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KOSOVAN PEER LED QUALITY ASSURANCE MODEL

SCHOOL SELF EVALUATION FORM

"Support to basic and upper secondary education" Project

Name of school:	
Name of Municipality:	
Name of School Director:	
Names of staff on self evaluation team:	

School Context

Write a short summary of the school context. This should include the number of teachers and students. Number of identified students with Special Educational Needs, the size of the school, key facilities such as ICT laboratory, Science laboratory etc.

1. MANAGEMENT AND GOVERNANCE

1.1. Governing bodies work effectively to represent interests of the school community

School performance indicators with examples	Examples and questions for assessing the school's performance in relation to each indicator	Possible sources of evidence that can be triangulated
<p>The views of parents, school staff and students taken into account in the school's decision making process.</p>	<p>Examples of good practice</p> <ul style="list-style-type: none"> • There is an effective student council that contributes meaningfully to decisions. • The school council contributes meaningfully to decisions. 	<ul style="list-style-type: none"> • Analysis of surveys. • Conversations with staff, students and parents. • Meeting with student council and school council.
	<p>Questions</p> <ul style="list-style-type: none"> • How are the views of parents, staff and students collected? • How do the views of parents, staff and parents influence decision making? 	
<p>Explain how well the school meets this indicator with links to evidence</p>		

1.2. Student assessment data is analysed by the school management and informs decision making

School performance indicators with examples	Examples and questions for assessing the school's performance in relation to each indicator	Possible sources of evidence that can be triangulated
<p>Student attainment is measured effectively, analyzed and informs school planning.</p>	<p>Examples of good practice</p> <ul style="list-style-type: none"> • The school management compares the results of summative tests, formative tests and (if possible) national /international standardized tests. • Analysis of these results informs Teacher professional development. • Assessment data is compared to data gathered from student surveys about their attitude to learning. 	<ul style="list-style-type: none"> • Documentation of data analysis. • Conversations with staff, students and parents. • School planning documentation.
	<p>Questions</p> <ul style="list-style-type: none"> • How is student assessment data analysed? • How does the analysis of student assessment data inform school planning? 	
<p>Explain how well the school meets this indicator with links to evidence</p>		

1.3. School management effectively implements the curriculum using proven pedagogical practices

School performance indicators with examples	Examples and questions for assessing the school's performance in relation to each indicator	Possible sources of evidence that can be triangulated
<p>School middle management ensures planning is effective and driven by proven pedagogical practices.</p>	<p>Examples of good practice School management ensures planning documentation contains:</p> <ul style="list-style-type: none"> • Clear objectives • A range of active and collaborative learning strategies. • Responsive teaching strategies (short cycle formative assessment). • Strategies that individualise learning (e.g., differentiation by content, process, product and learning environment). <p>There is a culture of supportive informal lesson observation within the school.</p> <ul style="list-style-type: none"> • All teachers are informally observed most weeks (quick lesson drop ins) • Supportive and targeted teacher coaching is a regular part of school practice <p>Questions How does the school management ensure that planning is effective and driven by proven pedagogical practices?</p>	<ul style="list-style-type: none"> • Conversations with staff and students. • Survey results. • Analysis of lesson plans. • Evidence from lesson observation.
<p>Explain how well the school meets this indicator with links to evidence</p>		

1.4. School development prioritises student needs

School performance indicators with examples	Examples and questions for assessing the school's performance in relation to each indicator	Possible sources of evidence that can be triangulated
<p>The school carries out effective school self-evaluations that lead to the improvement of student outcomes.</p>	<p>Examples of good practice</p> <ul style="list-style-type: none"> • There is a culture of supportive informal lesson observation within the school which enables the management to have a clear picture of the quality of teaching and learning. • School self-evaluations triangulate sources of evidence for accuracy. E.g., <i>The quality of teaching and learning is judged by comparing student questionnaires, lesson planning documentation and informal/formal lesson observations.</i> <p>Questions</p> <ul style="list-style-type: none"> • How does the school evaluate its effectiveness? • How does school self evaluation lead to the improvement of student outcomes? 	<ul style="list-style-type: none"> • Conversations with staff and students. • Survey results. • Analysis of lesson plans. • Evidence from lesson observation. • Analysis of school self evaluation.
<p>Explain how well the school meets this indicator with links to evidence</p>		

1.5. School development priorities are monitored and analysed effectively

School performance indicators with examples	Examples and questions for assessing the school's performance in relation to each indicator	Possible sources of evidence that can be triangulated
<p>The successful implementation of the school development plan is monitored and analysed by school management and the school council.</p>	<p>Examples of good practice</p> <ul style="list-style-type: none"> • There is a culture of supportive informal lesson observation within the school which enables the management to have a clear picture of the quality of teaching and learning. • The student council and the school council are regularly updated about the implementation of the school development plan. 	<ul style="list-style-type: none"> • Conversations with staff and students. • Survey results. • Meetings with school council. • Evidence from lesson observation.
	<p>Questions</p> <ul style="list-style-type: none"> • How does the school management analyse and monitor the school development plan? • How often is the school council informed about school development? 	
<p>Explain how well the school meets this indicator with links to evidence</p>		

2. CULTURE AND SCHOOL ENVIRONMENT

2.1. The facility and other school spaces are accessible, safe, healthy and friendly

School performance indicators with examples	Examples and questions for assessing the school's performance in relation to each indicator	Possible sources of evidence that can be triangulated
<p>The physical environment of the school is safe and conducive to the development of children. <i>*Only certified school inspectors and safety officials can make this judgment officially.</i> <i>Hygiene in all school spaces is at a high level.</i> <i>*Only certified school inspectors and safety officials can make this judgment officially.</i></p> <p>The school is supportive, and friendly. All students, parents and school staff are treated with dignity and respect.</p>	<p>Examples of good practice</p> <p>Although only certified personnel can make legal judgements about health and safety, observers should still look out for any health and safety issues that may not be evident to the school management.</p> <hr/> <p>Questions How does the school management ensure that the school spaces are safe, healthy and friendly?</p>	<ul style="list-style-type: none"> • Observations of the physical environment. • Conversations with students, staff and parents. • Evidence from documentation.
<p>Explain how well the school meets this indicator with links to evidence</p>		

2.2. The school is inclusive and takes account of students' individual needs

School performance indicators with examples	Examples and questions for assessing the school's performance in relation to each indicator	Possible sources of evidence that can be triangulated
<ul style="list-style-type: none"> • The school enables all students to gain access to the curriculum with specific learning needs, including gifted and talented students and to have the opportunities for success in their learning, relative to their abilities. • The school works effectively with external agencies to ensure all children have equal access to a high-quality education. 	<p>Examples of good practice</p> <p>School management ensures all planning documentation contains:</p> <ul style="list-style-type: none"> ◦ Clear objectives ◦ A range of active and collaborative learning strategies. ◦ Responsive teaching strategies (Short cycle formative assessment) ◦ Strategies that individualise learning (E.G differentiation by content, process, product and learning environment) <ul style="list-style-type: none"> • Mechanisms exist to help identify and support students with individual learning needs. • The school coordinates with external agencies to ensure individual student needs are met. 	<ul style="list-style-type: none"> • Evidence from lesson observations. • Analysis of lesson plans. • Conversations with students and staff. • Analysis of achievement data.
	<p>Questions</p> <p>How does the school meet the individual needs of all its students?</p>	
<p>Explain how well the school meets this indicator with links to evidence</p>		

2.3. The range and appropriacy of resources for effective teaching and learning

School performance indicators with examples	Examples and questions for assessing the school's performance in relation to each indicator	Possible sources of evidence that can be triangulated
<p>The resources are sufficient to meet core curricula requirements.</p>	<p>Examples of good practice</p> <ul style="list-style-type: none"> • ICT resources are sufficient and well maintained to meet core curricula requirements. • Science teachers have access to resources that enable students to take part in practical lessons. 	<ul style="list-style-type: none"> • Observations of the physical environment. • Conversations with students, staff and parents. • Evidence from lesson plans.
	<p>Questions</p> <p>Are resources sufficient to meet core curricula requirements?</p>	
<p>Explain how well the school meets this indicator with links to evidence</p>		

2.4. School community involvement in the maintenance of the physical environment

School performance indicators with examples	Examples and questions for assessing the school's performance in relation to each indicator	Possible sources of evidence that can be triangulated
<p>Parents, students and staff are involved in improving and maintaining the school's environment.</p>	<p>Examples of good practice The school council is actively involved in maintaining the physical environment.</p>	<ul style="list-style-type: none"> • Observations of the physical environment. • Conversations with students, staff and parents. • Meetings with School council.
	<p>Questions How are parents, students and staff involved in maintaining the physical environment?</p>	
<p>Explain how well the school meets this indicator with links to evidence</p>		

2.5. The school provides a safe and enabling environment for effective learning

School performance indicators with examples	Examples and questions for assessing the school's performance in relation to each indicator	Possible sources of evidence that can be triangulated
<p>The school has mechanisms to assess risk and deal with accidents and emergencies. <i>*Only certified school inspectors and safety officials can make this judgment officially.</i></p>	<p>Examples of good practice The school carries out risk assessments before any major event or any out of school trip.</p>	<ul style="list-style-type: none"> • Conversations with students, staff and parents. • Documentary evidence.
	<p>Questions How does the school management ensure the safety of its staff and students?</p>	
<p>Explain how well the school meets this indicator with links to evidence</p>		

3. TEACHING, LEARNING AND ASSESSMENT

3.1. Teaching and assessment strategies

School performance indicators with examples	Examples and questions for assessing the school's performance in relation to each indicator	Possible sources of evidence that can be triangulated
<ul style="list-style-type: none"> Teachers use a range of pedagogically proven teaching and learning strategies. Teachers use a range of pedagogically proven assessment strategies and adapt learning to meet individual student needs. 	<p>Examples of good practice</p> <ul style="list-style-type: none"> Teachers use short cycle formative assessment strategies such as 'hinge questioning' and respond to the needs of the students. Students use active and collaborative learning strategies that are clearly linked to lesson objectives. Teachers individualise learning by differentiating lessons by content, product, process and learning environment. Teachers give targeted feedback to students. They do not grade work 1,2,3,4,5 without written or oral feedback. 	<ul style="list-style-type: none"> Evidence from lesson observations. Analysis of lesson plans. Conversations with staff and students. Analysis of staff and student survey results. Analysis of student work (notebooks, portfolios, displays etc).
	<p>Questions</p> <ul style="list-style-type: none"> What pedagogically proven strategies to teachers use in lessons? How do teachers adapt lessons based upon short cycle formative assessment strategies? How do teachers individualize learning for students? How do teachers give feedback to students? 	
<p>Explain how well the school meets this indicator with links to evidence</p>		

3.2. Individualisation of learning to meet student needs

School performance indicators with examples	Examples and questions for assessing the school's performance in relation to each indicator	Possible sources of evidence that can be triangulated
<ul style="list-style-type: none"> • Teaching is individualised to support learners needs. • Teachers use assessment strategies to adapt learning to meet individual student needs. 	<p>Examples of good practice</p> <ul style="list-style-type: none"> • Teachers use short cycle formative assessment strategies such as 'hinge questioning' and respond to the needs of the students. • Students use active and collaborative learning strategies that are clearly linked to lesson objectives. • Teachers individualise learning by differentiating lessons by content, product, process and learning environment. • Teacher give targeted feedback to students. They do not grade work 1,2,3,4,5 without written or oral feedback. <p>Questions</p> <ul style="list-style-type: none"> • What pedagogically proven strategies to teachers use in lessons? • How do teachers adapt lessons based upon short cycle formative assessment strategies? • How do teachers individualize learning for students? • How do teachers give feedback to students? 	<ul style="list-style-type: none"> • Evidence from lesson observations. • Analysis of lesson plans. • Conversations with staff and students. • Analysis of staff and student survey results. • Analysis of student work (notebooks, portfolios, displays etc).
<p>Explain how well the school meets this indicator with links to evidence</p>		

3.3. Involvement of students in the learning process

School performance indicators with examples	Examples and questions for assessing the school's performance in relation to each indicator	Possible sources of evidence that can be triangulated
<ul style="list-style-type: none"> • Students are taught to develop independent learning skills through systemic self-assessment and target setting. • Students are self motivated and demonstrate the ability to think for themselves. 	<p>Examples of good practice Teachers use short cycle formative assessment strategies such as 'hinge questioning' and respond to the needs of the students.</p> <ul style="list-style-type: none"> • Teachers individualise learning by differentiating lessons by content, product, process and learning environment. • Teacher give targeted feedback to students. They do not grade work 1,2,3,4,5 without written or oral feedback. • Students self assess all significant pieces of work. They understand their next steps in learning and set targets for themselves. <p>Questions</p> <ul style="list-style-type: none"> • How do teachers adapt lessons based upon short cycle formative assessment strategies? • How do teachers individualize learning for students? • How do teachers give feedback to students? 	<ul style="list-style-type: none"> • Evidence from lesson observations. • Analysis of lesson plans. • Conversations with staff and students. • Analysis of staff and student survey results. • Analysis of student work (notebooks, portfolios, displays etc).
<p>Explain how well the school meets this indicator with links to evidence</p>		

3.4. Feedback and Marking

School performance indicators with examples	Examples and questions for assessing the school's performance in relation to each indicator	Possible sources of evidence that can be triangulated
<p>Effective targeted written and oral feedback helps meet students individual needs.</p>	<p>Examples of good practice</p> <ul style="list-style-type: none"> • Students do not receive a grade 1,2,3,4,5 without targeted oral and written feedback. • Teachers use rubrics to help students identify areas of weakness and set targets. • Students self assess all significant pieces of work. They understand their next steps in learning and set targets for themselves. 	<ul style="list-style-type: none"> • Evidence from lesson observations. • Analysis of lesson plans. • Conversations with staff and students. • Analysis of staff and student survey results. • Analysis of student work (notebooks, portfolios, displays etc).
	<p>Questions</p> <ul style="list-style-type: none"> • How do teachers individualize learning for students? • How do teachers give feedback to students? • How often do students self-assess their work? 	
<p>Explain how well the school meets this indicator with links to evidence</p>		

3.5. The school is constantly committed to improving teaching and learning practices

School performance indicators with examples	Examples and questions for assessing the school's performance in relation to each indicator	Possible sources of evidence that can be triangulated
<ul style="list-style-type: none"> Formal and informal quality assurance practices are embedded into the school culture. Staff regularly review and adapt professional practice based on the schools internal quality assurance mechanisms. 	<p>Examples of good practice</p> <ul style="list-style-type: none"> All members of the school management team regularly observe lessons informally to support teachers. Formal lesson observation results in clear targeted advice for how teachers can improve professional practice. School Based Teacher Professional development is embedded into the school culture. Schools deliver 5 days of School Based Teacher Professional Development each year. Teacher coaching is embedded int the school culture. <p>Questions</p> <ul style="list-style-type: none"> How often are staff observed informally by the school management team or by peers? How do staff adapt their professional practice based upon internal quality assurance mechanisms? 	<ul style="list-style-type: none"> Conversations with staff. Documentation from formal lesson observations. Photographs of Teacher Professional Development workshops. Analysis of Staff surveys.
<p>Explain how well the school meets this indicator with links to evidence</p>		

4. TEACHER PROFESSIONAL DEVELOPMENT

4.1. School management involves students, parents and teachers in the planning of TPD

School performance indicators with examples	Examples and questions for assessing the school's performance in relation to each indicator	Possible sources of evidence that can be triangulated
<p>The school uses an effective mechanism to identify the individual training needs of teachers.</p>	<p>Examples of good practice</p> <ul style="list-style-type: none"> • The use of student and teacher questionnaires. • The monitoring of planning. • The monitoring of student attainment. • Systemic informal and formal observations from all levels of the school management. 	<ul style="list-style-type: none"> • Conversations with staff and students. • Needs Analysis surveys. • Formal lesson observation documentation.
	<p>Questions</p> <p>How does the school identify the individual training needs of staff?</p>	
<p>Explain how well the school meets this indicator with links to evidence</p>		

4.2. School Based Teacher Professional Development

School performance indicators with examples	Examples and questions for assessing the school's performance in relation to each indicator	Possible sources of evidence that can be triangulated
<p>The school provides sustained and targeted professional development to teachers.</p>	<p>Examples of good practice</p> <ul style="list-style-type: none"> • School Based Teacher Professional development is embedded into the school culture. • Schools deliver 5 days of School Based Teacher Professional Development each year. • Teacher coaching is embedded into the school culture. 	<ul style="list-style-type: none"> • Conversations with staff and students. • Photographs of Teacher Professional Development workshops. • Analysis of staff surveys.
	<p>Questions</p> <ul style="list-style-type: none"> • How often does the school organize staff professional development workshops for its staff? • How does the school enable teacher coaching to take place? 	
<p>Explain how well the school meets this indicator with links to evidence</p>		

4.3. Monitoring of Professional Development

School performance indicators with examples	Examples and questions for assessing the school's performance in relation to each indicator	Possible sources of evidence that can be triangulated
<p>The school uses effective mechanisms to monitor the effectiveness of professional development.</p>	<p>Examples of good practice</p> <ul style="list-style-type: none"> • The use of student and teacher questionnaires. • The monitoring of student attainment. • Systemic informal and formal observations from all levels of the school management. 	<ul style="list-style-type: none"> • Conversations with staff. • Documentation from formal lesson observations. • Analysis of Staff surveys. • Evidence from lesson observations.
	<p>Questions</p> <p>How does the school monitor the effectiveness of staff professional development?</p>	
<p>Explain how well the school meets this indicator with links to evidence</p>		

5. STUDENTS PERFORMANCE

5.1. Students exercise their social and civic responsibilities in the classroom, at school and in the community

School performance indicators with examples	Examples and questions for assessing the school's performance in relation to each indicator	Possible sources of evidence that can be triangulated
<ul style="list-style-type: none"> Students feel safe, respected, fulfilled, involved in school life and responsible for contributing to the positive climate at school. Students are active and vigilant in identifying problems in the classroom, school and community and contribute to decision making. Students' initiatives are highlighted and valued 	<p>Examples of good practice</p> <ul style="list-style-type: none"> The student council has the opportunity to provide feedback on the quality of teaching and learning. All teachers give students opportunities to make meaningful decisions about their learning. Students carry out meaningful community initiatives. 	<ul style="list-style-type: none"> Observation of atmosphere within school. Evidence from displays of student work. Meeting with student council. Conversations with staff and students. Evidence from lesson observation. Photographic evidence of student achievement.
	<p>Questions</p> <ul style="list-style-type: none"> How does the school involve students meaningfully in the decision-making process? How do teachers involve students in their own learning? 	
<p>Explain how well the school meets this indicator with links to evidence</p>		

5.2. Student achievement is monitored and analysed

School performance indicators with examples	Examples and questions for assessing the school's performance in relation to each indicator	Possible sources of evidence that can be triangulated
<ul style="list-style-type: none"> Assessment outcomes are monitored and evaluated with clear feedback into teaching and learning strategies. Student progress is tracked systematically, using a range of achievement data in order to support the students in maximising their potential. 	<p>Examples of good practice</p> <ul style="list-style-type: none"> Rubrics are used that enable students to track their own progress. Standardised national assessment results are compared with (if available) summative assessment data, and teacher judgement data (formative assessment). The curriculum is adapted to meet individual student needs as a result of the analysis of data. Teacher professional development needs are identified through analysis of this data. <p>Questions How does the school monitor and evaluate student assessment data?</p>	<ul style="list-style-type: none"> Evidence of student assessment data analysis. Evidence from lesson plans. Evidence from lesson observation. Conversations with students. Analysis of student work (notebooks, portfolios, displays etc).
<p>Explain how well the school meets this indicator with links to evidence</p>		

5.3. Students are engaged in extracurricular activities

School performance indicators with examples	Examples and questions for assessing the school's performance in relation to each indicator	Possible sources of evidence that can be triangulated
<p>Learning is enhanced through involvement in intra and extracurricular activities.</p>	<p>Examples of good practice</p> <ul style="list-style-type: none"> • Student led and teacher led after school clubs. • Student led community projects (e.g., Anti littering campaign). • Students learn from real life experiences. (e.g., trips to work places, historical places of importance, trips into nature). 	<ul style="list-style-type: none"> • Conversations with students and staff. • Analysis of student surveys. • Photographic evidence.
	<p>Questions</p> <ul style="list-style-type: none"> • How does the school enable extra curricula learning to take place? • How do students help their local community? 	
<p>Explain how well the school meets this indicator with links to evidence</p>		

5.4. Students are engaged in managing their own progress

School performance indicators with examples	Examples and questions for assessing the school's performance in relation to each indicator	Possible sources of evidence that can be triangulated
<p>Students reflect upon their progress systematically and can identify their next steps in learning.</p>	<p>Examples of good practice</p> <ul style="list-style-type: none"> • Teachers use rubrics to help students identify areas of weakness and set targets. • Students self assess all significant pieces of work. They understand their next steps in learning and set targets for themselves. • The student council has the opportunity to feedback on the quality of teaching and learning. • All teachers give students opportunities to make meaningful decisions about their learning. 	<ul style="list-style-type: none"> • Evidence from lesson plans. • Evidence from lesson observation. • Conversations with students. • Analysis of student work (notebooks, portfolios, displays etc). • Meeting with student council. • Conversations with staff and students.
	<p>Questions</p> <ul style="list-style-type: none"> • How do students assess their own progress and identify their next steps in learning? • What mechanisms are there for students to give feedback on the quality of teaching and learning within the school? 	
<p>Explain how well the school meets this indicator with links to evidence</p>		



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