future destinations (special for secondary schools.)	<ul style="list-style-type: none"> <li>• Secondary schools should provide academic guidance for the students in order to facilitate introducing various universities inside and outside the state and their acceptance conditions.</li> <li>• Qualifying students for the acceptance exams in the universities.</li> <li>• Inviting universities and institutions in order to introduce the work market requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Academic guidance file</li> <li>• Institutions and universities visit log/record</li> <li>• Student portfolios and achievements</li> <li>• Meetings with students and parents</li> <li>• Students, parents, and</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
	<ul style="list-style-type: none"> <li>• Providing academic guidance for the students to facilitate their introduction to their tendency and the appropriate specializations for them.</li> </ul>	<p>academic advisor interview</p>
<p>3.1.7. Teaching reinforces students' participation and motivates them and their challenge.</p>	<ul style="list-style-type: none"> <li>• Teachers should design lessons' activities in an encouraging way for students to participate and promoting inquisitive thinking.</li> <li>• Students participation should be reinforced in various ways (encouraging words, creating competition, stars, rewards, etc.) in order to motivate them and increase their motivation.</li> <li>• Teachers should care about all students' participation in the lesson activities and make sure they understand what is being taught to them in classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers planning files</li> <li>• Classroom activities</li> <li>• Classroom Observation</li> <li>• Interviews</li> </ul>
<p>3.1.8. The relationships between teachers and students are positive and based on respect.</p>	<ul style="list-style-type: none"> <li>• Relationships between students and teachers should be based on respect and cooperation.</li> <li>• Teachers should have the ability to manage the classroom and students' behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observation</li> <li>• Interviews</li> </ul>
<p>3.1.9. When teaching is provided by another language than Arabic, support resources and services are provided to help in success in the new language.</p>	<ul style="list-style-type: none"> <li>• The school should prepare plans for facilitating and increasing students' achievement in the new language.</li> <li>• Providing programs and activities for improving and helping the students in acquiring the new language.</li> <li>• Providing supportive educational resources to facilitate students' learning and acquiring the new language.</li> <li>• The school should follow up the students' acquisition of the new language and discover the weakness areas and trying to improve it.</li> </ul>	<ul style="list-style-type: none"> <li>• Support plans</li> <li>• Training programs and courses</li> <li>• Follow up plans</li> <li>• Students observation and talking with them</li> <li>• Classroom Observation</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
<p>3.1.10. Employing teaching and learning strategies which meet the individual needs of the students.</p>	<ul style="list-style-type: none"> <li>• Lesson plans should include ways for dealing with different student groups.</li> <li>• There should be diversity in the teaching methods in appropriate ways for students' educational levels and needs (audio and visual materials)</li> <li>• Activities and worksheets that meet the individual needs should be prepared.</li> <li>• Distributing students into groups according to their levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Lesson activities</li> <li>• Worksheets</li> <li>• Classroom Observation</li> <li>• Interviews</li> </ul>
<p>3.1.11. Encouraging students to have responsibility and be independent in their learning.</p>	<ul style="list-style-type: none"> <li>• Students should be granted freedom in various forms of educational expressions to increase their learning.</li> <li>• Giving students chances to speak about their works and expressing their interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Student works</li> <li>• Interviews</li> <li>• Classroom Observation</li> </ul>
<p>3.1.12. Students can apply what they have learned and use their knowledge and skills actively.</p>	<ul style="list-style-type: none"> <li>• Good learning should enable students to use the languages they are learning in a good way.</li> <li>• Students are able to achieve highly in the exams.</li> <li>• Teaching and practices acquired by the students are reflected in the various classroom and non-classroom activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Student observations</li> <li>• Classroom Observation</li> <li>• Student activities</li> <li>• Tests</li> <li>• Student results</li> <li>• Interviews</li> </ul>
<p>3.1.13. Students' learning progress and quality is assessed regularly through classes.</p>	<ul style="list-style-type: none"> <li>• Diversity in the daily activities (individual and group)</li> <li>• Educational activities should be prepared for all student levels.</li> <li>• Teachers should not move from one objective to another unless they are sure that students understand the presented material.</li> <li>• Designing final assessment to know the students' range of understanding the lesson and knowing the lesson parts that need more clarification.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson activities</li> <li>• Teachers' plans</li> <li>• Assessments used in the lesson</li> <li>• Classroom Visits</li> </ul>



Indicator	Best practices	Tools and Evidences Guides
<b>Aspect (2): Curricular Standards, Quality and Implementation</b>		
<p>3.2.2. The curriculum enables students to improve their knowledge and skills.</p>	<ul style="list-style-type: none"> <li>• The curriculum must build on what the students already know, and support acquisition of knowledge as they move forward in the school.</li> <li>• Providing challenging curricula that encourages and motivates students' learning.</li> <li>• The school curricula and associated activities help students in achieving high results in different tests.</li> </ul>	<ul style="list-style-type: none"> <li>• Student assessment records.</li> <li>• Tests.</li> <li>• Student results.</li> <li>• Classroom and extracurricular activities.</li> </ul>
<p>3.2.3 The curriculum meets the students' physical, social, and psychological needs in the different educational levels, including students with special needs.</p>	<ul style="list-style-type: none"> <li>• The curriculum must be prepared carefully to meet all the educational needs and aspirations of the students and to develop their abilities.</li> <li>• The curriculum must be supported by varied classroom and extracurricular activities to suit the students' differentiation.</li> <li>• Differentiation between students is taken in consideration during the preparation of the curriculum and associated activities. Extra activities are prepared for gifted students and support strategies for low achievers.</li> <li>• A balanced and carefully prepared curriculum must be applied.</li> </ul>	<ul style="list-style-type: none"> <li>• Curricula</li> <li>• Extracurricular activities record</li> <li>• Curriculum associated activities</li> <li>• Curriculum planning</li> <li>• Student works</li> <li>• Student results</li> <li>• Interviews with students and their parents</li> </ul>
<p>3.2.4 The school provides appropriate and necessary resources to implement the curriculum.</p>	<ul style="list-style-type: none"> <li>• Availability of resources and sources that help in the effective application of the curriculum.</li> <li>• Laps and learning resource center are provided with all the resources that adequately support the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Tours and visits to the lap and learning resource center</li> <li>• Resources plan</li> <li>• Interviews</li> </ul>
<b>Aspect (3): Learning Environment</b>		
<p>3.3.1. Students' works are displayed in an organized way, which stimulates and encourages students towards achievement.</p>	<ul style="list-style-type: none"> <li>• The school must display the students' works and their achievements in classrooms to encourage them towards achievement.</li> <li>• The achievements must be also displayed in the schools' yard, newsletters and publications. The names of the excellent and honored students must be published as well.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom visits</li> <li>• Tours around the school</li> <li>• Honor board and school's newsletter</li> </ul>
<p>3.3.2. Classroom and educational facilities are supplied with appropriate tools and resources to support teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Classes, labs, learning resource center and all facilities must be provided with all the tools and equipments that facilitate teaching and learning.</li> <li>• Periodic follow-up and maintenance should be provided for all tools and equipments.</li> <li>• All resources must be used in a proper manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Tours around the school and its facilities.</li> <li>• Policy of preserving tools and equipments</li> <li>• Maintenance documents.</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
3.3.3. Classrooms are well lit and ventilated.	<ul style="list-style-type: none"> <li>• Temperature at classrooms must be monitored and classes must be well ventilated.</li> <li>• Lighting must be adequate. Curtain blinds must be available to ensure the clarity of presentation when projector equipments are being used.</li> </ul>	<ul style="list-style-type: none"> <li>• Visits for Classrooms and educational facilities.</li> </ul>
3.3.4. Classrooms have good quality furniture and in a good shape.	<ul style="list-style-type: none"> <li>• The school must ensure the safety and cleanliness of the furniture.</li> <li>• The school must prepare clear policies related to preserving of the furniture and resources.</li> <li>• The sizes of tables and chairs must be suitable for the students' ages.</li> <li>• Tables and chairs must be clean and free from graffiti.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observation.</li> <li>• Policy of preserving resources</li> <li>• Students' pledges.</li> <li>• Observing furniture condition.</li> </ul>
<b>Aspect (4): Assessments</b>		
3.4.1 School has a system in place to assess all subject areas to ensure that they are meeting targets as set forth in learning outcomes and schoolwide action plan. School ensures that curricular programs are regularly assessed, in varied forms to ensure that an actual picture of student performance is measured.	<ul style="list-style-type: none"> <li>• A monitoring and system for analysis is in place to regularly review school programs, their effectiveness, and modifications are made when necessary.</li> <li>• Varied forms of assessment are used to draw overall analysis of school programs, including representative student work and varied forms of student work.</li> <li>• School makes sure to keep staff abreast of various assessment strategies in accordance with educational research, that may be used (including use of technology) to ensure that students are effectively assessed.</li> <li>• School allocates resources including professional development when necessary to support assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Representative Student Work</li> <li>• Survey Data</li> <li>• Evidence that school uses varied forms of assessments for both students and school programs.</li> </ul>
3.4.2 Learning outcomes are used to drive varied forms of assessments to ensure that a holistic view of student performance is being analyzed for each student.	<ul style="list-style-type: none"> <li>• School ensures that is a strong correlation between assessment of learning outcomes, curricular objectives, and effective teaching strategies.</li> <li>• Processes are in place by the staff to measure the learning outcomes and curricular goals at each grade level.</li> </ul>	<ul style="list-style-type: none"> <li>• Student portfolios and projects</li> <li>• Teachers' lesson planning</li> <li>• Evidence that modifications are made in curricular planning if targets are not met in various assessments.</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
<p>3.4.3 Varied and appropriate assessment methods are employed by teachers to gauge that students are learning specific skills and meeting curricular objectives.</p>	<ul style="list-style-type: none"> <li>• Teachers stress use of critical thinking in students, which is assessed through higher-order assessment questions, essays, projects, debates, etc.</li> <li>• Teachers have knowledge and use varied tools of assessment to measure student learning- including formative and summative assessment.</li> <li>• Teachers communicate with students regularly in classes to check for understanding of lesson objectives.</li> <li>• There is evidence in the classroom that assessment directly correlates to curricular objectives, and that students have an understanding of the goals for assessment used.</li> </ul>	<ul style="list-style-type: none"> <li>• Varied Assessment Strategies are used schoolwide</li> <li>• Assessments directly correlate to both curricular objectives and learning outcomes.</li> <li>• Teachers use assessment strategies that drive higher-order thinking.</li> <li>• Samples of assessments</li> </ul>
<p>3.4.4 Data is collected from assessment and the information is used to drive school and curricular planning, making revisions when necessary to meet overall goals.</p>	<ul style="list-style-type: none"> <li>• Programs are consistently assessed schoolwide, making changes when necessary.</li> <li>• School is keen on collecting both collective and individual assessment data to help drive school change.</li> <li>• Information and analysis of data is shared with stakeholders, and follow-up and feedback is valued.</li> <li>• Assessment data drives curricular modifications when necessary.</li> </ul>	



## Standard 4 and its Corresponding Indicators: Resources Management and Distribution

Solid and supportive resources are considered basic elements for students' learning. Schools should provide resources that help in supporting the teaching and learning processes, and should be enough to meet the needs and expectations of the internal and external beneficiaries of the school. The school should also pay special attention to developing and updating its resources as needed in the departments of the school. For example, the lack of well equipped labs with the latest tools will prevent students from the applied learning experience; and we understand that the school cannot achieve a lot of the solid school results by using limited or little resources.

Those in charge of the internal evaluation process should take into consideration the effect and results of using the available resources in the school when assessing the school. Judgments are issued on the group related to the resources and using them and how it meets the safety and security conditions. Measured will also be the effect of using these resources in the school and how to update and develop the school storage of resources.

Indicator	Best Practices	Tools and Evidence Guides
<b>Aspect (1): Oversight and Staff Distribution</b>		
1.1. The school has a clear employment policy and it is applied in a uniform way to guarantee the qualifications of its human resources.	<ul style="list-style-type: none"> <li>• Clear policies for the processes of choosing staff are in place, with keen attention to the justice and equal chances correlated to professional qualification.</li> <li>• Forming special employment committees to guarantee choosing candidates with the best qualifications.</li> <li>• Determining vacancies and needs; placing the appropriate solutions for the urgent cases.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' and staff files</li> <li>• Recruitment policy</li> <li>• Staff appraisal policy</li> <li>• Students' numbers</li> <li>• Teachers' number</li> <li>• Teachers' interviews</li> <li>• Students' interviews</li> <li>• Parents' interviews</li> </ul>
1.2. Responsibilities are distributed on staff according to their qualifications and experiences.	<ul style="list-style-type: none"> <li>• Filling vacancies according to the required and prepared qualifications.</li> <li>• Distributing responsibilities on staff according to qualifications and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' and staff CVs</li> <li>• Staff distribution plan in departments</li> <li>• Interviews</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
1.3. The school has a promotion and motivation policy for the staff.	<ul style="list-style-type: none"> <li>• Clear and announced policy is available for the promotion and motivation system and applied in a fair way.</li> </ul>	<ul style="list-style-type: none"> <li>• Allowances policy</li> <li>• Staff assessment forms</li> <li>• Awards forms</li> <li>• Teachers interview</li> <li>• Staff interview</li> </ul>
1.4. Enough teachers were recruited as appropriate to the students' number	<ul style="list-style-type: none"> <li>• Paying attention to the determined percentages of teachers' number against students' number</li> <li>• Distributing teachers in a fair way among various departments</li> </ul>	<ul style="list-style-type: none"> <li>• Students' number</li> <li>• Teachers' number</li> <li>• Teachers' interview</li> <li>• Staff interview</li> </ul>
1.5. Staff absence is followed up precisely	<ul style="list-style-type: none"> <li>• The school has an effective system for following up staff check in and out.</li> <li>• Staff lateness percentage is low</li> <li>• Staff absence percentage is low</li> </ul>	<ul style="list-style-type: none"> <li>• Staff check in and out records</li> </ul>
1.6. Appropriate procedures are taken to guarantee that students are not affected by staff absence.	<ul style="list-style-type: none"> <li>• A mechanism is available for covering teachers' absence and substituting classes in a good and flexible way.</li> <li>• Providing appropriate motivations to ensure the continuity of staff work at the school.</li> <li>• Setting up appropriate plans and procedures and school readiness for any urgent change in teachers' number.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff check in and out records</li> <li>• Substitution system for absence in the school</li> <li>• Teachers' interview</li> <li>• Students' interview</li> </ul>
<b>Aspect No. (2) : Preparation and Staff Professional Development</b>		
1.1. Setting up and applying professional development plans that meets the individual needs of the employees and serves school's specific needs	<ul style="list-style-type: none"> <li>• Allocating part of the school budget for the professional development program</li> <li>• Setting up professional development plan based on the results of the school self-review</li> <li>• Participating in internal and external training courses</li> <li>• Participation of the most possible number of school staff in the training courses</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development plan</li> <li>• Staff and teachers' portfolios</li> <li>• Teachers' interview</li> <li>• Staff interview</li> <li>• Staff questionnaires</li> <li>• Courses attendance records</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
	<ul style="list-style-type: none"> <li>• Coordination and cooperation with certified training parties for staff training</li> <li>• Counting the training needs for the staff</li> </ul>	
1.2. Training and preparing new staff	<ul style="list-style-type: none"> <li>• Setting up appropriate development plan for the new staff needs</li> <li>• Joining new staff into appropriate training courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation plan for new staff</li> <li>• Teachers' interview</li> <li>• Staff interview</li> </ul>
1.3. Following up and measuring the professional development effect on staff	<ul style="list-style-type: none"> <li>• Follow up records are available for departments' supervisors</li> <li>• Evaluation forms for the training programs by the participants</li> </ul>	<ul style="list-style-type: none"> <li>• Training programs evaluation forms</li> <li>• Staff follow up records</li> <li>• Staff evaluation records</li> <li>• Courses attendance records</li> </ul>
<b>Aspect No. (3) : Infrastructure, Equipment, Materials' Resources Management and Distribution</b>		
1.1. School location, yard, buildings, facilities, technical preparations and furniture are appropriate and meet the school's educational needs	<ul style="list-style-type: none"> <li>• The yard space is appropriate for the student numbers</li> <li>• There are preparations for students with special needs</li> <li>• Classrooms are well furnished and appropriate for students' ages</li> <li>• The school has special rooms for workers</li> <li>• Facilities are provided with appropriate devices for the students' ages and sizes</li> </ul>	<ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Procurement budget</li> </ul>
1.2. Appropriate facilities are available in the school, which meet students' cultural and physical needs and non-classroom activities.	<ul style="list-style-type: none"> <li>• Appropriate facilities for the activities are available and suit student numbers.</li> <li>• Facilities are provided with devices and tools appropriate to students ages and number</li> <li>• Benefiting from the available facilities in the classroom and non-classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Teachers' interview</li> <li>• Students' interview</li> <li>• Parents' interview</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
<p>1.3. The school guarantees buildings, facilities, and supplies' maintenance and cleaning continuously</p>	<ul style="list-style-type: none"> <li>• The school building is well maintained</li> <li>• Devices are maintained regularly</li> <li>• Contracting with specialized companies for cleaning and regular maintenance</li> <li>• Keeping records for regular maintenance and following up building safety</li> </ul>	<ul style="list-style-type: none"> <li>• Contracts with companies</li> <li>• Maintenance records</li> <li>• Students' interview</li> <li>• Direct observation</li> </ul>
<p>1.4. The school library contains resources and references appropriate to the needs of the students, teachers and staff</p>	<ul style="list-style-type: none"> <li>• The books and educational tools are appropriate to the curriculum and developing the references regularly</li> <li>• The library and learning resources support the learning programs</li> <li>• Qualified employee is available for organizing the library</li> <li>• Students and teachers benefit from the lending system in the library</li> <li>• Books and references numbers suit student numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Library inventory records</li> <li>• Lending records</li> <li>• Teachers' interview</li> <li>• Students' interview</li> </ul>
<p>1.5. Computers and internet service are available in the library and classrooms</p>	<ul style="list-style-type: none"> <li>• The library contains enough computers which are connected to the internet</li> <li>• The computers' numbers in the school suit the students' number</li> <li>• Internet is available at school facilities</li> <li>• Benefiting from the internet in teaching the students</li> <li>• Safe use of internet and monitoring the websites</li> <li>• In charge employee is available for the internet and maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• Direct observation</li> </ul>
<p>1.6. Safety and security are cared for in the school facilities</p>	<ul style="list-style-type: none"> <li>• Training students and staff on fake evacuation processes</li> <li>• Emergency exits are available in the school building</li> <li>• Distributing and maintaining fire</li> </ul>	<ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Regular maintenance records</li> <li>• Regular inspection records</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
	extinguishers regularly <ul style="list-style-type: none"> <li>• Keeping records and for regular maintenance</li> </ul>	
1.7. Health care unit is available in the school and takes care of the health aspect during the school day and non-classroom activities	<ul style="list-style-type: none"> <li>• Preparing a special room for students' health care</li> <li>• Specialized nurse is available and works in the school</li> <li>• Appropriate medicine is available for the students</li> <li>• School awareness of different sickness cases and following them up</li> <li>• Records for regular follow up of the devices and medicine and water coolers and food services in the school</li> </ul>	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Direct observation</li> <li>• Students' interview</li> </ul>



## Standard 5 and its Corresponding Indicators: Parental and Community Partnership

Building positive relationships with parents and the community is one of the most important aspects that a school should seek in all means and ways. The school must have plans and policies in order to clarify the mechanism and methods of communicating with this integral stakeholder group. Planning programs and activities which will attract parents and community organizations to participate in the school community is integral. In order for the school to gain the satisfaction of parents, it should be very active and have strong spirit; their children should feel welcomed at the school and receive high quality learning. On the other side, the school should actively seek promoting its image and activities in the community. The QNSA visiting team will assess its activity in building positive relationships with parents and community and how active its plans are, and their effect on developing the school-stakeholder bond and improving students' achievement.

Indicator	Best Practices	Tools and Evidence Guides
<b>Aspect No. (1): Parental Involvement and Communication:</b>		
1.1. The school communicates regularly with parents	<ul style="list-style-type: none"> <li>Putting a policy and plan for the communication mechanism with parents, determining the communication methods and their activities.</li> <li>Varied ways and methods for communicating with parents such as (invitations, letters, brochures and live classes, ...)</li> <li>Holding regular meetings and introducing parents to all school policies and plans.</li> <li>Communicating with parents in regards to the academic and behavioral aspects of their children and discussing the reports.</li> </ul>	<ul style="list-style-type: none"> <li>Parents meetings</li> <li>Parents' participation policy</li> <li>Parents' activities record</li> <li>Interviews</li> </ul>
1.2. The school introduces parents to its targets, policies and mission.	<ul style="list-style-type: none"> <li>Holding regular meetings and introducing parents to all school policies and plans</li> <li>Introducing parents to the school mission and discussing it and taking their opinions into consideration.</li> </ul>	<ul style="list-style-type: none"> <li>School meetings with parents</li> <li>Interviews</li> </ul>
1.3. The school organizes activities and programs that	<ul style="list-style-type: none"> <li>Setting up a plan for organizing special activities for parents including the activity, its target and challenging the due time for achieving it.</li> </ul>	<ul style="list-style-type: none"> <li>Parents' activities record</li> <li>Parents' attendance record</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
reinforce parents' participation in the school life.	<ul style="list-style-type: none"> <li>• Executing various activities and programs to reinforce the school relationship, attract them and communicate with them such as (exhibitions, training workshops, camps, ...)</li> <li>• Inviting parents to the students' activities in order to participate with them.</li> <li>• Encouraging parents on participation in the school life (presenting lessons, organizing activities, donating for the school, ...)</li> <li>• High percentage for parents' attendance in the activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews</li> </ul>
1.4. Providing chances for parents to present their opinions and deliver their suggestions	<ul style="list-style-type: none"> <li>• Distributing questionnaires on parents to measure their satisfaction about the school and knowing their opinions in order to improve them.</li> <li>• Allowing parents to deliver their opinions and suggestions through meetings and school visits.</li> <li>• Allowing parents to provide feedback and assessing the programs, activities and lessons they have attended.</li> <li>• Taking parents opinions and suggestions into consideration when updating the school mission or when taking important decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents' questionnaires and analyzing them and evidences on applying their contents</li> <li>• Parents' meetings</li> <li>• Parents' suggestions</li> <li>• Interviews</li> </ul>
1.5. Parents' complaints are quickly answered and resolved	<ul style="list-style-type: none"> <li>• Allowing parents to submit their complaints by visiting the school or by phone calls.</li> <li>• Seeking to solve the parents' problems quickly.</li> </ul>	<ul style="list-style-type: none"> <li>• Calls and visits record</li> <li>• Written complaints (if found)</li> <li>• Parents' interviews</li> </ul>
1.6. The school encourages parents on following up the academic achievement of their children	<ul style="list-style-type: none"> <li>• The school invites parents to attend live classes in the school</li> <li>• Sending letters and brochures including what is being taught to the students</li> <li>• Inviting parents to discuss their children's reports</li> </ul>	<ul style="list-style-type: none"> <li>• Live classes</li> <li>• Brochures and letters about lessons' subjects</li> <li>• Special programs of the academic aspect made for</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
	<ul style="list-style-type: none"> <li>Organizing lectures and activities about how to follow up their children and increase their achievement</li> <li>Continuous communication in regards to low achievement and their participation in solving the problem</li> <li>Inviting parents when rewarding their children</li> </ul>	parents <ul style="list-style-type: none"> <li>Phone calls</li> <li>Parents' attendance record</li> <li>Parents invitations</li> </ul>
1.7. Increasing parents' satisfaction about the school	<ul style="list-style-type: none"> <li>Parents satisfaction level about all educational services in the school (teaching level, curriculum, qualifying students for future life and work market, varied school policies and applying them, communicating with them, ...)</li> </ul>	<ul style="list-style-type: none"> <li>Interviews</li> <li>Questionnaires</li> <li>The national net</li> </ul>
<b>Aspect No. (2): School Community Relations</b>		
2.1. The school has an effective strategy to encourage the community on participation	<ul style="list-style-type: none"> <li>Setting up clear plans and strategies to determine the communication mechanism with various organizations available in the state.</li> <li>Plan effectiveness and commitment</li> </ul>	<ul style="list-style-type: none"> <li>Community communication plan</li> </ul>
2.2. There is active communication between school, staff, and community	<ul style="list-style-type: none"> <li>Teachers and staff exchange visits with other schools in order to exchange expertise</li> <li>The academic supervisor communicates with the state universities in order to organize introductory meetings for the students and facilitate registration in the universities (for secondary schools)</li> <li>Activities coordinator or specialist communicates with other organizations or schools in order to coordinate students' visits .</li> </ul>	<ul style="list-style-type: none"> <li>Students' visits record</li> <li>Teachers' visits record or visits from other schools</li> <li>Universities communication record</li> <li>Interviews</li> </ul>
2.3. The school participates in reinforcing local community activities	<ul style="list-style-type: none"> <li>Participation and supporting various activities and celebrations in the state such as (the national day, sport activities, ...)</li> <li>Participation in activities held by other schools and various state organizations</li> </ul>	<ul style="list-style-type: none"> <li>Participation record for the community activities</li> <li>School visits record</li> </ul>



Indicator	Best Practices	Tools and Evidence Guides
2.4. Various community organizations participate in supporting the school in achieving its educational goals	<ul style="list-style-type: none"> <li>• Companies and organizations participate in supporting the school financially through donations in order to execute educational programs and support school activities</li> <li>• Providing the school with its needs of resources and devices that serve the educational process</li> <li>• Organizations attend and support school activities</li> </ul>	<ul style="list-style-type: none"> <li>• Organizations' donations and participation documents</li> <li>• School activities attendance record</li> <li>• Interviews</li> </ul>



## QNSA Visiting Team/External Review Process:

The QNSA visiting team of QNSA carries out the external review and agrees on the assessment and visit date with the school.

The visiting team consists of 3-4 evaluators and study the self-study review and record notes before visiting the school; they carry out several processes and procedures in the school such as reviewing records and conducting interviews (with students, parents, teachers, Principal and administrators), and other evidence review. Focused interviews with stakeholder groups who actively participated in the school accreditation process will also occur. Inspection of school facilities, financial plans, and various other resources will also be reviewed.

The visiting team writes a report including details about each criterion and recommendations, and focuses on the learning quality. This report is then presented to the self review committee for discussion and the final report and recommendations are written according to the discussion. The recommendations are either agree or disagree on accreditation, with a recommended term of accreditation with justification report given to the SEC for final approval on accreditation status term for a school.

The report and recommendations are presented to the accreditation committee (committee formed by the Minister of Education, Secretary General of the SEC) in order to study the recommendations and grant the approval or not for the accreditation.



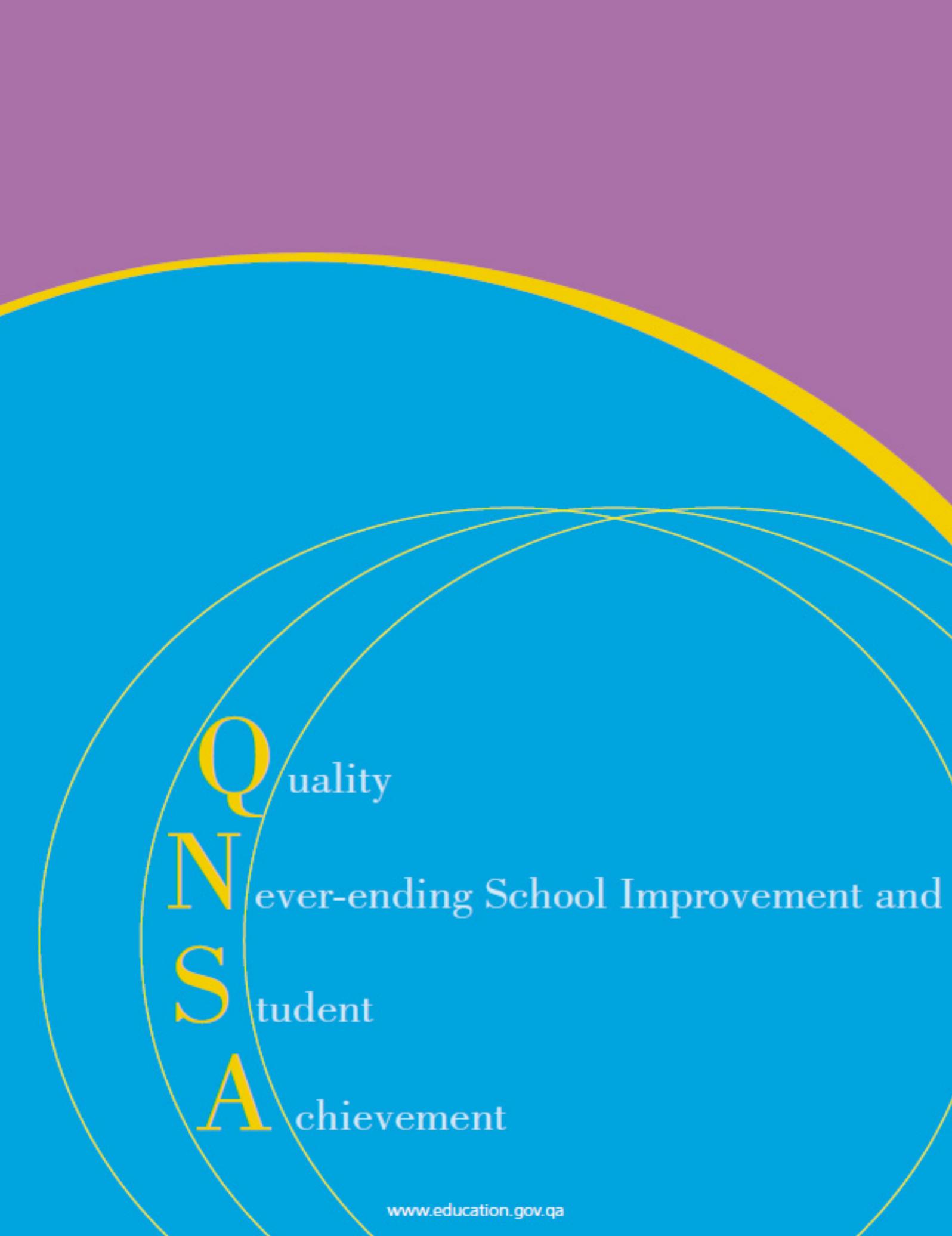
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**Q**uality  
**N**ever-ending School Improvement and  
**S**tudent  
**A**chievement